

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



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New Pathways Academy Public Charter School

Submitted to: District of Columbia Public Charter School Board

Submitted by: New Pathways Academy Public Charter School

Submitted: March 1, 2013

Table of Contents

| | |
|---|--------------|
| Application Information Sheet..... | |
| Executive Summary..... | |
| A. Educational Plan..... | Tab A |
| 1. Mission and Purpose of Proposed Public Charter School | |
| a. Mission and Philosophy..... | 6 |
| b. Educational Needs of the Target Student Population..... | 7 |
| c. Educational Focus..... | 12 |
| 2. Goals | |
| a. Academic Goals..... | 17 |
| b. Non-Academic Goals..... | 18 |
| c. Organizational Goals..... | 19 |
| 3. Student Academic Achievement Expectations | |
| a. Guidelines for Eligible Applicants Electing to Use the PMF in Setting Student Academic Achievement Expectations..... | 19 |
| b. Guidelines for Eligible Applicants Not Electing to Use the PMF in Setting Student Academic Achievement Expectations..... | 29 |
| 4. Charter School Curriculum | |
| a. Student Learning Standards..... | 36 |
| b. Resources and Instructional Materials..... | 38 |
| c. Methods of Instruction..... | 46 |
| d. Student with Disabilities..... | 50 |
| e. English Language Learners..... | 52 |
| f. Strategies for Providing Intensive Academic Support..... | 53 |
| g. Strategies for Meeting the Needs of Accelerated Learners..... | 57 |
| 5. Graduation/Promotion Requirements | |
| a. High Schools..... | 57 |
| 6. Support Learning | |
| a. Family Involvement..... | 68 |
| b. Community Participation..... | 70 |
| School Organization and Culture..... | 72 |
| c. Extracurricular Activities..... | 76 |
| d. Safety, Order, and Student Discipline..... | 77 |
| e. Professional Development for Teachers, Administrators, and Other School Staff..... | 80 |
| f. Structure of the School Day and Year..... | 83 |
| B. Business Plan..... | Tab B |
| 1. Planning and Establishment | |

| | | |
|-------------------------|--|--------------|
| a. | Profile of the Founding Group..... | 87 |
| b. | Planning Process..... | 89 |
| c. | Corporate Structure and Nonprofit Status of the School..... | 89 |
| 2. | Governance and Management | |
| a. | Board of Trustees..... | 89 |
| b. | Rules and Policies..... | 92 |
| c. | Administrative Structure..... | 93 |
| d. | Performance History of Experienced Operator..... | 95 |
| 3. | Finance | |
| a. | Anticipated Sources of Funds..... | 95 |
| b. | Planned Fundraising Efforts..... | 97 |
| c. | Financial Management and Accounting..... | 98 |
| d. | Civil Liability and Insurance. | 100 |
| e. | Provision for Audit..... | 100 |
| 4. | Facilities | |
| a. | Identification of a Site..... | 100 |
| b. | Site Renovation..... | 101 |
| c. | Financing Plans for Facilities..... | 101 |
| d. | Building Maintenance..... | 101 |
| 5. | Recruiting and Marketing | |
| a. | Outreach to the Community..... | 101 |
| b. | Recruitment of Students..... | 102 |
| c. | Future Expansion and Improvements..... | 103 |
| C. Operations Plan..... | | Tab C |
| 1. | Student Policies and Procedures | |
| a. | Timetable for Registering and Enrolling..... | 104 |
| b. | Policies and Procedures for Enrollment and With of Students..... | 106 |
| 2. | Human Resource Information | |
| a. | Key Leadership Roles..... | 106 |
| b. | Qualifications of School Staff..... | 107 |
| c. | Staffing Plans..... | 111 |
| d. | Employment Policies..... | 112 |
| e. | Use of Volunteers..... | 115 |
| 3. | Arrangements for Meeting District and Federal Requirements | |
| a. | Health and Safety..... | 116 |
| b. | Enrollment Data..... | 120 |
| c. | Maintenance and Dissemination of Student Records..... | 121 |
| d. | Compulsory Attendance Laws..... | 121 |
| e. | Title I of the Elementary and Secondary Education Act..... | 122 |
| f. | Civil Rights States and Regulations of the Federal Government and the District of Columbia..... | 122 |
| g. | Other..... | 122 |
| 4. | Implementation of the Charter | |
| a. | Timetable and Tasks for the Implementation of the Charter..... | 122 |

| | |
|---|--------------|
| b. Major Contracts Planned..... | 131 |
| c. Orientation of Parents, Teachers, and Other Community Members..... | 131 |
| d. Services Sought from District of Columbia Public Schools..... | 132 |
| D. Certifications..... | TAB D |
| E. Budget..... | TAB E |
| F. Résumés, Board Member Agreements, Statements of Interest and Qualifications..... | TAB F |
| G. Conflict of Interest..... | TAB G |
| H. Demographic Analysis..... | TAB H |
| I. Required Documents..... | TAB I |
| • Charter School Board of Trustees Job Description | |
| • Charter School Individual Director Performance Expectations | |
| • Articles of Incorporation | |
| • By-Laws | |
| • Code of Ethics | |
| • Discipline Policy | |
| • Letter of Intent for Facility | |
| J. Curriculum Sample..... | TAB J |
| K. Appendix: Performance Management Framework Overview..... | TAB K |
| L. Appendix: Letters of Support..... | TAB L |

APPLICANT INFORMATION SHEET

Request for Approval

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

Name of Proposed Charter School: *New Pathways Academy Charter School*

Name of Entity Applying for Charter Status in DC: *NPA CS*

Contact Person: *DR ALICIA PETERSEN*

Address: [REDACTED]

Daytime Telephone: [REDACTED]

E-mail: [REDACTED]

Fax:

Name of Person Authorized to Negotiate:

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

Authorized Signature: *Alicia Petersen*

Proposed Start Date:

Proposed Year 1 Budget:

Start Up Information

| | | |
|-------------------------|--|--------------------------------|
| First-Year Enrollment: | From age/grade: <i>9</i> to age/grade: <i>9</i> | Number of students: <i>110</i> |
| Year Five Enrollment: | From age/grade: <i>9</i> to age/grade: <i>12</i> | Number of students: <i>350</i> |
| Enrollment at Capacity: | From age/grade: <i>9</i> to age/grade: <i>12</i> | Number of students: <i>350</i> |

Location of school (address or area of city):

Names of Organizations Involved in Planning (if applicable):

Name of Educational Service Provider (if applicable):

Type of Application (Check One)

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

If conversion, name the school being converted: _____

If conversion, do you wish to retain the existing school site? Yes No

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

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16

Executive Summary

The New Pathways Academy PCS (NPAPCS) is a non-traditional high school that will educate at risk youth in far southeast using a skills-based thematic approach throughout the school to educate youth who are not succeeding in the traditional school setting---- students who typically experience poor academic achievement, are chronically late to school or experience excessive absences and other risk factors that predispose them to dropping out of school, or who have dropped out, been pushed out or, for any number of reasons and circumstances, are not attending school. NPAPCS is modeled after the small high schools known as “street academies”, particularly the successful Dix Street Academy High School that was located in far northeast Washington in Ward 7. NPAPCS will have a challenging academic program that will be skills based, interdisciplinary, aligned with District of Columbia Public Schools (DCPS) standards and the Common Core State Standards (CCSS) with a focus on work force readiness and social skills development, efficiently and effectively managed. Commitment, Communication and Collaboration are the three management pillars. Progress will be measured by the PARCC (DCCAS) and other standardized tests and teacher-made assessments to ensure that students meet the rigorous District of Columbia Public School (DCPS) standards and NPAPCS goals and objectives. The unifying theme of NPAPCS is student success today, tomorrow and in the future. Student success will be measured across academic areas, behavior management, life skills and work skills development.

Student success is central to the mission of NPAPCS. The environment, school climate, administrative and teacher attitudes, instructional strategies, materials, academic and non-academic services, supports and opportunities are specifically designed to foster student success and safety. The school is uniquely designed to meet the assessed cognitive, social, psychological, ethical, and behavioral needs of each student to enable students to achieve a high school diploma and to seek meaningful employment. Learning and thinking skills, personal and emotional skills and social skills, as well as transferable literacy, numeracy skills will be as important as traditional “subject” knowledge.

Common Core State Standards (CCSS)

The NPAPCS curriculum is based on the national Common Core State Standards that is a state-led effort to establish a shared set of English/Language Arts and math standards that has been adopted by 40 states, five territories and the District of Columbia. The standards will provide for structure, continuity and consistency that allow for our students’ progress to be measured against other students similarly situated. It will further ensure that our students are receiving the academic skills that will make them competitive in the world of work and post-secondary education. This curriculum provides a solid, coherent foundation of learning. It is a guide to coherent content from grade to grade, designed to encourage

steady progress that can be individualized as students build their knowledge and skills from subject to subject and one year to the next.

Work Skill/Social Skill Readiness

Today's workforce requires students to not only know, but demonstrate what they know. The skills necessary for successful employment include both academic skills and workplace skills. "Workers will need technical skills, academic proficiency, and the ability to solve problems, to work as team members, and to communicate effectively with a variety of people in a workplace setting," note Schmidt, Finch, Faulkner, and Kandies (1995).

Social skills development needs to be integrated into job readiness and career pathways. An individual who has been properly socialized knows the what, how, when, where and who of any situation and is comfortable interacting in varied social settings. The social skills can be grouped into the 5 D's: Demeanor, Discourse, Discipline, Diplomacy and Decorum. In language arts and social studies, using anecdotes, role play, social laboratory and practical experiences, the participants will be placed in real life situations where they will have to exercise appropriate judgment to solve social problems that arise within any school or work situation.

K-12 A+anyWhere Learning System™ on line program

This program is specifically designed for students at risk for dropping out of school. Students are enrolled in this program based on need. Students are encourage to complete as much coursework as possible using the software in an open-ended, open exit environment that is not intimidating and is full of rewards. While using the software, tutoring or other academic supports, students are working to pass end –of-course examinations and to demonstrate proficiency according to the rigor of state and national CCSS and guidelines. Not only can it be used for remediation, but it can allow for individualized instruction of content materials, acceleration or credit recovery. The goal always is high school graduation and preparedness of the students to enter a highly skilled workforce, or to pursue higher education.

Skills Based

Although NPAPCS will utilize a thematic skills based approach, it is clear that certain skills need focused attention and are best developed through daily effort and reinforcement until they reach a certain skill level. As a result, NPAPCS will be based on the needs of the student and separate some skill-based programs such as mathematics, writing, and Spanish so that students can master these tools for application in real world problems. Within a self-directed framework, students receive individual direction, and are held accountable for realistic progression and pacing. Student work is, therefore, both self-paced and carefully guided, with particular attention to developing skills, and competence within each topic.

A. Educational Plan

1. Mission and Purpose of the Proposed Public Charter School

a. Mission and Philosophy

The mission of the NPSAPSC is for students to learn in a non-traditional student-centered, real life learning environment with a focus on social, work and academic skills. This is supported by a holistic, skilled based academic/educational curriculum that fully utilizes the life skill experiences and interests of the students to master the skills required to achieve a high school diploma and work readiness. The holistic academic model is designed to address the immediate needs of the student population and intervene to provide supportive services such as substance abuse and HIV-AIDS counseling, health care, referrals and follow up through on site counseling, and clinical social worker staff and community partnerships. For parenting students, onsite child care will be available.

Our philosophy is premised upon a fundamental belief that students must be at the center of learning and all students can learn; however, how and when they learn is influenced by a series of social, emotional, psychological, ethical and cognitive factors that must be addressed in the learning environment. Students do not leave their needs at the door when they enter the school. NPAPCS will attract students with learning disabilities, English Language Learners, and students as the name implies are disconnected from the larger society because of the lack of social, work and academic skills to be productive citizens. They will come with a plethora of academic gaps and behavioral issues. They are not in school and not working; however, it is because of their life skills experiences, once re-enrolled they have a readiness to learn.

Underlying causes of student risky and negative behavior must be addressed in the learning environment. Early indicator of youth who will engage in high risk behavior such as drug abuse, unprotected sexual behavior, drug abused, alcohol and juvenile delinquency is the cognitive inability to problem solve, anticipate consequences and lack of decision-making. While risks taking can be productive, we must teach our students how to discriminate between risks that should be taken and risk that should be avoided (Brynes & Miller 1997) When people make decisions in real-world contexts, their choices reflect (a) their beliefs about how one is supposed to behave in these situations (moral) and conventional beliefs, (b) their values about what is important (including other people's opinion about you), (c) their beliefs about the likely consequences of actions carried out in that context, (d) their goals to pursue outcomes that elicit positive emotions and goals to avoid negative emotions (their current state of mind (including fatigue, emotional arousal, mood, intoxication), (f) the degree they reflect on their options, strategies for modifying and compensating for unhelpful states of mind or temperamental traits (e.g., impulsivity), and (g) their working memory capacity—that is, the processing space for entertaining the

issues in (a) to (d) consciousness (Brynes, 1998). In order to change the risky behavior in our student population we must teach social and cognitive problem solving skills. We must teach our youth how to think critically to avoid problematic situations or if once in a situations how to get out of it. Also how to exercise judgment to avoid negative peer pressure related to self-esteem issues.

b. Educational Needs of the Targeted Population

At full capacity, the New Pathways Street Academy Public Charter School (NPAPCS) will serve 350 students from the District of Columbia. NPAPCS intends to locate in Ward 7. NPAPCS will initially serve 110 students in the 9th grade and will add a grade each year until we reach the 12th grade. The primary community populous will be from Wards 7 and 8, which are the areas of the city with the fewest opportunities for students who have dropped out or fit the profile of at risk youth who are in danger of dropping out. These may be students under court supervision, students on long term suspensions from a District public school or other charter schools, as defined by the Office of the State Superintendent for Education (OSSE); students who withdrew from school and have been out of the learning environment for a substantial period of time; students who failed courses, homeless, expelled and cannot return; students committed to the Department of Youth Rehabilitation; students who are pregnant or parenting; students under treatment for drug abuse and other at-risks status as defined by OSSE. The surrounding neighborhoods of the schools in Wards 7 and 8 also suffer from the highest concentrations of poverty and adult unemployment of any other areas in the District. These statistics create concerns regarding whether these youngsters are getting a solid foundation for educational achievement.

An examination of the profiles of Ward 7 and Ward 8 would reveal many similarities that further indicate the need for a holistic, student-centered educational program with an emphasis on re-enrollment back into the educational system. Both communities are approximately 97 percent African American, and the distribution among age groups is similar in both wards. These data show that of the 70,540 persons residing in Ward 7, 20 percent (14,457) are youths ages 5–17. The adult population between 18 and 44 is only 35 percent. Of Ward 8's population of 70,914, 26 percent (18,195) are ages 5–17, and 40 percent (28,336) are adults ages 18–44. The 14-18 youth group will be targeted by NPAPCS. Projections indicate that NPAPCS will have an enrollment of approximately 12 special education students and 18 English Language Learners, which may include Latino, African, or Asian students.

Latino students should make a significant transition from the norms and traditions of their native countries to those of the United States as well as from bilingual/English as a Second Language classes to English-only instruction in mainstream classes. For older students this transition is even more difficult because it is accelerated. By using a holistic, student-centered, interdisciplinary, workforce readiness–focused learning environment, NPAPCS

will help students make the transition and assure success.

Academic Needs

Poor reading and math skills as demonstrated on the DCCAS and other teacher made assessments have driven many youth from the learning environment. Only 46% of DCPS students ranked proficient in math and 43.5% proficient in reading. Student find themselves being grade repeaters and unable to gain meaningful success in the learning environment. Given the emphasis on testing, they are left behind. While there is an emphasis on outcomes, there is not similar emphasis on teaching the missing skills in a student centered environment so that no student is truly ever left behind. There are so many reason that student have learning gaps. NPAPCS will address both the academic and the social needs of its students. Currently there are 27 public charter schools that recruit high school students, five are in Ward 7 and 5 are in Ward 8. None of the current public charter schools are designed to service the needs of students who have dropped out of school or fit the profile of those students who may be potential dropouts using a non-traditional education model or approach. There are three DCPS high schools that serve this population Luke Moore High School (293) students, below average rating by Great School), Spingarn STAY (162 Students) below average rating and Ballou STAY (735 students) below average rating. Spingarn STAY is targeted for closing after the 2012-2013 academic year. Ward 7 has not had a high school that utilizes an alternative education approach since the closing of the Dix Street Academy that was created to serve the drop out population in the 1970's. Of the 5 charter high schools in Ward 7 and the 5 in Ward 8, none of them have as their mission to specifically target the drop out population and at risk youth. In addition DCPS High Schools have been rated below average with math scores on average at 14-18% and reading scores 17-23%. An examination of the District of Columbia Report Card of the No Student Left Behind Adequate Yearly Progress (AYP), 46% of DCPS students rank proficient in Math and 43.5% are proficient in reading.

Some groups of young people are at especially high risk of faltering on the path to adulthood. In 2007, 8 percent of youth 16 to 19 were disconnected by virtue of being out of school and not working. American Indian (15 percent), African American (13 percent) and Hispanic (12 percent) youth were more likely to be disconnected than their white and Asian counterparts (KIDS COUNT Data Center, 2009). In addition male youth (8.4 percent) were more likely to be disconnected than female youth (7.9 percent) (Anne E. Casey Foundation, 2009).

Educational Needs

It was recently reported by the February 2013 issue of the Hillcrest Community Newsletter that 20% of DC Students are truant, 5 times the national average. According to Kid's Count, as calculated by the ACGR, 61 percent of the District's students graduated from high school

in 2012 with a regular diploma after a four-year period. While there was not a very significant difference in graduation rates for traditional high schools from 2011 to 2012, it was at non-traditional high schools that the rates really went up. At non-traditional public schools, there was a 7 percentage-point increase in graduation rates.

- Graduation rates rose specifically at Luke C. Moore High School, an alternative secondary school that serves students ages 17 to 20 who have dropped out of other schools or who have been facing difficulties in a traditional school setting. Luke C. Moore saw a 12 percent rise in its graduation rate from 2011 to 2012. In an announcement from the school district (DCPS), Principal Azalia Hunt-Speight credited the impressive leap in graduates to the school's establishing a focus on a student-centered and student-supported climate and culture.
- For the 2010-2011 school year, Luke C. Moore implemented a new, non-traditional, accelerated master schedule, along with online learning, evening credit recovery and portfolio-based classes to help its students prepare for the real world. In addition, teachers and school leaders communicated with students through various channels that make them more comfortable in a learning atmosphere— including text messages, emails and through social media.

Chancellor Kaya Henderson is proposing to close 13 schools at the end of 2012-2013 school year. Of the 13, three will impact high school aged youth: Spingarn Senior High School, Spingarn STAY and CHOICE at Hamilton. Experience from the closings of 2008 revealed virtually all students in closed schools were minorities and three-quarters were low-income

- 91% of students in closed schools were black and 8% were Hispanic; only 15 students in closed schools were white. Of total enrollment, 80% were black, 11% Hispanic, and 7% white.
- 77% of students in closed schools were low-income. Of total enrollment, 59% were low-income

The closing of Spingarn, an underperforming high school, Spingarn Stay an alternative school for youth who dropped out of public school and CHOICE, school for youth with disciplinary problems will have a disproportionate impact on an already youth population who have been termed "disconnected youth." Roosevelt STAY closed in 2008 in that cycle of school closings

In a frantic attempt to stop poor attendance in the schools, the District of Columbia City Council is proposing an ill-conceived option to attack the ongoing truancy crisis by introducing the "Attendance Accountability Amendment Act of 2013" to penalize parents for a youth's failure to attend school.

To address a similar crisis in the 70's, there arose a national movement called the "Street Academy Movement" to provide a non-traditional approach to education for youth who dropped out, were pushed out or just simply refused to attend schools that were not meeting their needs. Most street academies offered the GED, Washington Street Academy and DC Street Academy, now Luke Moore Academy. However one such school, the Dix Street Academy, was able to persuade the District of Columbia School Board to permit it to offer a high school diploma in a non-traditional setting utilizing a skilled based, open-ended, ungraded interdisciplinary approach.

There are many documented reasons why a student drops out of school. One cause may be the alarming number of students of color and students with disabilities who have missed time in the classroom due to the discriminatory use of out-of-school suspensions. Students barred from the classroom are more likely to drop out and end up in the juvenile justice system.

NPAPCS will attract students because of its challenging non-traditional pragmatic focused academic program with work and social skills integrated in the curriculum. The school will operate in a holistic manner using youth development strategies to provide supports, services and opportunities to meet the needs of the "whole student." According 2006-2010 data Ward 7 had 40.3% and Ward 8 had 48.3% of students under 18 living below 100% of the federal poverty level. The medium family income in Ward 7 is \$31,800 and \$26,700 in Ward 8 where poverty is perverse, with over 25 percent of the heads of households are single females there is an educational need for a supportive, nurturing school environment that will set high expectations for achievement for students. The students in these communities have few academic options and must seek a quality alternative education outside the boundaries of their immediate community, which can pose additional financial hardships for families that are overwhelmed by trying to secure basic necessities.

Social Needs

The NPAPCS philosophy is premised on the belief that all Students can learn. Our students will be exposed to the highest quality of education designed to ensure that students learn and achieve notwithstanding their socioeconomic conditions. In many instances it is because of these social conditions of parenting, drug abuse, juvenile delinquency, abuse and neglect, lack of academic skills to perform in a traditional school setting that students opted out or were forced out of local schools.

These conditions and youth outcomes demonstrate the urgent necessity of intervening in the lives of D.C. public school students to better their life circumstances and chances. Our students in these wards need educational advocates who will ensure that they are not left behind and left out of the civil society and global community. Family conditions for D.C. youths in Wards 7 and 8 are among the direst in the city, with poverty levels in the wards

being the highest in Washington, D.C. The two wards have a high percentage of the population on food stamps and using Section 8 vouchers for housing assistance. Because many of the parents of our target students either dropped out of school or attained only a high school diploma or general equivalency diploma, they are marginally employed with no leave or medical benefits. It is difficult for this population to focus on needs that go beyond the basic necessities of food, clothing, and shelter. NPAPCS will collaborate with social service organizations, health care providers, substance abuse programs, the courts and juvenile justice program providers through Memorandum of Understanding to provide service and supports for a transition back into the learning environment.

Students Role Students must have an active role in the furtherance of their academic achievement. They must be given a role in decision making as they chart their academic path. They must be given the opportunity to collaborate with administrators, teachers, peers and community stakeholders. Students who are vested in their learning and given supports will be able to overcome learning gaps that hindered their success in a traditional educational setting.

Parents are welcomed in the learning environment and a member of the Student Support Team (SST). Parents are not just observers, but have an active role in the learning environment and are kept apprised of their student's progress and needs.

Communities with at risk students have many needs that have gone unattended for years. Layers of defensive behavior, suppressed anxieties and fear of failure, attitudes of "I cannot problem solve" have created a wall between the school and students. Community collaborators who can offer a plethora of services can chisel away at this wall by addressing these neglected needs. Community collaboration is essential to student success.

The NPAPCS's mission is to provide its diverse student body with the best possible education by focusing on the fundamental academic disciplines in an atmosphere that affirms academic achievement, and in so doing, to offer the community true choice in public education. NPAPCS will establish a foundation built for a lifetime of learning. Some schools sacrifice high expectations for fear of undermining student self-esteem. NPAPCS believes that knowledge must come first, and that Students acquire genuine self-esteem through academic accomplishment. Many schools currently deprive learners of this experience by failing to set and celebrate milestones of achievement. As a result wide gaps in achievement emerge that cannot be explained by variations in ability alone. Disturbingly but not surprisingly, these gaps often correspond to student's socioeconomic differences and varying levels of parental support. Some are created by inconsistent or even ineffective treatment of core areas such as language arts and mathematics. NPAPCS believes that a stronger education program will help to bridge these gaps, if not completely close all of them.

These problems are urgent and cannot await gradual reforms. The Students in our schools today have only one chance at a good education. NPAPCS hopes to influence the course of public education by positive example for the benefit of our Students and the society they will create.

To accomplish this mission, NPAPCS will have:

1. Rigorous curricula, with well-defined grade-by-grade outcomes in line with District, Common Core State Standards (CCSS) and high school graduation requirements.
2. Teaching methods guided by student needs that provide students the support and challenges they need to master grade-appropriate skills, ideas, and facts in every subject area with an emphasis on problem solving, decision making and literacy.
3. Integrated formal assessments to confirm student progress; promptly identify situations that require intervention or greater challenge, and to guarantee accountability of the school.
4. A school climate that values collaboration and cooperation and encourages academic achievement and recognizes the importance of hard work and personal responsibility. NPAPCS holds out high expectations for every student and teacher - while fostering fairness, a respect for others, and for the rights and responsibilities of citizenship in a democratic society.
5. Timely and complete communications with parents about their student progress (Comer Model).
6. A curriculum that integrates the *A+anyWhere Learning System* to promote a variety of learning strategies to address the learning styles of students.

c. Educational Focus

Workforce Readiness

Good jobs will go to people who can put knowledge to work, but more than half of the students in the United States leave high school without the knowledge necessary to hold those jobs (Secretary's Commission on Achieving Necessary Skills, (1991). Neither academic nor vocational education by itself prepares students with the skills needed for either postsecondary education or high-wage employment (National School-to-Work Learning and Information Center, (1996).

In order to provide students with the skills they need to succeed in college, technical school, or the work force, high schools must ensure that students acquire both academic and workforce skills in their courses. To emphasize the importance of this goal, federal legislation relating to school-to-work transition has called for an integration of academic and workforce education.

NPAPCS will integrate work skills, social skills, and academic skills by developing an applied and integrated school-to-work curriculum.

"Integration [of academic and work skills and social skills] is a rather broad concept that entails the blending together of concepts, principles, and content from academic disciplines (e.g., English, mathematics, science) with context, applications, and soft work and social skills from various occupations."

Horizontal alignment occurs when one or more teachers structure their courses so that students are learning about similar subjects at the same time in both courses. Real life experiences in work and social settings can present problems to be solved, motivating their examination in academic courses. For example, a social studies and language arts may align their courses so that a social studies topics and language arts skills can integrate those experiences. (See Appendix)

Another model proposed by Grubb, Davis, Lum, Phihal, and Morgaine (1991) calls for modifying the academic curriculum to make it more vocationally relevant. Two approaches for this model are: incorporating vocational applications in academic courses, and designing applied academic courses to be more relevant to vocational students.

"The most common approach is for principals to urge academic teachers to incorporate vocational applications whenever possible; examples include:

- Using reading materials that describe individuals at work or [reading] literature about work. Assigning instruction manuals for comprehension exercises.
- Including job-related writing exercises, such as business letters and resume writing, in English classes.
- Using job-related examples from carpentry, machining, electronics, and other occupational areas in math classes.
- Investigating occupations and the occupational composition of different states or countries in social studies classes.
- Examining the implications of biology for health workers, of electricity for electronics and computer occupations, and of physics for the design of machines." (Grubb, Davis, Lum, Phihal, and Morgaine, 1991, p. 30)

Reading/Literacy

NPAPCS believes that reading is critical to success in the mastery of class content material. Often preparation to teach reading is limited. In a March 19, 2007, Washington Post article,

Illiteracy Aid Found to Lag in District: High Rate Said to Hurt Economy,” 47 percent of the jobs in the District require a college or advance degree. At 50.4 percent, Ward 7 had the highest percentage of residents over the age 16 that were functionally illiterate. Ward 8 ranked second with 48.9 percent, Students of illiterate adults often end up illiterate themselves.”

NPAPCS believes that success in a contemporary society demands sound judgment —the use of language for thinking, problem solving, and communicating. A high level of literacy is vital in todays and tomorrow’s world if one is to be a local, national, and global citizen. Problem solving skills and situational judgment skills will be integrated through the school curriculum reinforced by the life skills of the students.

Social Skills Development

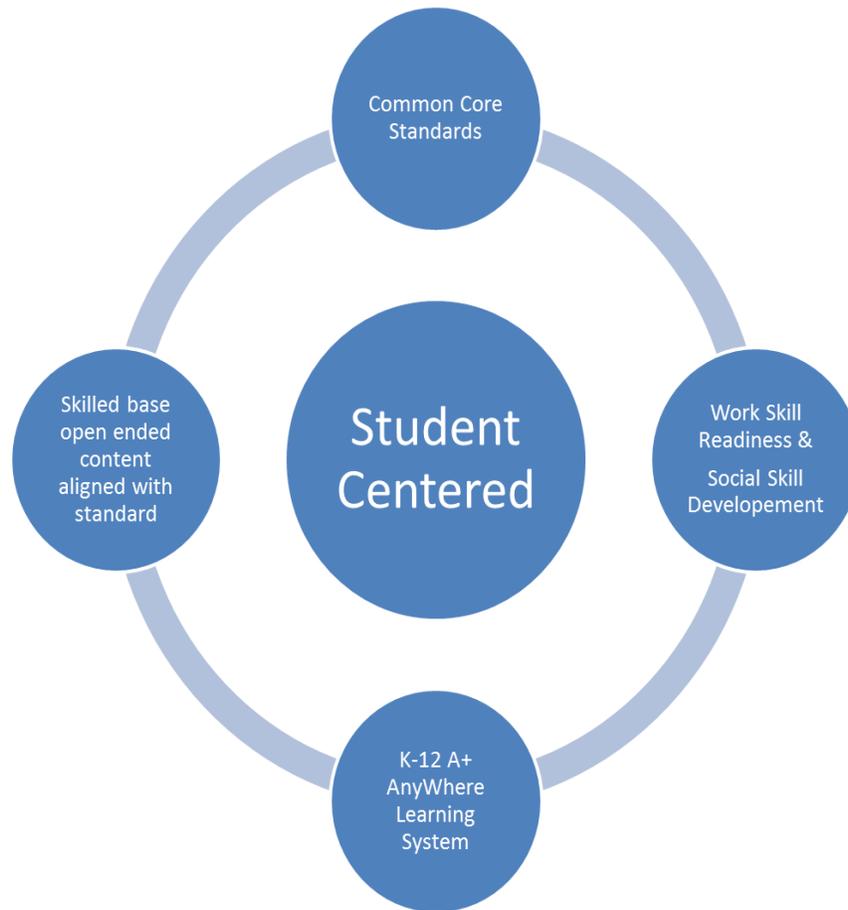
NPAPCS believes that a social-ethical program should promote proper decorum, proper decision-making, and proper dialogue in social situations. Students will be provided exposure to address some of the critical social needs of the students through social-ethical activities. A weekly unisex listening circle to focus on work-skills and social in real life situations. The social-ethical program will contain diverse activities such as cultural enrichment and lifestyle improvement, which will include etiquette/sportsmanship workshops, civility training, conflict resolution, money management, and healthy living will echo real life situations.

Community Service

The NPACS curriculum supports the development of citizenship through experiences such as volunteering and internships. NPAPCS will couples humanitarian and social responsibility with community action. In the 10th grade, one afternoon each week, our students will volunteer with local non-profits, and work on projects with significant responsibilities and substance while building relationships with community leaders.

There are four major interconnected components that clearly define the non-traditional educational program, school management, and school climate of NPAPCS:

Student Centered Measurable Success, Common Core State Standards aligned with skills based theme focused content, work force readiness, social skills training ,and the *A+anyWhere Learning System*.



There are so many opportunities for teachers to work together using the integrated thematic skills based approach to curriculum development. A traditional education approach will not attract our targeted population. As themes are developed there will be adequate coverage of DCPS curriculum objectives. All theme work would be done on paper or through practical activities, Teachers, students and parents will have the opportunity to evaluate the curriculum at the end of each theme. Themes will allow for the incorporating skills development and opportunities for ‘real’ life experiences. A theme could be the Anacostia River in which students would learn about the history, geography, habitats through visits, internet, maps, photos, paintings. They can work in small groups, present a documentaries that they record to DVD and show at community events. When determining the themes with parent and student input, teacher will determine the aspects of the curriculum (subject and skills) will be taught. Content must be presented so there is immediate application to real life situations. Information must be presented across content areas through team teaching, cross-curricular and interdisciplinary strategies, and life skills integration and computer technology. Student must be able to connect the information to some life goal they wish to achieve. To accomplish this type of curriculum integration requires training, team planning, and team meetings. Teachers will meet to

exchange information and document the progress of each unit so that improvements can be made and successes can be noted. Using mastered skills, life experiences and content, students will have the tools to inquire about careers and post-secondary education.

Organizing units and lessons around a theme has a number of important benefits. It connects content, language and culture around a “big idea.” It makes instruction more understandable to learners, because the theme creates a meaningful context. Themes provide a rich context for standard-based learning. When determining themes, teachers will engage the students in selecting materials that have relevance and reflect experiences useful in social and work settings. The sharing of common experiences starts with the students collaboratively exploring individual experiences and backgrounds. It is this learning opportunity that will open the way for inquiry and discussion.

The students will learn the essential skills within the scope and sequence of their content courses and use the knowledge, skills, and understanding of that information to master these skills needed for graduation. Themes will provide an opportunity for teachers to collaborate to address the different students’ learning styles and developmental needs.

The themes will help unify the curriculum. Teachers provide the opportunity for students to incorporate local, national, and global issues in the content courses. Depending on the theme, the course subject focus may vary. A theme “Who We Are” may focus on social studies, science, and math. Within those subjects students will acquire the particular skills required by the standards, and the teacher will follow the course scope and sequence using flexibility where appropriate. The skills from content materials will provide the tools for students to explore and understand other subjects. For our targeted population information must be transferable and have practical application.

NPAPCS will provide a comprehensive aligned curriculum with the DCPS Course Content Scope Sequence providing the framework. Work skills, social skills, literacy and problem solving skills will be integrated across all subjects and in all grades when and where appropriate. Teachers will determine if it is appropriate.

NPAPCS will have an educational program designed to challenge students academically, socially, and technologically. NPAPCS will develop citizens for a democratic society as follows:

- Academically, students will learn how to use content learned and skills mastered in each course to understand and appreciate local, national and global societies;
- Socially, they will interact well with people of all backgrounds; and
- Technologically, they will use and value computers to accelerate their learning and skill mastery.

Utilizing no-fault, consensus, and collaboration strategies—the NPAPCS staff will work in

content/skilled based teams to (1) identify books, games, media (2) align these materials with CCSS, (3) identify the unit contents in the texts, (4) develop timelines for teaching skills/content, (5) develop skill unit assessments, and (6) determine how to integrate social skills and workforce within each unit of study. Staff will meet after the end of each theme to obtain student and parent feedback. The relevant themes will be selected with input from the Advisory Council, parents and students. This information will be revised during the school year and will be shared with the Student, Parent Management Team (SPMT). During the school year, teams will revisit their plans to see if they are within the agreed timelines and make necessary adjustments as needed.

NPAPCS will expose students to the larger community through integration within the curriculum, extracurricular activities, and special programs. For example, exposure to other cultures present unique opportunities to use social skills and will stir student interest and allow for practical transfer and reinforcement of learning within all subject areas. These experiences will enable students to vicariously and actually relate to other people and the world.

To develop work force readiness skills, students will participate in career mentoring programs and internships. NPAPCS will utilize the resources of Washington’s unique community and work in collaboration with Department of Employment Services, local universities, entrepreneurs, governmental agencies and corporations. Throughout the curriculum there will be opportunities for student to inquire about careers. Students will receive threads of career information in each subject—math, science, social studies, language arts, reading, foreign languages, and physical education, art, and music—interwoven into the curriculum.

2. Goals

The goals of the NPAPCS are specific, measurable, and support the school’s mission and philosophy. The academic and nonacademic goals are designed to create a student-centered learning environment that will enable at-risk students as well as gifted and talented students, English Language Learners, and students with disabilities to succeed. The goals will be constantly reviewed, modified, and critiqued by the (SPMT) to ensure that measurable academic and social skills are being met. The goals as outlined reflect the expected outcomes.

a. Academic Goals

Through a holistic, student-centered, aligned curriculum, students will:

- Be able to read at grade level or above through the use of A+anyWhere Learning System, that is skilled based and teaches reading, strong communication and language skills, phonics, and decoding strategies that will enable students to read

and comprehend a variety of materials in content subjects at a statistically significant level;

- Be able to use numeration and master increasingly challenging mathematical concepts at grade level that will enable students to apply math skills to solve everyday problems at a statistically significant level;
- Be able to communicate effectively at grade level through speaking and writing in a modern foreign language (Spanish,) in school and social settings with appreciation of the cultural values of the language;
- Be able to communicate effectively in writing and speaking that will enable students to express themselves in an articulate, grammatically correct, and comprehensive manner in class and social settings;
- Utilize the scientific method in reports and projects and be able to apply it to both laboratory experiments and projects that reflect real-world situations using methods of inquiry to develop research and thinking skills
- Be able to demonstrate an understanding of geographical terms appropriate to explore the world to expand their work and career options
- Be able to listen and to use punctuation, spelling, and grammar effectively at grade level to read with understanding and to speak and write persuasively to enhance workforce readiness
- Be able to develop an appreciation for music and art in various forms
- Be proficient in the use of current technology that will enable students to increase, supplement, and expand information and knowledge;
- Develop an understanding of different cultures of the world

b. Nonacademic Goals

Through a holistic, student-centered, aligned curriculum, the students will:

- Demonstrate a positive attitude toward school and learning;
- Develop respect for self and others through social skills, developmental workforce readiness and a code of conduct adopted by all stakeholders;
- Promote a safe and secure learning environment;
- Contribute to their school and community to develop principles of citizenship;
- Use peer mediation and conflict-resolution strategies to enhance the social climate

of the school to facilitate leaning;

- Develop motivation to learn and achieve in a way that will increase their academic and occupational aspiration levels; and
- Demonstrate excellent attendance and constant enrollment.

c. Organizational and Management Goals

NPAPCS will:

- Develop an organizational relationship between support services and the educational program of the school with an emphasis on the social needs of the students
- Make educational and operational decisions by collaboration, consensus, and no-fault using the Comer School Model;
- Operate through sound budget and financial management;
- Develop patterns of shared responsibility and decision making among parents, students and staff;
- Have ongoing training and staff development, which will enhance staff skills and knowledge of instruction; student's social need such health, HIV-AIDs, Drug Abuse, parenting, etc. and expose staff to new strategies to meet student needs; and
- Create a collaborative environment where parental and community input is solicited and parents and community members are actively recruited to participate in the school culture and educational programs.
- Create a non-traditional school climate where safety and security are maintained.

3. Student Academic Achievement Expectations

Student Assessment

Teacher-made assessment instruments (written, oral, projects, etc.), online assessments, and textbook unit assessments will be used to measure skills mastery within content courses. Teachers will use a variety of materials and teaching strategies including Bloom's Taxonomy to ensure that students have mastered the skills in a meaningful way. This approach means that students can be given increasingly difficult assignments when groups of skills are mastered. Students will be taught to look at grades as a continuous mastery of skills that build on previous learning. Students will be taught the importance of having the

proper foundation before moving on to the next assignment. Students will be encouraged and supported to learn, improve, and enhance their critical thinking, problem solving, communicating, writing, mathematics, language, social and technology skills. Because students, parents, and teachers will closely monitor students' progress, each student will know what he or she needs to do in order to be successful, productive, contributing citizens in the 21st century.

The 2001 No Child Left Behind is still in effect. However, as of September 2011, the Elementary Secondary Education Act-Flexibility (ESEA/FLEX), DC along with other states received a waiver that provides more flexibility for demonstrating success. This new process was further reiterated before Congress in February 2013 by the US Department of Education's Secretary. This new option gives states an opportunity to address the most pressing educational challenges in creative and tailor made reforms. Progress will be measured by standardized tests, textbook assessments, and teacher-made assessments, artifacts, and portfolios to ensure that students are working toward meeting the No Child Left Behind benchmarks, the core state standards, and NPAPCS goals and objectives.

The NPAPCS students will participate in the state assessment DC Comprehensive Assessment System (CAS) as well as the Partnership for Readiness for College and Careers (PARCC) when the state implements this new assessment instrument in 2014-2015.

NPAPCS has created a school that will enable all students to achieve academic excellence and acquire the essential knowledge and skills necessary for our global community. The founders envision a school that will connect students in a collegial environment and link them to members of their community and peers in the community through joint research projects, volunteering, mentoring, and internships. There is also a strong commitment to using multiple measures of assessment to guide all aspects of instruction.

Administrators, consultants, peer instructors as well as mentors will work with teachers who will be, at times, struggling with the demands of their positions. Teachers, administrators, and staff will get to know the students, their families, and the community; take attendance, cover classes, and supervise corridors and lunches-gaining firsthand experience in the challenges and issues that arise in starting a school. School climate including violence and drug prevention, positive social skills, and safety will be a primary focus. Faculty will be reminded, every day, that while assessment is essential, students are far more than data on tests.

NPAPCS will demonstrate progress for its population particularly in reading, mathematics, social skills, and prereadiness for careers and the workplace.

The approach to assessment:

Each student will have his/her academic abilities and learning needs assessed before starting classes at NPAPCS... This entry-level assessment will provide baseline data for measuring student progress. It will be based on an analysis of student diagnostic results, achievement results on previous standardized tests, (where available), an analysis of student work, and other relevant data (e.g. attendance records, language and mathematic achievement levels, recognized strengths).

An individualized learning development plan, based on the results of the entry-level assessment, will be designed for each student by charter school faculty, parents, and the students themselves. The plan will target performance standards, drawn from the A+ Learning System, for the student to achieve during the year, and an instructional strategy aimed at helping the student master targeted standards. The learning plan will form the basis

Traditionally, educators have not always based their practice on assessment. Teachers must have the necessary knowledge or experience to give life to that vision. They will benefit from the technical support that the administration will provide. In the late summer and early fall of 2014 the Curriculum Coordinator will work with the founders, leaders, and teachers to begin to develop and implement a school-wide assessment plan-starting with the task of gathering entry level data on each student. As this process begins, some teachers may be eager and excited about the possibility of having comprehensive information about their students' strengths and weaknesses

The assessment plan includes individualized learning plans, student-centered instruction, formal and informal, formative and summative assessments, and student portfolios. Implementing this plan will be challenging. This is a new school. The culture is developing, and there's the opportunity to include rich success and accountability in the fabric of that culture.

In the informal assessments, teachers will utilize screenings, some teacher made diagnostic instruments, teacher made summative tests, rubrics with student input, parent feedback, observations, portfolios, artifacts, and narratives to demonstrate the student's level of success. Or that the student is in need of more individual instruction. These diverse opportunities will allow teachers as well as parents many strategies to ascertain whether students need more intensive or supplemental teachings for the student's progress to the next sequence.

Collecting the Data

One of the overarching goals of the NPAPCS is for all students to achieve academic

excellence. To meet this goal, teachers need multiple forms of assessment information about the strengths and needs of all of their students in a variety of subject areas. The NWAPCS staff will begin collecting data in reading, writing, spelling and mathematics-processes that are essential to a thematic approach in all content areas.

Testing students the summer before they enter the school in July and August 2014, students, parents, teachers, administrators and staff will collaborate to obtain the data students will need to enhance their academic success.

With the formal summative and formative assessment, all students will be administered the standardized KeyMath3, which is a normed referenced measure of essentials in mathematics concepts and skills. The test will be readministered every three months alternating forms. In light of the texting that exists, the Ayres Spelling List will be an important instrument to identify correct spellings and will be readministered quarterly to mark success. Gates McGinitie Reading Test (GMRT) of comprehension and vocabulary, which will served as the general screening tool. Based on the outcomes of this screening test, individualized reading assessment plans will be developed for each student.

Students who score at or above grade level on the Gates will be assigned to the Scholastic Reading Inventory (SRI). The SRI provides a lexile score that can be used to place students in books that are at an appropriate level of difficulty. Students who score below grade level on the GMRT will follow a different plan. Instead of the SRI, these students will be tested individually using the Qualitative Reading Inventory II (QRI), an informal reading inventory of comprehension and word recognition processes. The QRI provides information about students' literal and inferential comprehension, their facility with narrative and expository texts, and a measure of their word identification skills.

NPAPCS teachers will administer the QRI. For students who take the QRI, the first emphasis will consist of those with adequate word recognition skills but difficulty with comprehension. The second focus will be on students with poor word recognition skills and poor comprehension. Students in need of these skills will be assigned to additional testing using the Lexia Quick Reading Assessment, which provides information about specific gaps in students' word recognition skills, has a companion instructional piece that features targeted individualized instruction and practice in specific word recognition skills. Or individually, teachers may utilize the Reading Competency Test that provides a diagnosis regarding facility with phonemics, phonemic awareness and decoding new words.

With NPAPCS's focus on adolescent literacy for the 21st century, students will be tested in math, reading, and spelling. Since literacy is the foundation for knowledge acquisition in all other subject areas, using a constructivist approach, the NPAPCS will make literacy their number one priority. In addition, all NPAPCS students will be given a writing assessment similar to the one administered by the Massachusetts Department of Education. By the end

of the testing, the NPAPCS will have gathered extensive assessment information on every student.

The next step will be to disaggregate, analyze, and synthesize the data to improve teaching and learning. There is a growing consensus among educators and policy makers about the importance of disaggregating data "not to sort and classify for convenience in teaching but to identify students who require a different intervention to reach high standards.

Disaggregating data is an essential aspect of translating test scores or operationalizing data into useful information for teachers. The No Child Left Behind Act of 2001 with ESEAFLEX waiver requires that schools disaggregate student achievement data by gender, ethnicity, free and reduced lunch/ poverty levels, and special populations. This legal requirement is intended to make sure schools and teachers identify specific students and/or diverse student populations that are not meeting the standards and/or making progress. More importantly, educators have begun to use these data for instructional decision-making. Staff will enter the data in a Microsoft Excel file. Although there are several different data analysis programs on the market, Excel is the program of choice. NPAPCS did not have a program specifically designed for data collection. Further, the Excel database would be compatible with any program the school might purchase in the future. Finally, Excel will provide adequate tools to effectively and efficiently work with the data.

NPAPCS curriculum coordinator along with the reading instructor will review the disaggregated data, identify patterns of performance /achievement, and develop reading profiles:

Three specific questions will be answered through the disaggregating Process particularly as related to the state assessment DCCAS or the Comprehensive Test of Basic Skills (CTBS):

1. What are the patterns of achievement among sub groups of students that are not achieving (e.g., girls/boys, ethnic groups, special populations like special education, English language learners)?
2. What additional information is necessary to figure out why these students are not achieving?
3. What curriculum and/or instructional strategies need to be examined/changed to address the situation?

With this data teachers will be able to differentiate instruction in their heterogeneous classes, and to use vocabulary and comprehension strategies in their different content areas.

Using Data for Instructional Decision-Making. In the fall of 2014, the teachers at the NPAPCS will be totally immersed in the details of their daily work. New Pathways staff will assist teachers and administrators to use the assessment for planning schedules, programs,

and curriculum. They will analyze and disaggregate the assessment data and create comprehensive reports for teachers and leaders. Based on these analyses, students will be placed in heterogeneous groups for content-area instruction. Teachers will be instructed in approaches to differentiate instructions that are based on assessment and recognize students' varying background knowledge and experience and be able to use a constructivist approach... Using assessment data and related strategies for differentiated instruction is challenging for even the most experienced teachers. NPAPCS teachers will develop a reflective stance toward their practice in order to make the right instructional decision for struggling readers as well as advanced readers.

Ongoing Assessment

Assessment is a continuing part of NPAPCS instruction. Teachers will monitor students' placements and progress. Students showing significant progress, along with students continuing to struggle, will be carefully monitored to gauge their progress.

Teaching will be data-driven with assessment feedback and follow-up. The data collection process will be ongoing.

At the end of the first year of school, teachers and NPAPCS faculty and staff will administer end-of-year assessments and analyze the data to determine program effectiveness. And as returning and new students prepare to enter NPAPCS, they will be greeted by another round of data collection aimed at building a profile of each student to improve the achievement of all. NPAPCS will be vigilant to develop plans for further assessment-based initiatives. Professional development while maintaining high expectations. All teachers will address possible gaps between a student's potential for excellence and his/her actual performance.

Assessment Methods

How will student progress be assessed?

The NPAPCS will use a system of performance standards based on NPAPCS's integrated curriculum framework and the District of Columbia's Comprehensive Assessment System (CAS), PARCC in 2014 or whatever the state assessment is as a basis for measuring student progress. Thus, performance standards will reflect (a) state and district-wide content and performance standards for each grade level in the areas of mathematics, science, English, and social studies; and (b) performance standards that NPAPCS will identify related to the school's four cross-cutting curriculum themes --- career awareness, technology literacy, social learning, work skill readiness. Curriculum Coordinator will work with teachers, charter school staff and key stakeholders to identify a set of performance standards that each student will be expected to achieve.

Each student will have his/her academic abilities and learning needs assessed before

starting classes. This entry-level assessment will provide baseline data for measuring student progress. It will be based on an analysis of student achievement results on earlier standardized tests, an analysis of student work, and other relevant data (e.g.) attendance records, language development levels, recognized strengths). An individualized learning development plan, based on the results of the entry-level assessment, will be designed for each student by teachers, charter school staff, parents, and the students. The plan will target performance standards for the student to achieve during the year, and an instructional strategy aimed at helping the student master targeted standards.

Summative Assessment System: Student Year-end Learning Review

Each year, every student will participate in a year-end learning review. The purpose of this review is for the student to demonstrate and provide evidences of his/her learning to a panel of student peers, school staff, parents, school district personnel, and business and community members. During the review, the student will demonstrate how he or she has mastered the goals of his/her learning plan. Evidence of mastery can include performance tasks in a specific content area, projects, quizzes, tests, observations, and work samples, letters of recommendations, descriptions, and self-assessments.

Special needs students, like all students at NPAPCS, will have individualized learning plans/Individualized Education Plan as required by Federal law that will be used to direct and help measure student performance. Charter school faculty and staff will work with special needs students and their families to develop relevant instructional strategies to support student efforts to master the goals of their learning plan. Some strategies include providing supportive assistive technology tools in students' classrooms and homes.

NPAPCS also will meet the special learning needs of English Language Learners (ELL) bilingual students. At the outset, an assessment will be made of bilingual student language needs. NPAPCS will identify and adapt English language development models from around the country. The school will work with those transitional models that have been used successfully to encourage rapid language learning and academic achievement. Examples of the types of models and bilingual instructional strategies that will be considered include the following: the use of technology and other school and home-based tools to assist students in building language proficiency; providing bilingual students with a community mentor, who will help them practice their English skills as they engage in learning activities; offering cross-grade bilingual classes that use a mixture of native language and English language instruction. In such an environment, students may begin learning in their native language, and as their English language skills develop, transition to an English only classroom environment; and the provision of English Language Learners (ELL) instructional support for bilingual students.

Literacy Assessments Decision-Making

Educators at the NPAPCS must ensure that every student has access to rigorous curriculum and can thus reach high standards.

To accomplish this, NPAPCS teachers need to demonstrate an understanding of students' strengths and areas of need-particularly in the area of reading. With this understanding and professional development/support they will be able to differentiate instruction in content-area classes and provide targeted reading interventions that will support students' ongoing development. Assessment is central to this task. Each student at the NPAPCS will be assessed based on an assessment tool that allowed NPAPCS to gather critical information about all students. This tool outlined the use of the assessments described below.

The Gates-MacGinitie Reading Test, Fourth Edition (MacGinitie and MacGinitie, 2000), a general screening test, will be administered to all students. This timed test provides a general level of reading achievement for individual students as well as a measure for vocabulary and comprehension. Results are reported in grade levels and stanines. Stanines describe a student's level of achievement in relation to other students at the same grade. Students who score no more than one stanine below average for their grade level on the Gates-MacGinitie, will be given a grade appropriate version of the Scholastic Reading Inventory (Scholastic, 1999). The results of this untimed test are reported in Lexiles Scales, which link texts and readers under a common metric without subjective evaluation. Readers are not measured against other readers; instead they are measured against a standard text. Teachers can use lexile to match students with texts that are at an appropriate level of difficulty.

Students who score more than one stanine below grade level on the Gates-MacGinitie will be given the Qualitative Reading Inventory III (Leslie and Caldwell, 2002). The Qualitative Reading Inventory (QRI) is an individually administered, informal reading inventory that provides diagnostic information about students' strengths in word identification and comprehension. The QRI provides grade level scores; however, these scores represent complex information about students' word identification skills, background knowledge, and comprehension strengths and needs. Students who experience difficulties with word identification on the QRI will be given a digitized phonics test, the Lexia Quick Reading Test (Lexia Learning, 2000). This test provides information about speed and accuracy in word identification along with other diagnostic information. In addition, the results of this test indicate (In general, a student combined score in the lower ranges of the Gates-MacGinitie 4th stanine or below) indicates that the individual student has not yet developed the reading skills necessary to reach proficiency in all of the strands of the Massachusetts Curriculum Frameworks. Thus, the general recommendation made after considering the Gates-MacGinitie scores is that every student who scores slightly below the level of proficiency should be placed into an English/Language Arts Enrichment Course to receive

instruction and practice with the specific literacy skills that challenge that particular student (according to the remainder of his/her assessment results).

Curriculum Materials Recommendations:

After consultation with the curriculum coordinator and other adolescent literacy experts in the field, NPAPCS will make recommendations for curriculum materials for the final reading program. Recommended for use with students at risk, the Language materials will support the literacy development of students who need additional practice with decoding skills (as determined by their performance on the Qualitative Reading Inventory or the Reading Competency Test) and other reading skills. The Language Program is designed to address the essential components of adolescent literacy development, and is in alignment with the Massachusetts English/Language Arts Frameworks.

Assessments NPAPCS Will Use

Selected Academic Assessments and State Standards

- **Gates-MacGinitie Reading Test:** This formal test is designed to assess the word identification, comprehension, and vocabulary of students.
- **Qualitative Reading Inventory:** This formal test is designed to repair the deficient reading skills that may interfere with a student's success.
- **Ayres Spelling List:** This instrument examines the student's spelling skills necessary for formal writing.
- **The KeyMath3 Arithmetic Test:** This formal assessment diagnosis a student's essential mathematics skills and concepts.
- **A+anyWhere Learning System:** This record keeping and assessment process is designed for repair, mastery, or acceleration.
- **Required citywide assessments—English, Mathematics, Science, and Writing:** These assessments will be designed to match core state standards. This test determines whether the school can demonstrate it has met the standards to evidence progress for challenging learners.

Assessment information is attained by collecting quantifiable and qualitative data, including observations of the student at work, student self-report explanations, interviews with the students, student logs, student journals, student-teacher contracts, behavioral checklists, surveys, sentence completions, and multiple choice questions. Special students may create and present portfolios and artifacts, while gifted students may present solutions to real-world or practical problems that they solve with community resources or independently.

How Academic Assessment Will Be Used in the Classroom

To make the assessments meaningful, there must be some correlation between skills taught in the classroom and skills tested. The interpretation of test results and the transfer of the data into a useful tool to aid the students in their performance will require support from persons trained in test results interpretation (i.e., the testing company, the administrator, the Curriculum Development Committee, the testing chairperson, and teachers). Not only must the raw data be analyzed and linked to classroom course work, but also the growth and developmental needs must be overlaid. Therefore, the best opportunity for success can be achieved.

In the NPAPCS student-centered and holistic learning environment, assessment becomes as important as instruction. It lets the teachers know if the instruction is accomplishing its stated purpose. If it is not, then immediate changes shall occur in instruction until the child's learning style and readiness are captured in the learning environment and it can be demonstrated that goals and objectives are being met. NPACPS will utilize various assessment tools and strategies to chart student achievement. One type of assessment is not sufficient to capture the data necessary to show case the student's needs.

The NPAPCS assessment program is designed to diagnose, support and encourage appropriate teaching and learning in the classroom in order for students to meet or exceed the standards adopted by the school. The purpose of the assessment program is to determine whether or not students have gained specific knowledge and skills, diagnose strengths and weaknesses to determine what the students have learned and how they learn, make adjustments in instruction, and assist in decisions to improve student outcomes since ESEAFLEX allows for demonstrating academic growth with challenging populations by focusing on students' progress

From looking at the assessment data and observations, teachers can pinpoint skill strengths and deficiencies in content areas and set specific goals for students. Students and teachers can chart their progress. Teachers can use the assessment data for intervention and tutorial support. Homework assignment can target the educational needs of all learners—gifted students, students with special needs, and ELLs—while strengthening the partnership with the parents/guardians.

Standardized tests should be just one aspect of a regular regime of testing. An important relationship of the school's assessment program is that it supports and encourages appropriate student learning that is aligned with the textbook content, local and national standards, formative and summative assessment instruments. Standardized tests will help the teacher place students on their individual instructional levels based on baseline data or pretests gathered from appropriate assessments.

Frequent textbook content assessments track the students' progress as well as the

A+anyWhere Learning System’s assessment and can accelerate their learning based on their performance. Through regular assessment, the teacher will identify educational difficulties and provide the necessary intervention strategies to assist the students to accomplish academic success.

No single assessment reveals the whole child. All NPAPCS assessments will support appropriate learning and national and local standards. However, learning theorists have separated assessments into two categories: formative and summative. Formative assessment such as textbook content assessments, teacher-made tests or informal tests with accompanying rubrics, and formal tests are used to provide detailed feedback to teachers about their students’ capabilities. The teacher is seen as a supporter to assist the student in achieving beyond what he or she can already accomplish and make corrective actions where necessary (or in the case of the gifted population, deepen the knowledge base by enriching the teaching and offerings). On the other hand, summative assessments are used to provide information about students’ achievement at the end of a project or course. These can be teacher-made tests with appropriate rubrics or informal and formal tests including standardized assessments. The summative findings or results act as a mechanism for student, teacher, and school evaluation as well as curriculum revisions. All decisions are based on data followed by collaboration and consensus on the activities and assessments that will be implemented to meet the academic and developmental needs of the students and improve the school environment.

Nonacademic Assessments Designed to Support the Comer Model—School Planning and Management Team (SPMT) for At-Risk Children

The following instruments are in the affective domain and have no state standards; however, research supports that they are essential for an effective school. These nonacademic assessments will be administered throughout the school year as part of the school management. These data will be gathered by the school’s administration to improve the operation of NPAPCS:

- **The School Climate Questionnaire:** This assessment assists the administration in identifying the perceptions of the parents and staff of the school climate.
- **Piers-Harris Children’s Self-Concept Scale (2nd ed.):** This assessment is designed for students ages 7 through 18, written at the 2nd grade reading level. This instrument assists the administration in examining the psychological health in children and teens and can assist in determining if further testing or treatment is needed. Teachers may administer these scales. The test measures the child’s perception of his or her physical appearance and attributes, freedom from anxiety, intellectual and school status, behavioral adjustment, happiness and satisfaction, and popularity.

- **Social Skills Assessment:** This instrument is a pre/post diagnostic assessment for grades 6-12 to examine their strengths and weaknesses that the student must be in possession of for operating in the global community.
- **Work Readiness Inventory:** Quick assessment of attitudes and skills required in the work place to enhance a successful experience.
- **TGEL Overview:** An in depth assessment that NWAPCS will use for internships, readiness for summer youth employment, and/or part-time positions in the real world.
- **Work Skills Situational Judgment and Active Listening:** an assessment tool and workbook designed to enhance critical thinking and problem solving. This instrument is supported by the Work Skills Council.
- **Learning Style Assessment:** This instrument is designed to support the method of learning for each student's strength.
- **Naglieri Nonverbal Ability Test second edition NNAT2:** is a culturally fair assessment for the gifted and talented designed to identify students regardless of intervening factors (.i.e. reading level, academic achievement, or socio-economic factors)

How Nonacademic Assessment Will Be Used

The school's climate has two notable characteristics: (1) the frequency and quality of interactions among parents, teachers, students, the principal, and administrators; and (2) the feelings of trust and respect that exist within the school community. The school's academic climate can be classified on a continuum from "psychologically adequate" to "nurturing." A psychologically nurturing school provides the perfect ground for student achievement, professional development, and education reform initiatives aimed at improving aspects of the educational process. Grade-level teachers and teachers in other departments who do not work well together cannot come together as a team and implement a new curriculum initiative. Individual teachers by themselves are not able to engage in preventive actions on behalf of students. Poor-quality relationships between staff members and students interfere with the educative process. Poor interpersonal relationships among the students disrupt the classroom and school.

The reason for assessing school climate is to examine the extent to which relationships among adults and between adults and youths will change as a result of the implementation of the Comer process utilizing the three principles of no-fault, consensus, and collaboration. Positive relationships are crucial for the establishment of a caring climate and are the foundation for bringing about change. It is essential that changes in relationships be monitored. Information from the School Climate Survey will aid in the decision-making

process regarding activities that should be included in the overall Comprehensive School Plan for the purpose of improving the conditions at the school. The data will be used to help create the best learning environment for students, staff, and parents.

Justification for the Specific Assessments Selected

The assessments were selected for NPAPCS from among many other choices. These particular tests stand out because of their validity and reliability as indicated by the various research articles and experts that place them among the best in the marketplace to determine academic skills and functioning in the affective domain. This mixture of assessments supports the scholarly effort to reach and/or exceed the core state standards and enhance the effective, efficient functioning of a school.

Assessment Strategies for Gifted and Talented, Special Needs, and ELL Students

Through a review of the assessment data, the (which includes the classroom teacher and parents/guardians) can determine whether a student is perceived to be gifted according to the Naglieri Nonverbal diagnostic instrument, the student's highly inquisitive behavior, and the learning strategies that the student employs. It may be appropriate for that student to participate in more accelerated and differential classroom experiences and curriculum.

Students perceived to need special services will be provided with intervention strategies commensurate with their strengths, weaknesses, and learning styles to remain in the general education population. If these strategies lack success, the student will be referred for special education testing and services. If the student is found eligible, the school, with the assistance of the parents, classroom teachers, psychologists, and other related service providers, will create an IEP to meet the student's specific needs. (DCPS is selected as the LEA for purposes of special education support services.) If students are ineligible, the aforementioned multidisciplinary team will generate a prescription for the students with more intense intervention strategies and activities. The English Language Learner, with information from the Language Assessment Survey that the state provides to the schools, will be interpreted in accordance with his or her fluency in English. (The school may have to receive assistance from the native embassy or foreign language organization to assist the student to meet the benchmarks and state standards.) The question of whether the student's developmental pathways were addressed during the student-centered instruction will be reviewed and collaboratively discussed. It is through this SSST process of collaboration that the data are analyzed, corrective strategies are developed, and student progress is monitored.

These assessments are targeted toward all of the stakeholders—the urban youth, the limited English students, the special needs students, and the gifted and talented students—all meeting or exceeding the standards that the state has presented and established. The ELL students will be communicating in their native languages: “urban English,” Spanish,

Amharic, Arabic, French, and/or Vietnamese. The D.C. State Language Assessment Office will provide the NPAIPCS with the results of the Language Assessment Survey that provides the level of proficiency of the English Language Learner. The teachers will be able to program appropriately for the students by using the assessment to identify student strengths and weaknesses.

Homework, personal journals, class writing assignments, and performance on tests show whether students are mastering important content. In addition, observations of the way students approach their work help teachers determine whether students are grasping critical concepts. Thoughtfully constructed homework assignments also provide useful sources of data for teachers about how students learn independently and how they seek help. Homework assignments are equally important in helping teachers understand the way parents and families engage in students' learning. As parent involvement is a critical element of the Comer process homework is an area in which parents and teachers can become teammates.

Assessment Schedule

2014 Suggested Assessment Schedule

| | |
|------------------|--|
| July | Appoint testing chairperson from or in collaboration with the Curriculum Development Team Order assessment materials and resources |
| August–September | Provide staff development for administrators, teachers, and paraprofessionals to administer and proctor tests |
| October | Administer academic assessments including CTBS |
| November | Administer the School Climate Survey Analyze results from academic assessments and develop and/or revise content units Analyze the School Climate Surveys SPMT plans school wide activities to improve student learning and school climate Convene school/community meeting on assessment and school climate data and school goals |
| December–May | Content units with pre- and post-assessment |

| | |
|----------|--|
| February | Administer CTBS instrument as a posttest for NPAPCS to determine if students are on track for upcoming citywide assessment Obtain test interpretation and maintain and/or generate corrective actions to meet established goals and objectives, state standards, and annual yearly progress |
| May | Required citywide standardized assessments—tentative, date based on state schedule |
| June | Analyze results from standardized test Share posttest results with the school and community SPMT begins planning school wide activities for next school year |

NPAPCS students will be pre-tested using the selected academic assessment in October of each year. These data will be analyzed, and appropriate corrective plans will be developed and/or revised based on these assessment data. The SPMT will plan school wide activities based on the assessment data. These pre-assessment data will be shared with the parents. The SPMT will hold a school/community meeting on the data results. The school's data-driven goals will be shared at this meeting along with the school wide planned activities. Teachers will then develop unit assessments and will track students' skills mastery. These formative unit assessments will be in the format of the standardized testing.

In November of each year the school staff and parents will complete the School Climate Survey. This survey will allow the school to collect data on the school climate. Based on this information, the SPMT and Parents Program will develop programs and activities to improve the school climate. The results of these data and the school wide-planned activities will be shared with all staff and parents.

During the school year, all unit and textbook content assessments will be in the format of the standardized test. Teachers will chart and analyze student's pre- and post-data. Discussions of these data will be a part of staff weekly grade-level meetings.

Student will have a standardized post-assessment schedule based on the state testing calendar. Posttest data will be analyzed, shared, and operationalized.

Alignment of Assessments with Curriculum and Core State Standards

The assessment program is a major tool for aligning the curriculum and reinforcing the curriculum goals. It provides differentiated information about student achievement. Some assessments are informal and formal pre-assessments—to establish baseline data.

Teachers use the baseline data and are informed as to what information, knowledge, and skills the students possess and design lessons, experiences, and projects to build on the skills the students must have to meet the core state standards. These tests are group and individually administered by teachers, psychologists, or other service providers. Post-assessments establish the extent to which the student has learned the skills and can exhibit those skills under established and defined testing conditions. .

Appropriate assessments keep both the curriculum and the instructional level on target. With the no-fault, collaborative, and consensus principles, the Curriculum Development Team and grade-level teams provide opportunities for the evaluation and alignment of the curriculum and the instructional program in relationship to the textbook content and developmental pathways to meet the needs of the students. NPAPCS is student centered, it is critical that performance standards and content materials intersect at intervals that will allow for internal evaluation to determine if the performance standards are being met.

a. Basis for Promotion and Graduation

Before earning the necessary Carnegie Units for the next grade or graduation, NPAPCS students will be able to demonstrate that they have mastered the critical skills in each course. Students must meet high academic standards before they can be promoted or graduated. NPAPCS believes that learning is continuous and that the compartmentalization of learning makes it difficult for students to master and transfer skills within and among content classes. This supports the Thematic Approach in the classroom setting. It is the mastery of skills identified in the Aligned Curriculum at each grade level that will be a substantial factor in the determination of promotion and graduation. NPAPCS is student centered and holistic.

As part of the Aligned Curriculum Process, teachers working in interdisciplinary and/or grade-level teams will chart the skills needed to achieve proficiency in each subject. Skills mastery is cumulative and reflects skills mastered in the previous grade and the prerequisite skills needed to enter the next grade. Skills will be placed in a hierarchy of learning by teachers based on their significance in overall understanding of the course content. Skill attainment will be charted daily, weekly, biweekly, and monthly, depending on the support needed for success. Some skills are complex and require some knowledge from other disciplines (Thematic Approach), whereas others are simple. Teachers and students working together will chart student progress.

Federal Law permits special education students to attain a High School Diploma or a Certificate of Attendance. Selection should be made by the 16th Birthday of the student and his or her parent or guardian. Additionally, after age 16, special education students must be actively in a transition program that intensely examines the world of work to obtain prereadiness career/college and or work skills.

d. Student Intervention

The A+anyWhere Learning System and Aligned Curriculum are skills-based and tracks student progress at regular intervals via technology, teacher-made and classroom-based assessments that are close to the actual learning and the students and most aligned with the actual instruction. Through this process students can receive immediate feedback because formative assessment will give teachers a systematic way to evaluate how well students are progressing. Teachers and parents will know if it is necessary for intervention from formative assessments. Parents often know the areas where intervention is needed. They will partner with the school and staff and provide input on what is happening in the home or community environment that should be factored into the intervention plan. Parents will be tremendous assistants in monitoring and supporting the intervention strategies.

The teacher will work with the student to pinpoint the academic and developmental issues affecting the student's ability to achieve his or her benchmarks. Intervention will be based on the data teachers have about their students. Students have different learning styles and needs that must be considered when implementing intervention strategies.

NPAPCS believes that any intervention program must address the "whole student." The following intervention strategies will be used to help individual students who are struggling:

- **Peer Teaching:** Fellow students who understand the skills or have grasped the concepts and can explain or demonstrate the tasks or skills to be mastered in a manner that will enable their fellow students to achieve academic success will be selected to assist the students needing assistance.
- **Tutoring (Individual and Group):** Students who are having difficulty with certain units, subjects, projects, assignments, or other issues in the learning environment that are impairing their ability to achieve can receive tutorial services, one on one or in small groups. Teachers will provide folders paper/electronic for tutors that cover the subjects where help is needed. This is an effective way to provide support where a student may have a deficiency. Tutoring may occur in before- and after-school care, during club activities, or during the biweekly half-day special activity days.
- **Individualized Instruction:** Ongoing assessments and teacher observations will make the teacher uniquely aware of what may be causing the student difficulty. The teacher can prepare individualized materials, reviews, or computer programs that can put the student back on the right grade or classroom level.
- **Interdisciplinary Intervention:** A student may be able to read and not be able to read math problems, comprehend social studies concepts of compare and contrast, or

science theories. This inability to transfer skills to other content areas will have to be addressed across disciplines. Student support and intervention must be provided by well thought-out activities and projects that are interdisciplinary and scripted to help students attain the skills necessary for success in other core content classes.

- **Mentoring:** A student may be accomplished academically, and need additional assistance with handling day to day issues, finding balance or homeostasis, and making good decisions to be a more successful contributing member of the global community.

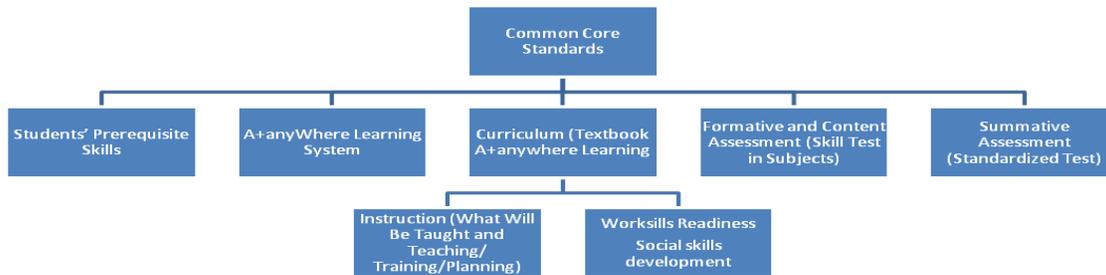
4. Charter School Curriculum

a. Student Learning Standards

Because NPAPCS is student centered, it is critical that performance standards and content materials intersect at intervals that will allow for internal assessments to determine if the performance standards are being met. The Education Committee of the founding group is composed of parents, community members, school administrators, and secondary teachers, foreign language teachers, math and science advisers, special education and reading specialists, an art and music teacher, and language arts teachers with varied educational experience in the District of Columbia Public School (DCPS), public charter schools, and universities. It was the consensus of this group that inasmuch as our students are expected to meet or exceed DCPS Standards and are required to take the same standardized tests as students in the D.C. public schools, it is an educationally sound decision to model our academic design around the newly adopted and current DCPS Common Core State Standards (CCSS).

An aligned curriculum will insure that instruction is consistent with the DCPS standards and assessments while providing each teacher with a framework. During this aligning process, teachers will meet in teams and come to a consensus about what skills are most important to teach within their content areas and assess. Once this is determined, the teaching staff will align the skills that will be taught with the student prerequisites skills, national and local standards, and, standardized test used by NPAPCS, and the academic, work skills and social needs of the students. Staff will then develop formative assessment and a content assessment. The formative assessment provides students with practice on the formats of standardized tests, a critical variable in enhancing outcomes. The content assessment is given by all teachers to determine how well students perform on significant tasks and the standards aligned with the significant tasks. The SPMT will provide ongoing monitoring of the faculty's efforts.

Components of a NPAPCS Aligned Curriculum



Purpose

Standards provide an objective measure of how well students are performing in their subjects. The learning standards specify what students should know and be able to do as learners at the end of each class or online session. Standards hold students responsible for what they learned in previous sessions as well as their current learning experiences. Standards alone do not express what students learn or what students are capable of learning. They are simply one tool that should be used in conjunction with teacher-made assessments and teacher observations.

NPAPCS will adopt the same performance standards used by DCPS because they address the skills a student needs to master in each subject area in order to achieve academic success, work skills preparation and college entry level performance. Most of the teachers employed by NPAPCS will be familiar with these standards. NPAPCS will have an integrated thematic skills-based curriculum that will be aligned with the textbooks, standards, formative and summative assessments, and work skills and social skills. This process will enable teachers to make sure that their students meet or exceed the No Student Left Behind benchmarks. The standards adopted by NPAPCS will provide all students with the knowledge and skills needed for future entry level work and postsecondary education, as

evident by the following key characteristics:

- sets high expectations for all students
- includes explicit Graduation requirements
- places emphasis on active skilled base learning
- provides framework for formative internal and interim assessments to measure learning and for tailoring learning experiences to the individual needs and learning styles of the students
- provides opportunity to clarify goals and learning gaps in self-assessments to chart progress by students and families
- provides opportunity to offer effective means to communicate short-term and long-term priorities and monitor performance
- provides a clear basis for improving academic and nonacademic performance
- provides summative assessments to measure progress against key relevant standards and norms

b. Resources and Instructional Materials

NPAPCS will have a rigorous academic program using the varied materials to teach the skills based on the skills based thematic curriculum and technology to stimulate the interest and supplemental work skills and social skills resources that will develop students who are independent thinkers and decision makers. NPAPCS will utilize the thematic approach Spring Board Curriculum for use in English and Math. Spring Board is aligned to the Common Core State Standards and helps all students and teachers reach the goals of the Common Core Initiative. The Common Core Standards provide the “what” in the form of required achievements for students. Curriculum materials must provide the “how” to help students achieve the standards outlined. The Spring Board curriculum materials support student acquisition of the skills and knowledge to meet Common Core standards by:

- Providing engaging and relevant activities that allow students to develop the essential skills needed for success in college level work as well as in the workplace
- Incorporating appropriate rigor that challenges students by requiring them not only to apply concepts and skills, but also to explain the thinking behind their applications of knowledge
- Designing the program around evidence of what works in the classroom: research-based practices such as designing instruction with the end in mind, scaffolding

activities to prepare students for increasing levels of rigor, integrating learning strategies that help students “learn how to learn”

- Integrating content that addresses key strengths found in current state standards; the rigor of the curriculum fully meets and often exceeds the expectations of key state standards
 - Spring Board infuses rigor, sets high expectations, and expands access and opportunity for all students. Spring Board provides culturally and personally relevant activities designed to engage students in problem solving, academic discourse and critical analysis. This unique approach to individualized learning provides teachers with a road map for opening the doors to a bright future for all students.
1. Instructional methods for this integrated curriculum often include "applied teaching methods and team-teaching strategies" so that learning is "more contextualized, more integrated or interdisciplinary, student-centered, active, and project based," notes Phelps (1997, p. 43). A student-centered approach encourages students to be active participants in their own learning. Instead of emphasizing memorization and abstract learning, teachers focus on authentic instruction to promote contextual learning. Contextual learning refers to "learning that occurs in a real-life context or a close simulation of a real-life context," note Rogers, Hubbard, Charner, Fraser, and Horne (1996). These teaching and learning processes require students to solve problems and complete tasks that are found in real-life situations--especially, but not solely, in workplace situations. Students work in small groups to acquire and use information, make decisions, and apply academic knowledge to vocational or real-world frames of reference. Teamwork and hands-on approaches are emphasized. Such instructional practices make learning more meaningful, help students to see the applications of their knowledge and skills, and connect learning to the world outside the classroom. Because this type of learning is very different from learning that occurs in the traditional classroom, teachers need to develop new assessment practices. Approaches to authentic assessment may consist of student portfolios, presentations, or exhibits.
 2. Besides implementing new methods of instruction and assessment, schools must have openness to changing the structure of the school. Class periods may vary from the standard 50-minute period to allow time for project development and team-teaching activities. If teachers in different subject areas are teaching integrated units, classes must be scheduled so that the same students are in class with each teacher in different blocks of time (Walker, 1996).
 3. Because most teachers have been trained to teach curricula that are school-based

and subject-specific, professional development is necessary for teachers to adopt different roles and teaching strategies. Stasz (1997) states that teachers need to increase their knowledge of workplace practice and authentic applications of their subjects, to create high-quality integrated curricula that combine academic and vocational skills, to adopt teaching roles that support authentic learning, and to develop alternative assessments that provide meaningful feedback. A case-study approach may be helpful in preparing teachers to successfully integrate work skills and academic education.

4. Time must be provided for teachers to plan lessons, visit businesses or schools, and meet with the curriculum team. Some of this staff development time will involve going out into the business community to see what math, science, social studies, language arts, artistic, and occupational skills are required in the contemporary workplace.
5. The task of choosing the most appropriate models can be accomplished by a planning team comprising school administrators, academic teachers, parents, and representatives from the business community. The involvement of community businesses and industries is essential to the development of an integrated school-to-work curriculum.

NPAPCS will develop communication skills that enable our students to comprehend and become active participants in the world around them. The NPAPCS curriculum will teach the following core subjects: reading/ literacy, language arts, math, science, and social studies. These core subjects will be augmented with and through foreign language (Spanish), physical education, art, and music. NPAPCS will anchor the academic program with K-12 A+anyWhere Learning System, work skills and social skills, The interdisciplinary/cross-curricular teams are examples of an instructional method to meet student educational needs. Content information from other subjects and life skills will be integrated in foreign language classes for practical application in daily living. Course content information will be used to expose students to art and music from other cultures. Using the integrated, interdisciplinary skills based thematic curriculum approach to create opportunities to expose students to content enhances the opportunities for learning and using life skills to transfer learning to real life situations. Learning will be challenging but the non-traditional methodology will keep youth motivated to come to school. The student-centered philosophy will be conveyed in bulletin boards, photo galleries, community projects and programs with one message, "this is your school" here to provide you support services and opportunities. Students may be learning about one particular skill, but they are receiving this information from different course content scope and sequence, varied methodologies and strategies, and multidisciplinary materials and activities. The educational laboratory research based data and latest technology will help to accelerate

learning. Our students who are re-enrolling are coming back into the learning environment with the readiness to learn looking for new pathways to the future. The approach requires team planning, collaboration, and consensus, but it ensures consistency and continuity of learning while avoiding duplication. Using this model, English Language Learners and students with disabilities will be able to meet their potential in a supportive environment where the teachers come together to provide the confidence and comfort necessary to promote learning.

The NPAPCS founders believe that all students require a basic set of skills in order to succeed in school. Skills mastery within the content areas will be a major tool of inquiry into content and will accelerate learning in a self-paced, open-ended premised upon skills acquisition. Students will be required to master subject matter skills that transcend the boundaries of a specific content class. Skills are the building blocks of learning. Skills previously taught and mastered lay the foundation upon which knowledge can be successfully built in subsequent content areas. Skills acquisition is essential to build independent thinkers. Teachers will identify the skills in their content areas and the skills necessary to acquire, organize, and communicate knowledge that transcends the boundaries of their subjects:

- Social Skills: accepting responsibility, respecting others, cooperating, resolving conflicts, etc.
- Problem Solving Skills: comprehension, application, analysis, synthesis, evaluation
- Communication Skills: listening, speaking, reading, writing, etc., and
- Developmental Skills: gross motor skills, fine motor skills, psychological cognitive
- Workforce Readiness Skills: to simulate real work situations and identify career pathways and mentors.

These skills are integrated in the curriculum and developed in each content area.

Using a theme, teachers can work collaboratively on a unit. The teachers may share materials and may use the same space to teach the unit. This type of interdisciplinary/cross-curricular team-teaching provides students with twice the exposure to social studies and science content. Teachers working together could integrate the topics.

During the nine-week cycle, the focus can be on different themes. Literacy skills will give students the cognitive tools to explore, analyze, critique and communicate orally and in writing about content materials. Using this approach, the integrated curriculum will spark the interest of the students

Initially, the theme will be identified during the summer proceeding from content material,

but thereafter at the end of each theme to gain input from students, parents, and community stakeholders during the school year. This planning process is critical to successfully integrate skills within the curriculum. Teachers will be able to plan creative ways to introduce cultural information. They will have time to select the best materials and order supplies. They will be able to conduct research and share information. Teachers working collaboratively will determine not only the themes with input team students but also how much time will be devoted to a particular focus.

To assist teachers, there will be ongoing staff development throughout the school year that will address current youth who (cannot read or write). Staff will integrate this current information into their established curriculum. As new topics are explored, formative and content assessments will be updated, thus giving the teachers a clearer understanding of students' skills mastery. Teachers will compare pre- and post-assessments and be able to track student progress as they work and plan collaboratively.

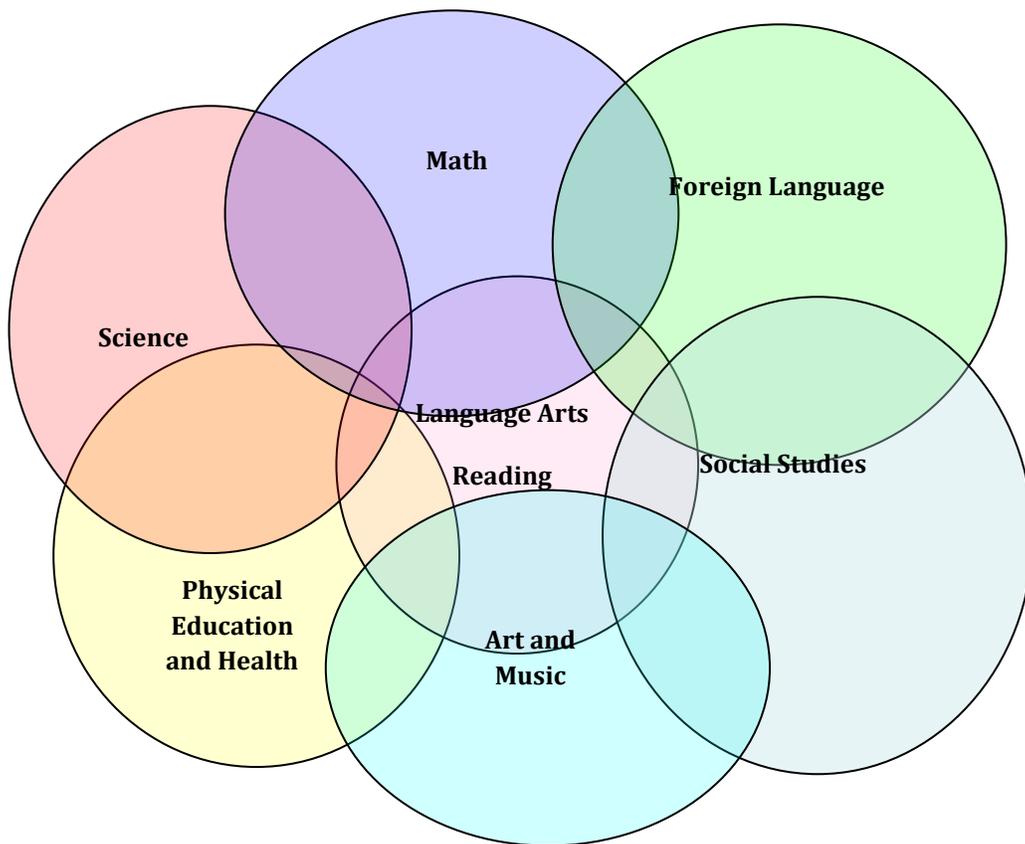
Reading

Students will work in learning blocks of 100 minutes, so that they can develop the core competencies of reading and writing. Effective literacy skills are central to student learning. Our curriculum will integrate the core literacy skills of reading, writing, listening and speaking, viewing and presenting across all disciplines. Communication skills and strategies are intertwined with content strands and concepts to help students see the connections among people and disciplines.

Literacy will be the hallmark of NPAPCS, with every teacher using reading skills for strategies. A reading specialist will assist teachers in preparing lessons that ensure that reading skills are integrated daily and taught across content areas, reinforced and monitored in keeping with the Aligned Curriculum. A student will be able to read in language arts, understand reading comprehension in social studies, read math materials, and read and understand science materials.

The reading specialist will train teachers on how to introduce reading in each content subject. The interdisciplinary teams will have reading as the underpinning for group and one-on-one projects. The continual reinforcement of reading will provide students with varied instructional methods that will meet them at their readiness level and address their individual learning style.

Every Teacher Teaches Reading



Work Skills Readiness/Career Preparation

NPAPCS will provide a comprehensive program that includes, but is not limited to individualized counseling sessions, testing, career and interest inventories, and college preparation courses for senior students, and financial aid. The goal is to work with all students in cultivating attitudes and behaviors that will lead to success while navigating their post-secondary options and career options.

AVID Curriculum

In the 2014-2015 school year, NPAPCS will begin participating in the AVID program (Advancement Via Individual Determination). Founded in 1980, AVID is a college readiness program that addresses the achievement gap for minority students in the United States and was developed with the intent to make sure first-generation college students are prepared to enter college. Its curriculum focuses on organizational management/study skills, leadership, college exposure, and strategies for improving and maintaining academic achievement. Now serving almost half a million students in the United States, the AVID program has a proven track record of success in ensuring high school graduation and

college enrollment for traditionally underserved students at NPAPCS.

In the 12th grade, the senior seminar plays an important role in preparing students for their life after high school graduation. This class is designed to assist students in seeking jobs or completing and submitting college applications, applying for financial aid and making a successful transition from high school to a post-secondary environment and the workplace. Students also participate in local job and college tours and fairs in addition to meeting with their college counselor throughout the year to ensure they are on track to graduate. Financial aid seminars are held in the Fall to assist students and parents with completing financial aid applications and understanding financial literacy from a parent/student perspective. The course requires a considerable amount of independent work and study.

The most important element of the education at a NPAPCS is that students learn in the real world. A part of the student's education is the LTI (Learning through Internship/Interest). In this internship with an expert mentor in the field of the student's interest, the student completes an authentic project that benefits the student and the mentor at the internship site. The projects are connected to the student's interests and meet the needs of the mentors, and are the main root to deepening student learning and academic growth.

There are three primary reasons for connecting real world, adult mentors to the schooling process:

1. Students learn how to be adults by being with adults.

Teenagers are on the brink of adulthood, and we believe the best way for them to learn how to be an adult is by being immersed in the adult world. With mentoring, a young person steps into that adult world on a regular basis, and interacts with a variety of adults. Mentoring moves a young person beyond the familiarity of the adults in his or her personal life and provides a broader range of role models.

2. The expertise is out in the real world.

Advisors know a great deal about human development and their own specialties. However, Big Picture schools do not expect advisors to know about all the interests that their students may have. The expertise of a mentor in her/his field is valuable to both the student and to the advisor. Mentors become living examples of the careers that students are thinking of pursuing.

3. The guidance is invaluable.

The mentor-intern relationship is special for people of all ages. The guidance and direction that mentors give is personal, and based on the intern's own particular needs, talents, and interests. There is a level of comfort in this kind of guidance that makes it possible to learn through both accomplishments and mistakes. For teenagers, it can be an especially

important haven during the tumultuousness of adolescence.

Social Skills

Success in today's work place requires interpersonal and intrapersonal social skills. Since its inception in 1997, the High Tea Society (HTS) has worked with at-risk girls to bridge the gap between the family and larger society and global communities. Character, values and conduct will be the guiding principle practiced at NPAPCS, which will be social laboratory. NPAPCS will utilize social and values curriculum of HTS.

The Friday listening social skills sessions superheaded by the HTS will be unisex sessions. The students will be grouped into listening clusters of 10 students per cluster. The staff will be trained in listening skills. Listening, the Forgotten Skill (Madilign Burlez-Allen, 1995). The focus of these sessions is to provide opportunities to use real life situations.

Physical Education/Healthy Living 2.5 units

NPAPCS offers a health related fitness program. Students will experience a variety of cardiovascular and fitness related activities as well as develop skills while participating in individual and team centered activities. NPAPCS aims to prepare students for a lifetime full of physical activity and provides opportunities to be active. Students will acquire the practical knowledge needed to establish a healthy lifestyle, both as an adolescent and as a maturing adult. NPAPCS also offers a health course that provides students with essential preventative health information that is intended to help avert negative health behaviors and enhance the student's quality of life.

Additionally, students have regular access to a clinical social worker and intervention counselor for questions regarding diet, mental/emotional health, and safe sex.

The holistic philosophy of NPAPCS is premised on a belief that schools must be knowledgeable of and willing to meet the total needs of the student. Health, nutrition, and exercise have been proven to be factors that affect the capacity of a student to perform in the learning environment. At NPAPCS, students will have programs and classes on healthy living. Demonstrations on nutritious meals and snacks and discussions on weight gain and fast foods, the dangers of soft drinks, the importance of drinking water, and growth and development will be an integral part of the program. The physical education program will be diverse, with group exercises such as yoga, tai chi, walking, movement, and dance. The school will take full advantage of any community resources that can enhance and expand the physical education options available to our students. The key component of the physical education program that NPAPCS chooses is that it will address the mind and the body. Through the SPMT, weekly activities will be planned to enhance concentration and thinking and other activities to stimulate circulation and increase stamina and strength. The physical education program will be designed to motivate student performance in the

classroom.

d. Methods of Instruction

NPAPCS has expanded the methods of instruction to address student needs. The methods of instruction will reflect the three guiding principles of the Comer School Model: collaboration, consensus, and no-fault. These principles create a learning environment where students, parents, and teachers develop a relationship that allows students to learn and succeed.

Student Centered

The Student Individual Learning Plan (SILP) takes center stage in the instrumental environment. Teachers' instructional plans, students' work, and supplemental data are at the heart of decisions about the tools that support teaching strategies, student learning, and student development. Instructional plans are based on data teachers have about their students. In the student-centered learning environment, learning and developmental goals are established that take into account students' levels of readiness and preparedness for challenging academic work. All the methods of instruction have one goal, for the student to believe, in this class, in this school, I can succeed. Parents will receive orientation in the various methods of instruction and will be encouraged to visit, assist, and observe in classrooms. Parents will receive training on how to help their students with homework and how to help them in the classroom.

How the classroom is organized facilitates student learning and student interaction. In an open ended, shelf-paced environment there may be centers, small group circles, or large group activities, A+anywhere computer centers. The classroom will create an environment in which students are active learners and decision makers. At the start of a class, a teacher may describe to students the learning objectives for the day and the process for pursuing the objectives. Students may be asked to suggest how they will carry out the various learning tasks; students may make suggestions regarding classroom rules and how certain discipline issues could be addressed. This allows students to contribute to classroom management and take pride in the productive learning environment they have created.

Differentiated Instruction

What is Differentiated Instruction? To differentiate instruction is to recognize students varying background knowledge, readiness, language, preferences in learning, interests, and to react responsively. Differentiated instruction is a process to approach teaching and learning for students of differing abilities in the same class. (Hall, 2001 National The VARK Questionnaire will assess the student's learning style).

The Kinesthetic/Tactile Learning Style

Kinesthetic/Tactile learners process information actively through physical means.

Kinesthetic learning refers to whole body movement while tactile learning refers only to the sense of touch. These learners gesture when speaking, are poor listeners, and lose interest in long speeches. Most students that do not perform well in school are kinesthetic/tactile learners. The crux of this learning style is that the learner is connected to real situations through experience, example, practice, or simulation.

Learning Strategies for Each Learning Style

The Visual Learning Style

- Replace words with symbols or initials.
- Translate concepts into pictures and diagrams.
- Underline or highlight your notes or textbooks with different colors.
- Practice turning your visuals back into words.
- Make flashcards of key information with words, symbols, and diagrams.

The Aural Learning Style

- Attend lectures and tutorials.
- Discuss topics with your instructor and other students.
- Put summarized notes on tape and listen to them.
- Join a study group or have a "study buddy."
- Tape records your lectures.
- When recalling information or solving problems, talk out loud.

The Reading/Writing Learning Style

- Write out important information again and again.
- Read your notes silently.
- Organize any diagrams into statements.
- Rewrite the ideas and principles in other words.
- Make flashcards of words and concepts that need to be memorized.

The Kinesthetic/Tactile Learning Style

- Sit near the instructor in classroom situations.
- Read out loud from your textbook and notes.
- Copy key points onto large writing surfaces (i.e. chalkboard or easel board).

- Copy key points using word processing software.
- Listen to audiotapes of your notes while exercising.
- Take in information through field trips, laboratories, trial and error, exhibits, collections, and hands-on examples.
- Put real life examples into your notes summary.
- Recall experiments and role-play.
- Use pictures and photographs that illustrate an idea.

Teachers will have a solid repertoire of instructional models, routines, and practices and will be able to start best practices for the instructional needs of individual students. Teachers will use instructional methods that will address the developmental and social needs such as homelessness for students who couch surf, health, dental, student care, and court appearances in their daily planning. The ISLP will be readily available as teachers collaborate and use interdisciplinary approaches to address social, ethical, linguistic, cognitive, and psycho-emotional needs.

Students may be placed for varying time spans into one of the basic learning modes— independent study, one-on-one instruction, small group instruction, and large group instruction, and K-12 A+anyWhere Learning System. Learning centers will be developed, and computer technology will be available to accommodate independent study, one-on-one lessons, and small group instruction.

Students will move from group to group, so teachers in a team can collaborate and share information about their progress or a single teacher can use centers to address individual student needs within the classroom. The students may group and regroup as they pursue different learning objectives. Instructional adaptations may be required for students who are gifted and talented, have special needs, or are English Language Learners. Parents will be encouraged to become educational advocates for their Students and join the team to address the learning needs of their students.

Looping

The open end approach and skills based curriculum will lend itself to looping where by students will work with a teacher in the continuing of learning beyond one academic year. Many of the targeted population have not had adult relationships, essential for behavioral development and some do not have a family to fall back on. In this non-traditional environment, teachers not only provide instructions but also support mentor and make referrals for social services.

Direct Instruction

Teachers will integrate work skilled readiness, social themes in the shelled based curriculum with the Madeline Hunter Model Seven Step Process as a shell for lesson planning and unit planning:

1. objectives
2. standards
3. anticipatory set
4. teaching
 - input
 - modeling
 - check for understanding
5. guided practice/monitoring
6. closure
7. independent practice

The methods of instruction will vary based on the needs of the students:

- One-on-One Instruction: This may be utilized for students who need review, who need tutorial, or who may be advanced, working on a project.
- Independent Study: This may be utilized for gifted and talented students or any student who wants to work on a project of his or her choice from the interdisciplinary core curriculum. This method of instruction allows a student to go deeper into the study. Students will be encouraged to do independent investigations as well.
- Small Group Instruction: Students will work on collaborative projects such as research, murals, timelines, or a long-term writing project. For example, students may create a story with their own characters and share with the teams how the story evolves. They may read their story to the class; the teachers will guide the discussions and check for understanding of the essential ideas of the story by having the class reflect on what they heard and ask questions. In this no-fault environment, students will be anxious to share and participate in teams with their classmates. In this example, the teacher would use the guiding Comer School Model principles to establish and maintain a safe environment for communicating, risk taking, and learning essential skills such as listening, reflecting, and formulating questions.
- Large Group Instruction: Interdisciplinary team-teaching is an excellent method of

instruction for large groups. It requires the collaboration of staff and students to come together to decide what needs to be learned. This instructional method provides each student with an appropriate learning program built on a continuous cycle to find out where each student is and how he or she got there (assessment), deciding what he or she needs to learn next (specifying objectives), selecting ways for him or her to obtain those objectives (diversified learning styles and opportunities), and making sure he or she has met the objective (reassessment).

- Interdisciplinary theme focused community projects-Working alone or in small groups students can design a project that will offer them an opportunity engage the community, use skills mastered and create a final product or project that can be shared with the community. The will foster a sense of connectedness and citizenship. It will give students a real life experience and an opportunity to establish meaningful adult relationships.

This multidimensional method of teaching will allow the teacher to meet the student at his or her developmental level of readiness. Parental participation will help maintain a safe environment for learning and reinforce the value of education.

b. Students with Disabilities

At the NPAPCS, we value all students and see each one as equally deserving of an excellent academic environment geared toward building effective, confident, and highly motivated individuals. We are committed to the success of every student enrolled at NPAPCS including students identified as having disabilities. We will provide the necessary supports in order to ensure the success of our students with disabilities in the classroom throughout their school years at NPAPCS. We will provide opportunities for all students to improve their self-esteem and to self-reflect, self-evaluate, and self-assess. Based on our mission to prepare our students through a student-centered, interdisciplinary learning environment with a challenging academic atmosphere, we will use an inclusion model. We will begin with a consultant model utilizing the special education coordinator/teacher as the resource for the general education teachers to assist with assuring that Individualized Education Program (IEP) goals are being implemented. Later, depending on enrollment, we will use a collaborative co-teaching model consisting of the special education coordinator/teacher and general education teachers. If we find that we have students with IEP needs that cannot be addressed appropriately in the general education classroom, we will provide a resource room in order to provide additional outside services.

Staff

Our special education staff will consist of a special education coordinator/teacher that will coordinate meetings and referrals, ensure the accountability of providers and services, facilitate training for staff on special education needs, and maintain records on students.

We will hire a special education coordinator/teacher and depending on special education enrollment, more as needed. We will also have a part-time mental health professional on staff to provide counseling services as needed to address social, emotional, and other issues.

Legal Status

NPAPCS will use DCPS as the LEA for special education purposes.” DCPS will provide assessment and placement if necessary, transportation, and teacher training. NPAPCS will be responsible for referral, placement where appropriate, and related services.

Needs Assessment

The assessment process will be ongoing. Parents, as active members of the NPAPCS educational community, will be partners in any process that determines student needs. If it is found that a student is having difficulty meeting the standards of the classroom and it is suggested that the student may have a disability, the student will be referred to the School Support and Services Team to determine if a disability exists. The team will decide if a referral for assessment should be made only after modifications and accommodations have not been successful. In instances where newly enrolled students have been identified as having a disability, the existing IEP will be requested and reviewed by the SSST to determine needs and strategies to implement the IEP. As part of the application process, parents/guardians will be asked to submit a copy of the IEP and other supporting documents and/or have them sent from the previous school. As a part of the ongoing identification process, parents/guardians may make referrals if they are concerned or suspect a disability.

Once a student is referred through the classroom process or by a parent/guardian, interventions are not successful, and the SSST suspects a disability, the special education coordinator/teacher will invoke the necessary procedures for evaluation, IEP team meetings (including parents, classroom teachers, assessment professionals, the special education coordinator/teacher, etc.), IEP development, and appropriate placement if necessary. Students will be evaluated with a battery of tests by a multidisciplinary team that includes, as appropriate, a psychologist and other mental health professionals, a speech pathologist, an educational specialist, and so on. Evaluations will be conducted within the timelines as prescribed by NPAPCS and DCPS.

Depending on the needs identified in the IEP, the student will receive services in the inclusive classroom using a team approach (classroom teachers, specialists, special educational coordinator/teacher), in a pullout setting, or in a self-contained classroom. All related services will be provided in these settings.

Monitoring

Classroom teachers and staff will conduct ongoing monitoring of students' services and IEP goals in and outside of the classroom. The special education coordinator/teacher will document this process and all special education compliance according to federal law and regulation. Frequent progress meetings and progress reports will be provided to parents, and the special education coordinator/teacher will make all SSST members aware of progress and the need for adjustments to the IEP goals and services.

c. English Language Learners

The English Language Learner (ELL) Program of NPAPCS will be in full compliance with all federal laws designed to ensure that all Students regardless of immigration status have the right to free, appropriate education. Parents of ELL students will be oriented and trained about the educational program for their Students. Materials will be translated so parents understand and participate in all school activities:

- **Enrollment:** NPAPCS enrollment policies do not discriminate based on English-language proficiency or immigration status.
- **Identification:** All students during the enrollment process must complete a Home Language Survey to identify students who come from homes where a language other than English is spoken. NPAPCS will make sure that important documents are translated into the appropriate language to keep parents informed.
- **Assessment:** All students will receive appropriate assessment for placement in classes and programs using tools designed to measure English-language proficiency in the areas of reading, speaking, writing, and the comprehension of English. Students will not be labeled Non- or Limited English Proficient (also known as NEP and LEP) without a valid assessment.
- **Placement and Services:** The ELL Program is designed to address the needs of the students and not just the English language needs of the students. ELL students will receive the same educational programming that is provided for all students. Inclusion will be the preferred method of instruction for ELL students. NPAPCS will use the pullout strategies if, based on assessments and teacher observation, students are not progressing according to their grade level. The Comer School Model creates a learning climate that will be very supportive of ELLs and their parents. In a student-centered environment, instructors must have as much information about the student as possible. NPAPCS will select the most appropriate ELL plan for its student population.
- **Transition/Exiting:** NPAPCS will have policies for exiting a student from the language support program once the student gains proficiency in English so that the student can participate in the general educational program. NPAPCS will establish

criteria to determine when a student qualifies for exiting.

- **Monitoring:** NPAPCS will monitor students to ensure that students exited from the language support program are performing in the general educational program without barriers caused by limited English proficiency.
- **Staffing:** NPAPCS staff for the ELL Program will meet the certification criteria established by Teachers of English to Speakers of Other Languages (TESOL). Staff will receive training to understand that language-learning process. Staff needs to know that a student may demonstrate peer-appropriate second-language conversation within two years of arrival but that immigrant students require an average of five to seven years to approach grade norms.

NPAPCS plans to locate in Ward 7 or 8, both of which currently do not have a large Latino, Asian, or African population; however, that could change with the advent of the baseball stadium east of the river and job opportunities associated with the new stadium. NPAPCS estimates that 18 ELLs will be enrolled. Whether there is one student or 30, NPAPCS will provide the support required as outlined by the National Council of La Raza, the U.S. Department of Education, and the professional association TESOL. The foreign language teacher will have training to assist ELL students

d. Strategies for Providing Intensive Academic Support

Due to a lack of developmental support in their homes and communities, students bring both academic and social needs into the learning environment.

Health Support

Our targeted populations have not always had the benefit health screenings, fitness, proper diet and nutrition, eye care and dental care. Health problems unattended will adversely impact a student's ability to learn and focus. During the initial orientation period, student and parent will be asked to give permission for NPAPCS to access health information beyond the mandatory information required to attend school

Health information will make the teacher aware of any physical deficits that impair the student's learning. This pathway addresses physical health, nutrition, energy, physical rest, and alertness. Many at-risk Students have untreated hearing, vision, dental, and other health-screening needs. Teachers will work with the Student Support Team (SST) to address health issues. NPAPCS has initiated discussions with Dr. Sakilaba Mines, Multidimensional Health Institute, Dr. Goulda Donner, HIV-AIDS expert and Dr. Patria Davison, cardiologist, will demonstrate healthy meal strategies to create a community health program for our students.

Academic Support

It is important when providing intensive academic support that a climate exists where students are not afraid to say, "I don't understand. Could you please explain it again?" or "I need some help with this assignment." The purpose of intensive academic support is to get the most from students in terms of their motivation, engagement, and effort in the classroom.

Strategies for providing intensive academic support will reflect the student-centered philosophy of NPAPCS. Using the ISLP support teachers will be guided by the 'whole student' in providing the support. What initially may appear to be an academic deficit could have a socio-economic foundation that must be addressed simultaneously with academic problem? Strategies will be as varied as learning styles and will engage the students, parents, community partners, technology and tutorials.

Students who are reading at or near grade level and who would only require ongoing reading instruction in content area knowledge, vocabulary, and literacy strategies;
Students who were reading substantially below grade level with a range of instructional difficulties that included word recognition, fluency, vocabulary, and/or comprehension;
and Students who were unable to "unglue the print from the page" and could thus read only the simplest of texts. Interestingly, when the data were disaggregated, it was found that all of the students in this group had been identified as having language-processing difficulties and were enrolled in special education will lend a receptive student-centered climate at NPAPCS.

The Remedial Program

The NPAPCS staff will be involved in a concentrated effort to provide services and alternative learning experiences to students who, in the teacher's judgment, will qualify and profit from additional assistance in the areas of language development, reading, writing, math, history or science. Major emphasis will be focused on nurturing success in classrooms and developing positive self-concepts and good attitudes toward school. Tutorial services will be available to any student who is not making sufficient progress as documented on Standards of Learning, national norm-referenced, and/or other local assessments. The self-paced, open-ended AnyWhere Learning System will assist student in improving their basic skills.

NPAPCS will use volunteer tutors to reinforce student deficiencies. Based on the student's learning styles varied approaches to content materials will be used depending on the student's need. Student interests and life skills experiences can further assist in reading skills mastery.

The NPAPCS staff, parents, volunteers and community members often will work in the classroom side-by-side with the classroom teacher to help Students with their reading,

spelling, writing, math, history, or science assignments. Occasionally, Students will be "pulled-out" into another classroom or area so that they may work individually or in small groups on particular skills.

Students come to school with developmental gaps that impair their ability to learn. It is because of these gaps and a desire to address them holistically within the learning environment Parental involvement is essential to help NPAPCS identify the needs of the students. The academic environment will foster trust and a safe learning environment for students and parents. In this environment parents will work with teachers and staff to better serve the needs of students.

The NPAPCS staff will be involved in a concentrated effort to provide services and alternative learning experiences to students who, in the teacher's judgment, will qualify and profit from additional assistance in the areas of language development, reading, writing, math, history or science.

Literacy

The literacy program of NPAPCS, with its emphasis on every teacher using reading techniques integrated in skills to be mastered , coupled with pre-assessment diagnostic tools will help teachers identify students who are substantially below grade level. The process of identification and early intervention will be made easier due to the teacher-student ratio. While the teacher is doing large group instruction, librarian technology teacher can provide one-on-one individualized instruction or a tutor with teacher guidance can prepare individual learning packets for students who require additional help. ISLP allows students to work with A+anyWhere Learning System The instruction and the packets will be based on data gathered from assessments about the student from the weekly review of the ISLP by all teachers. And for students identified as LEP and NEP, the foreign language/ELL teacher will be available to provide intensive support in the classroom setting or a pullout setting if the students' learning needs so dictate.

Interdisciplinary Teams

Interdisciplinary/Cross Curricular team-teaching thematic skills base curriculum will provide multiple strategies for addressing the needs of students with reading and other basic skills that are substantially below grade level. There will be continuity and consistency in the instruction of reading and other basic skills instruction. The teams will have an opportunity to track student performance across disciplines and subjects. The data and observations will be captured in the ISLP to enable teachers to develop the most effective plan for addressing the students' needs, and that plan will provide the basis for all teaching instruction. To reconnect youth with risky behavior such as drug abuse, alcohol abuse, other risky behaviors requires collaboration across all youth serving systems. Patchwork of programs will not do, there must be a continuum of services to support

learning.

Intensive academic support is not the teachers' responsibility alone. The support of the entire school community and parents will help to bring about student success. Teachers can assist parents in learning more about the strengths and learning styles of their students so that they will be better able to reinforce their student's learning at home. School policies and practices can be structured to support student effort and high expectations for success.

School Climate

School climate has been a factor in youth dropping out of school. Fear and concern for safety and security, must be addressed to create an atmosphere of trust and mutual respect in the classroom to prevent disruptive behavior, fights, and conflicts. Using these principles, teachers and students will establish guidelines for classroom interactions as well as boundaries for discussing sensitive issues. Students will learn to respect the diversity of ideas and styles of learning. Through collaboration and consensus students will learn to give and receive feedback in a non-threatening learning environment. The social skills integrated into the curriculum will use student's life skills, peer modeling and real life situations to improve social interactions; students' emotional skills will be built by training them in alternative behaviors for resolving conflicts that is critical for success in the work place.

Daily parental presence in the school and in the classrooms will reinforce that NPAPCS is a place for learning and not conflict.

2007 survey of high school students found that 16% males and 8% females have had physical fights on school property. 0% had not gone to school on one or more days in a month because they felt unsafe either at school (Center of Disease Control and Prevention.2009) Ensuring that youth feel safe is central to enhancing school enrollment completion.

Longer School Day and Year

Many at-risk students enter school with learning deficits due to social-economic conditions. Teachers will be able to use this additional instructional time to determine the total needs of the students and create an academic program that will ensure that all students can progress at their rate to achieve graduation.

The more time in school, the more opportunities to learn and master skills. The after-school program will have tutorials to assist students one on one or in small groups. NPAPCS will partner with Howard University Jump Start, Council of Churches of Greater Washington, DC Cares and Ameri-Corps for Work skills Readiness Summer Experience. NPAPCS will provide a Work-Study Six Weeks Summer Experience where student will have two week of intensive social skills and work skills readiness exposure. Using the social and

character skills development curriculum of the High Tea Society and the National Work Readiness Council's Work skills Situational Judgment and Active Listening Manual student will be exposed to the soft work force skills that employers are demanding in today's workforce. NPAPCS will enroll to be a site for Mayor Summer Youth Program and will work during the year to build relationships with potential employers that reflect varied career paths so the work placements will meet the needs and interest of the students.

e. Strategies for Meeting the Needs of Accelerated Learners

Gifted and Talented

Data from standardized tests, classroom-based evaluations, observations and teacher-made assessments will enable teachers to determine which students should be identified as gifted and talented. This determination will provide the information necessary to develop programs, materials, and activities that challenge the students academically. These students will have the opportunity to work on increasingly difficult and complex assignments that will challenge their intellectual abilities such as

- Personal Learning Contracts,
- Problem-based Learning Activities,
- Research Papers
- Internship Activities
- Learning Packets
- Independent Study
- Learning Center Assignments
- Differentiated Instructional Activities (Higher Order Thinking Skills)
- Peer Collaboration

5. Graduation/Promotion Requirements

Basis for Promotion and Graduation

Before earning the necessary Carnegie Units for the next grade or graduation, NPAPCS students will be able to demonstrate that they have mastered the critical skills in each course. Students must meet high academic standards before they can be promoted or graduated. NPAPCS believes that learning is continuous and that the compartmentalization of learning makes it difficult for students to master and transfer skills within and among content classes. This supports the Thematic Approach in the classroom setting. It is the mastery of skills identified in the Aligned Curriculum at each grade level that will be a substantial factor in the determination of promotion and graduation. NPAPCS is student

centered and holistic.

As part of the Aligned Curriculum Process, teachers working in interdisciplinary and/or grade-level teams will chart the skills needed to achieve proficiency in each subject. Skills mastery is cumulative and reflects skills mastered in the previous grade and the prerequisite skills needed to enter the next grade. Skills will be placed in a hierarchy of learning by teachers based on their significance in overall understanding of the course content. Skill attainment will be charted daily, weekly, biweekly, and monthly, depending on the support needed for success. Some skills are complex and require some knowledge from other disciplines (Thematic Approach), whereas others are simple. Teachers and students working together will chart student progress.

Federal Law permits special education students to attain a High School Diploma or a Certificate of Attendance. Selection should be made by the 16th Birthday of the student and his or her parent or guardian. Additionally, after age 16, special education students must be actively in a transition program that intensely examines the world of work to obtain prereadiness career/college and or work skills.

English 4 units

Currently, high school students must complete four years of English: English I, II, III, IV, respectively. English I and II develop reading, writing, listening and speaking skills. English III is a survey of American Literature and English IV is a survey of English Literature. Each course (generally) is offered for the length of one school year. The one year class format supports the needs of some students. The progress of others may begin to decline early; they are locked in to class for the year; they experience failure and despair; and they possibly drop out. One solution to this problem is to present the year's offering in two parts, for example, English I Part I and English I Part II. This format allows the student to progress at his/her own rate. If the student does not master the material in Part I of any course, he/she may recycle Part I during the next semester. The student will have the opportunity to gain .5 credits and have a sense of personal gratification. In this self-paced learning environment, the goal is academic success.

In addition to the required English courses, students should have the opportunity to enroll in enrichment classes of particular interest/need to them. These classes would have timely and attractive names reminiscent of current events and pop culture, ***Word Attack, Poetry Unleashed! The Grammar Factor, The Real Writers of DC***, and yet they would convey the communication, life, and study skills needed to advance in today's society.

The acquisition of knowledge is never a misuse of time. Haven't we all surprised ourselves, at one time or another, by easily pulling from our own caches some know-how or facts that we had learned long ago? Our target student population may consider some of the American and English literature selections that they have encountered dry and of little

interest to them. Yet, in order to compete with their peers in and outside of the local school system, they must have the same measure of exposure and opportunity to survey the literature that has influenced the history development of our country.

A skills-based English curriculum would provide a comprehensive approach to teaching and learning with clear guidelines and procedures. Through active learning, students would engage in relevant learning experiences in research and high level thinking skills based on real world inquiry. Teachers would provide individualized support as they differentiate instruction. Students who learn to carry out research will utilize their skills to become lifelong learners and contributors to their homes and communities. Instruction is not contained in the classroom. Interdisciplinary/Cross-Curricular opportunities abound for the English student. One thematic interdisciplinary activity for our target population is ***Exploration of our City***. Our youth are locked into their communities and do not venture out beyond community boundaries. To increase their exposure and opportunities they must expand their horizons. The disciplines would team up, for example, English-Social Studies, and after initial class activities would head out into the cornucopia of educational pursuits that the DC area has to offer: architectural and historical walking tours, museums, colleges, the waterfront, etc. The session would include a trip to the Smithsonian Museum, Eastern Garden, National Park, etc. Students' parents, children and members of the community could come along. Students would be required to research bus routes from their homes. Once there, they would meet their teachers and pick up engaging assignments to be completed at the festival, including new vocabulary discoveries, recording and interviewing participants, taking pictures, and collecting pamphlets and memorabilia. The students will organize their information and upon returning to school (usually the following week) make their presentations to the group.

Through the auspices of the thematic projects in English class, students will be able to present their research projects to other classes and, through the collaboration of the teachers, receive credit for both classes.

Students at every grade level take an English class that meets four times per week. NPAPCS will use the thematic approach Spring Board Curriculum to focus on building solid language skills and developing strategies that can be used in every subject area. For example, one teacher had this to say about the Spring Board Curriculum, Sylvia Ellison, also an English teacher at Brandon High, was happy to replace the chronological teaching of American literature for her 11th-graders with "The American Dream" theme.

Ellison teaches three 11th-grade language arts classes that combine students with disabilities in classes with other students. Two-thirds of her students failed the English portions of the 10th-grade Florida Comprehensive Assessment Test, she said, but they are taking to Spring Board. "They like the variety," Ellison said. "I love it." Her class took about seven weeks to cover Jon Krakauer's biography, "Into the Wild," about a 24-year-old man's

adventures and death in the Alaska wilderness. "We listened to the whole book on iTunes," Ellison said. "Last year, they read 'The Great Gatsby.' I think they got more out of this one." Students related to the adventurer's relationship with his parents, she said, and there were "all sorts of life lessons."

Through listening, writing, and reading the students learn significant facts, concepts, and generalizations for meaning. In oral communication the listener's task is to understand the message of the speaker, in conversation or formal lecture. Listening is a critical skill essential for preparation for work force readiness. Teachers will be encouraged to have listening circles that will provide opportunities to relate relevant life skills, but also to listen and reflect. The students will be taught to go beneath the surface of words to get meaning and develop vocabulary. The classroom teacher will integrate vocabulary development into the skills based thematic curriculum and present a model for word power. . Through interdisciplinary instruction students will understand and use technical words and specializations commonly used in a field of study and careers. Students will be able to use the dictionary and other resources for figuring out meanings, pronunciations, and normal usage and patterns of words. Vocabulary development will involve talking, seeing, reading, writing, and extending word relationships. Students will learn to use computers and other technological aids to support their communication skills. They will be given opportunities for oral communication through classroom activities; community projects public forums and student leadership opportunities

Through student-centered learning environments that support student's social, ethical, psychological, language, physical, and cognitive development, the language arts instructional program will teach students to listen attentively, speak persuasively, read with understanding, and write with command. Reading and communications skills will be integrated into the language arts program to meet the needs and learning styles of every student in the school. The English curriculum is based on research, best practices, and the newly adopted D.C. CCSS and other content standards. Skills based thematic interdisciplinary/Cross Curricular teaching is properly suited for translating English skills into real world situations.

English skills facilitate students' ability to learn and use content materials. Interdisciplinary team-teaching allows for continuity of instruction among all teachers and will be encouraged.

As students gained the basic rudiments of English, writing, and reading, they will be able to use mastered skills to engage in complex projects identified by the interdisciplinary teams, such as major writing projects, journaling, and internships. The skills for each content course will be identified so that they can be reinforced in each subject, which will enable students to develop mastery at their own readiness level.

Math 4 units

Our approach to the math curriculum is adopted from the Sage School that uses two-fold a skills based approach. First, our math curriculum allows students to progress at their own pace, some may move through the material quickly, while others move through more slowly. However, they all are expected to do so at 100% mastery. The key to keeping students engaged is allowing them to progress at their own rate and to experience ownership over their learning. The second facet of our math program focuses on immersing students in mathematical thinking, an approach called Quantitative Reasoning. This includes activities that challenge and develop the logical, mathematical, and statistical problem-solving tools needed for today's world. Students learn and strengthen mathematical habits of mind while reading the newspaper, engaging in projects, solving riddles, designing products, and even while performing daily tasks such as cooking.

NPAPCS selected look at curriculum where students solve complex math problems using a variety of mathematical knowledge and skills, collaborate with others to complete a task, and communicate effectively using the language of mathematics. With such programs as the College Board Springboard, students explore the “big ideas” such as reflected in the skills base thematic curriculum used in the school and develop the critical thinking skills needed to apply and communicate concepts in real-world situations.

It is our goal to ensure that every student receives the essential skills needed for mathematical literacy. In keeping with this challenge, our mathematics program will reflect a learning environment that emphasizes the unifying concepts of communication, reasoning and proof, representation, problem solving, and connections. These are embedded in the new CCSS.

Developments over the past 20 years have led to a tremendous increase in the importance of mathematics in a growing number of occupations and in daily life. As a result, the goal of achieving mathematical literacy for all citizens has become a national priority. By today's definition, mathematical literacy means that students need to have a range of sophisticated mathematical knowledge and skills that extends far beyond basic calculation skills.

The Education Committee of the founding group also recommends curriculum based on the NCTM standards that seek to develop students' mastery of content and process, and seek to develop teachers' subject-specific expertise. These two curricula will encourage teachers and students to go beyond arithmetic—to explore more of the mathematics spectrum by investigating data gathering and analysis, probability, geometry, patterns, and algebra. Mathematics is integrated into other subject areas and becomes part of the ongoing classroom routine, outdoor play, and the spare transitional moments that occur every day. The work skills readiness and social skills development integrated in the skills based thematic approach will give students opportunities to apply skills to community and real

life situations.

These curricula will emphasize the application of mathematics to real-world situations. Numbers, skills, and mathematical concepts are not presented in isolation but, rather, are linked to situations and contexts that are relevant to everyday lives. The curriculum also provides numerous suggestions for incorporating mathematics into daily classroom routines and other subject areas. Our Aligned Curriculum and interdisciplinary approach will provide students with many opportunities to “do” and “use”: financial literacy, banking, measurements, and so forth.

Lessons will include time for whole-group instruction as well as small group, partner, or individual activities. These activities balance teacher-directed instruction with opportunities for open-ended hands-on explorations, long-term projects, and ongoing practice. Students will be encouraged to explain and discuss their mathematical thinking in their own words. Opportunities to verbalize their thoughts and strategies give students the chance to clarify their thinking and gain insights from others.

The use of technology in implementing the math program will provide numerous opportunities for one-on-one, small group, individualized activities and the A+anyWhere Learning System. The availability of excellent software to support mathematics programs will enable students to receive supplemental instruction and reinforcement for additional challenges and will assist students in monitoring their own progress.

Science 4 units

All NPAPCS students will NPAPCS take year-long Science courses every year or present evidence of successful completion from the last school attended. We use a hands-on, experiential approach to Science which helps students gain an understanding of concepts and processes such as chemical interactions, biological effects of chemicals, qualitative and quantitative analysis, and the difference between science and public policy.

Ninth grade students will take Environmental Science, where they will learn about the living and non-living factors and phenomena that make up the world in which they live. As they learn about the environment and their role in it, they will also sharpen critical thinking and analytical skills. Tenth grade students explore a series of Chemistry concepts beginning with matter, atoms and molecules, and leading up to molecular properties, structures, phase changes and chemical reactions.

Eleventh grade students cover key concepts of Biology related to the fields of cell biology, genetics, ecology and evolution. Twelfth grade students study Physics through the Modeling Physics approach and its applications to the world around us.

To expand its science focus beyond the classroom, NPAPCS will create will work with local advisory members to create opportunity for health service projects. We believe students

learn science best when they are actively engaged in doing science and thinking like scientists. HIV=AIDs, SDPs, Anacostia River Clean project, Global Warming are just some samples of themes that also have social , literacy, language art, fine arts, etc. application.

NPAPCS will use the A+anyWhere Learning Program to provide students with opportunities to investigate the natural world; learn about interesting, relevant, and exciting ideas; and understand the link between science and all other aspects of the curriculum. Each program is based on the following principles of scientific literacy: (1) all students can investigate and learn science concepts and can experience success in science; (2) students must develop knowledge of and the ability to use tools and processes of scientific inquiry; (3) students experience success in science when they develop age-appropriate knowledge and understanding of the life, earth, and physical sciences and when they learn about the history and nature of science; (4) science content should be presented to students in an interesting, comprehensible, and clearly organized format; and (5) students' competence in the concepts and processes of science should be assessed through a variety of tools that are consistent, authentic and fair. The products also contain specific materials for English Language Learners (ELL) and students with special needs. NPAPCS also plans to purchase experiment kits for each grade level.

The science program will provide a continuum of interactive activities that will be designed around the CCSS and the NPAPCS standards. The science-learning environment will engage students in problem solving, inquiry, and decision-making and ensure a quality holistic learning experience. Students will make real-life connections through skills based thematic science projects as science is extended beyond the classroom walls.

The use of the scientific method and critical analysis will be integrated into hands-on learning experiences. Scientific inquiry, life sciences, physical sciences, earth and space sciences, and the earth systems are the topics that will be taught and integrated into the thematic content.

Social Studies 4 units

The Pathways Academy Public Charter School Social Studies Program for grades 9 through 12 is designed to prepare attending students to become knowledgeable and productive citizens in a culturally diverse and interdependent global society. The social studies program will focus on connecting students intellectually with past, present and projected future historical events through the implementation of a multi-disciplinary and interdisciplinary curriculum.

With the implementation of the Common Core State Curriculum Standards and the organizing strands of the National Council for Social Studies, the NPAPCS Social Studies Program will be an integrated study of the social sciences and humanities to promote civic competence. The NPAPCS social studies curriculum will provide a coordinated, systematic

instructional framework that incorporates theories and concepts from the following disciplines.

| | | | | |
|--------------|-------------|-------------------|------------|----------|
| Anthropology | Archaeology | Economic | Geography | History |
| Law | Philosophy | Political Science | Psychology | Religion |
| Sociology | | | | |

Inclusion of content information from the above disciplines will incorporate the humanities, mathematics and the natural sciences in the NPAPCS social studies program. The NPAPCS Social Studies graduation course requirements and Carnegie Units (4.0) are:

| <u>SUBJECTS</u> | <u>CREDITS</u> |
|------------------------|-----------------------|
| World History | 1.0 |
| DC History/Civics | 0.5 |
| US Government | 0.5 |
| US History | 1.0 |
| Geography | 0.5 |
| Elective | 0.5 |

Implementation of the social studies program will present opportunities for students to become well-informed individuals who will be able to make thoughtful decisions that will have noteworthy outcomes.

The NPAPCS social studies program will encompass the skills students need to develop the values of a democratic republic, skills for collecting and analyzing data, as well as, opportunities for group collaboration and problem solving. Differentiated instructional strategies will be used to foster students' abilities to:

- Compare and contrast past and present events
- Read and interpret maps, graphs and charts
- Identify the relationships of individuals and groups to institutions
- Study and embrace cultural diversity
- Master presentation skills, as well as, verbal and written feedback
- Experience the varied visual and performing arts
- Use technology to research, record and preserve data

The New Pathways Academy Public Charter School Social Studies Program will incorporate and implement the Common Core State Curriculum Standards and the National Curriculum Standards for Social Studies' "Ten Themes" organizing strands.

THE TEN THEMES

Theme 1: CULTURE

Theme 2: TIME, CONTINUITY, and CHANGE

Theme 3: PEOPLE, PLACES, and ENVIRONMENTS

Theme 4: INDIVIDUAL DEVELOPMENT and IDENTITY

Theme 5: INDIVIDUALS, GROUPS, and INSTITUTIONS

Theme 6: POWER, AUTHORITY, and GOVERNANCE

Theme 7: PRODUCTION, DISTRIBUTION and CONSUMPTION

Theme 8: SCIENCE, TECHNOLOGY, and SOCIETY

Theme 9: GLOBAL CONNECTIONS

Theme 10: CIVIC IDEALS and PRACTICES

History courses broaden our students' understanding of what it means to be human and why it is important to have a socially just world. Special emphasis is placed on the lives, work and history of women and people of color. The National African American Museum of History and Culture, the Native American History Museum, the Anacostia Museum, and the Dorothy I. Height Library are excellent resources that will be used in the program, in addition to the internet and other relevant technological programs.

Ninth graders will focus on World Geography from both a micro and macro perspective. Students will uncover their unique place in this world as they gain a global outlook. Students will also examine diverse cultures, political systems and religions.

In 11th grade, students will take US History, a one year course that is a study of various people and events that spans the relatively young history of the United States of America, designed to give students a critical and thorough perspective on the successes and failures throughout American history from the meeting of three very different cultures through present day. The course will involve specific looks at various case studies of specific events and "big ideas" behind them that connect to today.

Teachers will identify other materials that will provide global awareness through themes mutually agreed on by the teachers. Global awareness in content classes will be reinforced with maps, timelines, posters, world workbooks, and other skills based thematic projects. Additional materials will be selected that will reinforce/support the acquisition of such skills as questioning, hypothesizing, critical thinking, chronological thinking, historical analysis and interpretation, understanding historical issues, analysis, decision making and historical research capabilities.

Foreign Language 2 units

Our Spanish curriculum focuses on bolstering students' conversational skills and confidence to use the language in their everyday lives. Daily classes are conducted primarily in Spanish in order to maximize students' exposure to the language. Students learn through a combination of games, songs, videos, and projects, which provide ample opportunities for practicing speaking, listening, reading, and writing. We focus principally on building vocabulary and grammar skills, which can then be used to learn more about the cultures and histories of the Spanish-speaking world. Recognizing that this Spanish-speaking world begins in our home valley and extends around the world, we are developing opportunities for trips--both local and global--in which students can put their skills to use in real-life situations.

Students strive to understand and interpret written and spoken Spanish well enough to be able to use the language both within and beyond the school setting. In class, students will perform dialogues based on real life situations (i.e. buying food at the market, asking directions to school) to put their written vocabulary and grammar into authentic practice. Our goal is to provide a non-competitive atmosphere where the student is highly motivated and feels comfortable with the language in as short a time as possible. This course asks students to practice and study Spanish outside of the classroom daily. Students will learn Spanish through reading, speaking and listening comprehension.

The foreign language curriculum will be one that supports NPAPCS's belief that the acquisition of other languages is a critical component when developing students to function successfully in the local and global community. Critical to this sensitivity is a foreign language program that will give the students an appreciation of other cultures through another language and provide them with a different way of looking at themselves and others.

The curriculum chosen will offer a dynamic, comprehensive, evolving program that can be supportive of the core subjects when used in the interdisciplinary approach to education. Emphasis will be on oral communication and listening, with secondary emphasis placed on reading and writing skills. In the foreign language classes students will receive instruction. All course content will not be theme directed. Teachers will make the determinations based on CCSS and content. To build mastery, language skills are built over two-year cycles. Looping will enhance language skill acquisition. Students will remain with the same language instructor during the two-year cycles: The foreign language classes will reinforce the themes, units, and content of the core courses. Recommendations for the foreign language have been suggested by Ms. Matilde Martin (Spanish teacher) and Dr. Marilyn Sephacle (Multi-language professor at Howard University) and consultants in the field.

The foreign language curriculum at NPAPCS will offer a dynamic, comprehensive, and

evolving program that presents topics of relevancy to the learners. The teaching methodology will take into consideration various learning styles to be able to reach all learners while emphasizing oral communication and some reading, writing, and listening skills. Instruction methodology will include (but not be limited to) online and audiovisual aids to enhance learning. Some classes will be held on a university campus with a strong instructional technology component that will allow students to travel in time and space via cyberspace. The Howard University Ralph Bunche International Center has excellent language labs that will expose students to simultaneous translations. This will provide authentic text and visual material, as well as an opportunity for chats with native speakers, self-tutorial practice to improve students' writing skills, immediate feedback, and self-paced interactive language software.

The foreign language curriculum at NPAPCS is guided by Standards for Foreign Language Learning of the American Council of the Teaching of Foreign Language that has been adopted by NPAPCS. This organization promotes the "five Cs" of foreign language education: communication, cultures, connections, comparisons, and communities.

Music/Art/ 0.5 Units Visual/ Performing Arts 0.5 units

The Visual Arts play a key role in shaping students' critical thinking and creative modes of learning. By engaging students in the exploration of projects in a variety of art techniques and processes, instruction will also focus on developing students' capacity to make connections between the visual arts and other disciplines; to understand the visual arts in relation to history and cultures; and be able to ask meaningful questions about the role of the arts in general

Like other facets of the skills based thematic educational program, these subjects will be offered in the student-centered, interdisciplinary holistic approach. The culturally rich community of Washington, D.C will support the content area.

Art and music will be an extension of the communication programs of NPAPCS. Art and music are forms of self-expression. Art as visual language and music as language of sound will provide other outlets for students to communicate. Additional skills learned in art and music that will be applied in other classes is such skills as discipline, safety tips, motor dexterity skills, hand-eye coordination, and creative thinking. In the student-centered art program, students will be introduced to a variety of techniques that students can relate to real life, social skills and work skills. Art will not be taught in isolation but, rather, will be totally integrated in the interdisciplinary program with all the other subjects. The art/music instructor will be a member of the interdisciplinary team.

Technology

Our technology program addresses the inconsistent academic preparation our students have received in their l school education before matriculating through NPAPCS. This lack of

preparation creates a large variation between high-achieving and less accomplished students which requires NPAPCS faculty to cater to a wide range of student skills in a differentiated learning environment. Using technology to create an always on, self-paced and collaborative environment for our students, we can weave technology into the fabric of our disciplines while simultaneously creating a more interactive and responsive teaching model. In this way, we hope to prepare our graduates for successful careers in a highly global and interconnected society. Our program creates a more personal differentiated teaching environment for the students. This will be achieved by implementing a blended learning environment, which includes online learning combined with traditional classroom instruction facilitated by Promethean Smart Boards and computers.

The vision for this curriculum is based on the National Educational Technology Standards for Students (NETS - S). The NETS- S has six different dimensions:

- Creativity and Innovation – Demonstrate creative thinking, construct knowledge, and develop innovative products using technology.
- Communication and Collaboration – Use digital media and environments to communicate and work collaboratively.
- Research and Information Fluency – Use digital tools to gather, evaluate and use information.
- Critical Thinking, Problem Solving and Decision Making – Use critical thinking skills to plan and conduct research, manage projects, solve problems and make informed decisions using appropriate digital tools and resources.
- Digital Citizenship – Practice legal and ethical behavior and understand the human, cultural, and societal issues related to technology.
- Technology Operations and Concepts – Demonstrate a sound understanding of technology concepts, systems and operations.

6. Supports for Learning

a. Family Involvement

Positive adult relationships are critical to the behavioral development of students. Comer Model places so much emphasis on the involvement of parents in the schools and the learning environment. Their presence signals to Students that schools are important and learning has value. Parents will be actively recruited to work hand in hand with teachers and administrators for the academic benefit of their Students.

It is critically important that parents have a sense of ownership and pride in the school that provides education for their Students. Parents must feel empowered and that their input is valued. The Comer Model is a school-level participatory approach that stresses the

involvement of parents. As a part of this model the school's staff and stakeholders organize themselves into three teams: the School Planning and Management Team, the Parent Team, and the School Support and Services Team. These teams have three guiding principles that allow the school to review its aims and methods and identify problems in a no-fault environment. These principles create a culture where parents can play an active role in the school community, from management to the classroom. Teachers and administrators are trained to work with parents in a no-fault environment where consensus allows for brainstorming, in-depth discussion, and cross-fertilization of ideas. Collaboration without paralyzing the principal and willingness to work cooperatively as a part of a team are another component of the School Development Program (SDP). A member of the staff will be trained to be the SDP facilitator. This individual will be available to help with the organization of each component of the program.

Parents at NPAPCS will do more than just participate. Projects may include but are not limited to fund-raising; volunteering as hall monitors, coaches, hosts, and guides for new parents; being administrative, or classroom aides; and assisting in other school programs. NPAPCS will have an "Open-Door Policy" for parent participation in school activities. Parents will have "hands-on" participation.

Parents will be selected by their fellow parents to participate on the SPMT. The SPMT gives parents direct access to management and a vehicle for transmitting views and opinions on issues related to academic, social, and school management. When parents are seen working in the school, their involvement bridges the gap between home and school, which helps at-risk student make this tremendous transition. Parents will serve as a link to volunteer groups and organizations, service agencies, businesses, and other parents. At home parents provide support and reinforcement to increase the bond between school and home that will foster success for their students. Parents bring vital information about their student's social development needs and their strengths. This information can influence curriculum, instruction, and assessment.

The SDP views parental involvement as the cornerstone for success in developing a school environment that stimulates the total development of its students. Parents are expected to

- select their representative to serve on the SPMT,
- review the school plan developed by the SPMT,
- work with staff in developing and carrying out activities of the parent-teacher general membership group in line with the overall school plan,
- support efforts of the school to assist students in their overall development, and
- encourage new parents to become involved in school activities.
 - **Parent and Principal Monthly Breakfast Meeting** - This meeting is a

breakfast meeting that will be held each month for parents. This time is set aside for parents to dialogue with the principal in an informal setting and for principal to give a mini update of school progress.

- **Parent Academy** - The academy will provide training, workshops, individual and group counseling, seminars on topics critical to them, provide information to parents on ways that they can help prepare children for school, and provide an arena for parents to form parent support groups.

b. Community Participation

The holistic philosophy of NPAPCS is premised on a belief that the school must address all the developmental needs of each student. The school will not have all the necessary resources to address all these needs. However, if left unattended, these needs may adversely affect a student's ability to learn and be successful in the school environment. Parents will be a vital link to community support and resources to help NPAPCS. NPAPCS will solicit community partnerships from a broad array of organizations and individuals with programs that can help NPAPCS meet its goals and objectives. In addition to providing support outside the school, community stakeholders will have an active role as members of the Board of Trustees, Community Advisory Council, and the SPMT. Community participation can provide volunteers, in-kind contributions, fund-raising assistance, and program development.

NPAPCS will be located in Ward 7. These communities are located in the far southeast sectors of Washington, D.C., and have limited access to resources. NPAPCS will tap community support from the immediate community and from Washington, D.C., at large. NPAPCS founders have met or spoken with representatives from certain organizations, and some letters of support and endorsement are attached.

From its inception NPAPCS has been committed to the involvement and participation of parents and community in the creation and development of the school. The concept for the school evolved from grassroots involvement. The principles that are the underpinning of the mission, philosophy, and goals of the school are student centered with a commitment to parental and community involvement.

Most of the current founders of the school either currently live in have worked in Wards 7 and 8 and are familiar with the educational, social, and economical problems that plague these wards. Among the founding members residing in Ward 7 are Pauline Davis is an entrepreneur, Mary Terrell, retired associate judge, founder Dix Street Academy, educator, Kathy Williams, General Counsel, Dr. Bevadine Terrell, former principal, community outreach coordinator and Dr. James E Terrell, community leader, reading specialist consultant.

There has always been a Community Outreach Committee composed of members of the founding group. Student NPAPCS has engaged in a series of informal focus groups to gauge the level of interests and need for a school to serve the drop-out and potential drop out student population.

Advisory Council

In addition to having grassroots community members in the founding group, NPAPCS has Advisory Council that will provide input into the planning of the school. In addition to parents and members of community organizations, there will be at least an international educator and an early student hood education specialist on the Advisory Council. NPAPCS met with Theresa Mullens of Kids Konnection on August 11, 2005, at her headquarters at the GatePost, 1300 Good Hope Road, S.E. Kids Konnection is a grassroots organization for youth. She has agreed to serve on the Advisory Council. Advisory Council members are

- Donald Isaac, Executive Director, East of the Rive Clergy and Police Partnership Rev. Stephen Young, Senior Pastor, Holy Christian House of Praise
- Janice Tyler, parent
- Theresa Jones, ANC Commissioner (806)
- Dr. Goulda Downer, HIV-AIS Specialist
- Rev. Kip Banks, Interim Executive Director, Progressive Baptist Church National Convention
- Rev. Dr. James E. Terrell, Reading Specialist, President of the Council of Churches of Greater Washington, vice president of the Washington Baptist Seminary
- Fannie Allen, President, Allen Etiquette Institute;
- Dr. Sakilaba Mines, Multidimensional Medical Institute
- Dr. Shelvie McCoy, Special Education Specialist
- Janice Smith, Assessment Specialist
- Theresa Beaton, Beaton's Fine Caterers

| Organization | Contact | Services |
|---|---------------------------|---|
| Council of Churches of Greater Washington, D.C., Baptist Minister's Conference, and Washington Baptist Seminary, area colleges and universities | Dr. James E. Terrell | Volunteers |
| Anacostia Museum | Dr. Gloria Herndon | Cultural programs at the museum |
| ARCH | Dr. Averette Mhoon Parker | Drug Abuse |
| Private Practice | Dr. Patricia Davidson | Healthy Lifestyles |
| Howard University Jump Start | Charles Prince | Volunteers |
| Multidimensional Health Institute | Dr. Sakilaba Mines | Community health screening and programs |
| Beaton's Fine Caterers | Theresa Beaton | Culinary Arts |
| Sports and Physical Therapy | Paul Heath | Fitness |
| High Tea Society | Lorna John | Volunteer Cultural-Enrichment Program Afternoon Tea |

Student and Community Meeting - This meeting is an opportunity for students and community supporters to dialogue with students to hear their concerns. Students for these meetings will be selected by their peers to serve as representatives voices for the student body. These meetings will also give community members an opportunity to have an intimate talk with the students.

a. School Organization and Culture

NPAPCSNPAPCS will use the comprehensive school reform model known as the Comer Model. The purpose of the Comer Model is to provide schools with an effective and efficient management process that will allow them to successfully meet the needs of Students in the areas of academic and social development. In this school management model, the school's

staff and parents organize themselves into three teams:

- The SPMT establishes policy guidelines that address important issues relating to the curriculum, parent/staff relationships, school social climate, staff development, and public relations. It develops and implements the Comprehensive School Plan and school activity calendar. It is also responsible for the coordination of all activities and programs in the school. This team creates dialogues around teaching and learning, monitors the progress of the Comprehensive School Plan, and makes necessary adjustments to the school plan when needed. The team consists of administrators, teachers, support staff, and parents.
- The Parent Team is designed to establish a framework for enhancing both the quality and the quantity of parent involvement in the local school. The parent component will serve to create opportunities for parents to participate at a variety of levels while developing those skills and experiences that allow increases at more complex levels of responsibility and decision making in the school program.
- The SSST promotes desirable social conditions and relationships. It connects all of the school's student services and provides input to the SPMT regarding individual and group concerns by focusing on prevention and problem management. The team assists individual teachers by suggesting ways to manage early and potential behavior problems in the classroom. The team consists of an administrator, staff members with expertise in student development and mental health, teachers, and other pupil personnel staff who service the specific Students being discussed.

This process is not an instant panacea. All three teams operate under three guiding principles:

- **No-Fault:** No-fault keeps the focus on problem solving rather than placing blame. It means that everyone becomes accountable.
- **Consensus:** Through dialogue and understanding, we build consensus about what is good for Students and adolescents.
- **Collaboration:** This encourages all stakeholders to work together. The Comer Process is based on the belief that students learn best when their education is the result of collaborative planning by adults from the school, home, and community who work together to implement the school program.

Under the Comer Model, the SPMT is the central organizing body in the school. This team is led by the principal and includes teacher, parent, and support staff representatives. Its major function is to develop and monitor a Comprehensive School Plan for the academic, social climate, and staff development goals of students and adults in the school. The SPMT coordinates all school activities. The presence of parents and teachers on the decision-

making body provides representation and input. The underlying principles that make this an effective organizational model are collaboration and consensus.

The principal with support from the SPMT will be responsible for the day-to-day operation of the school. Students are expected to be in school every day and on time. The parents' handbook will inform them to notify the school of illness and work with teachers to ensure that instruction can continue while the student is home.

School Day

Although standardized tests do not measure the full range of academics, they do give an insight into a school's performance in some important areas such as reading, English, and math. Standardized test results receive wide publicity, and the public judges schools partially on the results of these tests. The school day must reflect the amount of time necessary to improve standardized test scores without compromising the development of academic competencies and student holistic needs...

The Classroom

The classrooms are the students' home away from home, and they must enable a student to make a transition from the home environment to the school environment, which may be qualitatively different. This transition will be helped if parents are actively participating in the school. The teachers will be trained in the DC Best Youth Development strategies and must be sensitive to the needs of the student. In the morning when the students arrive, teachers must be sensitive to the social development needs of the students. They must have activities that allow students to demonstrate their social skills. There must be a social routine. The teacher must be sensitive to students' physical and health needs and cleanliness. Students' ethical needs must be addressed, and they must learn problem-solving techniques in the classroom because improper behavior is disruptive to the learning environment and reduces instructional time. The psychological needs of the student must be addressed. The teacher must be sensitive to the emotional needs of the student in the classroom. Are they angry, sad, disruptive, or combative? The teacher must use the morning class group time to address the students' needs so that cognitive and language development will have the proper academic environment to enable the students to achieve. Parents will be encouraged to drop in and participate in the morning meeting.

Interdisciplinary Team-Teaching

During the initial summer staff development training, teachers will have a comprehensive orientation about the NPAPCS philosophy, mission, and goals. They will also learn how to implement an interdisciplinary skilled based thematic focus, CCSS, workforce readiness, social skill development and A+anyWhere Learning System curriculum. The staff will be trained in DC Best Youth Development Strategies, and Interdisciplinary/Cross-Curricular Collaboration, to align course content from selected textbooks and additional instructional

materials, and the standardized assessment instruments.

Reading skills will be critical for each content class and will provide opportunities for shared strategies and teaching methodologies. The reading specialists will provide staff development training and staff support. More specialized instruction in content subjects will occur as students' progress. The foreign languages curriculum will also be utilized to reinforce content course themes. This format will allow for longer instructional blocks for reading, because reading provides the instructional framework for the other subjects. The themes will provide an opportunity for students to receive exposure to other subjects, and more time in their content courses.

For example, a theme "Plants We Grow" may focus on China. The science and social studies teachers may decide to collaborate to develop an integrated unit about tea. Working as an interdisciplinary team, the social studies class may focus on the traditions and customs; and science may focus on plant classification, climate, and temperature. Other teachers may decide to integrate global awareness activities about China in their classes; for example, math may teach Chinese measurements, weights, or currency; English may choose to examine Chinese or American folklore associated with tea; and in the art class students may use Chinese symbols to create a design. The themes provide teachers with many learning opportunities to achieve learning goals and address the learning styles and needs of the students.

Supportive Learning Environment

A communal supportive learning environment will allow students to thrive and feel secure whether working with interdisciplinary teams, small groups, individualized workstations, A+anyWhere Learning System or one-on-one or peer instruction. Students who master certain materials will be encouraged to assist their fellow students in this supportive school climate, where collaboration is a value practiced throughout the school. In addition they can move forward using A+anyWhere Learning System. Student learning styles and developmental levels based on their developmental needs will determine the educational methodology selected to ensure the students' achievement.

The SPMT will work hard to reduce interferences with instruction time. PA announcements will be limited. Teachers will develop techniques to ensure that instruction starts immediately when Students complete lunch. Teachers trained with knowledge of student development will find creative ways to keep the Students engaged in the learning process. The interdisciplinary teams will create an interactive learning environment that will keep each student challenged. Students support will be readily available and visible to ensure a safe environment.

In the Comer Model, parents are partners in the learning environment. Parents work hand in hand with principals and teachers. Parents can help maintain order. Parent mini-

workshops will be scheduled to help them work with students and address supports and services needed for the student. One workshop will be held in the morning, one right after school, and then one in the evening. This way NPAPCS will be able to catch parents who drop off their Students in the morning, pick them up in the evening, or work during the day. The NPAPCS school climate will be one that invites and welcomes parents.

b. Extracurricular Activities

Before-School Care

Many NPAPCS students will be eligible for Title I free and reduced-price meals. NPAPCS will ensure that all students receive a healthy start in the morning with a nutritious meal. Social welfare, health, parenting, etc. Counselors will be available to address student needs. A member of the founding group is currently working on a program design for the Before-and After-School Care Program. Should a charter be granted, she will seek funding for full-time staff for this program. Child care will be available for parenting students.

Student Access Center (SAC) - The Student Access Center is a mini- service center that students can go to receive information and services. Students will be able to access information about jobs, volunteer opportunities, tutorial, mentors, and college and career path information. Students will be able to walk in and receive on-site assistance.

Health and Wellness Club - Students will be able to utilize the gymnasium for supervised activities to enhance their wellness- Yoga, Intramural Sports, Health and Wellness activities.

Academic Counseling - A counselor will be available to counsel students on academic issues and concerns.

Clubs and Organization- Clubs and Organizations will be available for students - Student Government Association, National Honor Society, Drama Club, Art Club, Robotics Club, Chess Club, Technology Club, Female and Male Self Esteem Clubs School Newspaper, Book Clubs, Writing Club and other clubs as requested by students. Each club or organization will set their meeting days and times.

NPAPCS Service Learning Program - Students will be given an opportunity to explore and develop interests and talents outside of the school. Students will be assigned to work sites that are related to their career or life goals. They will report to their assigned work sites once a week. Their participation will be evaluated 4 times during the school year (at the end of each school grading cycle). In lieu of monetary payment, students will receive 30 points for each cycle's successful participation. The students will receive 1 credit for successfully completing 4 sessions to be recorded on their permanent record at the end of

each school year.

Tutorial Services - Tutorial services will be available to assist students with academic reinforcement. Because our students will be on flexible schedules students will be able to schedule their tutorial sessions in 1 hour intervals.

Career Counselors- Career counselors will be available to assist students with social and interpersonal skills, work readiness skills and job/volunteer placement.

Mental Health Team - A team of mental Health Professionals will be available to counsel with students on student issues and concerns.

Out of School Time Program

Yoga meditation, fitness (weights, stair masters, medicine balls) and tai chi taught in the physical education classes will be extended to the After-School Care Program to teach movement, strength and concentration, and relaxation. Those students with an interest can participate in Yoga and Tai Chi Clubs once a week from 5:30pm- 6:30pm. Volunteers and parents will also be utilized to assist with extracurricular activities. Private individuals will fund this out of school time program. Teachers with an interest in an activity may assist.

Students will create clubs of interest to them. The programs will be designed to increase student exposure. Snacks will be available to students in Out Of School Time activities. A+anyWhere Learning program will be available for students who need tutorial, acceleration opportunities, or credit recovery. Tai Kwan Do and chess club will provide outlets for competitive activities. The High Tea Society and the Blue Chip Society social-ethical program will be available for students who want additional exposure to social civility skills and cultural enrichment.

Students who need additional support will receive tutoring by their peers or volunteers. Depending on the need, students may receive additional support from teachers.

Art and music will be incorporated in the Out of School Time Program to provide enrichment and creative expression for students. The excellent aspect of most of the extracurricular activities is that they can be performed in regular classroom settings. For example, tai chi, reading, math, and clubs only require a room, and yoga requires a mat or a towel that will be provided to students.

c. Safety, Order, and Student Discipline

NPAPCS Philosophy

In developing its safety and discipline policies NPAPCS is relying on the research-based data on adolescence risk behavior, Reducing Adolescent Risk: Toward An integrated Approach (Romer,

2003)

The NPAPCS school climate model, cooperation, collaboration and no-fault, in our student-centered environment will utilize the data in the SILP for clues to address students' needs and discipline issues. Mutual respect for all persons in the school community and high expectations for success will create a climate where civility and proper behavior will be the norm. Peer mediation and conflict resolution will be utilized to resolve disputes among students.

The presence of parents in the school daily will reinforce the NPAPCS philosophy of mutual respect for all persons. Due process will ensure a fair hearing, with notice to parents of any breach of school policies and procedures by their student. Positive relationships and respect have been shown to be the best tools to address problems of discipline. It is well documented that students will meet the high-expectation standards established by the school culture. Interventions will be readily available to support students whether parenting, drug abuse, HIV- AIDS, angry management, homelessness, etc. All staff will receive training in positive youth development strategies.

NPAPCS will adopt policies, procedures, and plans to ensure a safe, orderly, and drug-free school. The SPMT will develop plans for the implementation of these policies. Staff and parents will have input through their representatives on the SPMT.

The parent, student, and teacher handbook will provide step-by-step instructions of the penalties, enforcement, and reporting and handling of all serious incidents that occur in the school or on school property. The handbook will identify risky behavior and illegal behavior for which NPAPCS will have zero tolerance.

NPAPCS will have an emergency response plan for evacuations in the event of fire, terrorism, or other emergencies. There will be periodic drills to test these plans.

NPAPCS will comply with the D.C. school codes and will follow school safety policies established by DCPS. In addition, NPAPCS will be a Drug-Free Zone, which means that enhanced penalties will be charged against anyone who sells or uses illegal drugs in or near the school. NPAPCS will report all violations to the proper authorities. No weapons of any kind will be tolerated at NPAPCS. Parents will be encouraged to serve as monitors in and around the school to ensure that no outsiders cause disruptions in the school or the immediate vicinity.

Suspensions, Truancy, Lateness

NPAPCS will have zero tolerance for drugs, weapons, bullying or violence on school property. Zero Tolerance of certain criminal acts is necessary in order to insure student and staff safety and an environment conducive to learning. Zero tolerance is defined as immediate contact with the police department when an act of certain criminal nature occurs in the school, outside on school property, and on the way to and from school. This includes offenses against persons or property. This includes offenses against persons or property, which involves violence and the actual or threatened infliction of bodily harm, the unlawful use and possession of firearms or other dangerous weapons. Arson or fire setting activities or any other act deemed unsafe and harmful.

Attendance/Truancy

Student absent from school without an approved release shall be deemed truant. Truancy is an indication of a much more serious problem that can lead to risky behavior such as drug abuse, alcohol, delinquency, etc. Truancy will be addressed immediately by alerting parents/guardians at work or home. NPAPCS will use all available means to locate the student and bring them to school.

Lateness to school

All students are expected to accept responsibility for reporting to school on time. Students are expected to be in their classroom prior to, and no later than 8:45 AM.

All efforts will be exhausted to avoid student suspensions. When possible in-school suspension will be utilized to keep the student in the learning environment,

Student ID Card

All students will be issued an ID card and must be in possession of their ID Card while on school property.

The goal of NPAPCS is to always seek to keep the student in the learning environment. Expulsion will be the last option to be considered. For students who are disruptive, alternative instructional programs will be developed to address their developmental needs in the classroom there will be emotional, psychological, and social clinicians to address disciplinary behavior. Tardiness, excessive absences, and disruptive behavior all reduce the instruction time an individual student receives and can in some instances affect the instructional time of other students and adversely affect student achievement, and so this will not be tolerated. Safety, order, and discipline will be reinforced in the classroom daily but with aim to discover the underlying cause. Truancy, risky and disruptive behavior are symptoms of a more serious underlying cause. The clinical social worker and intervention counselor will be critical to help identify these issues and work with the students to resolve them before they disrupt learning.

Role of Students

In a student- centered environment students have a roll in the decision making process through SSST and SPMT. They help to create the disciplinary policies and will participate in peer mediation when minor disputes arrive. The roll in all problem solving is to arrive at a win/ win situation. Students, Parents, the Board of Directors and the Advisory Council will have an opportunity to provide input into the Behavior Code.

| |
|---|
| The students are expected to follow the NPAPCS Behavior Code : As a student at NPAPCS, I agree to: |
|---|

- | |
|---|
| <ul style="list-style-type: none">• <i>be a positive role model for other students;</i>• <i>be respectful of others and myself;</i>• <i>strive to do my best every day;</i> |
|---|

- *attend school regularly;*
- *project a positive self-image in dress, language, and attitude;*
- *make a positive contribution to my school and community;*
- *have a value system that lets me know the difference between right and wrong behavior;*
- *establish high standards of achievement for myself;*
- *refrain from the use of drugs and behavior that will lead to school suspension; and*
- *refrain from behavior that will harm my body or others.*

Security Guards

NPAPCS will have the appropriate number of security guards and will benefit from the latest thinking about school safety arising from the tragic shooting at Newtown Elementary School. All students will be treated fairly in accordance with DC and Federal laws. Student will always be afforded due process with notice of any offense and an opportunity to heard or appeal any decision.

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

The professional Development allocation will be increased to \$25,000.00.

At the outset the training activities will focus on providing the school principal and teams with the requisite foundation for being effective implementers of the skills based thematic aligned curriculum with CCSS and DC Standards. It is important that they learn how to create a climate of cooperation, support, trust, and “no-fault,” where the students are in the center of all school decisions and where decisions are made by consensus. It is important that teachers know and understand how to maximize the benefits of a Comer Model School management System.

Facilitators with expertise in Comer Model will work staff throughout the year to provide support to the principal and school teams in executing their duties and responsibilities at the school level and to assure that the process is being implemented correctly and that that the students are in the center of all decisions made.

Staff development will also include interdisciplinary co- curricular training includes but not be limited to the following topics:

- curriculum alignment,
- local and CCSS standards,
- DC Best Youth Development Practices,
- Student-centered functional classroom environment,
- effective communication with parents and community,

- Thematic skill based curriculum development,
- orientation in the selected textbooks,
- steps in effective instructional delivery,
- learning styles,
- effective use of A+ Any Where Learning System,
- classroom management,
- working with at-risk Students and youths,
- use of conflict-resolution skills,
- influence of teacher expectations on student learning and behavior,
- parents as teachers in the home, and
- use of volunteers for tutoring and mentoring.
- Staff development will be held monthly and monitored for appropriate implementation by the principal and curriculum coordinator. The NPAPCS instructional staff will also be provided with grade level–specific staff development opportunities based on needs assessment data.

Staff development for key administrators, staff, and faculty will occur during the preplanning, planning, and implementation of the proposed charter school.

Additional training sessions for staff development will be planned during the coming months for the principal and other key staff and prospective teachers should a charter be granted. Additional grant funds will support curriculum development, Accountability Plan refinement, assessment, school “marketing” and community involvement, and overall successful charter school implementation.

Aligned Curriculum

The Aligned Curriculum is a process where teachers and administrators make decisions about what is important to teach students while balancing their own ideas and professional expertise, the existing curriculum and instructional program, the textbooks, the local and CCSS standards, and the school’s goals. The alignment process assists instructional staff in reviewing with others on their grade level and with other professionals in the school major decisions about curriculum content and the time needed for students to learn that content.

The curriculum alignment process assists teachers and school administrators in deciding how to deal on a holistic basis with the competing demands of standards and assessment, to determine what is most important for the students, based not only on the various mandates but also based on the students’ developmental growth. Teachers and

administrators will be provided with intensive staff development on the curriculum alignment process. Bi-weekly team meetings will be scheduled to provide grade-level teams with time to revise and modify, if needed, their grade level-specific curricula. Also teachers and staff will review the ISLP at bi-weekly meeting to ensure students' needs and learning goals are met.

Many teachers and administrators assume that textbooks adequately cover the topics on standardized tests. It has been shown that no single textbook can be geared to the needs of all students. The Aligned Curriculum Process will help the teachers and administrators in understanding where the gaps exist, thus giving students prerequisite knowledge. The spring board theme-based curriculum will be the center piece that will be supplemented by content curriculum for core subjects from various sources.

Beginning in fall 2014, the principal and selected members from the Curriculum Development Team will attend a series of four full-day workshops in which the components of an Aligned Curriculum are explained and alignment activities will be practiced. During this intensive staff development, the curriculum team will learn

- the process and purpose for aligning the curriculum,
- the components of the Aligned Curriculum,
- local and CCSS standards in the core subjects,
- how textbook units will align with the curriculum,
- NPAPCS's goals and objectives,
- content specifications for the selected standardized tests, and
- how the skills based thematic integrate into the alignment process.

Participants will be involved in aligning specific units to standards, assessments, and growth and development.

Monthly staff development will also be provided for the instructional staff. It is during these workshops that school teams will review the Aligned Curriculum, formative assessment data, and the Comprehensive School Plan. It is during these workshops that the following questions will be asked: Where are we? Where do we want to go? And what do we need to do to get there?

Scheduling

The staff development program will be designed to ensure that teachers will have enough time throughout the year to develop and revise (if needed) the Aligned Curriculum. Other staff development needs will come from teacher recommendations, evaluations, and assessments of the overall educational program at NPAPCS. Staff will have an hour daily for

planning and will have a half-day bimonthly on Friday afternoons.

g. Structure of the School Day and Year

NPAPCS will follow the DCPS holiday calendar because parents may have other students in public school and it will facilitate family planning. NPAPCS will operate on an extended-day and an extended-year schedule. The year's fall session will begin the last week of August for orientation, observations, and individual and group assessments. The year will consist of a minimum of 200 days, with snow days built in.

How time is used in the school day is an important variable in improving academic outcomes. Parents will receive the school schedule and may visit and observe classrooms or go on field trips.

The NPAPCS will operate on an extended-day and an extended-year schedule. The year will consist of a minimum of 200 days, with snow days built in. During breaks and vacations students will be required to complete homework packets. The school day will begin at 8:00 a.m. for teachers and 8:30 a.m. for students and will end at 5:30 p.m. for teachers and 5:00 p.m. for students. Because the majority of students will be eligible for Title I free and reduced-price meals, students receiving these meals should report to school no later than 8:00 a.m.

Bi-monthly staff development will be held on Fridays for staff after the Listening Circles. Immediately after lunch students will cluster in unisex Listening Circles in groups of 10 with staff to provide feedback on the week's experience and to address work skills readiness and social skill development real life issues. Friday afternoon will also provide opportunities for students to participate in scheduled cultural-enrichment programs, social-ethical programs, and clubs with support from Dean of Students, Clinical Social Worker and Intervention Counselor and community partners and volunteers. The teachers and other staff will use this time to conduct team meetings, evaluate the learning environment, do case studies on individual students, and participate in training.

Summer Program

A summer program consisting of a six- to eight-week which will include work skills readiness, social skills development, internship experience, two weeks of extensive work skills readiness and social skills development and 4 weeks of work placement with career mentor NPAPCS will apply to be a site in the Mayor's Summer Youth Program. The Schotts Foundation Report Card and Johns Hopkins Summer Learning Research have documented that the summer learning gap causes students to lose three to six months of achievement. Students are strongly required to participate in this summer program and will only be excused for family emergencies or vacations.

Master Schedule

Semester One

| Homeroom 8:30-8:55 | Per. 1 9:00-9:50 | Per. 2 9:55-10:45 | Per. 3 10:50-11:40 | Per. 4 11:45-12:35 | Per. 5 12:40-1:30 | Per. 6* 1:35-2:25 | Per. 7** 2:30-3:20 | Per. 8 3:25-4:15 | Per. 9 4:20-5:10 |
|-----------------------|-------------------------------|----------------------|-------------------------------|-----------------------|----------------------|------------------------------|-----------------------|---|---|
| 1. 27 | Eng. 9-----Eng. 9 | | Soc. St. 9-----Soc. St. 9 | | L | <u>Reading</u> Technology | P | <u>Music (MWF)</u> Art (T&TH) | <u>HPE (MWF)</u> For. Lang.(T&TH) |
| 2. 27 | Soc. St. 9-----Soc. St. 9 | | Eng. 9-----Eng. 9 | | U | <u>Reading</u> Technology | L | <u>Music (T&TH)</u> Art (MWF) | <u>HPE (T&TH)</u> For. Lang. (MWF) |
| 3. 27 | Math 9-----Math 9 (Alg. 1) | Math 9 (Alg. 1) | Sci. 9-----Sci. 9 | | N | <u>Technology</u> Reading | A | <u>HPE (MWF)</u> For. Lang. (T&TH) | <u>Music (MWF)</u> Art (T&TH) |
| 4. 27 | Sci. 9-----Sci. 9 | | Math 9-----Math 9 (Alg. 1) | | C | <u>Technology</u> Reading | N | <u>HPE (T&TH)</u> For. Lang. (MWF) | <u>Music (T&TH)</u> Art (MWF) |

H

Semester Two

| | | | | | | | | | |
|-------|-------------------------------|--------------------|-------------------------------|--|---|------------------------------|---|---|---|
| 1. 27 | Math 9-----Math 9 (Alg. 1) | Math 9 (Alg. 1) | Sci. 9-----Sci. 9 | | L | <u>Reading</u> Technology | P | <u>Music (T&TH)</u> Art (MWF) | <u>HPE (T&TH)</u> For. Lang. (MWF) |
| 2. 27 | Sci. 9-----Sci. 9 | | Math 9-----Math 9 (Alg. 1) | | U | <u>Reading</u> Technology | L | <u>Music (MWF)</u> Art (T&TH) | <u>HPE (MWF)</u> For. Lang. (T&TH) |
| 3. 27 | Eng. 9-----Eng. 9 | | Soc. St. 9-----Soc. St. 9 | | N | <u>Technology</u> Reading | A | <u>HPE (T&TH)</u> For. Lang. (MWF) | <u>Music (T&TH)</u> Art (MWF) |
| 4. 27 | Soc. St. 9-----Soc. St. 9 | | Eng. 9-----Eng. 9 | | C | <u>Technology</u> Reading | N | <u>HPE (MWF)</u> For. Lang. (T&TH) | <u>Music (MWF)</u> Art (T&TH) |

H

Fridays Only – Listening Circles, Period 6

***Individualized Learning, Special Projects, Special Education*

New Pathways Academy Public Charter School

School Schedule

Work skills Readiness/Social skills Development

Work skills and social skills readiness is integrated into the curriculum but will also be reinforced in separate sessions with career mentoring on Fridays. In work skills readiness the focus is on decision making, listening, situational judgment and problem solving.

Individualized tracks will be created to meet the diverse needs of the targeted population as well as a designed curriculum reflective of earmarks as follows: 1) resume building, 2) interviewing techniques/training, 3) electronic job search skills, 4) thirty (30) second elevator pitch mastery, 5) public speaking, 6) applications for professionalism, and 7) career/academic goal planning. In addition, transitional support mechanisms will be implemented to create accelerated Workforce Development Training paths and secondary educational tracks. Metacognition training approaches will serve to create heightened learning strategies, while promoting techniques for stacking credentials.

Varied instructional methods will be utilized to motivate creative cognitive and behavioral shifts. Moreover, role play and psychodrama will be employed to compliment efforts that heighten work skills awareness. Self-esteem building tactics will be merged within daily lesson scopes to develop positive self-perspectives - while meeting the consumer's current status.

Internship opportunities will be identified and secured for students who achieve entry level work skills ready as well as opportunities to connect students with summer employment opportunity, by way of the Mayor's Summer Youth Program and/or the private professional sectors. Incentivized community volunteering projects will be utilized to increase student's outlooks and values for service oriented initiatives.

In social skills development focus is on demeanor department diplomacy decorum, interpersonal and intrapersonal relationships. The Friday afternoon segment of the schedule will also afford the students an opportunity to participate in afternoon tea and the cultural-enrichment activities cosponsored by the High Tea Society and the Blue Chip Society to learn and practice the skills of proper decorum and decision making.

Supports and Services. In addition, NPAPCS will apply for a 21st Century Grant to fund the Before- and After-School Program. If NPAPCS is successful in securing a 21st Century Grant, parents will not be required to pay for student care. Student care will be available, discounted transportation Smart Trip cards will be made available for youth and the end of each day to enable them to get home and return to school the next day. This is another way to keep an accounting of students.

B. BUSINESS PLAN

1. Planning and Establishment

NPAPCS's Open-Door Policy ensures that parent involvement will be prevalent throughout the school. Currently there are two parents in the founding group and one on the Board of Trustee. Through its Parent/Community Survey and focus groups, NPAPCS has been able to identify other parents who believe in the mission and philosophy and will work with NPAPCS to develop and design the school. NPAPCS has parents among the founding group and as members of the Board of Trustees. These parents are interested in the educational program, community outreach, and recruitment. They will work with other founding group members on these committees. All of these parents have Students who are eligible to attend NPAPCS, and they have stated that they would enroll their Students and grand Students in NPAPCS should a charter be granted.

Prospectively parents are interwoven into every sector of NPAPCS as follows:

- Parental involvement in school and learning environment
- Parental participation in recruitment
- Parental involvement stressed in Comer Model organization and management performance goals
- Parent Team
- Parent representative on the SPMT
- Parents play active role from curriculum planning process to classroom
- Teachers and administrators work with parent volunteers
- Parent orientation
- Parents are link to the community
- Parental involvement fund-raising
- Parents help with summer program and extracurricular activities
- Parental input on safety, order, and student discipline
- Parents as monitor in and around the school
- Parental involvement in Before- and After-School Care Program
- Parental involvement in student performance and assessment
- Parents and governance

Parent/Community Survey

Chaired by Dr. Bevadine Terrell

Focus Group

NPAPCS set up several small informal focus groups. One of the interested parents developed some questions that could be used as a basis of discussion about schools and education with parents. Out of these informal discussions several parents agreed to help recruit students for NPAPCS. The dialogue was very insightful, and the parents genuinely

appreciated the fact that NPAPCS was willing to take the time to reach out to them, valued their input, and solicited their involvement.

a. Profile of the Founding Group

The founding group represents a broad, diverse group of individuals committed to improving the quality of education for the youth in the District of Columbia.

NPAPCS is very excited about the interest from parents, international educators, grassroots community members, and an early student hood education specialist who will join the founding group to plan and implement the school should a charter be granted.

The group itself comprises the following:

John Adams is a Clinical Social Worker with expertise in addition counseling. He has training in technology and workforce development.

Cynthia Broadus is a veteran mathematics teacher who has over 35 years of experience. She is concerned about seeing youth who should be in school during school time loitering in the street and want to use her math schools to support the school.

Delores Carter is a curriculum writer, former District of Columbia Public school principal, instructional supervisor and adjunct professor at Bowie State University. Published, "Staff Development program Evaluation: Application of a peer supervision Model," co-authored with Dr. Marcia McBeath.

Pauline Davis is an entrepreneur who operates at home based business in the area of design and clothing. She works with at risk youth to expose them to interior design work skills and clothing. She has an interest in teaching the youth clothing during out of school time.

Xavier Epps experienced financial manager who operates his own firm. He specializes in working with 501(c)(3) organizations where he manages budgets, conducts financial analysis, tax analysis and financial oversight to protect the integrity of an organization.

Anita Fogan is a human resources specialist who provides advice and consultation to senior management, and human resource staff. She conducts recruitment, job analysis and benefits. She is skilled at preparing benefit packages and conducting interviews and orientations for new staff.

Pat Hoyle is an English teacher with over 30 years of teaching English in non-traditional settings. She has worked at the Washington Street academy and Luke Moore Academy. She is experienced in working in student-centered environments and working in interdisciplinary teams.

Keith Norman is a Special Education Teacher who assesses students, writes and implements Individual Education Plans, team leader for support of subject teachers and supervises all student activities.

Lillian Perdomo has over 20 years' experience in community outreach and parental involvement. She has directed parental involvement program, raised over 4 million from the department of Education for a parental involvement program. She is bilingual and uses her experience to work the Latin American community.

Alicia Petersen is a public policy expert who has served at high levels of government where she had oversight responsibility for management and administration. She has coordinated an Interdisciplinary Minor in Community Development as a professor for over 10 years at Howard University. She has a doctorate in Urban Affairs and Public Policy.

Thelma Price has over 20 years in the public and private sector. She served as a Legislative Assistant to Congressman Ronald V. Dellums, Member Retired) a community mediator and a guardian ad litem with Montgomery County (OH) Juvenile Court. She is currently pursuing her certification as a Volunteer Administrator and served as a program assistant with UNCF raising funds for the New York Campaign and also administering the volunteer program.

Aleathea Spraggins was former Director of Instruction and Curriculum District of Columbia Public Schools (DCPS), Principal of ARE Charter High School, former principal Washington Health Careers High School, Assessment Coordinator National Assessment of Education Program (NAEP), Curriculum Developer, Biology DCPS.

Desire Stanley is currently a student enrolled at Howard University. She grew up in the foster care system and has firsthand experience with issues facing youth who are disconnected.

James S. Terrell a former high school Art Teacher at Spingarn High School and Director of Youth Programs for the Council of Churches of Greater Washington, he has firsthand experience with the targeted population. It was his suggestion to try a non-traditional approach to provide a student –centered learning experience for youth.

Mary Terrell is an educator who has worked with the targeted population for over 30 years as a principal, Assistant US Attorney and retired judge. She brings a wealth of experience as a specialist in teacher training, youth development, administration, and management.

Bevadine Terrell has over 30 years' experience as a principal, assistant principal, art teacher in District of Columbia Public Schools. She knowledgeable in management, extracurricular activities, budgeting, evaluation, emergency procedures and facility operations.

Janice Tyler is a parent who resides in Sursum Corda that is a high drugs area with regular shootings. She is concerned about the youth who are not in school or working involved in risky behavior that leads to incarceration and death.

Yvonne Washington is a school counselor for over 25 years serving in District of Columbia Public Schools. She counsels students and parents and provides support services and academic counseling. She conducts workshops on AP, PSAT, SAT and ACT exams.

Kathy Williams served as General Counsel (and held the title of “Supervisory General Counsel” within the District of Columbia Government’s Legal Service), senior advisor to the Director, Freedom of Information Officer, and liaison between OCF and District government executive and legislative entities regarding statutory, procurement, and personnel issues. Responsible for the enforcement of ethical compliance

b. Planning Process

To undertake the task of completing the application, the founding group members organized themselves into committees based on their areas of expertise. There is an Education Committee, Real Estate Committee, Finance Committee, Community Outreach Committee, Legal Committee, Fund-Raising Committee, and Governance Committee. The functions of these committees will be incorporated in the structure of the Board of Trustees. Some of the founding members will assume active roles and positions in NPAPCS should a charter be granted. Some members of the founding group are former educators or currently educators and reside in Wards 7 or 8. They are keenly aware of the educational gaps in the children who reside in these wards. They are committed to a school where at-risk students can spend more time in a rigorous academic program that will prepare them for civil society and the international community, where their chances for success and survival would substantially increase.

c. Corporate Structure and Nonprofit Status of the School

On February 21, 2013 New Pathways Academy PCS was incorporated as a non-profit corporation in the District of Columbia under the name New Pathways Academy Public Charter School. Articles of Incorporation and receipts of incorporation for the organization can be found in Section I. The school has drafted by-laws that are also included in Section I.

NPAPCS founding members, led by Mary Terrell in consultation with Xavier Epps and legal counsel, has begun the application process in obtaining its 501(c)(3) tax-exempt status from the IRS. The school has obtained it’s Federal Employer Identification Number (FEIN) from the IRS and will complete the 501(C)(3) tax-exempt status with the IRS immediately following charter approval.

2. Governance and Management

Board of Trustees

The Board of Trustees (BOT) is the governing and policy-making body of the Pathways Charter School. The Principal is the Chief Executive Officer (CEO) responsible for the day to day operations of the school. The founding board will serve for one year after the school has been legally established, funded and become operational. One year after the first year of school an election will be held for new Board of Trustee members. The new Board of Trustee members will serve an elected term as defined in the by-laws.

The Founding Board

New Pathways Academy Charter School understands board governance will become much more complicated, will involve delegating decision making, and will require more power sharing both within and without the board. It is generally accepted that School boards will need to be involved in setting goals and determining directions; engaging in strategic planning to implement these goals and move in specific directions; stimulating curriculum development aligned with national, state, and professional curriculum standards and creating staff development structures to enable teachers to teach these curricula; and designing mechanisms for restructuring education systems and changing school management.

The founding board will be responsible for establishing Pathway goals, mission statement and a 5 year plan which is attached to the application as Appendix A. To accomplish these broad goals, the Pathways board will develop local education goals that are consistent with state and federal education goals; and create coherent policy to link these goals with local curriculum.

As the governing body for Pathways the BOT will be legally and fiscally responsible for its sound operations. To assure this the operation plan includes a time schedule for meeting academic and fiscal reporting requirements of Title I, Title V and any other requirements for sources of funding and academic performance.

Composition of the Board

The composition of the Board is very important because the school must be in compliance with many requirements under the applicable laws and regulations from federal and local agencies. There are also requirements under the terms of the charter agreement that must be carefully monitored. The Trustees must have sufficient knowledge of school operations to know the standardized testing schedule, reporting requirements for federal funds (e.g., Title I, Title V, etc.), and proper use of public funds. A reporting schedule must be established for fiscal data (cash flow, balance sheets that show revenue and expenditures for the reporting period and for the year to date) as well as reports from the School Planning and Management Team (SPMT).

The BOT will be composed of individuals who are committed to the mission, philosophy, and focus of Pathways. There must be persons with the following experience: legal (general

counsel), education (elementary/secondary), international background, fund-raising, public relations/marketing, parenting (selected by the Parent Team), financial management, administrative/management background, and community advocacy. To be functional, the BOT will not exceed 11 members. A matrix will reflect the diversity and skills of the board to ensure balance. The Principal and Business Manager/ Accountant will be ex officio members of the BOT. Some members of the founding group may become members of the BOT.

Board Committees

Board of Trustee members will be asked to make a time commitment when they agree to serve that will include active participation on board committee for Development, Facilities, Finance, Staff Evaluation, Accountability Plan/Student Achievement, Trusteeship and Recruitment/Admissions.

Annual Report

The BOT will review and approve an annual report prepared by the Principal and SPMT. The annual report will be made available to the public to show academic success and fiscal responsibility. In addition the BOT will secure an audit and report the findings in the annual report.

Board Meetings

The Board of Trustees will meet six times a year starting the month after the school is established. SPMT will prepare an agenda in conjunction with the Board secretary for the meetings. The Principal and Financial officer will report at each meeting on school operations over the previous two month period. The board will vote on any actions to be taken that effect fiscal expenditure, changes to staff or operations at the meetings. A Board of Trustees notebook will be available at all meetings with the bylaws, Accountability Plan, school and BOT calendar, minutes from the previous meeting, financial statements, and other information necessary for the BOT to exercise its duties and responsibilities. The principal in conjunction with the BOT secretary will prepare these documents.

Performance Evaluation

The Board of Trustees will hire an independent consultant to assess and evaluate school performance on a regular basis to determine how effective the school has been in meeting its goals, particularly in terms of academic achievement of its students. The consultant will implement an assessment and indicator system to track school progress toward these goals; develop a process for periodically reviewing the school's performance; and design a phased-in assistance/intervention program for the areas in which performance lags.

The consultant will prepare a quarterly report to the board on findings and make any recommendations for corrective action that may be needed to assure the school will be

successful and be refunded. The quarterly report will be submitted to the Board and the SPMT.

Training

Pathways will reinforce both its Board members, teachers and staff with training to assure they will be successful in addressing the needs of this unique school. It will draw on the resources available for board training from the D.C. Public Charter Schools Board which recently received a grant to provide additional support and training for Boards of Trustees. It will also draw on sources like Boardsource, an organization that provides training and assistance to board members and trustees and provides useful information on their website. (www.boardsource.com).

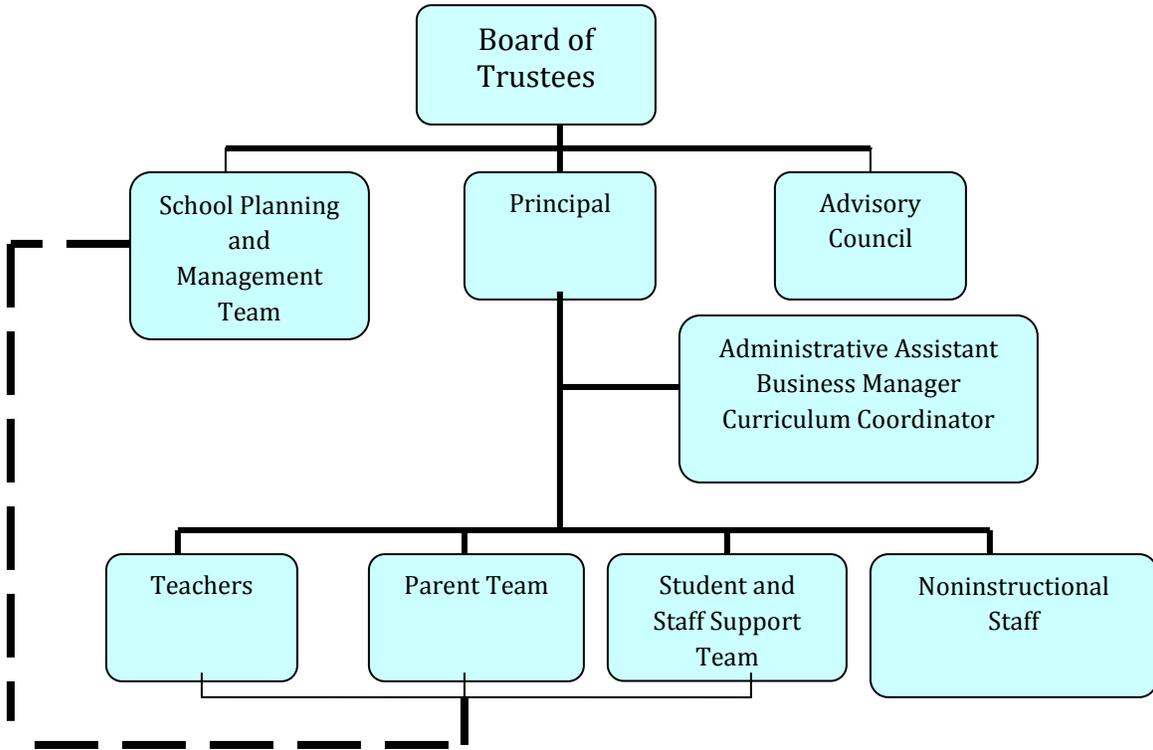
Rules and Policies

The BOT will operate under a set of bylaws that will outline the duties and responsibilities of the board. The bylaws will set term limits, meetings, committees, officers, and other rules that will enable the BOT to function efficiently and effectively. (See Appendix: Bylaws.)

Administrative Structure

The BOT will provide overall governance and management. The principal will be responsible for the day-to-day operations, with input from the SPMT; the SSST, which connects all school student support services; and the Parent Team, which involves parents in the school. An Advisory Council will be an additional resource for the principal in identifying and recruiting volunteers.

The New Pathways Charter School Organizational Chart



As opposed to having an individual make unilateral administrative and management decision for the school, a School Planning and Management Team will assist the principal in developing a Comprehensive School Plan; setting academic, social, and community goals; and coordinating all school activities. The SPMT is led by the principal but includes teacher, parent, and support staff representatives. The major function is to develop and monitor a Comprehensive School Plan for the academic, social climate, and staff development goals of students and adults in the school. This document provides a structured set of activities in academics, social climate, staff development, and public relations that enables the SPMT to establish priorities and to approach school improvement in a well-coordinated and systematic fashion. This type of organizational structure does not undermine the authority and responsibility of the principal but, rather, builds in a mechanism to facilitate communication among the stakeholders and provide support for school programs, goals, and activities. The principal will interview and hire teachers and staff. The administrative staff will consist of an administrative assistant, a business manager, and a curriculum coordinator. The principal will evaluate these individuals. The business manager will have dual reporting responsibilities, to the principal and the BOT

In addition to the SPMT, which provides the overall governance of the school, the principal will have support from the SSST, which includes staff with child development and mental

health knowledge and experience—the school psychologist/guidance counselor, school nurse, special education teacher, and any other appropriate staff persons—to address school wide prevention issues or individual student cases. The SSST intervenes to address student’s needs that may affect the student’s ability to learn and achieve. This team consults with teachers and the SPMT on child development and behavior. It meets weekly to:

- apply—through its representative on the SPMT—child development and relationship knowledge and skills to the social climate, academic, and staff development programs developed by the governance and management body;
- facilitate the many interactions between parents and school staff;
- consult with the classroom teachers to assist them in responding to students in a way that promotes growth and development;
- assist classroom teachers in developing strategies that prevent minor problems from becoming major ones;
- set up individualized programs for children with special needs, which may involve outside services when necessary and possible;
- assist all staff in bridging the gap between special education and regular classroom activities;
- provide consultation to and training workshops for staff and parents on child development, human relations, and other mental health issues; and
- make recommendations for building-level policy changes designed to prevent problems.

The SSST provides a forum for psychologists, social workers, community health professionals, teachers, and parents to talk collectively about a child and figure out ways in which they can provide unified support for that child’s development. There are representatives from this team on the SPMT. Input from this team is critical to meeting the goals and objectives of the school and setting school policies.

The Parent Team ensures that parents are involved. A representative selected by the parents’ body serves on the SPMT. Parents will also be represented on the BOT. Parental input is guaranteed, and the principal has a vehicle for rallying the parents to support the programs and activities of the school.

Board of Trustees Schedule

The Founding Board met on February 1, 2013 and accomplished these tasks:

1. Developed a schedule for monthly meeting (board training will be part of these meetings.)
2. Selected a nominations committee to select persons for board officers and to nominate additional persons to the board.

3. Selected an operations committee
4. Selected a facilities committee
5. Reviewed the application modifications to be forwarded to the Charter School Board on September 17, 2007
6. Developed a monthly training schedule.

The Founding Board members are listed in Appendix B of the application.

d. Performance History of Experienced Operator

New Pathways Academy PCS founding Board of Trustees does not intend to enter into a contract with a school management firm.

3. Finance

a. Anticipated Sources of Funds

The D.C. Public Charter Schools Uniform Per-Student Funding Formula and the facilities fund will provide the majority (if not all) of funding source for NPAPCS. NPAPCS has budgeted funds to sufficiently cover the entire cost to operate the school during its first year. As the school year 2018–19 (fifth year) arrives, NPAPCS is expected to reach a projected enrollment of 350 students, public funds will serve to be very sufficient to meet the school’s funding needs.

| | Planning Year | Year 1 | Year 2 |
|---|--------------------------|--------------------|--------------------|
| Student Enrollment | | | |
| Grade 9 | | 110 | 75 |
| Grade 10 | | 0 | 110 |
| Grade 11 | | 0 | 0 |
| Grade 12 | | 0 | 0 |
| Total Number of Students | | 110 | 185 |
| % of Students Receiving SPED Services | | 13% | 20% |
| % of Students Receiving who are ELLs | | 5% | 7% |
| Per Pupil Allocations | | | |
| UPSFF | | \$1,397,185 | \$2,545,723 |
| Facilities Allowance | | \$308,000 | \$518,000 |
| Per Pupil Revenues | | | |
| Total Per Pupil Allocation | | \$1,164,210 | \$1,957,989 |
| Total Facilities Allowance | | \$308,000 | \$518,000 |
| Total Special Education Funding | | \$193,700 | \$488,653 |
| Total ELL Funding | | \$39,275 | \$99,081 |
| Total Summer School Funding | | \$0 | \$0 |
| Total Per Pupil Charter Payments | | \$1,705,185 | \$3,063,723 |
| Other Public Revenue | | | |
| Federal Entitlements | \$205,000 | \$0 | \$0 |
| Total Income | \$205,000 | \$1,705,185 | \$3,063,723 |

With an enrollment of 110 students for incoming 9th graders, NPAPCS anticipates receiving \$1,705,185 in DC public funding in Operating Year 1. This accounts for 100% of the school's total revenue and includes Per Pupil Charter Payments (including funding for students receiving special education services and those who are ELLs) and Per Pupil Facilities Allowance. While the school expects it qualifies for additional funding from Federal Entitlements and Other Government Funding/Grants, the school has excluded such its initial budget assumptions. The school will solely focus on District funding in the first two operating years.

In the school's Planning Year, 100% of the budget will come from the expected federal entitlement of Title V-b funding. Immediately upon charter approval, the school will submit an application for Title V-b funds to begin immediate operation. Since Title V-b funds are distributed on a reimbursement basis, the school will apply for a line of credit.

Because of the targeted areas of Wards 7 and 8 for the student population of NPAPCS, more than 70 percent of the students will meet the criteria to be eligible for Title I, Part A, funds for improving the Academic Achievement of the Disadvantaged. NPAPCS will apply for Title II, Part A, Teacher and Principal Training and Recruitment; Title II, Part D, Enhancing Education through Technology; Title III for English Language Learners; Title IV, Part A, Safe and Drug-Free Schools and Communities; and Title V, Part A, for Innovative Programs. NPAPCS will also respond to a Request for Proposals issued by the Mayor's Office that provides funding for programs for at-risk youth and economic development in certain economically disadvantaged communities like those in Ward 7 and Ward 8. NPAPCS will search for such grant opportunities as City Build Grant, which awarded grants of \$1,000,000 to four charter schools. While NPAPCS plans to apply for such grants, we have budgeted and can sufficiently operate the school without such grants mentioned above.

Contingency Planning

In the case that District of Columbia or Federal funding aren't made available on a timely basis as expected or lower than the anticipated funding amount in NPAPCS budget projections or in the event that enrollment targets are not fully met, NPAPCS may take several of the following measures to reduce overhead or rise more revenues:

- Reduce all salaries of full-time staff by \$1,200 (cost-savings of \$18,000 based on Year 1 projection)
- Reduce classroom furniture expenses by \$2,000 (cost-savings of \$12,000).
- Increase enrollment by accepting thirty 10th graders in the initial year as oppose to just 9th graders. In doing so, per pupil funding will increase by \$387,542 with approximately 65% allocated for additional expenditure, (additional teachers, supplies, computers and other items for direct student cost) which will provide the school with \$135,640 in excess funds.

NPAPCS will seek in-kind contributions for computers. Many law firms update their computers and donate them to schools. In addition, the Library of Congress has a school computer-distribution program. These programs could save NPAPCS the costs of purchasing new computers. NPAPCS will use office furniture consignment shops, auctions, going-out-of-business sales, or repossessed furniture sales to secure quality furniture at the lowest reduced prices.

Throughout budget projections, the school operated very conservatively in estimating revenues and determining expenses. To ensure the school's financial model was sustainable not just for Operating Year 1 but for the future of the school, the school has budgeted for \$25,049 and \$42,393 for contingencies in Years 1 and 2 respectively.

Financial Goals and Objectives for Five-Year Budget. NPAPCS primary goal for the five year budget is to generate between 4% and 22% cash budget position each year. As noted below in the detailed five-year budget, the school anticipates an ending funding balance of about \$2.8 million by the end of Operating Year 5. The fund surplus, coupled with a capital campaign initiative, will provide contingency cash reserve and allow the school to be in a financially viable position to move to a permanent school facility following Operating Year 5 (at this time, the school's funding balance will be \$2.8 million). The secondary budget goal is to support the increased instructional and programming needs that will be incurred as the school adds an additional grade each year and implements a staffing model that supports that growth from the business and operations areas of the school, in conjunction with the academic needs.

| DESCRIPTION | | | | | | |
|---------------------------------|--------------------|--------------------|--------------------|--------------------|--------------------|---------------------|
| REVENUES | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Cumulative |
| Per Pupil Charter Payments | \$1,397,185 | \$2,545,723 | \$3,027,347 | \$3,852,986 | \$4,816,233 | \$15,639,475 |
| Per Pupil Facilities Allowance | \$308,000 | \$518,000 | \$616,000 | \$784,000 | \$980,000 | \$3,206,000 |
| Federal Entitlements | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Other Government Funding/Grants | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Private Grants and Donations | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| TOTAL REVENUES | \$1,705,185 | \$3,063,723 | \$3,643,347 | \$4,636,986 | \$5,796,233 | \$18,845,475 |
| EXPENSES | | | | | | Cumulative |
| Personnel Salaries and Benefits | \$1,119,646 | \$1,759,729 | \$1,976,379 | \$2,211,119 | \$2,727,355 | \$9,794,228 |
| Direct Student Costs | \$144,397 | \$247,542 | \$241,716 | \$396,748 | \$446,140 | \$1,476,543 |
| Occupancy Expenses | \$185,040 | \$420,480 | \$546,502 | \$560,165 | \$574,169 | \$2,286,355 |
| Office Expenses | \$114,222 | \$156,442 | \$186,012 | \$232,263 | \$254,680 | \$943,618 |
| General Expenses | \$131,665 | \$284,372 | \$291,468 | \$370,959 | \$492,680 | \$1,571,144 |
| TOTAL EXPENSES | \$1,694,970 | \$2,868,564 | \$3,242,077 | \$3,771,253 | \$4,495,024 | \$16,071,888 |
| EXCESS (OR DEFICIT) | \$10,216 | \$195,159 | \$401,270 | \$865,734 | \$1,301,209 | \$2,773,587 |
| % of Revenues | 1% | 6% | 11% | 19% | 22% | 15% |

b. Planned Fund-Raising Efforts

NPAPCS will plan several fund-raisers during the period leading up to the opening of the school to supplement the per-pupil allocation. The first fund-raiser will target the special talents of the students and reinforce a positive relationship with the school. The event will

be hosted as social services fair exhibitors will pay a fee. The fund-raiser will attract a cross section of individuals. The mission, philosophy, focus, and need of the school will be explained. NPAPCS envisions this event will net \$5,000. The next event will be an Academy Awards Program in the spring to highlight student accomplishments. The event will raise \$50,000. The Board of Trustees and the Parent Team will plan other fund-raising events.

NPAPCS will develop a long-term fund-raising strategy. Within the Fund-Raising Committee of the BOT, there will be a Sustainability Committee that will determine how much NPAPCS needs to rise in the next five years. This committee of no more than six persons will find people who love fund-raising and who have established networks. They will assess the fund-raising patterns of the District of Columbia and identify community leaders, "old-timers" who are a part of the establishment, and elected officials. This committee will function for 18 months, explore all types of funding options, and submit a one-year plan to the BOT for feedback. The committee members will then write a long-term plan for raising funds.

Private Foundations

In the president's State of Union Speech he made specific reference to urgent need educate our youth to grow our economy. There are many foundations that support youth programs. Ms. Foundation, the Casey Foundation, Exxon Mobile, Freddie Mac, the Charles Delmar Foundation, the Jacquemin Family Foundation, Inc., the Anthony Francis Lucas-Spindletop Foundation, the Wallace Foundation, the Washington Post Foundation, the Cafritz Foundation, and the Rotary Club of D.C. Foundation are some of the foundations that NPAPCS has researched. Because of its 501(c) (3) status the school can make direct appeals to foundations. The Fund-Raising Committee of the BOT is prepared to move forward with grant applications at the appropriate time. The BOT will seek advice from experts in the field of fundraising and development

c. Financial Management and Accounting

NPAPCS will maintain and implement a financial management system that provides accurate, current, and complete disclosure of financial transactions; records that identify source and application of funds; effective control and accountability for funds, property, and other assets; comparisons of actual expenditures and budgeted amounts; and accounting records supported by original documentation. NPAPCS records will be in accordance with generally accepted accounting practices (GAAP), as defined by the American Institute of Certified Public Accountants. The Financial Manager will be responsible in establishing the school's financial systems and implementing systems on a day-to-day basis with support and regularly review of financial systems by The Head of School as well as oversight by the Finance Committee of the Board. The maintenance of an accurate and complete financial accounting system, in accordance with generally accepted

accounting principles, is a basic requirement in providing adequate accountability. The accounting system will be made up of the following:

- cash receipts,
- cash disbursements, and
- a general journal

NPAPCS has identified a Financial Manager to provide oversight of the school's accounting and financial reporting process. We will also develop an accounting policies and procedures manual to define and facilitate the operations of the school relative to the accounting functions of the organization. The purposes of the manual would be

- to capture the salient features of the internal control system;
- to serve as a training and reference guide for new and existing staff; and
- to provide a tool and guide for management, the Board of Trustees, and others by outlining the elements of the financial management system.

Cash Management

NPAPCS will establish expense management and controls as follows:

- Track all cash receipts and disbursements on a daily basis. We will prepare cash receipts and disbursements journals on a weekly basis. We will utilize strict budgeting to compare actual receipts and actual disbursements to budgeted amounts. This will ensure that all disbursements are made in accordance with the board's policies.
- Establish strict controls for all disbursements. We will require two signatures for all bank accounts for amounts in excess of \$1,000.
- Anticipate maintaining a small petty cash account of \$200. This can be accessed by the business manager and will be reconciled on a weekly basis.
- Record receipts and disbursements daily.
- Utilize accounting software to track all transactions.
- Prepare monthly cash receipts and disbursements journal, income statement, balance sheet, and updated budget.
- Utilize the help of a certified public accounting firm to document our accounting policies and procedures, to ensure the uniform application of all receipts and disbursements.

d. Civil Liability and Insurance

NPAPCS will obtain a basic insurance coverage package outlined below:

- *General liability (at least \$1,000,000 per occurrence, \$2,000,000 aggregate)*
- *Umbrella coverage (at least \$3,000,000; \$5,000,000 if providing transportation)*
- *Business & personal property (100% of replacement cost)*
- *Auto/bus liability (at least \$1,000,000)*
- *Boiler and machinery insurance, if applicable (at least \$1,000,000)*
- *Computer equipment (currently in consultation with insurance agent)*
- *Workers' compensation (as required by law)*
- *Personal injury liability (currently in consultation with insurance agent)*
- *Directors and Officers liability (at least \$1,000,000)*
- *Educator's legal liability (at least \$1,000,000)*
- *Fidelity Bond (currently in consultation with insurance agent)*

The annual premium would be \$13,100.

NPAPCS is considering an enhanced coverage product; the price would be \$15,344. This highly recommended enhanced product includes additional coverage for crime, student accident, sexual molestation/sexual misconduct liability, and employee benefits liability. NPAPCS will select through the prescribed bidding process and contract with a vendor at the appropriate time.

e. Provision for Audit

NPAPCS will hire a certified public accountant to audit the school's financial statements on an annual basis. The audit will be completed according to government auditing standards and the D.C. Public Charter School Board audit policies.

The board will convene an Audit Committee to select an independent auditor that is licensed in the District of Columbia. The BOT is negotiating with the certified public accounting firm of Thompson, Cobb, Bazilio & Associates, and P.C.

4. Facilities

a. Identification of Site

NPAPCS has identified a wonderful site that has recently become available. It's the educational facility Nannie Helen Burroughs School in Northeast that was a private educational institution dedicated to Christian principles located off the corner of Nannie Helen Burroughs Avenue NE. The church has offered NPAPCS a letter of intent (See Appendix). NPAPCS has a Real Estate Committee chaired by founding member Ramona Greene of Long and Foster, who is experienced and knowledgeable of the current market. NPAPCS is confident that it will have additional site options in 2014-2015 school year.

b. Site Renovation

NPAPCS has identified an architect, Mr. Eddie Johnson, who has over 32 years of experience managing an architecture firm where he has renovated commercial space, schools, churches, and many other diverse properties. The facilities grant will assist with any renovations that may be required.

c. Financing Plans for Facilities

The budget shows that as we grow we need to lease additional space which accommodates the enrollment of 350 students by the fifth year. We have budgeted for the rental of this space for the first five years of the school's existence. During the fourth year we will begin to look for a facility to purchase. Based on a total projected enrollment of approximately 350 students, we will seek to purchase a building about 35,000 square feet. Based on today's prices, this facility may be in the \$6,500,000 – \$7,500,000 range. A renovation cost of \$1 million is also anticipated. Financing of 80 percent of \$5,200,000 or \$6,400,000 at 8 percent over 30 years will result in debt service of \$457,870 or \$563,532 respectively. Our financial projections indicate a cash surplus of \$1.5 million by the fourth year of the school. We will also explore other charter school financing tools offered by the city, nonprofits, and other traditional sources.

Increasingly, financial institutions such as Eagle Bank, the Coop Bank, and City First Bank are aggressively marketing to charter schools since the market has been proven. We feel that after four years of operation this charter school will have the cash flow to purchase and renovate a facility with 35,000 square feet.

d. Building Maintenance

NPAPCS has identified a site location. NPAPCS will look to the lease to determine whether the lessor or lessee is responsible for all building upkeep and maintenance. Generally in commercial leases, the tenants have responsibility for building maintenance within the space they are utilizing. Capital maintenance will have to be negotiated by the business manager and general counsel with the owner. Our budget contains \$28.8 thousand in the first year of operation and increases each year thereafter.

5. Recruiting and Marketing

a. Outreach to the Community

NPAPCS will utilize parents, volunteers, and community partnerships to assist with the outreach effort. Some of the cultural-enrichment programs will be scheduled on the weekend so that parents and community members can have the same exposure the students experience daily. The school will be a cultural community center and provide a platform for students and community members to express their artistic talents. Special forums on lifestyle improvements such as money management, health and nutrition,

exercise, educational opportunities, career planning and so forth will be held at the school and open to the public.

b. Recruitment of Students

NPAPCS will use a multifaceted approach to recruitment and will have the services of veteran public relations expert to help develop the campaign to recruit students and inform parents and the community about the school. The recruitment strategy will be designed to expose NPAPCS to a wide cross section of the Washington, D.C. community citywide.

Immediately upon approval, NPAPCS will commence an aggressive recruitment strategy.

NPAPCS knows there is tremendous interest in this unique school from because the current drop out and truancy rate .The strategy will include the following:

- Leafleting: In the targeted wards (7 and 8) parents and community leaders will join members of the founding group to do door-to-door leafleting to inform prospective parents about NPAPCS. Leafleting will be an effective tool for spreading the word about NPAPCS in the targeted wards. There will be leafleting at the Metro stations especially Congress Heights, and Benning Road Metro stations.
- Community Meetings: The resourcefulness of the NPAPCS founding group will be very helpful in identifying important community meetings and helping a member of NPAPCS get on the agenda to talk about the school and its benefit to the students and the community. Daily there are numerous meetings in each ward of the city, and NPAPCS founding members will fan out throughout the city to make presentations to explain the mission, philosophy, focus, and benefits of NPAPCS to students and the community. There will be a uniform script prepared for all speakers in addition to a flyer so that all citizens will hear a consistent message.
- Public Service Announcements: We will draft press releases so that NPAPCS can take advantage of the free publicity available from public service announcements on the radio and in community newspapers, the Washington Informer, the Afro American and the Washington Post, and the Washington Times. These announcements will reach a citywide audience and provide general information about the locations of information meetings about the school, admissions, and registration.
- Outreach Meetings: NPAPCS will host a series of outreach meetings at the public libraries in the various wards of the city to expose the community to this exciting, innovative school. These meetings will be scheduled at
 - Southeast Library at 7th and D Streets, S.E.;
 - Mt. Pleasant Library at 16th and Lamont Streets, N.W. (the Latino community will be targeted);
 - Capitol View Library at Central Avenue and 50th Street, N.E.;
 - Petworth Library at Georgia Avenue and Upshur Street, N.W.;
 - Ft. Davis Library at Alabama Avenue, S.E.; (renamed) and

- Watha T. Daniels Library at 8th and R Streets, N.W.
- Dorothy I Height Library, Benning Road, N.E.
- These information sessions will provide an opportunity for parents and community members to learn firsthand information about the school as it prepares to open.
- Mailings: NPAPCS will use the voter registration lists to do limited targeted mailings at the bulk rate, especially in certain precincts that are designated economically challenged communities in Wards 7 and 8. Some of the founding members purchased these lists during their campaigns or can access the information from campaigns where they were volunteers. The fliers will announce the school and provide information about the website and other places where more information about admissions and registration can be obtained. A founding member will donate the cost for the mailing.
- Community Fairs: NPAPCS will take full advantage of the many community fairs held throughout the city during the spring and summer months. NPAPCS will have an information table where parents and community members can learn more about the school and receive handouts about the school also at the Anacostia Coordination Council meetings, the Hillcrest Height Civic Association and the Congress Height Civic Association meetings. Fliers will be distributed to churches in the area.
- High Tea Society (HTS): NPAPCS will have the benefit of its partnership with HTS, which is highly respected in the community for its cultural and civility programs for youths from economically challenged communities. The HTS network of parents, community leaders, and supporters will be an excellent means of informing parents about NPAPCS. NPAPCS will be advertised at all HTS events.
- The recruitment strategy of NPAPCS will ensure that the community will be inundated with information about NPAPCS, and we do not foresee any difficulty in meeting our enrollment goal.

c. Future Expansion and Improvements

The enrollment projection is realistic, with no major influxes of students that will require radical expansion, major staff increases, and resource utilization. NPAPCS is basically adding one new grade a year. NPAPCS will do outreach citywide. It is projected that NPAPCS will have 12 students with special needs and 18 ELLs.

Student Enrollment Projections

| Grade Level | FY2014 - 2015 | FY2015 - 2016 | FY2016 - 2017 | FY2017 - 2018 | FY2018 - 2019 |
|---------------|---------------|---------------|---------------|---------------|---------------|
| Grade 9 | 110 | 75 | 50 | 50 | 75 |
| Grade 10 | | 110 | 60 | 50 | 85 |
| Grade 11 | | | 110 | 70 | 90 |
| Grade 12 | | | | 110 | 100 |
| Totals | 110 | 185 | 220 | 280 | 350 |

C. OPERATIONS PLAN

a. Timetable for Registering and Admitting

NPAPCS will commence formal recruitment in fall of 2013. Registration forms and admission information will be available on the NPAPCS website, at churches, and at libraries. Registration will be ongoing until the enrollment deadline. By April families will be notified of admission, and an “Intent to Enroll” form is due in June. In June, residency requirements and student interviews and pre-assessments are required. This will give NPAPCS time to verify D.C. residency and immunization records and to make sure that a particular grade level is neither under enrolled nor overenrolled.

A *lottery system* will be in place and publicly announced. If NPAPCS is undersubscribed at the end of the enrollment period, the school will have rolling admissions until final enrollment numbers must be submitted. The exact number of students will be documented, and additional slots will be announced. If the school is oversubscribed at the end of the enrollment period, then all the applications go into the lottery. This system of random selection of applications identifies students for enrollment and creates a waiting list. During the lottery process all completed and accepted applications submitted during the enrollment period are publicly drawn in random order until capacity is reached. The remaining applicants are placed on a waiting list and admitted on a “first come, first served” basis. The administrative assistant in the school office will maintain the waiting list. It is valid for one school year. A new list will begin each year.

The school will open August 2014. The timetable for future recruitment efforts will be formalized after the first year based on enrollment outcomes.

Recruitment, Registration, and Admissions Timeline

| Month | Activity |
|-------|----------|
|-------|----------|

| | |
|------------------------|---|
| July 2013 | Disseminate brochures, flyers, letters, leafleting door to door and at Metro stops, attend neighborhood; place ads in local newspapers, public service announcements on radio station and community fairs |
| July 2013–January 2014 | Disseminate applications |
| April 2014 | Application deadline |
| April 2014 | Families notified of admission acceptance Lottery |
| June 2014 | Intent to enroll |
| June 2014 | Finalize admissions, parent/student interview, residency information, pre-assessment test |
| August 2014 | Parent orientation |
| September 2014 | School begins |

NPAPCS does not discriminate on the basis of race, color, national or ethnic origin, language spoken, intellectual or athletic ability, measures of achievement or aptitude, religion, gender, or status as a student with special needs or disability in the administration of its education programs, admission policies, employment practices, or any other school program or activities. As a public charter school, NPAPCS must accept students from anywhere in the District of Columbia. Students who reside outside the District of Columbia must pay tuition in compliance with the applicable rate established by DCPS. If there are more applications to enroll in NPAPCS from D.C. residents than there are spaces available, then NPAPCS will create a random selection process, except special consideration will be given to siblings of students who are currently attending or have been admitted to NPAPCS.

NPAPCS will work hard to create a nurturing student-centered environment where parents feel they are an integral part of the school community; however, if a student wishes to withdraw, NPAPCS will forward his or her records to any school upon a written request from the new school. If a student withdraws, then NPAPCS will check the waiting list to see if there is another student with interest in being admitted to the same grade level. If students apply after the deadline for admission and after the school must give the final enrollment numbers in October, NPAPCS will consider whether to admit these students on a case-by-case basis, knowing that there will be no reimbursement of per-pupil cost after the final numbers are submitted to DCPS.

Regarding suspensions and expulsions reference should be made to “Safety, Order, and Student Discipline” above. Also the student and parent handbook will outline the procedure. NPAPCS will exhaust all possible remedies before suspending a student. Unless there is a legal requirement for suspension or expulsion due to weapons or illegal drugs, NPAPCS will look for alternative methods to deal with problems before discipline escalates to the point where suspension or expulsion will be the only option. The SSST functions to identify students’ needs and intervenes to take preventive steps weekly or whenever the need arises. Interdisciplinary teams will keep students engaged in learning, which will reduce behavior problems. Having parents actively engaged in the school monitoring halls, classrooms, and the playground will help students recognize that learning is important and valued by everyone. The student-centered approach of NPAPCS will create an environment of high expectations, trust, and mutual respect that translates into all stakeholders demonstrating to students that their needs are paramount. This communal learning environment should reduce the need for suspension and expulsion. In addition, students will be taught how to deal with anger, aggression, and fear in socialized civility sessions and peer-mediation conflict-resolution sessions. Notice and due process will be afforded any student who is confronted with the possibility of suspension or expulsion.

b. Student Policies and Procedures

There will be a handbook developed for students and parents that will outline the policies and procedures that will govern students who attend NPAPCS. These handbooks will be available on the first day of school when there will be student and parent orientation.

2. Human Resource Information

a. Key Leadership Roles

Principal

The principal is responsible for the day-to-day management of the school. She is responsible for ensuring that the educational services are delivered to the students. She must ensure that the teachers and staff are provided appropriate staff development to effectively, successfully meet the goals and objectives of school. The principal must be fiscally responsible. She will have support from Advisory Council and the Board of Trustees. Mary Terrell is a founding member. She is eminently qualified having served as the former principal and founder of the Dix Street Academy High School for youth who dropped out of school. She is former Administrative Director of the Antioch Graduate School of Education, Washington Center. As an Assistant United States Attorney she created the “Just Say No to Drugs Program to deter high school from drug abuse. She created the High Tea Society program for girls in 1997 when she was sworn in as an Associate Superior Court Judge to bridge gap between the family and the civil society and

global community. In 2008, she retired from the bench to create educational program for at risk youth.

General Counsel

A member of the founding group, Kathy Williams, Esq .has agreed to serve as the general counsel. She will provide advice and counsel to the BOT on critical legal issues. NPAPCS is fortunate to have many talented attorneys as members of the founding group who are available to assist in areas of the law that are not within the area of expertise of the general counsel. She is filing the 501(c) (3) application.

Business Manager

Founding member and currently a Board member, Xavier Epps, a highly respected financial manager and owner of XNE Financial Advising, LLC has agreed to serve a Financial Manager. If a charter is awarded he will step down from the Board. He specializes in providing financial advice to 501(C) (3) and for profit organizations. He is uniquely qualified and competent to provide financial oversight of NPAPCS' budget and tax matters. The business manager will be responsible for managing the school's financial resources. He will work with the accountant responsible for the audit to create a financial reporting system that meets the standards of general accounting and auditing procedures. The business manager is responsible for accurately tracking the income and expenses to ensure adequate cash flow to protect the school's financial integrity. The business manager will also work closely with the treasurer of the BOT by creating a reporting schedule and a system for reporting financial data monthly.

Curriculum Coordinator

Dr. Arlethea Spraggins is a member of the founding group and has agreed to assume the position as curriculum coordinator. She is a veteran educator and administrator who has designed curriculum, has been the Director of Instruction and Curriculum. She has been the Assessment Coordinator for the National Assessment of Educational Programs (NAEP), former principal of ARE Public Charter School, Staff Development Coordinator for Montgomery County Public Schools and School Examiner. The Curriculum Coordinator is responsible for the Implementation of the curriculum and ensuring that standards are met and the scope and sequence time limes are adhered to graduation requirement. Furthermore, she is responsible for developing a staff development program to prepare the teachers to be successful in the classroom.

b. Qualifications of School Staff

NPAPCS is a non-traditional student-centered high school. Many teachers have limited experience in a student-centered learning environment and training of staff will critical to success of the school. Teachers will be selected based on content competence and willingness to cooperate, collaborate, multi-task using an interdisciplinary approach.

Interdisciplinary Teams

The staff at NPAPCS will work in interdisciplinary teams to implement the Integrated thematic skills based Aligned Curriculum that all teachers will help to design. This curriculum is skills based, which requires students to be pre-assessed to determine their skill level and their level of readiness along their developmental needs such as; social, ethical, cognitive, etc... NPAPCS will utilize a thematic approach that will integrate social skills and work skills readiness into the curriculum... Students will have the opportunity to explore the world of work using life skills. Each student will receive educational support based on his or her needs to enable him or her to meet the standards and goals of NPAPCS. There will be specialized staff development to prepare teachers to team teach; integrate their content materials to cover the scope and sequence of content material for graduation.

Reading

Reading will be fully integrated throughout all classes. Students will have SILP s based on their needs. All teachers will be teaching reading strategies and techniques through their content specialty.

Home Base Teachers

Students will have a home base teacher who will be responsible for tracking their progress. The home base teacher will greet the students in the morning and conduct the morning meeting to determine any special student needs and ascertain from the students events or activities that occurred the evening before. The students will meet with the home base teacher in the afternoon for the closing meeting at which time discounted Smart Trip Cards will dispense. Because of the nurturing nature of the school and the configuration of the classroom, the students will be able to bond with all the teaching staff. There will be one comprehensive educational plan developed by the SPMT with input from teachers and the curriculum coordinator.

Principal Qualifications

The principal is a manager, administrator, educational and curriculum specialist, public relations expert, and parent and community liaison:

- **Manager:** Has demonstrated experience in operating a school or organization with specific goals and objectives to meet the needs of the targeted population. Must have experience in creating and implementing educational programs. Must be knowledgeable of management systems that ensure academic accountability. Must be able to develop a cohesive staff and delegate responsibility. Must develop tools to evaluate the staff and measure staff achievement.
- **Administrator:** Must have at least three years of experience as a school administrator in a school created to address the needs of the targeted population.

Must have excellent organizational skills. Must be able to multitask and develop policies and procedures that will ensure a safe and positive educational climate. Must be willing to learn the intricacies integrated thematic skills based aligned curriculum and oversee its implementation in the school.

- **Educational and Curriculum Specialist:** Must have previous teaching experience. Must be able to guide the educational staff to develop sound teaching strategies and assessment tools. Must be able to motivate the instructional staff to create a learning environment that is student centered and holistic so that each student can achieve success. Must be able to develop a staff development program that will provide support for the staff so they can be successful as teachers and support staff. Must have the necessary educational training to be able to evaluate lesson plans, conduct classroom observations, and review assessment tools.
- **Public Relations Expert:** Must be able to articulate the mission, philosophy, and focus of the school to the school community and to the community at large. Must have the proper demeanor and decorum to convey trust and confidence to parents, teachers, staff, and students. Must be articulate and serve as the primary spokesperson for the school.
- **Community and Parent Liaison:** Must have the ability to work with a diverse group of individuals from different economic levels, social standings, races, genders, and national origins. Must develop an outreach program that will ensure the involvement of parents and the community in the school. Must create an environment in the school where parents and community members feel they are welcomed. Must be willing to work with parents and community members to bring additional resources into the school.

Curriculum Coordinator Qualifications

Primary Purpose

- Maintain primary responsibility for the development and implementation of the NPAPCS's Aligned integrated thematic skills based Curriculum with a work skills readiness and social skills development component. Serve as supervisor/evaluator for instructional and related services staff. Consult with teachers, principal, staff, board, advisory committees, and SPMT regarding curriculum development and implementation, resource materials, assessment, staff development needs, and data analysis.
- Work closely with the principal to achieve the goals and objectives of the school.
- Have input into the evaluation of instructional staff and be designated as the administrator in charge in the absence of the principal.

- Will be expected to assist teachers with the aligning of the curriculum, model lessons, and assist with teaching and developing resources and activities that enhance the development of the whole student.
- Create a staff development program to support staff in meeting the needs of students

Skills and Abilities

- Ability to evaluate instructional program and teaching effectiveness
- Background in curriculum development preferred
- Knowledge of student and adolescent development
- Knowledge of the Common Core State Standards and local standards and the ability to articulate those standards
- Strong organizational, communication, public relations, and interpersonal skills
- Solid knowledge and experience working with curriculum materials and standards
- Knowledge and skill in curriculum alignment
- Demonstrated ability to work effectively with a wide range of professionals
- Excellent listening skills and a commitment to communicate clearly, completely, and in a timely manner, and
- Strong presentation skills.
- Experience working with the targeted population
- Experience in training staff in interdisciplinary team teaching strategies

Additional duties and responsibilities will be formally developed.

Qualifications

- Bachelor's degree in education or a related field required; advanced degree preferred
- Minimum of five years classroom teaching required
- Experience in curriculum alignment preferred
- Must have had some experience in professional development training

Teacher Qualifications

- **Educational Skills:** The teachers of NPAPCS will meet the high qualification standards of the No Student Left Behind Act. The teachers will hold a bachelor's degree, passage of the Praxis I, Praxis II and certification will be among the selection factors. NPAPCS will also look for teachers with exposure to or experience in non-traditional teaching strategies. Teachers with three years' experience working in an urban classroom setting are preferable.
- **Organizational Skills:** A successful teacher, in addition to having the qualifications to be a teacher, must possess other skills. He or she must have the organizational skills to create an environment in the classroom that promotes learning and the ability to develop a sound lesson. He or she must be able to conduct a lesson in such a way

that the expected outcomes are achieved and those outcomes can be measured by some teacher-made assessment tools.

- **Communication Skills:** Teachers must have excellent communication skills to explain classroom goals and objectives in a manner that is understood by students, parents, the community, and the principal. They must be able to write sound assessment tools and lesson plans that will enable students to meet and exceed the Common Core State Standards and school goals.
- **Interpersonal Skills:** The underlying principles of collaboration, consensus, and no-fault must be practiced by teachers in the classroom and in contacts with parents, other staff, and community members. Teachers must have personalities that will enable them to learn and practice interdisciplinary team teaching in a student-centered environment.

This is not a complete list of the qualifications needed to be a teacher; we have highlighted in this section some of the salient skills that will be needed for both a principal and a teacher to be successful. In order to find these teachers, NPAPCS will advertise within the Washington Metropolitan Area and nationally.

c. Staffing Plans

Pre-opening Staff

NPAPCS will hire a principal who will commence work part-time and will become full-time in March 2014. The other key staff—administrative assistant, business manager, and curriculum coordinator—will commence employment in March 2014. All staff will be hired by August 2014.

Classroom Staff, Years 1–5

In the first year of operation NPAPCS will have five master teachers (English, Math, Science, Social Studies and Foreign Language) The ratio of 1-17 teacher to student will ensure that students will receive support for learning. In addition to regular classroom teachers, NPAPCS will have a part-time reading specialist, clinical social worker, a special education coordinator, Intervention Counselor, Dean of Students, and Part-time PE/health instructor who will be hired in the first year of operation:

- **Reading Specialist:** Reading and critical literacy are central to the academic program at NPAPCS. All teachers will be trained by the reading specialist to use reading strategies in their content courses. In addition the specialist will work with the interdisciplinary teams; the reading specialist may from time to time provide student support in small group or one-on-one sessions.
- **Social Worker:** Initially, NPAPCS will have a clinical social worker who will address the special needs of students in the holistic, student-centered environment at NPAPCS. NPAPCS will partner with social service agencies to address parenting,

homelessness, drug abuse, HIV-AIDs, court matters, etc. NPAPCS will partner with Howard University Family and Community Resource and Research Center in the School of Social Work to provide social work interns on a rotation basis.

- Special Education Coordinator: The special education coordinator will make referrals to DCPS of students with special needs. The coordinator will teach and provide classroom support as a member of the interdisciplinary team. He or she will monitor and follow up on referrals made to the DCPS. NPAPCS estimates that it will have 12 students with special disabilities.
- Foreign Language Teachers The foreign language program will create a positive learning environment for LEP and NEP students. NPAPCS estimates that it will have approximately 18 LEP students.
- Dean of Student with interface between the students and the administration and handle disciplinary problems that occur on school property. He will monitor the halls and address special concerns. He will establish a peer mediation and in-school mediation system to resolve disputes among the students. He will monitor absences and trancies and maintain close contact with the families of the school.
- Intervention Counselor-is an advocate and academic counselor who will ensure that students are kept informed of their goals and monitors their progress. He/she will set strategies to address academic problems and work closely with the clinical social worker to ensure that student's needs are addressed.

d. Employment Policies

The NPAPCS is in the process of developing its employment policies that will be contained in an employee handbook. The employment policies will be in effect at the beginning of the first academic year of NPAPCS and will be disseminated to employees during their orientation. While NPAPCS intends to include numerous policies to promote an excellent working environment, the following is an overview of the key policies.

Salary

NPAPCS intends to design a pay plan that attracts and retains outstanding, qualified staff and teachers who understand and are committed to our student-centered, holistic, and interdisciplinary learning philosophy. To achieve that goal, NPAPCS's pay plan will be based on the prevailing wage rates for individuals with commensurate experience and education in the public school systems in the Washington Metropolitan Area, as shown on the attached salary schedules, and those employed with D.C. public charter schools.

The National Education Association's 2003-04 (dated info) survey of public school teachers found that the median salary for public school teachers was \$42,254. Based on the information available about the salaries of D.C. public charter school teachers, NPAPCS has discerned that salaries range from about \$35,000 to \$60,000. Based on those benchmarking efforts, NPAPCS has preliminarily budgeted approximately \$45,000-\$54,000

for a teacher's salary. That figure is a baseline that is subject to adjustment based on an individual's education and years of teaching experience. NPAPCS recognizes that it may have to compensate its target class of teachers above the norm because of the unique skills that will be required to integrate a thematic skills based curriculum with work skills readiness and social skills using an interdisciplinary approach into the curriculum as well as the extended school schedule.

NPAPCS will encourage ongoing teacher training and staff development. Each teacher and staff member will receive a performance plan designed to ensure that NPAPCS achieves its performance goals and objectives for student learning. Based on each employee's performance, which will be measured based on criteria such as student progress, organizational skills, attendance, and interpersonal skills, merit increases in salary may be awarded. Employees will be evaluated periodically, but no less frequently than on an annual basis, to ensure that they are fulfilling the mission of NPAPCS.

Benefits

Within its budget, NPAPCS will offer the following benefits:

- health insurance coverage,
- unemployment insurance,
- paid time off, and

Teacher Recruitment and Retention

NPAPCS will seek the knowledge we need to fix the problem of growing and retaining leaders. Research analyses reveal to us the critical elements of high quality new teacher induction programs which NPAPCS will implement.

These include:

- Pair new teachers with seasoned mentors in similar grades and subject areas;
- Reduce novices' workloads and structure teaching schedules to provide common planning time and frequent face-to-face interaction among mentors and novices;
- Provide release time for both the mentor and novice for observations and analysis;
- Offer ongoing professional development relevant to the needs of novice teachers and give them access to an external network of beginning teachers;
- Develop a standards-based formal assessment of beginning teachers and the induction program itself. Tom Smith and Richard Ingersoll have found that only one percent of beginning teachers nationally are receiving comprehensive induction supports.
- Work with local colleges to find foreign language majors for teaching positions.
- Provide incentives for teachers meeting District Standards.

Hiring and Dismissal

Because NPAPCS will offer an interdisciplinary learning environment, it is important to retain staff and teachers. Like other charter schools, NPAPCS intends to offer all employees a one-year contract, with a renewal provision. In the case of budget and/or enrollment shortfalls, NPAPCS may dismiss employees with two weeks' notice. Further, employees may be dismissed for cause in accordance with NPAPCS's progressive corrective action process when staff and/or teachers do not adhere to the performance levels necessary for students to achieve academic standards and for NPAPCS to fulfill its mission.

NPAPCS will conduct background checks on all staff and teachers in accordance with federal and D.C. laws. Job offers will not be made unless the background check is satisfactory.

Discipline

If an employee is unable to meet acceptable standards of performance, disregards or violates NPAPCS's policies and procedures, or exhibits unacceptable behavior on the job, corrective action may be used as a tool to improve performance and to motivate the employee to correct past undesirable behaviors and, as a result, become more productive. NPAPCS may administer corrective action as it deems appropriate under the circumstances. The following factors may be considered to ensure that proper corrective action is taken: the seriousness of the infraction, the past performance record of the employee, and the circumstances surrounding the matter.

The progressive corrective action process that may be used as a tool for performance improvement generally results because of increasingly severe or additional actions by the employee and is designed to bring about a change in performance or behavior. Corrective action can be accelerated, and involuntary termination can occur at any time, without any previous steps having been taken.

- **Verbal Warning:** The purpose of this step is to correct a performance or conduct problem by bringing it to the employee's attention and to explain performance expectations.
- **Written Warning:** If the problem persists or an additional unrelated problem arises, the administrator may issue a written warning to the employee.
- **Suspension or Termination:** If the problem persists or an additional unrelated problem arises after the written warning (if any), the administrator may suspend or terminate the employee.

Equal Employment Opportunity

NPAPCS is committed to offering equal employment opportunities in all of its employment practices. NPAPCS will not discriminate on the basis of race, color, religion, sex, sexual

orientation, national origin, ancestry, age, physical or mental disability, handicap, veteran status, or any other categories protected by federal or D.C. law. NPAPCS is committed to ensuring that nondiscrimination applies to all areas of employment including hiring, training, promotion, discipline, termination, layoff, compensation, benefits, and any other employment-related action. NPAPCS will implement employment policies and procedures designed to encourage equal employment opportunities and to foster a productive work environment. NPAPCS will expect all employees to honor these equal employment opportunity policies and to treat one another with respect and in a nondiscriminatory manner. Employees will be expected to foster a productive work environment that is free from harassment or disruptive activity.

Drug-Free Workplace

NPAPCS will maintain a drug-free workplace. This means that the unlawful manufacturing, distribution, dispensing, possession, or use of a controlled substance (tobacco, alcohol, and other drugs) on NPAPCS premises or when representing NPAPCS on business will be prohibited. Any violation of these prohibitions will lead to NPAPCS imposing disciplinary action up to and including dismissal. All employees will receive a copy of NPAPCS's drug-free workplace policy.

e. Use of Volunteers

NPAPCS will make extensive use of volunteers in keeping with its strong community and parental involvement. Staff will monitor all volunteers at all times. Volunteers will provide support but will not be a substitute for staff. The Howard University Jump Start Program and Ameri-Corps will help NPAPCS identify potential volunteers.

Training

NPAPCS will develop a volunteer handbook and conduct regular training sessions that will cover school policies and procedures; school mission, philosophy, and focus; and volunteer accountability, duties, and responsibilities. All volunteers who have more than 10 hours of student contact per month must undergo a background check provided by a firm that can conduct national background checks.

Monitoring

To ensure maximum benefit to meet the school's goals and objectives and measure the benefit of volunteers' contribution, NPAPCS will use a computer system developed by the D.C. Student and Youth Investment Trust Corporation at no cost to the school. The volunteers will have to check in with the administrative assistant, who will maintain a sign-in log. Volunteers will be assigned based on their interview, their interests, and the school's needs. This system will ensure that volunteers are deployed effectively and are making a meaningful contribution to aid NPAPCS in meeting its goals and objectives.

In the Classroom

Volunteers and parents will be used to assist teachers in the classroom, to help students work on a one-on-one project, or to monitor lunch or physical education.

In the Office

NPAPCS will use volunteers and parents to file documents, input data, answer the telephone, help with the NPAPCS newsletter, help with open houses, help with mailings, and serve as school guides for visitors.

After-School/Before-School Care

Volunteers and parents will assist with before-school activities. They will help lead students in planned activities, help with breakfast, tutor, and make sure that students are ready for school.

Extracurricular Activities

Volunteers and parents will help staff supervise club activities. Volunteers will assist staff with the yoga and tai chi classes. High Tea Society volunteers will provide support for Friday cultural-enrichment activities and afternoon tea.

In the School

Volunteers and parents will be used as hall monitors or outside monitors. Volunteers and parents will help staff maintain school displays and bulletin boards throughout the school.

3. Arrangements for Meeting District and Federal Requirements

NPAPCS's general counsel is well versed in district and federal requirements for public charter schools and will advise the BOT and the principal to make sure that NPAPCS is in full compliance with the following requirements.

a. Health and Safety

The School will obtain and keep current all necessary permits, licenses and certifications related to fire, health and safety within the building and on school property. In the event of an emergency, teachers are responsible for the supervision of students in their care, and shall remain with students until directed otherwise. They shall take steps deemed necessary to ensure student safety. They Shall:

- Direct students in their charge according to established Universal Emergency Procedures (to assembly area, Severe Weather Area, etc.)
- Render first aid if necessary.
- Take roll book or attendance sheet with them for student accounting
- Take roll when the class relocates in Assembly area.

- Assist as directed by the Principal, or representative of the Emergency Management Team.

NPAPCS will comply fully with §38-1802.02(11) and §38-1802.04(c) (4) of the D.C. School Reform Act, which require a public charter school to maintain the health and safety of all students attending the school. The school nurse will work with community providers to conduct vision, hearing, and dental screening. In the health and physical education classes speakers will discuss nutrition and ways to keep the body healthy and safe. The school will maintain information about any special health needs of the students, and this information will be available to teachers in the event that intervention is necessary. The school nurse will make arrangements for first aid classes to be taught to school staff and teachers. Basic safety rules will be posted throughout the building. The school will be open for public inspection at all times.

Food Service

NPAPCS will provide an adequate supply of food and a facility (cafeteria or designated place) for the establishment, maintenance, operation, and expansion of nonprofit school lunch programs as stated in Section 2 of the National School Lunch Act (42 U.S.C. 1751). NPAPCS will be assisted through grants in aid and other means in providing an adequate supply of food and a facility, as well as federal cash assistance (reimbursements) including advances paid or payable to participating schools for lunches meeting the requirements of 210.10 and served to eligible students.

The D.C. State Department of Education will provide general and special cash assistance and donation of foods acquired by the department to be used to assist schools in serving nutritious lunches to student each school day. NPAPCS will serve lunches that are nutritionally adequate, as set forth by regulations, and shall to the extent practicable ensure that participating student gain a full understanding of the relationship between proper eating and good health. A food service management company may be contracted by NPAPCS to manage all aspects of the school food service.

The foods served by NPAPCS will be consistent with the Healthy Hunger-Free Kids Act of 2010.

NPAPCS will operate a nonprofit lunch program in accordance with the National School Lunch Act. A free lunch will be served under the program to a student from a household eligible for such benefits under 7 CFR part 245 and for which the student will not pay. A reduced-price lunch will be served to a student from a household eligible for such benefits under 7 CFR part 245 for which the price is less than the school food authority–designated full price of the lunch and which does not exceed the maximum allowable reduced price specified under 7 CFR part 245.

NPAPCS will promote activities to involve students and parents in the school lunch program. Such activities may include menu planning, enhancement of the eating environment, program promotion, and related student/community support activities. School food authorities will be encouraged to use the school food service program to teach students about good nutrition practices and to involve the general community in activities to enhance the program.

NPAPCS will comply with the provision of 210.16(a) regarding the establishment of an advisory board of parents, teachers, and students:

- (A) NPAPCS will submit forms and reports to the state agency or the distributing agency, as appropriate, to demonstrate compliance with program requirements. These reports include but are not limited to the following:
 1. Claim for reimbursement and, for the month of October and as otherwise specified by the state agency, supporting data as specified in accordance with 210.8 CFR.
 2. An application and agreement for program operations between the school authority and the state agency and/or Free and Reduced Price Policy Statement as required under 210.9.
 3. A written response to reviews pertaining to corrective action taken for program deficiencies.
 4. A commodity school's preference whether to receive part of its donated food allocation in cash for processing and handling of donated foods as required under 210.19(b).
 5. A written response to written audit findings pertaining to the school food authority's operation as required under 210.22.
 6. Information on civil rights complaints, if any and their resolution as required under 210.23.
- (B) NPAPCS shall maintain records to demonstrate compliance with program requirements. These records will include but will not be limited to the following:
 1. Documentation of participating data by the school in support of the Claim for Reimbursement and data used in the claims review process, as required under 210.8(a), (b), and (c) of this part.
 2. Production and menu records and, if appropriate, nutrition analysis records as required under 210.10, whichever is applicable.
 3. Participation records to demonstrate positive action toward providing one lunch per student per day as required under 210.10(a) (2), whichever is applicable.
 4. Currently approved and denied applications for free and reduced-price lunches and a description of the verification activities, including verified applications and any accompanying source documentation in accordance with 7 CFR 245,6a of this title.

NPAPCS shall employ a food service management company and will adhere to the procurement standards specified in 210.21. NPAPCS shall ensure that the food service operation is in conformance with the school food authority's agreement under the program, and NPAPCS shall monitor the food service operation frequently. NPAPCS will retain control of the quality, extent, and general nature of its food service and the prices to be charged the students. NPAPCS will maintain applicable health certification and assure that all state and local regulations are being met by the food service management company preparing or serving meals at the school.

In addition to adhering to the procurement standards under 210.21, NPAPCS will invite food service companies to bid or request for proposals that shall contain a 21-day cycle menu developed in accordance with the provisions of 210.10, to be used as a standard for the purpose of basing bids or estimating average cost per meal.

Contractual agreements with food service management companies shall include provisions that ensure that the requirements are met. No payment will be made for meals that are spoiled at time of delivery, do not meet detailed specifications as developed by the school food authority for each food component specified in 210.10, or do not otherwise meet the requirements of the contract.

Under general expenses (page 37 of 48) in the Budget component, v1.2 of the grant application, there is a line item of \$115,716 designated for food service. On page 14 of 46-Federal Programs, v1.2 under the National Lunch Program line item, lunch and breakfast rates are delineated; under students, descriptions for total lunches, paid lunches, reduced lunches, and free lunches have been estimated based on student enrollment. Daily and annual estimates are also presented.

The National School Lunch Program Reference Book has been used as a guideline. Agreements, invitation for bids, meal pattern requirements, lunch applications, income eligibility guidelines, and other forms from the reference book will be used as a guideline to ensure the proper use of all food service requirements.

NPAPCS will follow the guidelines of the Hunger Free Kids Act of 2010 signed in to law by President Obama. We will also follow the guidelines of the Healthy Schools Act signed in to law by the DC City Council in May of 2010.

b. Safety and Fire Codes for Building

NPAPCS will be in compliance with the Americans with Disabilities Act and will be handicap-accessible so that students, parents, and members of the community who need ramps will be able to visit the school. NPAPCS will fully comply with D.C. Fire Codes for buildings under §5-501 et seq. Fire extinguishers and smoke detectors will be properly placed in each classroom and the hallways. There will be fire drills scheduled during the school year for safe evacuation of the school in the event of emergencies. The school will

have a plan in place for terrorist attack, and NPAPCS will have a “shelter in place.” We will also have an emergency/evacuation plan in place.

Transportation

NPAPCS will notify parents that students attending a public charter school are eligible for reduced fares on the Metro bus and Metro rail Transit System on the same terms and conditions as any DCPS public school. NPAPCS will maintain the proper forms for students to be able to purchase fare cards and bus tickets. Any students with special disabilities will be transported by DCPS.

NPAPCS School Transit Subsidy Program

NPAPCS will be governed by the following rules and regulations governing discount student travel on Metro bus and Metro rail. Students must

- reside in the District of Columbia;
- be less than 19 years of age except in the case of students with disabilities, to whom reduced fares shall be available for those students under 23 years of age;
- be enrolled in the NPAPCS; and
- need to use Metro bus and/or Metro rail for travel to and from school and to and from related educational activities in the District.

Restricting student travel to legitimate activities is most important because the Washington Metropolitan Area Transit Authority (WMATA) does not absorb the resultant student discount. The District is required to pay WMATA the difference between the student per-trip contribution of 62.5 cents (bus) and/or 65 cents (rail) and the regular adult fare or, with the monthly Smart Student Pass, match the student contribution of \$22.00. The aggregate of these payments represents the School Transit Subsidy budget.

We will administer this program as efficiently as possible to better justify the cost. We will monitor the distribution of application forms for Student Travel Cards and for Metro bus Token Blanks and will adhere to the rules and regulations of the government of the District of Columbia.

b. Enrollment Data

NPAPCS will fully comply with §38-1802.04(c)(12), which requires a public charter school to provide the enrollment data required for DCPS to comply with necessary regulations. It is in the best interest of NPAPCS to maintain accurate records of D.C. students enrolled in the school and to report that information when required so that funds can be disbursed based on a legally sufficient accurate count. Information will be regularly updated based on any change in the enrollment.

c. Maintenance and Dissemination of Student Records

There are many privacy considerations that require that student records be properly maintained to protect the rights of students. Parents and students are entitled to review their school records. Any request for information from students' records must be in writing. Questions regarding when and to whom access to students' records shall be given will be referred to the general counsel. NPAPCS will have in place proper procedures to ensure that only the proper authorities, personnel, and parents/guardians will have access to student records. Student information will be in a secured data system, and hard copies will be placed in secured file cabinets with appropriate access logs and very limited access by school staff and teachers. All student and financial records will be kept in a locked, fireproof cabinet or in a fire proofed locked records storage vault. Computerized student records will be backed regularly and stored in a secure area. NPAPCS will fully comply with D.C. School Reform Act, Parts B and D, and other applicable laws, including D.C. Code sec. 31-401 et seq. (Compulsory School Attendance), D.C. Code sec. 31-501 et seq. (Immunization of School Students), D.C. Code sec. 31-601 et seq. (Tuition of Nonresidents), and D.C. Code sec. 29-501 et seq. (Nonprofit Corporation).

d. Compulsory Attendance Laws

School attendance is essential if students are to achieve academically, and it is the law. Student attendance will be reported daily. The administrative assistant will follow up with parents of students who did not attend school if parents did not notify the school. The administrative assistant will track school attendance and report it monthly to parents and the principal. The SSST will use the information to see if there is a correlation between attendance and school performance and behavior. Excessive absences will be reported to the proper authorities. The Parent Team will also assist with this effort to outreach to parents whose students have chronic attendance problems.

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)

NPAPCS will develop a special education program that will fully comply with the applicable law. A special education specialist/teacher will be available on a full-time or part-time basis depending on the needs of the students. All staff will be trained on the law as it applies to students with special needs. This is an area where the general counsel will review the special education plan of NPAPCS to ensure full compliance.

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

NPAPCS will service all the students in the District of Columbia; however, students in Ward 7 and Ward 8 will be targeted. These wards have the highest population of economically

disadvantaged persons in the District of Columbia (Education Need Section). Many of the students of NPAPCS will be qualified under Title I low-income status and be eligible for free and reduced-price meals. NPAPCS will maintain accurate records to ensure that these students receive all of the Title I benefits to which they are entitled due to their economic status.

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

As stated earlier, NPAPCS will have in place and visible a nondiscrimination policy that complies with all the civil rights statutes, including Title IX and Title VI of the Civil Rights Act, the Rehabilitation Act, the Age Discrimination Act, the Individuals with Disabilities Education Act, and the Americans with Disabilities Act.

g. Other

The general counsel of NPAPCS will review with the BOT and the principal any other applicable laws and regulations that may apply to charter schools to ensure that there is full compliance. Inasmuch as there is ever-evolving legislation and legislative initiatives that govern charter schools, the general counsel will appraise the BOT and principal of any new laws or procedures to ensure that NPAPCS is in full compliance at all times.

4. Implementation of the Charter

a. Timetable and Tasks for the Implementation of the Charter

The following timetable covers the period March 2013–September 2014.

Implementation of Charter Timeline

| Task | 2013 | 2014 |
|--|-------------|-------------|
| Charter Approval and Oversight | | |
| Submit application and assurance form | March | |
| Prepare for interviews (Principal/Applicant) | April–May | |
| Prepare for public hearing | April–May | |
| Sign charter agreement | July | |
| Review applicable laws and regulations | June–July | |
| Begin negotiating legal terms of charter | September | January |
| Create reporting system | September– | January |

| | | |
|---|---------------|-----------|
| Complete all certifications | September- | January |
| Contracts | | |
| Solicit bids | August- | June |
| Select vendors | August- | June |
| Negotiate contracts | August- | June |
| General counsel reviews contract agreements | August- | June |
| Submit contracts for approval | August- | June |
| Purchasing | | |
| Communication | | |
| Food service | | |
| Incorporation | | |
| Prepare Articles of Incorporation | January- | March |
| D.C. nonprofit status | January-June | |
| Secure D.C. Certificate of Good Standing | March-June | |
| File 501(c)(3) application | February-July | |
| Secure corporate seal | February-June | |
| Copyright proprietary information | August- | September |
| Management | | |
| Recruit Board of Trustees (BOT) members | February | |
| Identify BOT members | February | |
| Select officers of BOT | February | |
| Adopt bylaws | February | |
| Establish meeting schedule | April | |
| Create BOT manual/guidelines | April-June | |

| | | |
|---|-------------|--------|
| Investigate insurance liability | April-June | |
| Schedule BOT retreat/training | August | |
| Review contracts | August- | June |
| Financial Management | | |
| Create budget | February | |
| Review operating budget | July | |
| Open account | March | |
| Establish finance reporting system | March-May | |
| Establish a petty cash system | April-May | |
| Identify signatories for account (minimum of two) | March | |
| Establish finance reporting system for BOT | March-May | |
| Establish fiscal management policies and procedures | May-July | |
| Establish a payroll payment system | July-August | |
| Secure software for budget and accounting tracking | March-May | |
| Retain accountant to prepare annual audits | November | |
| Insurance | | |
| Assess insurance needs Building BOT Students Teachers and staff | April- | August |

| | | |
|---|------------------|--------|
| General counsel to review bids/proposals | April- | August |
| Insurance contracts submitted for approval | April- | August |
| Insurance contracts signed | April- | August |
| Building Site | | |
| Commence search for site | February | |
| Identify site | February- | June |
| Enter into negotiation for space | February- | June |
| Conduct needs assessment | January | |
| Review student enrollment projections and staff projections | January-February | |
| Review zoning code restrictions | February- | June |
| Secure building inspection | February- | June |
| Secure building code approval | February- | June |
| Establish a site fallback plan | February- | June |
| Establish a renovation schedule | February- | June |
| Secure bids for renovations | February- | June |
| Secure occupancy permits | June- | June |
| Obtain a certificate of occupancy | June- | June |
| Schedule final walk-through | June- | June |
| Personnel | | |
| Develop a hiring process | August | |
| Develop job description and vacancy announcements | July | |
| Develop benefit packets | August | |

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|---|-----------------------|----------|
| Develop a salary scale | August | |
| Consult other public charter schools | February–August | |
| Develop selection criteria | July | |
| Screen resumes | August– | August |
| Contact references/conduct background checks | August– | August |
| Establish an interview schedule | August– | August |
| Principal | August | |
| Business manager | August | |
| Curriculum coordinator | September– October | |
| Administrative staff | August | |
| Maintenance staff | August | |
| Educational specialists | June | |
| Part-time staff | June | |
| Create an interview schedule | July | |
| Develop contracts | June | |
| Develop performance standards | July | |
| Create staff personnel handbook | May–June | |
| Develop substitute teacher policy | September | |
| Maintain list of potential substitute teachers with references and background checks | | May–June |
| Staff Development | | |
| Assess needs | | January |
| Decide on schedule for in-house training | August– | February |

| | | |
|---|-------------|----------|
| A+anywhere learning System commence review and assessment | August- | February |
| Decide on schedule for Aligned Curriculum development and commence curriculum development process | September- | July |
| Commence on process to integrate thematic skills based interdisciplinary approach with work skills readiness and social skills development into the curriculum | August- | July |
| Decide on schedule for first aid training | August- | February |
| Select vendors | December | |
| Review proposal | | January |
| Consult budget | July-August | |
| Submit contracts for review and approval | August- | January |
| Sign contracts | December- | January |
| Finalize staff development schedule | | February |
| School Supplies/Furnishings/Equipment | | |
| Identify equipment and furniture needs Office furniture Computers Telephone, fax Alarm system Website, Internet, and e-mail system | July- | January |
| Solicit bids | July- | January |

| | | |
|---|-----------------|---------|
| Consult with other public charter schools | February–August | |
| Search for used or recycled furniture/equipment | July | |
| Select vendors | August– | July |
| General counsel to review lease/sale contracts | August– | July |
| Submit contracts for approval | August– | July |
| Recruitment | | |
| Create flyer, logo, and letterhead | March–April | |
| Meet with founding members and community partners | March–April | |
| Create recruitment schedule | April–May | |
| Implement recruitment plan | July– | March |
| Create an interest list | March– | January |
| Create a waiting list | | January |
| Create system for tracking prospective students | April–May | |
| Admissions/Enrollment | | |
| Develop admissions forms | June– | January |
| Disseminate applications | October– | January |
| Application deadline | | March |
| Create assessment schedule | July–August | |
| Notify parents of acceptance | | April |
| Lottery | | April |
| Secure students’ records | Ongoing | |
| Receive “Intent to Enroll” | | May |

| | | |
|--|------------|--------|
| Finalize admissions | | June |
| Schedule orientation students/parents | | August |
| Create a lottery selection process | April | |
| School Policies and Procedures | | |
| Create handbooks Students (special education, ELLs) Parents Drop-off and pick-up policy | August | |
| Establish due process procedures | August | |
| Educational Program | | |
| Conduct an educational needs assessment | October | |
| Consult experts in content curriculum areas | September | |
| Identify curriculum team for Aligned Curriculum training | | June |
| Integrate thematic skills based curriculum | Ongoing | |
| Select educational materials | October | |
| Determine necessary school supplies | Ongoing | |
| Identify vendors | Ongoing | |
| Review sales contracts | Ongoing | |
| Select vendors | Ongoing | |
| Select assessment tools | September- | March |
| Develop special education program | September- | March |
| Develop ELLs program | September- | March |
| Finalize schedule and school calendar | | July |

| | | |
|---|-------------|---------|
| Set up classrooms | | July |
| Health and Safety | | |
| Emergency evacuation plan | | May |
| Develop "shelter in place" plan | | May |
| Develop fire drill plan | | May |
| Create medical forms | March–April | |
| Mail medical forms/due date to parents | Ongoing | |
| Secure medical and immunization records | Ongoing | |
| Create deadline for all medical information | September | |
| Report delinquent parents to proper authorities | | July |
| Identify community health resources | September | |
| Identify doctor/nurse resources | September | |
| Create permission slips for emergency treatment | March–April | |
| Create health room with first aid supplies | | July |
| Fund-Raising | | |
| Determine funding need | June | |
| Create fund-raising schedule | June | |
| Activate the BOT Development Committee | June | |
| Consult with Parent Team for support | | October |
| Consult community partners | | October |
| Community Partnerships | | |
| Identify community partners | Ongoing | |
| Finalize partnership agreements | Ongoing | |

| | | |
|---|-----------|--------|
| Select community members for BOT | April | |
| Identify volunteer need | April | |
| Solicit volunteers | Ongoing | |
| Create volunteer application forms | April | |
| Conduct volunteer training | Ongoing | |
| Conduct volunteer orientation | September | |
| Create volunteer handbook | July | |
| Schedule community orientation/open house | | August |
| Review tuberculosis test results | Ongoing | |
| Review background check results | Ongoing | |
| Create volunteer agreement form | April | |
| Finalize volunteer relationship | Ongoing | |

b. Major Contracts Planned

At this time NPAPCS has not entered into any major contracts.

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

Parent Orientation

Parent orientation will establish the tone for the school year. It is critical that the parents’ first major contact with the school be a pleasant experience. Parents will play a prominent role during the orientation by explaining the role of the Parent Team and other opportunities for parent participation. The orientation will be scheduled at a time when the maximum number of parents will be available to attend.

Teacher Orientation

Teachers will have their orientation the summer before the school is scheduled to open. This is critical because teachers will need training in the integrated thematic skills based approach, interdisciplinary team-teaching, and the Aligned Curriculum Development Model, Common Core State Standards and Assessment adopted by NPAPCS. Also teachers need an opportunity to meet the staff, administration, and fellow teachers.

Community Orientation

The interests of the community at large will probably be much different from the concerns of parents and teachers; therefore there will be a separate orientation planned for the community and an open house. It is important that the community feels that the NPAPCS is committed to improving the entire community and not just the lives of the students and their families.

d. Services Sought from District of Columbia Public Schools

NPAPCS will not be a Local Education Agency and will seek services from DCPS to provide the IEP assessments, transportation, and so on for students deemed to be in need of special education services. Also NPAPCS will look to the Office of the State Superintendent for Title I support and assistance. NPAPCS will make sure that students receive all the services they are entitled to receive from DCPS.



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TAB D: CERTIFICATIONS

Assurances Form

(This form must be submitted with the application.)

As the authorized representative of the applicant, I certify that the proposed public charter school:

1. Will seek, obtain, and maintain accreditation for the public charter school from at least one of the accrediting bodies listed in Part B of the District of Columbia School Reform Act or a body otherwise approved by the D.C. Public Charter School Board. *See §2203(h), D.C. School Reform Act.*
2. Will not charge tuition, fees, or other mandatory payments for attendance at the public charter school or for participation in its programs, except to Non-Resident Students or for field trips or similar activities. *See §2204(c)(2), D.C. School Reform Act.*
2. Will provide the D.C. Public Charter School Board student enrollment data required for submission to the Office of the Chief Financial Officer and the District of Columbia Public Schools Office of Categorical Programs. *See §2204(c)(12), D.C. School Reform Act.*
3. Will establish an informal complaint resolution process not later than two months prior to the first date on which instruction commences. *See §2204(c)(13), D.C. School Reform Act.*
4. Will be nonsectarian and will not be affiliated with a sectarian school or religious institution. *See §2204(c)(15), D.C. School Reform Act.*
5. Will hold non-profit status under terms stated in the District of Columbia Non-profit Corporation Act prior to receiving a charter. *See §2204(c)(16), D.C. School Reform Act.*
6. Will offer open enrollment to all students who are residents of the District of Columbia and will use a random selection process when the school receives more applications from students of the District of Columbia than there are spaces available. *See §2206(a), (b), (c), and (d), D.C. School Reform Act.*
7. Will give the District of Columbia Public Charter School Board access to and the right to examine all records or documents related to the award, as well as any documents and records, including audit findings, needed to determine the performance of the school under the terms of its charter.
8. Will provide training to relevant school personnel and Board of Trustee members in financial management, governance and management, and other areas as deemed necessary by the District of Columbia Public Charter School Board.
9. Will collect, record, and report attendance data using the attendance management reporting software required by the District of Columbia Public Charter School Board.
10. Will collect and report academic and non-academic performance using technology prescribed by the District of Columbia Public Charter School Board.
11. Will submit an annual audit of financial statements according to Government Auditing Standards, by a Certified Public Accountant listed in the Approved Auditor List for charter schools.

| | |
|---|--|
| <p><i>Dr. Alicia Petersen</i> Signature of Authorized Certifying Official</p> | <p><i>Board Chair</i> Title</p> |
| <p><i>New Pathways Academy Charter School</i> Applicant Organization</p> | <p><i>2/28/13</i> Date Submitted</p> |



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TAB E: BUDGET

BUDGET NARRATIVE

New Pathways Academy Public Charter School (NPAPCS) budgeting process was driven by the founding group members Honorable Mary Terrell, Alice Peterson and Xavier Epps. For the technical modeling work, NPAPCS founding member Xavier Epps who has approximately 10 years of financial and accounting expertise completed such a task. Mr. Epps has worked very closely with a Middle Market leading investment banking firm, founded a financial advising company that assist individuals and small business with financial affairs as well as working closely with non-profits throughout the District of Columbia area with grant proposals and tax reporting to the Internal Revenue Service.

Budget assumptions were based upon data from comparable D.C. charter schools that have recently receive conditional and final approval from the D.C. Charter School Board as well as averages based on schools that are currently in good standing with the D.C. Charter. In conjunction with the above, the board of founders met frequently with leaders at other charter schools and with experts at PCSB and OSSE; these meetings assisted in the budget formation as well. NPAPCS School budgets listed were guided by three priorities: conservatism, sustainability and quality programming.

Conservatism: The first priority in constructing the budgets was fiscal conservatism, both from a revenue and expense perspective. This is imperative because public education, as a taxpayer-financed enterprise, is a subject to funding variability for both economic and political reasons. As a new school, NPAPCS will not have a reserve account initially to soften the blow of any revenue shortfalls or cost of overruns. Thus, the budget was constructed with conservative assumptions, such as no growth in District funding rates in Operating Year 2 to Year 5 as well as facilities allotment constant held constant from the current year on in case of the school misses its enrollment targets and cost per student on the upper end of the average range for D.C. Charter Schools.

Sustainability: Despite the boards' vision to implement the very best educational program a high school can provide, it will be undermined if the resources are not available to sustain it. Thus, the second priority was to ensure that the school's operations are built on a financially sustainable path, one that provides long-term viability. This was achieved by planning for a minimum 10% cash surplus on average throughout the in each of the first five-years of operations, thereby building up a reserve balance to protect against unforeseen emergencies and other risks associated with start-up charter schools (such as enrollment shortfalls, lack of operating history and cash-flow issues to name a few). In doing so, NPAPCS will be able to set aside 10% on average after the first year of operation; the school will be better prepared to finance the move to a permanent facility in Year 5.

Quality Programming: NPAPCS intends to become a leading education institution that offers its primarily low-income students and families with an excellent school choice option. With this as NPAPCS goal, the budget reflects the necessary investments to create such a school, including comparable average teacher salaries, a student-to-teacher ratio between 17:1 and 18:1 for grades 9th through 12th, professional and dedicated support staff to drive instructional improvements and overall student achievement as well as advanced technology to enhance the school's blended learning model.

Pre-Opening (Planning Year) Assumptions

The budget and cash flow projection for the Planning Year are attached (See Attachments 2 and 4). In-line with conservative assumptions, we are projecting just \$205,000 in revenues of which is from Title V-b Planning & Programming Design funding. The \$205,000 figure is based on conversations with Matthews Wright of DC Public Charter School Financing and Support in the Quality Schools Incentive at OSSE, on February 21, 2012. Most of the expense items are based on comparable data from other D.C. Charter school planning year budgets and Mr. Epps experience as well as research, with the exception of \$35,000 related to building maintenance and repairs for the proposed property of leasing.

As a new charter school with minimal reserves, cash will be tight during the Planning Year. As such, the school will establish a \$30,000 line of credit with a local bank (NPAPCS is currently in talks with Industrial Bank) to help cover the low-cash periods during the planning year. NPAPCS will request an increase for the line of credit in the amount of \$50,000 from the same local bank during its first year of operations (July 2014). After receiving DC Public Charter School payments for pupil and facilities allowance which shows the charter school has cash balance in July 2014 coupled with the consistent payments of the line of credit in the planning year should help secure such an increase from the local bank.

Upon charter approval, the school will apply for a start-up grant from the Walton Family Foundation, a strong supporter of the charter movement in D.C. that has provided such funds to other new charters in recent years. Based on this recent history, the typical funding amount is \$250,000. If NPAPCS can secure this amount from Walton, then it will move forward and/or increase certain key expenditures and otherwise adjust its Planning Year budget accordingly. However, in order to maintain the conservative budget framework in this application, NPAPCS will not assume such receipt of funding.

Revenues

- Federal Entitlements – The school has budgeted for \$205,000 in Title V-b funding, which is the expected amount for the Planning & Program Design phase

Expenses

- Contracted Staff – Per Title V-b rules, no regular staff can be hired and paid with funds during the Planning & Program Design phase. Thus, all paid personnel during the Planning Year will be paid as independent contractors. This includes founder/Head of School Honorable Mary Terrell at \$42,500, a Curriculum Coordinator at \$25,000, Financial Manager Xavier Epps at \$25,000, and a website designer for \$2,500.
- Staff Development Expense - \$6,500 for any local and out-of-state trainings and workshops, as well as travel and accommodations at such gatherings as needed
- Rent – This assumes the school leadership will base its operations out of rented office space during the Planning Year. This \$8,400 figure is based on a below-market rate of \$700 per month, which will be pursued through relationships that the school founders have within the DC charter community.
- Building Maintenance and Repairs – As mentioned in the first paragraph under Pre-Opening Planning Year, the school has received estimates of repairs that are needed for the proposed property of leasing in the amount of \$35,000; will be capitalized as a fixed asset over 30-years on a straight-line basis.
- Renovation/Leasehold Improvements – After review of the proposed facility, we have determined to provide an upgrade to the facility’s current lockers (current lockers were outfitted for elementary students) as well as kitchen tables (expected cost of \$16,525 via www.schooloutfitters.com); will be capitalized as a fixed asset over 7 years on straight-line basis.
- Office Supplies & Materials - \$1,500 for miscellaneous office supplies
- Office Furnishing and Equipment – The school will purchase an office copier during the Planning Year, which will be capitalized as a fixed asset over 7 years
- Office Equipment Rental and Maintenance – The school will hire an IT consultant at \$5,000 per year to provide hardware and software installation and ongoing tech support as needed.
- Telephone/Telecommunications – Covers the usage of cell phone and internet access.
- Legal, Accounting and Payroll Services – These include service fees for accounting software, bookkeeping, A/P, A/R (QuickBooks), grants management, financial statement preparation and analysis, budgeting and reporting, as well as legal fees associated with school’s start-up.
- Postage and Shipping – Primarily for mailing of outreach materials
- Other Office Expense – Two laptops for Head of School and Curriculum Coordinator
- Insurance - \$2,500 for Directors & Officers liability and general liability insurance coverage.

- Other General Expense – Funds for staff recruitment and filing fee for the schools 501(c)3 application as well as contingency cost

Years 1 – 5 Operating Assumptions

The budgets for Operating Year 1, Operating Year 2, and 5-Year Projections, as well as the capital budget for Years 1 and 2 and the monthly cash flow projection for Year 1, are attached (See Attachments 1 – 6). As with the Planning Year, these financial models were compiled using the three priorities conservatism, sustainability and quality programming. NPAPCS constructed a budget that would support the development of an outstanding educational program within reasonable financial constraints.

The budget was constructed with conservative assumptions, such as no growth in District funding rates in Operating Year 2 to Year 5 as well as facilities allotment constant held constant from the current year. The budgets include a 2% increase for the foundation level per pupil for 2014 only. While the school strongly believes it can meet its enrollment target, the no growth in facilities allotment and foundation level provides a cushion if missed.

In aggregate, public funding is expected to be more than 100% of the total school revenues in Year 1 and subsequent years. This means that, if necessary, the school will be able to operate solely with public money and will not have to rely on private contributions and earned income from activities.

Revenues

Local/District Revenues: Public funding from the UPSFF (foundation-level and facilities) is 100% of total school revenue in Year 1 and subsequent years. The school is projecting a modest increase of 2% for the base UPSFF from the current school year level of \$8,945 per student to \$9,124 per student in 2014 – 15 (previous increases were 2% and 3% over the last 2 fiscal school years). In subsequent years, we modeled 0% annual increases in the foundation-level UPSFF. All current weights/multipliers were maintained at the same level within the per-pupil funding formula for all five years. For facilities funding, we maintained the current rate of \$2,800 in local funds for all five years. The average SPED enrollment was estimated at 19% which is higher than the average for D.C. charter high schools at 11% but below the 30% figure at nearby H.D. Woodson High School (a DCPS school). See table below for a depiction of the constant funding of \$10,584 for 9th through 12th grade students.

| | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
|---|--------------------|--------------------|--------------------|--------------------|--------------------|
| Student Enrollment | | | | | |
| Grade 9 | 110 | 75 | 50 | 50 | 75 |
| Grade 10 | 0 | 110 | 60 | 50 | 85 |
| Grade 11 | 0 | 0 | 110 | 70 | 90 |
| Grade 12 | 0 | 0 | 0 | 110 | 100 |
| Total Number of Students | 110 | 185 | 220 | 280 | 350 |
| % of Students Receiving SPED Services | 13% | 20% | 20% | 20% | 20% |
| % of Students Receiving who are ELLs | 5% | 7% | 7% | 7% | 7% |
| Per Pupil Allocations | | | | | |
| UPSFF | \$1,397,185 | \$2,545,723 | \$3,027,347 | \$3,852,986 | \$4,816,233 |
| Facilities Allowance | \$308,000 | \$518,000 | \$616,000 | \$784,000 | \$980,000 |
| Per Pupil Revenues | | | | | |
| Total Per Pupil Allocation | \$1,164,210 | \$1,957,989 | \$2,328,419 | \$2,963,443 | \$3,704,303 |
| Total Facilities Allowance | \$308,000 | \$518,000 | \$616,000 | \$784,000 | \$980,000 |
| Total Special Education Funding | \$193,700 | \$488,653 | \$581,101 | \$739,583 | \$924,479 |
| Total ELL Funding | \$39,275 | \$99,081 | \$117,826 | \$149,960 | \$187,451 |
| Total Summer School Funding | \$0 | \$0 | \$0 | \$0 | \$0 |
| Total Per Pupil Charter Payments | \$1,705,185 | \$3,063,723 | \$3,643,347 | \$4,636,986 | \$5,796,233 |

Expenses

Note that some expenses include 2.5% annual cost-of-living/inflation increases for Years 1 – 5 (CPI or Consumer Price Index has risen 1.6% over the last twelve months). Exclusion of the 2.5% annual increase includes: Cost of Student Materials, Student Assessment Material, Special Education Contracted Services, Miscellaneous Student Costs, Office Supplies and Materials, Lease and Maintenance as well as IT Support, Telephone/Telecommunications, Legal/Accounting Fees, Printing, Postage and Shipping and Other Office Expense line item.

Personnel Salaries and Benefits (please see tables below for detailed breakout):

- Principal/Executive Salary: Beginning salary of \$85,000 for the Head of School in Year 1. Modestly discounted when compared to salaries of other charter schools but we've made the decision that for our targeted population support services are more critical, hence the creation of the clinical social worker and intervention counselor). We have budgeted for an increase in the Head of School salary beginning Year 2 at \$102,000.
- Principal/Executive Salary: Beginning salary of \$65,000 for the Dean of Students in Year 1 and \$70,200 in Year 2.
- Teacher Salaries: In Year 1, 6 teachers (Math, Science, English, Social Studies, Foreign Language, and Music/Art) at \$54,500 each with the exception of the Foreign Language teacher at \$46,000. In Year 2, the FTE teacher salaries will increase to \$56,700 across the board. 6 new teachers would come on-board in the subsequent year and an additional 9 more between FY2016 and FY2018.

- Clerical Salaries: In Year 2, Food Services Coordinator at \$26,000
- Custodial Salaries: In Year 3, we expect to add another Custodian at \$27,038 each
- Other Staff Salaries: Provision for substitute teachers – \$5,000 in Year 1, \$6,250 in Year 2, \$7,500 in Year 3, \$8,750 in Year 4, and \$10,000 in Year 5
- Business/Operations Staff: Financial Manager at \$50,000 in Year 1 and \$60,000 in Year 2. A part-time bookkeeper and marketing specialist added in Year 2 at \$33,000 and \$39,000 respectively
- Employee Benefits: FICA taxes at 7.65% of total salaries. DC unemployment insurance at 2.9% of first \$9,000 in each employee's salary. All staff at 0.5 FTE and above will receive health benefits beginning Year 1 (modeled at average cost today with a 2.5% increase, also assume Year 1 benefits for single coverage only until Year 5 when NPAPCS will offer family and single coverage); beginning Year 2, all staff 0.5 FTE and above will be able to establish a retirement account
- Contracted Staff: Security Guard at \$28,500 and Marketing Consultant at \$8,000 in Year 1
- Staff Development: \$1,500 per teacher and other education professionals for professional development (includes \$500 per teacher and other education professionals for stipends and tuition reimbursements)

| New Pathways Academy PCS | | |
|--|------------------|--------------------|
| TEACHERS AND STAFF SALARIES | | |
| General & Special Ed/Leadership Roles & Others | FY2014 - 2015 | FY2015 - 2016 |
| Head of School | \$85,000 | \$102,000 |
| Dean of Students | \$65,000 | \$70,200 |
| Music/Art | \$54,000 | \$56,700 |
| Math | \$54,000 | \$113,400 |
| Special Education | \$54,000 | \$113,400 |
| Science | \$54,000 | \$113,400 |
| English | \$54,000 | \$113,400 |
| Social Studies | \$54,000 | \$56,700 |
| Financial Manager (part-time) | \$50,000 | \$60,000 |
| Curriculum Coordinator (part-time) | \$50,000 | \$52,500 |
| Clinical Social Worker | \$47,000 | \$49,350 |
| Shared ELL Specialist | \$46,000 | \$48,300 |
| Foreign Language | \$46,000 | \$56,700 |
| Intervention Counselor | \$43,000 | \$45,150 |
| Librarian/Technology | \$37,000 | \$38,850 |
| Administrative Assistant | \$35,000 | \$38,500 |
| Reading Specialist (part-time) | \$27,000 | \$28,350 |
| Janitor | \$25,000 | \$26,250 |
| PE/Health (part-time) | \$23,000 | \$24,150 |
| Workskills/Life Skills | \$0 | \$40,000 |
| Elective Teacher | \$0 | \$56,700 |
| Total Salaries | \$903,000 | \$1,304,000 |
| <i>Salaries as a % of Funding</i> | <i>53%</i> | <i>43%</i> |
| <i>Average Salaries</i> | <i>\$43,000</i> | <i>\$62,095</i> |

| New Pathways Academy PCS | | | | | |
|--|------------------|--------------------|--------------------|--------------------|--------------------|
| PERSONNEL SALARIES AND BENEFITS | | | | | |
| General & Special Ed/Leadership Roles & Others | FY2014 - 2015 | FY2015 - 2016 | FY2016 - 2017 | FY2017 - 2018 | FY2018 - 2019 |
| Principal/Executive Salary | \$185,000 | \$210,700 | \$217,021 | \$222,447 | \$228,008 |
| Teachers Salaries | \$316,000 | \$595,350 | \$708,500 | \$864,000 | \$1,100,000 |
| Teacher Aides/Assistance Salaries | \$0 | \$0 | \$0 | \$0 | \$0 |
| Other Education Professionals Salaries | \$217,000 | \$284,550 | \$293,087 | \$300,414 | \$307,924 |
| Business/Operations Salaries | \$50,000 | \$132,000 | \$135,960 | \$140,039 | \$144,240 |
| Clerical Salaries | \$0 | \$26,000 | \$26,780 | \$27,583 | \$28,411 |
| Custodial Salaries | \$25,000 | \$26,250 | \$54,075 | \$55,427 | \$56,813 |
| Other Staff Salaries | \$115,000 | \$133,400 | \$138,465 | \$142,989 | \$147,595 |
| Contracted Staff | \$36,500 | \$37,595 | \$38,723 | \$39,885 | \$41,081 |
| Total Salaries | \$944,500 | \$1,445,845 | \$1,612,610 | \$1,792,782 | \$2,054,071 |
| EMPLOYEE BENEFITS | | | | | |
| Retirement/Pension Plan Contribution | \$0 | \$34,963 | \$41,315 | \$46,744 | \$54,351 |
| Health Insurance (Employer's Contribution) | \$84,225 | \$138,120 | \$165,200 | \$193,600 | \$414,000 |
| Total Benefits | \$84,225 | \$173,083 | \$206,515 | \$240,344 | \$468,351 |
| PAYROLL TAXES | | | | | |
| Social Security and Medicare | \$69,462 | \$107,731 | \$120,402 | \$134,097 | \$153,994 |
| DC Unemployment Insurance | \$4,959 | \$7,569 | \$8,352 | \$9,396 | \$10,440 |
| Workers' Compensation Insurance | \$0 | \$0 | \$0 | \$0 | \$0 |
| Total Payroll Taxes | \$74,421 | \$115,300 | \$128,754 | \$143,493 | \$164,434 |

| STAFF PROJECTION | | | | | |
|--|------------------|--------------------|--------------------|--------------------|--------------------|
| Positions | FY2014 - 2015 | FY2015 - 2016 | FY2016 - 2017 | FY2017 - 2018 | FY2018 - 2019 |
| Principal/Executive | 3 | 3 | 3 | 3 | 3 |
| Teachers | 6 | 11 | 13 | 16 | 20 |
| Teacher Aides/Assistance Salaries | 0 | 0 | 0 | 0 | 0 |
| Other Education Professionals Salaries | 5 | 6 | 6 | 7 | 7 |
| Business/Operations Salaries | 1 | 3 | 3 | 3 | 3 |
| Clerical Salaries | 0 | 1 | 1 | 1 | 1 |
| Custodial Salaries | 1 | 1 | 2 | 2 | 2 |
| Other Staff Salaries | 3 | 4 | 4 | 4 | 4 |
| Total Staff Salaries | \$908,000 | \$1,407,000 | \$1,571,387 | \$1,749,148 | \$2,007,990 |
| Total Staff FTE | 15 | 24 | 28 | 32 | 36 |
| Total Staff | 19 | 29 | 32 | 36 | 40 |

Direct Student Expenses:

- Textbooks: \$55 per student in Year 1, includes 2.5% annual inflation increase with both assumptions comparable with data for other D.C. charter schools
- Classroom Computers/Lab and Materials: \$625 for each student computer and \$765 per new and existing computer for materials with 2.5% annual inflation and 15 computers in Year 1 and 40 in Year 2. Materials include actual hardware, e-books, annual subscriptions and K12 software (High School Package for A+ software) and

other online fees required, each year includes prior year's computers (cumulative number). Includes the cost of SMART Boards at \$3,000 per new teacher (see detailed capitalized budget) in Years 1 through 5

- Teacher Computers/Laptops: \$800 per laptop for 6 teachers in Year 1 and 5 in Year 2, assumes inflation of 2.5% annually. Includes replacement of laptops every three years.
- Classroom Furniture and Supplies: Assumes \$6,500 per new classroom along with inflation of 2.5% annually. This cost is related to student and teacher desks, chairs, cabinets, etc.
- Student Assessment Materials: \$55 per student.
- Contracted Student Services: \$2,500 per Special Education Student
- Miscellaneous Student Costs: Assumes cost of recruiting new students in Year 2 of \$55 per new student. Year 1 assumes the use of SchoolForce for the student information system, which includes a one-time implementation cost of \$15,000 and ongoing costs of \$70 per staff license per year. Year 2 includes supplies for Science and Physical Education at \$85 per student and increasing \$5 more each subsequent year.

Occupancy Expenses:

- Rent: NPAPCS expects to become a tenant of the now closed Nannie Helen Burroughs Elementary Private School facility between Years 1 and 5. In Year 1, we expect to lease 9,900 square feet of the 25,000 facility at \$148,800 per year and in Year 2, we expect to lease 19,200 square feet of the 25,000 facility at \$345,600.
- Renovations/Leasehold Improvements: We have budgeted for \$7,440 in Year 1 and \$17,280 as a contingency to make improvements to its facility if needed in case of improvements are not part of arrangement with Nannie Helen Burroughs lease management
- Contracted Building Services: We expect \$3 per square feet of lease space in leasing services or \$28,800 in Year 1

Office Expenses:

- Office Supplies and Materials: \$85 per student
- Office Furniture and Equipment: Cost of furniture at \$984 per new staff member minus teachers and teachers assistants in Year 1 with 2.5% inflation annually (13 FTE in Year 1, 5 FTE in Year 2). These mostly include desks and chairs. Cost also includes computers for new staff members minus teachers and teacher assistants at \$950 each
- Office Equipment Rental and Maintenance: The school will purchase a copier during its Planning Year (priced at \$6,400) and lease a copier along with maintenance and IT support in Year 1 and 2 at 25,220 each.
- Telephone/Telecommunications: \$1,000 per month for landline phone, cell phone service, and internet access.
- Legal, Accounting and Payroll Services: Legal fees are projected at \$5,000 fixed, plus \$150 per student. Audit fees are modeled with an annual fixed cost of \$10,000. One-time cost of \$2,500 in Year 1 to account for any special legal needs as a first year

school. Includes \$230 per month for payroll processing and \$250 per month for 401(k) administration beginning Year 2. The school plans to outsource most of these services.

- Printing and Copying: \$25 per student in Year 1 and \$45 in Year 2 and thereafter.
- Postage and Shipping: \$20 per student in Year 1 and \$30 per student in Year 2 and thereafter.
- Other: \$75 per student for generic office-related expenses.

General Expenses:

- Insurance: Includes General Liability (umbrella and package, student accident, etc.) at \$100 per student, Directors & Officers Liability at a fixed \$1,000 plus \$10 per student, Workers' Compensation at 0.25% of total salaries, and ERISA Fidelity Bond at \$100 per year.
- Food Service: Based on projected meal costs for Revolution Foods, a high-quality food service vendor in the D.C. area. For Year 1 (2014-15), per-meal costs are projected at \$3.24/lunch and \$1.90/breakfast. Also based on 70% order levels (i.e. meals will be ordered for 70% of the school's enrollment on a daily basis).
- Administrative Fee: Set by formulas at 0.5% of local per-pupil funding
- Other General Expenses: \$125 per student for other miscellaneous expenses
- Unforeseen Expenses: 1.5% of total expenses school

Depreciation: Accounted for on a straight-line basis. 3 years for Computers and Materials, 7 years for Classroom and Office Furnishings, and 30 years for Leasehold Improvements.

Interest Expense: Not applicable. NPAPCS is not planning to engage in any long-term lease, mortgage or other loan activity during Years 1-5. No interest expenses are expected.

Budget Section Attachment 1: Pre-Opening Budget; Year 1 Budget; Year 2 Budget; Year 1-5 Per Pupil Funding Analysis

Budget Section Attachment 2: Pre-Opening Budget Monthly Cash Flow; Year 1 Budget Monthly Cash Flow; Capital Budget

| REVENUES | | BUDGETED AMOUNTS FOR YEAR 0 (PRE-OPENING) |
|----------|--|---|
| 1 | Per Pupil Charter Payments | \$0 |
| 2 | Per Pupil Facilities Allowance | \$0 |
| 3 | Federal Entitlements | \$205,000 |
| 4 | Other Government Funding/Grants | \$0 |
| 5 | Total Public Funding | \$205,000 |
| 6 | Private Grants and Donations | \$0 |
| 7 | Activity Fees | \$0 |
| 8 | Loans | \$0 |
| 9 | Other Income (please describe in footnote) | \$0 |
| 10 | Total Non-Public Funding | \$0 |
| 11 | EMO Management Fee (= line 73, col. G) | \$0 |
| 12 | | |
| 13 | | |
| 14 | TOTAL REVENUES | \$205,000 |

| EXPENSES | | |
|--|---|------------------|
| <i>Personnel Salaries and Benefits</i> | | |
| 15 | Principal/Executive Salary | \$0 |
| 16 | Teachers Salaries | \$0 |
| 17 | Teacher Aides/Assistance Salaries | \$0 |
| 18 | Other Education Professionals Salaries | \$0 |
| 19 | Business/Operations Salaries | \$0 |
| 20 | Clerical Salaries | \$0 |
| 21 | Custodial Salaries | \$0 |
| 22 | Other Staff Salaries | \$0 |
| 23 | Employee Benefits | \$0 |
| 24 | Contracted Staff | \$95,000 |
| 25 | Staff Development Costs | \$6,500 |
| 26 | | |
| 27 | Subtotal: Personnel Costs | \$101,500 |
| 28 | | |
| <i>Direct Student Costs</i> | | |
| 29 | | |
| 30 | Textbooks | \$0 |
| 31 | Student Supplies and Materials | \$0 |
| 32 | Library and Media Center Materials | \$0 |
| 33 | Computers and Materials | \$0 |
| 34 | Other Instructional Equipment | \$0 |
| 35 | Classroom Furnishings and Supplies | \$0 |
| 36 | Student Assessment Materials | \$0 |
| 37 | Contracted Student Services | \$0 |
| 38 | Miscellaneous Student Costs | \$0 |
| 39 | | |
| 40 | Subtotal: Direct Student Costs | \$0 |
| 41 | | |
| <i>Occupancy Expenses</i> | | |
| 42 | | |
| 43 | Rent | \$8,400 |
| 44 | Mortgage Principal Payments | \$0 |
| 45 | Mortgage Interest Payments | \$0 |
| 46 | Building Maintenance and Repairs | \$35,000 |
| 47 | Renovation/Leasehold Improvements | \$16,525 |
| 48 | Utilities | \$0 |
| 49 | Janitorial Supplies | \$0 |
| 50 | Equipment Rental and Maintenance | \$0 |
| 51 | Contracted Building Services | \$0 |
| 52 | | |
| 53 | Subtotal: Occupancy Expenses | \$59,925 |
| 54 | | |
| <i>Office Expenses</i> | | |
| 55 | | |
| 56 | Office Supplies and Materials | \$1,500 |
| 57 | Office Furnishings and Equipment | \$6,400 |
| 58 | Office Equipment Rental and Maintenance | \$5,000 |
| 59 | Telephone/Telecommunications | \$2,640 |
| 60 | Legal, Accounting and Payroll Services | \$11,500 |
| 61 | Printing and Copying | \$0 |
| 62 | Postage and Shipping | \$1,500 |
| 63 | Other | \$1,500 |
| 64 | | |
| 65 | Subtotal: Office Expenses | \$30,040 |
| 66 | | |
| <i>General Expenses</i> | | |
| 67 | | |
| 68 | Insurance | \$2,500 |
| 69 | Interest Expense | \$0 |
| 70 | Transportation | \$0 |
| 71 | Food Service | \$0 |
| 72 | Administration Fee (to PCSB) | \$0 |
| 73 | EMO Management Fee | \$0 |
| 74 | Other General Expense | \$10,000 |
| 75 | | |
| 76 | Subtotal: General Expenses | \$12,500 |
| 77 | | |
| 78 | TOTAL EXPENSES | \$203,965 |
| 79 | | |
| 80 | EXCESS (OR DEFICIENCY) | \$1,035 |

Pre-Opening Monthly Cash Flow Projection FY 2013 - 2014

| | Jul | Aug | Sept | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | June | TOTAL |
|--|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|-----------|
| CASH RECEIPTS | | | | | | | | | | | | | |
| 01. Per Pupil Charter Payments | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 02. Per Pupil Facilities Allowance | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 03. Federal Entitlements | \$0 | \$29,128 | \$29,128 | \$11,628 | \$26,628 | \$19,553 | \$13,795 | \$11,628 | \$11,628 | \$13,795 | \$11,628 | \$11,628 | \$190,170 |
| 04. Other Government Funding/Grants | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 05. Private Grants and Donations | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 06. Activity Fees | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 07. Other Income | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| TOTAL RECEIPTS | \$0 | \$29,128 | \$29,128 | \$11,628 | \$26,628 | \$19,553 | \$13,795 | \$11,628 | \$11,628 | \$13,795 | \$11,628 | \$11,628 | \$190,170 |
| TOTAL CASH AVAILABLE | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| EXPENSES | | | | | | | | | | | | | |
| <i>Personnel Salaries and Benefits</i> | | | | | | | | | | | | | |
| 08. Principal/Executive Salary | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 09. Teachers Salaries | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 10. Teacher Aides/Assistance Salaries | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 11. Other Education Professionals Salaries | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 12. Business/Operations Salaries | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 13. Clerical Salaries | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 14. Custodial Salaries | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 15. Other Staff Salaries | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 16. Employee Benefits | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 17. Contracted Staff | \$7,917 | \$7,917 | \$7,917 | \$7,917 | \$7,917 | \$7,917 | \$7,917 | \$7,917 | \$7,917 | \$7,917 | \$7,917 | \$7,917 | \$95,000 |
| 18. Staff Development Costs | \$0 | \$0 | \$0 | \$0 | \$0 | \$2,167 | \$0 | \$0 | \$2,167 | \$0 | \$0 | \$2,167 | \$6,500 |
| SUBTOTAL: PERSONNEL SALARIES AND BENEFITS | \$7,917 | \$7,917 | \$7,917 | \$7,917 | \$7,917 | \$10,083 | \$7,917 | \$7,917 | \$10,083 | \$7,917 | \$7,917 | \$10,083 | \$101,500 |
| <i>Direct Student Expenses</i> | | | | | | | | | | | | | |
| 19. Textbooks | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 20. Student Supplies and Materials | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 21. Library and Media Center Materials | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 22. Computers and Materials | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 23. Other Instructional Equipment | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 24. Classroom Furnishings and Supplies | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 25. Student Assessment Materials | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 26. Contracted Student Services | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 27. Miscellaneous Student Costs | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| SUBTOTAL: DIRECT STUDENT EXPENSES | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| <i>Occupancy Expenses</i> | | | | | | | | | | | | | |
| 28. Rent | \$700 | \$700 | \$700 | \$700 | \$700 | \$700 | \$700 | \$700 | \$700 | \$700 | \$700 | \$700 | \$8,400 |
| 29. Mortgage Principal Payments | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 30. Mortgage Interest Payments | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 31. Building Maintenance and Repairs | \$17,500 | \$17,500 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$35,000 |
| 32. Renovation/Leasehold Improvements | \$0 | \$0 | \$0 | \$15,000 | \$1,525 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$16,525 |
| 33. Utilities | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 34. Janitorial Supplies | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 35. Equipment Rental and Maintenance | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 36. Contracted Building Services | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| SUBTOTAL: OCCUPANCY EXPENSES | \$18,200 | \$18,200 | \$700 | \$15,700 | \$2,225 | \$700 | \$700 | \$700 | \$700 | \$700 | \$700 | \$700 | \$59,925 |
| <i>Office Expenses</i> | | | | | | | | | | | | | |
| 37. Office Supplies and Materials | \$125 | \$125 | \$125 | \$125 | \$125 | \$125 | \$125 | \$125 | \$125 | \$125 | \$125 | \$125 | \$1,500 |
| 38. Office Furnishings and Equipment | \$0 | \$0 | \$0 | \$0 | \$6,400 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$6,400 |
| 39. Office Equipment Rental and Maintenance | \$417 | \$417 | \$417 | \$417 | \$417 | \$417 | \$417 | \$417 | \$417 | \$417 | \$417 | \$417 | \$5,000 |
| 40. Telephone/Telecommunications | \$220 | \$220 | \$220 | \$220 | \$220 | \$220 | \$220 | \$220 | \$220 | \$220 | \$220 | \$220 | \$2,640 |
| 41. Legal, Accounting and Payroll Services | \$958 | \$958 | \$958 | \$958 | \$958 | \$958 | \$958 | \$958 | \$958 | \$958 | \$958 | \$958 | \$11,500 |
| 42. Printing and Copying | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 43. Postage and Shipping | \$125 | \$125 | \$125 | \$125 | \$125 | \$125 | \$125 | \$125 | \$125 | \$125 | \$125 | \$125 | \$1,500 |
| 44. Other | \$125 | \$125 | \$125 | \$125 | \$125 | \$125 | \$125 | \$125 | \$125 | \$125 | \$125 | \$125 | \$1,500 |
| SUBTOTAL: OFFICE EXPENSES | \$1,970 | \$1,970 | \$1,970 | \$1,970 | \$8,370 | \$1,970 | \$1,970 | \$1,970 | \$1,970 | \$1,970 | \$1,970 | \$1,970 | \$30,040 |
| <i>General Expenses</i> | | | | | | | | | | | | | |
| 45. Insurance | \$208 | \$208 | \$208 | \$208 | \$208 | \$208 | \$208 | \$208 | \$208 | \$208 | \$208 | \$208 | \$2,500 |
| 46. Interest Expense | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 47. Transportation | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 48. Food Service | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 49. Administration Fee (to PCSB) | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 50. EMO Management Fee | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 51. Other General Expense | \$833 | \$833 | \$833 | \$833 | \$833 | \$833 | \$833 | \$833 | \$833 | \$833 | \$833 | \$833 | \$10,000 |
| 52. Unforeseen Expenses | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| SUBTOTAL: GENERAL EXPENSES | \$1,042 | \$1,042 | \$1,042 | \$1,042 | \$1,042 | \$1,042 | \$1,042 | \$1,042 | \$1,042 | \$1,042 | \$1,042 | \$1,042 | \$12,500 |
| TOTAL EXPENSES | \$29,128 | \$29,128 | \$11,628 | \$26,628 | \$19,553 | \$13,795 | \$11,628 | \$11,628 | \$13,795 | \$11,628 | \$11,628 | \$13,795 | \$209,965 |
| FUND BALANCE (End of Month) | (\$29,128) | (\$29,128) | (\$11,628) | (\$26,628) | (\$19,553) | (\$13,795) | (\$11,628) | (\$11,628) | (\$13,795) | (\$11,628) | (\$11,628) | (\$13,795) | |

| DESCRIPTION | BUDGETED AMOUNTS FOR YEAR 1 | | | |
|--|---|---|--|---|
| | Column A 501(c)3 School Applicant | Column B Education Management Organization | Column C Total Revenue by Funding Source | Column D Expenditures as a Percent of Total Public Funding |
| REVENUES | | | | |
| 1 Per Pupil Charter Payments | \$1,397,185 | | \$1,397,185 | |
| 2 Per Pupil Facilities Allowance | \$308,000 | | \$308,000 | |
| 3 Federal Entitlements | \$0 | | | |
| 4 Other Government Funding/Grants | \$0 | | | |
| 5 Total Public Funding | \$1,705,185 | | \$1,705,185 | |
| 6 Private Grants and Donations | \$0 | | | |
| 7 Activity Fees | \$0 | | | |
| 8 Loans | \$0 | | | |
| 9 Other Income (please describe in footnote) | \$0 | | | |
| 10 Total Non-Public Funding | \$0 | | | |
| 11 EMO Management Fee (= line 73, col. G) | | | | |
| 12 | | | | |
| 13 | | | | |
| 14 TOTAL REVENUES | \$1,705,185 | | \$1,705,185 | |
| EXPENSES | | | | |
| <i>Personnel Salaries and Benefits</i> | | | | |
| 15 Principal/Executive Salary | \$185,000 | | \$185,000 | 10.8% |
| 16 Teachers Salaries | \$316,000 | | \$316,000 | 18.5% |
| 17 Teacher Aides/Assistance Salaries | \$0 | | | |
| 18 Other Education Professionals Salaries | \$217,000 | | \$217,000 | 12.7% |
| 19 Business/Operations Salaries | \$50,000 | | \$50,000 | 2.9% |
| 20 Clerical Salaries | \$0 | | | |
| 21 Custodial Salaries | \$25,000 | | \$25,000 | 1.5% |
| 22 Other Staff Salaries | \$115,000 | | \$115,000 | 6.7% |
| 23 Employee Benefits | \$158,646 | | \$158,646 | 9.3% |
| 24 Contracted Staff | \$36,500 | | \$36,500 | |
| 25 Staff Development Costs | \$16,500 | | \$16,500 | 1.0% |
| 26 | | | | |
| 27 Subtotal: Personnel Costs | \$1,119,646 | | \$1,119,646 | 65.7% |
| 28 | | | | |
| <i>Direct Student Costs</i> | | | | |
| 29 | | | | |
| 30 Textbooks | \$6,050 | | \$6,050 | 0.4% |
| 31 Student Supplies and Materials | | | | |
| 32 Library and Media Center Materials | | | | |
| 33 Computers and Materials | \$40,650 | | \$40,650 | 2.4% |
| 34 Other Instructional Equipment | | | | |
| 35 Classroom Furnishings and Supplies | \$39,000 | | \$39,000 | 2.3% |
| 36 Student Assessment Materials | \$6,050 | | \$6,050 | |
| 37 Contracted Student Services | \$36,667 | | \$36,667 | |
| 38 Miscellaneous Student Costs | \$15,980 | | \$15,980 | 0.9% |
| 39 | | | | |
| 40 Subtotal: Direct Student Costs | \$144,397 | | \$144,397 | 8.5% |
| 41 | | | | |
| <i>Occupancy Expenses</i> | | | | |
| 42 | | | | |
| 43 Rent | \$148,800 | | \$148,800 | 8.7% |
| 44 Mortgage Principal Payments | | | | |
| 45 Mortgage Interest Payments | | | | |
| 46 Building Maintenance and Repairs | | | | |
| 47 Renovation/Leasehold Improvements | \$7,440 | | \$7,440 | 0.4% |
| 48 Utilities | | | | |
| 49 Janitorial Supplies | | | | |
| 50 Equipment Rental and Maintenance | | | | |
| 51 Contracted Building Services | \$28,800 | | \$28,800 | 1.7% |
| 52 | | | | |
| 53 Subtotal: Occupancy Expenses | \$185,040 | | \$185,040 | 10.9% |
| 54 | | | | |
| <i>Office Expenses</i> | | | | |
| 55 | | | | |
| 56 Office Supplies and Materials | \$9,350 | | \$9,350 | 0.5% |
| 57 Office Furnishings and Equipment | \$25,142 | | \$25,142 | 1.5% |
| 58 Office Equipment Rental and Maintenance | \$25,200 | | \$25,200 | 1.5% |
| 59 Telephone/Telecommunications | \$10,620 | | \$10,620 | 0.6% |
| 60 Legal, Accounting and Payroll Services | \$36,760 | | \$36,760 | 2.2% |
| 61 Printing and Copying | \$2,750 | | \$2,750 | 0.2% |
| 62 Postage and Shipping | \$2,200 | | \$2,200 | 0.1% |
| 63 Other | \$2,200 | | \$2,200 | 0.1% |
| 64 | | | | |
| 65 Subtotal: Office Expenses | \$114,222 | | \$114,222 | 6.7% |
| 66 | | | | |
| <i>General Expenses</i> | | | | |
| 67 | | | | |
| 68 Insurance | \$13,100 | | \$13,100 | 0.8% |
| 69 Interest Expense | | | | |
| 70 Transportation | | | | |
| 71 Food Service | \$71,240 | | \$71,240 | 4.2% |
| 72 Administration Fee (to PCSB) | \$8,526 | | \$8,526 | 0.5% |
| 73 EMO Management Fee | | | | |
| 74 Other General Expense | \$13,750 | | \$13,750 | 0.8% |
| 75 Unforeseen Expenses | \$25,049 | | | |
| 76 Subtotal: General Expenses | \$131,665 | | \$131,665 | 7.7% |
| 77 | | | | |
| 78 TOTAL EXPENSES | \$1,694,970 | | \$1,694,970 | 99.4% |
| 79 | | | | |
| EXCESS (OR DEFICIENCY) | | | | |
| 80 | | | | |
| 81 Excess (or deficit) retained by school | \$10,216 | | \$10,216 | 0.6% |
| 82 Excess (or deficit) retained by EMO | | | | |
| ASSUMPTIONS | | | | |
| Student Enrollment | 110 | | | |
| Facility Size (square footage) | 9,600 | | | |
| Average Teacher Salary | \$52,667 | | | |
| Student/Teacher Ratio | 18:1 | | | |
| Other Major Assumptions | | | | |

NOTES:

Monthly Cash Flow Projection FY 2014 - 2015

| | Jul | Aug | Sept | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | June | TOTAL |
|--|-----------|-----------|------------|------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-------------|
| CASH ON HAND (Start of Month) | \$0 | \$243,712 | \$52,647 | (\$78,633) | \$361,858 | \$230,579 | \$99,300 | \$317,316 | \$186,037 | \$54,758 | \$272,774 | \$141,495 | \$1,881,843 |
| CASH RECEIPTS | | | | | | | | | | | | | |
| 01. Per Pupil Charter Payments | \$349,296 | \$0 | \$0 | \$349,296 | \$0 | \$0 | \$349,296 | \$0 | \$0 | \$349,296 | \$0 | \$0 | \$1,397,185 |
| 02. Per Pupil Facilities Allowance | \$77,000 | \$0 | \$0 | \$231,000 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$308,000 |
| 03. Federal Entitlements | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 04. Other Government Funding/Grants | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 05. Private Grants and Donations | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 06. Activity Fees | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 07. Other Income | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| TOTAL RECEIPTS | \$426,296 | \$0 | \$0 | \$580,296 | \$0 | \$0 | \$349,296 | \$0 | \$0 | \$349,296 | \$0 | \$0 | \$1,705,185 |
| TOTAL CASH AVAILABLE | \$426,296 | \$243,712 | \$52,647 | \$501,664 | \$361,858 | \$230,579 | \$448,596 | \$317,316 | \$186,037 | \$404,054 | \$272,774 | \$141,495 | |
| EXPENSES | | | | | | | | | | | | | |
| <i>Personnel Salaries and Benefits</i> | | | | | | | | | | | | | |
| 08. Principal/Executive Salary | \$15,417 | \$15,417 | \$15,417 | \$15,417 | \$15,417 | \$15,417 | \$15,417 | \$15,417 | \$15,417 | \$15,417 | \$15,417 | \$15,417 | \$185,000 |
| 09. Teachers Salaries | \$26,333 | \$26,333 | \$26,333 | \$26,333 | \$26,333 | \$26,333 | \$26,333 | \$26,333 | \$26,333 | \$26,333 | \$26,333 | \$26,333 | \$316,000 |
| 10. Teacher Aides/Assistance Salaries | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 11. Other Education Professionals Salaries | \$18,083 | \$18,083 | \$18,083 | \$18,083 | \$18,083 | \$18,083 | \$18,083 | \$18,083 | \$18,083 | \$18,083 | \$18,083 | \$18,083 | \$217,000 |
| 12. Business/Operations Salaries | \$4,167 | \$4,167 | \$4,167 | \$4,167 | \$4,167 | \$4,167 | \$4,167 | \$4,167 | \$4,167 | \$4,167 | \$4,167 | \$4,167 | \$50,000 |
| 13. Clerical Salaries | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 14. Custodial Salaries | \$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 |
| 15. Other Staff Salaries | \$9,583 | \$9,583 | \$9,583 | \$9,583 | \$9,583 | \$9,583 | \$9,583 | \$9,583 | \$9,583 | \$9,583 | \$9,583 | \$9,583 | \$115,000 |
| 16. Employee Benefits | \$13,221 | \$13,221 | \$13,221 | \$13,221 | \$13,221 | \$13,221 | \$13,221 | \$13,221 | \$13,221 | \$13,221 | \$13,221 | \$13,221 | \$158,646 |
| 17. Contracted Staff | \$3,042 | \$3,042 | \$3,042 | \$3,042 | \$3,042 | \$3,042 | \$3,042 | \$3,042 | \$3,042 | \$3,042 | \$3,042 | \$3,042 | \$36,500 |
| 18. Staff Development Costs | \$8,250 | \$750 | \$750 | \$750 | \$750 | \$750 | \$750 | \$750 | \$750 | \$750 | \$750 | \$750 | \$16,500 |
| SUBTOTAL: PERSONNEL SALARIES AND BENEFITS | \$100,179 | \$92,679 | \$92,679 | \$92,679 | \$92,679 | \$92,679 | \$92,679 | \$92,679 | \$92,679 | \$92,679 | \$92,679 | \$92,679 | \$1,119,646 |
| <i>Direct Student Expenses</i> | | | | | | | | | | | | | |
| 19. Textbooks | \$3,025 | \$3,025 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$6,050 |
| 20. Student Supplies and Materials | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 21. Library and Media Center Materials | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 22. Computers and Materials | \$20,325 | \$20,325 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$40,650 |
| 23. Other Instructional Equipment | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 24. Classroom Furnishings and Supplies | \$19,500 | \$19,500 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$39,000 |
| 25. Student Assessment Materials | \$0 | \$0 | \$605 | \$605 | \$605 | \$605 | \$605 | \$605 | \$605 | \$605 | \$605 | \$605 | \$6,050 |
| 26. Contracted Student Services | \$0 | \$0 | \$3,667 | \$3,667 | \$3,667 | \$3,667 | \$3,667 | \$3,667 | \$3,667 | \$3,667 | \$3,667 | \$3,667 | \$36,667 |
| 27. Miscellaneous Student Costs | \$0 | \$15,980 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$15,980 |
| SUBTOTAL: DIRECT STUDENT EXPENSES | \$42,850 | \$58,830 | \$4,272 | \$4,272 | \$4,272 | \$4,272 | \$4,272 | \$4,272 | \$4,272 | \$4,272 | \$4,272 | \$4,272 | \$144,387 |
| <i>Occupancy Expenses</i> | | | | | | | | | | | | | |
| 28. Rent | \$12,400 | \$12,400 | \$12,400 | \$12,400 | \$12,400 | \$12,400 | \$12,400 | \$12,400 | \$12,400 | \$12,400 | \$12,400 | \$12,400 | \$148,800 |
| 29. Mortgage Principal Payments | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 30. Mortgage Interest Payments | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 31. Building Maintenance and Repairs | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 32. Renovation/Leasehold Improvements | \$620 | \$620 | \$620 | \$620 | \$620 | \$620 | \$620 | \$620 | \$620 | \$620 | \$620 | \$620 | \$7,440 |
| 33. Utilities | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 34. Janitorial Supplies | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 35. Equipment Rental and Maintenance | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 36. Contracted Building Services | \$2,400 | \$2,400 | \$2,400 | \$2,400 | \$2,400 | \$2,400 | \$2,400 | \$2,400 | \$2,400 | \$2,400 | \$2,400 | \$2,400 | \$28,800 |
| SUBTOTAL: OCCUPANCY EXPENSES | \$15,420 | \$15,420 | \$15,420 | \$15,420 | \$15,420 | \$15,420 | \$15,420 | \$15,420 | \$15,420 | \$15,420 | \$15,420 | \$15,420 | \$185,040 |
| <i>Office Expenses</i> | | | | | | | | | | | | | |
| 37. Office Supplies and Materials | \$779 | \$779 | \$779 | \$779 | \$779 | \$779 | \$779 | \$779 | \$779 | \$779 | \$779 | \$779 | \$9,350 |
| 38. Office Furnishings and Equipment | \$12,571 | \$12,571 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$25,142 |
| 39. Office Equipment Rental and Maintenance | \$2,100 | \$2,100 | \$2,100 | \$2,100 | \$2,100 | \$2,100 | \$2,100 | \$2,100 | \$2,100 | \$2,100 | \$2,100 | \$2,100 | \$25,200 |
| 40. Telephone/Telecommunications | \$885 | \$885 | \$885 | \$885 | \$885 | \$885 | \$885 | \$885 | \$885 | \$885 | \$885 | \$885 | \$10,620 |
| 41. Legal, Accounting and Payroll Services | \$3,063 | \$3,063 | \$3,063 | \$3,063 | \$3,063 | \$3,063 | \$3,063 | \$3,063 | \$3,063 | \$3,063 | \$3,063 | \$3,063 | \$36,760 |
| 42. Printing and Copying | \$229 | \$229 | \$229 | \$229 | \$229 | \$229 | \$229 | \$229 | \$229 | \$229 | \$229 | \$229 | \$2,750 |
| 43. Postage and Shipping | \$183 | \$183 | \$183 | \$183 | \$183 | \$183 | \$183 | \$183 | \$183 | \$183 | \$183 | \$183 | \$2,200 |
| 44. Other | \$0 | \$0 | \$220 | \$220 | \$220 | \$220 | \$220 | \$220 | \$220 | \$220 | \$220 | \$220 | \$2,200 |
| SUBTOTAL: OFFICE EXPENSES | \$19,811 | \$19,811 | \$7,460 | \$7,460 | \$7,460 | \$7,460 | \$7,460 | \$7,460 | \$7,460 | \$7,460 | \$7,460 | \$7,460 | \$114,222 |
| <i>General Expenses</i> | | | | | | | | | | | | | |
| 45. Insurance | \$1,092 | \$1,092 | \$1,092 | \$1,092 | \$1,092 | \$1,092 | \$1,092 | \$1,092 | \$1,092 | \$1,092 | \$1,092 | \$1,092 | \$13,100 |
| 46. Interest Expense | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 47. Transportation | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 48. Food Service | \$0 | \$0 | \$7,124 | \$7,124 | \$7,124 | \$7,124 | \$7,124 | \$7,124 | \$7,124 | \$7,124 | \$7,124 | \$7,124 | \$71,240 |
| 49. Administration Fee (to PCSB) | \$0 | \$0 | \$0 | \$8,526 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$8,526 |
| 50. EMO Management Fee | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 51. Other General Expense | \$1,146 | \$1,146 | \$1,146 | \$1,146 | \$1,146 | \$1,146 | \$1,146 | \$1,146 | \$1,146 | \$1,146 | \$1,146 | \$1,146 | \$13,750 |
| 52. Unforeseen Expenses | \$2,087 | \$2,087 | \$2,087 | \$2,087 | \$2,087 | \$2,087 | \$2,087 | \$2,087 | \$2,087 | \$2,087 | \$2,087 | \$2,087 | \$25,049 |
| SUBTOTAL: GENERAL EXPENSES | \$4,325 | \$4,325 | \$11,449 | \$19,975 | \$11,449 | \$11,449 | \$11,449 | \$11,449 | \$11,449 | \$11,449 | \$11,449 | \$11,449 | \$131,665 |
| TOTAL EXPENSES | \$182,585 | \$191,065 | \$181,279 | \$189,805 | \$181,279 | \$181,279 | \$181,279 | \$181,279 | \$181,279 | \$181,279 | \$181,279 | \$181,279 | \$1,694,970 |
| FUND BALANCE (End of Month) | \$243,712 | \$52,647 | (\$78,633) | \$361,858 | \$230,579 | \$99,300 | \$317,316 | \$186,037 | \$54,758 | \$272,774 | \$141,495 | \$10,216 | |

| DESCRIPTION | BUDGETED AMOUNTS FOR YEAR 2 | | | |
|--|---|---|---|---|
| | Column A 501(c)3 School Applicant | Column B Education Management Organization | Column C Total Revenues by Funding Source | Column D Expenditures as a Percent of Total Public Funding |
| REVENUES | | | | |
| 1 Per Pupil Charter Payments | \$2,545,723 | | \$2,545,723 | |
| 2 Per Pupil Facilities Allowance | \$518,000 | | \$518,000 | |
| 3 Federal Entitlements | \$0 | | | |
| 4 Other Government Funding/Grants | \$0 | | | |
| 5 Total Public Funding | \$3,063,723 | | \$3,063,723 | |
| 6 Private Grants and Donations | \$0 | | | |
| 7 Activity Fees | \$0 | | | |
| 8 Loans | \$0 | | | |
| 9 Other Income (please describe in footnote) | \$0 | | | |
| 10 Total Non-Public Funding | \$0 | | | |
| 11 EMO Management Fee (= line 73, col. G) | | | | |
| 12 | | | | |
| 13 | | | | |
| 14 TOTAL REVENUES | \$3,063,723 | | \$3,063,723 | |
| EXPENSES | | | | |
| <i>Personnel Salaries and Benefits</i> | | | | |
| 15 Principal/Executive Salary | \$210,700 | | \$210,700 | 6.9% |
| 16 Teachers Salaries | \$595,350 | | \$595,350 | 19.4% |
| 17 Teacher Aides/Assistance Salaries | | | | |
| 18 Other Education Professionals Salaries | \$284,550 | | \$284,550 | 9.3% |
| 19 Business/Operations Salaries | \$132,000 | | \$132,000 | 4.3% |
| 20 Clerical Salaries | \$26,000 | | \$26,000 | |
| 21 Custodial Salaries | \$26,250 | | \$26,250 | 0.9% |
| 22 Other Staff Salaries | \$133,400 | | \$133,400 | 4.4% |
| 23 Employee Benefits | \$288,384 | | \$288,384 | 9.4% |
| 24 Contracted Staff | \$37,595 | | \$37,595 | |
| 25 Staff Development Costs | \$25,500 | | \$25,500 | 0.8% |
| 26 | | | | |
| 27 Subtotal: Personnel Costs | \$1,759,729 | | \$1,759,729 | 57.4% |
| 28 | | | | |
| <i>Direct Student Costs</i> | | | | |
| 29 | | | | |
| 30 Textbooks | \$10,429 | | \$10,429 | 0.3% |
| 31 Student Supplies and Materials | \$0 | | | |
| 32 Library and Media Center Materials | \$0 | | | |
| 33 Computers and Materials | \$80,800 | | \$80,800 | 2.6% |
| 34 Other Instructional Equipment | \$0 | | | |
| 35 Classroom Furnishings and Supplies | \$33,313 | | \$33,313 | 1.1% |
| 36 Student Assessment Materials | \$10,175 | | \$10,175 | |
| 37 Contracted Student Services | \$92,500 | | \$92,500 | |
| 38 Miscellaneous Student Costs | \$20,325 | | \$20,325 | 0.7% |
| 39 | | | | |
| 40 Subtotal: Direct Student Costs | \$247,542 | | \$247,542 | 8.1% |
| 41 | | | | |
| <i>Occupancy Expenses</i> | | | | |
| 42 | | | | |
| 43 Rent | \$345,600 | | \$345,600 | 11.3% |
| 44 Mortgage Principal Payments | | | | |
| 45 Mortgage Interest Payments | | | | |
| 46 Building Maintenance and Repairs | | | | |
| 47 Renovation/Leasehold Improvements | \$17,280 | | \$17,280 | 0.6% |
| 48 Utilities | | | | |
| 49 Janitorial Supplies | | | | |
| 50 Equipment Rental and Maintenance | | | | |
| 51 Contracted Building Services | \$57,600 | | \$57,600 | 1.9% |
| 52 | | | | |
| 53 Subtotal: Occupancy Expenses | \$420,480 | | \$420,480 | 13.7% |
| 54 | | | | |
| <i>Office Expenses</i> | | | | |
| 55 | | | | |
| 56 Office Supplies and Materials | \$15,725 | | \$15,725 | 0.5% |
| 57 Office Furnishings and Equipment | \$9,912 | | \$9,912 | 0.3% |
| 58 Office Equipment Rental and Maintenance | \$50,400 | | \$50,400 | 1.6% |
| 59 Telephone/Telecommunications | \$10,620 | | \$10,620 | 0.3% |
| 60 Legal, Accounting and Payroll Services | \$48,510 | | \$48,510 | 1.6% |
| 61 Printing and Copying | \$8,325 | | \$8,325 | 0.3% |
| 62 Postage and Shipping | \$5,550 | | \$5,550 | 0.2% |
| 63 Other | \$7,400 | | \$7,400 | 0.2% |
| 64 | | | | |
| 65 Subtotal: Office Expenses | \$156,442 | | \$156,442 | 5.1% |
| 66 | | | | |
| <i>General Expenses</i> | | | | |
| 67 | | | | |
| 68 Insurance | \$21,350 | | \$21,350 | 0.7% |
| 69 Interest Expense | | | | |
| 70 Transportation | \$35,890 | | \$35,890 | 1.2% |
| 71 Food Service | \$146,296 | | \$146,296 | 4.8% |
| 72 Administration Fee (to PCSB) | \$15,319 | | \$15,319 | 0.5% |
| 73 EMO Management Fee | | | | |
| 74 Other General Expenses | \$23,125 | | \$23,125 | 0.8% |
| 75 Unforeseen Expenses | \$42,393 | | | |
| 76 Subtotal: General Expenses | \$284,372 | | \$284,372 | 9.3% |
| 77 | | | | |
| 78 TOTAL EXPENSES | \$2,868,564 | | \$2,868,564 | 93.6% |
| 79 | | | | |
| EXCESS (OR DEFICIENCY) | | | | |
| 80 | | | | |
| 81 Excess (or deficit) retained by school | \$195,159 | | \$195,159 | 6.4% |
| 82 Excess (or deficit) retained by EMO | | | | |
| ASSUMPTIONS | | | | |
| Student Enrollment | 185 | | | |
| Facility Size (square footage) | 19,200 | | | |
| Average Teacher Salary | \$54,123 | | | |
| Student/Teacher Ratio | 18:1 | | | |
| Other Major Assumptions | | | | |

NOTES:

**DETAILED CAPITAL BUDGET
FOR YEARS 1 & 2**

| | Year 1 | Year 2 | Comments |
|---|------------------|-----------------|---|
| Computers and Materials | | | |
| Computers/Computer Lab | \$9,375 | \$25,625 | \$625 per computer (15 in Year 1, 40 in Year 2) |
| Teacher and Staff Computers/Laptops | \$17,150 | \$8,969 | \$950 per teacher laptop (6 in Year 1, 5 in Year 2) \$950 per staff computer (11 in Year 1, 10 in Year 2) |
| SMART Boards | \$15,000 | \$9,000 | \$3,000 per SMART Board (5 in Year 1, 3 in Year 2) |
| Total Computers and Materials | \$41,525 | \$43,594 | |
| Classroom Furnishings and Supplies | \$39,000 | \$33,313 | \$6,500 per new classroom (6 in Year 1, 5 in Year 2) |
| Office Furnishings and Equipment | | | |
| Office Furnishings | \$12,792 | \$5,043 | \$984 per new staff member (13 FTE in Year 1, 5 FTE in Year 2) |
| Copiers | \$0 | \$0 | |
| Total Office Furnishings and Equipment | \$12,792 | \$5,043 | |
| Tenant Improvements | \$7,440 | \$17,280 | 5% set aside for contingency improvements not covered in lease agreement |
| Total Capital Budget | \$100,757 | \$99,229 | |

Note: Line items assume 2.5% inflation from Year 1 to Year 2 except for Smart Boards, Copiers and Tenant Improvements

District of Columbia Public Charter Schools (DCPS)

Per Pupil Funding Analysis (D.C. Act 12-494)

FY 2014 BUDGET

Foundation level per pupil (2% annual increase)

\$9,124

Non-Residential Facilities Allotment:

\$2,800

Residential Facilities Allotment:

\$8,395

| Grade Level | Weighting | FY 2014 Total Proposed Enrollment | Per Pupil Allocation | Total Dollars |
|---|-----------|--|-------------------------|--------------------|
| Pre-School | 1.34 | | \$12,226 | \$0 |
| Pre-Kindergarten | 1.30 | | \$11,861 | \$0 |
| Kindergarten | 1.30 | | \$11,861 | \$0 |
| Grades 1-3 | 1.00 | | \$9,124 | \$0 |
| Grades 4-5 | 1.00 | | \$9,124 | \$0 |
| Ungraded ES | 1.00 | | \$9,124 | \$0 |
| Grades 6 -8 | 1.03 | | \$9,398 | \$0 |
| Ungraded MS/ JHS | 1.03 | | \$9,398 | \$0 |
| Grades 9 -12 | 1.16 | 110 | \$10,584 | \$1,164,210 |
| Ungraded HS | 1.16 | | \$10,584 | \$0 |
| Alternative | 1.17 | | \$10,675 | \$0 |
| Special Ed Schools | 1.17 | | \$10,675 | \$0 |
| Adult | 0.75 | | \$6,843 | \$0 |
| Subtotal General Education | | 110 | | \$1,164,210 |
| Special Education | | | | |
| Level 1 | 0.58 | 7 | \$5,292 | \$38,807 |
| Level 2 | 0.81 | 4 | \$7,390 | \$27,098 |
| Level 3 | 1.58 | 4 | \$14,416 | \$52,858 |
| Level 4 | 3.10 | 0 | \$28,284 | \$0 |
| Special Education Capacity | 0.40 | 15 | \$3,650 | \$53,527 |
| Subtotal for Special Ed | | 15 | | \$172,290 |
| Special Education Compliance | | | | |
| Blackman Jones Compliance | 0.07 | 15 | \$639 | \$9,367 |
| Attorney's Fees Supplement | 0.09 | 15 | \$821 | \$12,044 |
| Subtotal Special Ed Compliance | | | | \$21,411 |
| English as a Second Language | | | | |
| LEP/NEP | 0.45 | 5 | \$4,106 | \$21,076 |
| Special Education-Residential | | | | |
| Level 1 Residential | 0.37 | | \$3,412 | \$0 |
| Level 2 Residential | 1.36 | | \$12,409 | \$0 |
| Level 3 Residential | 2.94 | | \$26,833 | \$0 |
| Level 4 Residential | 2.92 | | \$26,678 | \$0 |
| Subtotal for Special Ed Residential | | 0 | | \$0 |
| English as a Second Language Residential | | | | |
| LEP/NEP Residential | 0.68 | 3 | \$6,204 | \$18,199 |
| Residential | | | | |
| Residential | 1.70 | | \$15,511 | \$0 |
| Summer School | | | | |
| Summer School | 0.17 | | \$1,551 | \$0 |
| Special Education - ESY | | | | |
| Level 1 | 0.06 | | \$580 | \$0 |
| Level 2 | 0.23 | | \$2,109 | \$0 |
| Level 3 | 0.50 | | \$4,561 | \$0 |
| Level 4 | 0.50 | | \$4,535 | \$0 |
| Subtotal for Special Ed Residential | | 0 | | \$0 |
| Total FY 2014 Instructional Dollars | | | | \$1,397,185 |
| Facilities Allowance | | | | |
| Non-Residential Facilities Allotment | | 110 | \$2,800 | \$308,000 |
| Residential Facilities Allotment | | | \$8,395 | \$0 |
| Total FY 2014 Facilities Allowance | | | | \$308,000 |
| Total FY 2014 Budget | | | | \$1,705,185 |

District of Columbia Public Charter Schools (DCO)

Per Pupil Funding Analysis (D.C. Act 12-494)

FY 2015 BUDGET

Foundation level per pupil
 Non-Residential Facilities Allotment:
 Residential Facilities Allotment:

| |
|---------|
| \$9,124 |
| \$2,800 |
| \$8,395 |

| Grade Level | Weighting | FY 2015 Total Proposed Enrollment | Per Pupil Allocation | Total Dollars |
|---|-----------|--|-------------------------|--------------------|
| Pre-School | 1.34 | | \$12,226 | \$0 |
| Pre-Kindergarten | 1.30 | | \$11,861 | \$0 |
| Kindergarten | 1.30 | | \$11,861 | \$0 |
| Grades 1-3 | 1.00 | | \$9,124 | \$0 |
| Grades 4-5 | 1.00 | | \$9,124 | \$0 |
| Ungraded ES | 1.00 | | \$9,124 | \$0 |
| Grades 6-8 | 1.03 | | \$9,398 | \$0 |
| Ungraded MS/ JHS | 1.03 | | \$9,398 | \$0 |
| Grades 9-12 | 1.16 | 185 | \$10,584 | \$1,957,989 |
| Ungraded HS | 1.16 | | \$10,584 | \$0 |
| Alternative | 1.17 | | \$10,675 | \$0 |
| Special Ed Schools | 1.17 | | \$10,675 | \$0 |
| Adult | 0.75 | | \$6,843 | \$0 |
| Subtotal General Education | | 185 | | \$1,957,989 |
| Special Education | | | | |
| Level 1 | 0.58 | 19 | \$5,292 | \$97,899 |
| Level 2 | 0.81 | 9 | \$7,390 | \$68,361 |
| Level 3 | 1.58 | 9 | \$14,416 | \$133,346 |
| Level 4 | 3.10 | 0 | \$28,284 | \$0 |
| Special Education Capacity | 0.40 | 37 | \$3,650 | \$135,034 |
| Subtotal for Special Ed | | 37 | | \$434,640 |
| Special Education Compliance | | | | |
| Blackman Jones Compliance | 0.07 | 37 | \$639 | \$23,631 |
| Attorney's Fees Supplement | 0.09 | 37 | \$821 | \$30,383 |
| Subtotal Special Ed Compliance | | | | \$54,013 |
| English as a Second Language | | | | |
| LEP/NEP | 0.45 | 13 | \$4,106 | \$53,170 |
| Special Education-Residential | | | | |
| Level 1 Residential | 0.37 | | \$3,412 | \$0 |
| Level 2 Residential | 1.36 | | \$12,409 | \$0 |
| Level 3 Residential | 2.94 | | \$26,833 | \$0 |
| Level 4 Residential | 2.92 | | \$26,678 | \$0 |
| Subtotal for Special Ed Residential | | 0 | | \$0 |
| English as a Second Language Residential | | | | |
| LEP/NEP Residential | 0.68 | 7 | \$6,204 | \$45,911 |
| Residential | | | | |
| Residential | 1.70 | | \$15,511 | \$0 |
| Summer School | | | | |
| Summer School | 0.17 | | \$1,551 | \$0 |
| Special Education - ESY | | | | |
| Level 1 | 0.06 | | \$580 | \$0 |
| Level 2 | 0.23 | | \$2,109 | \$0 |
| Level 3 | 0.50 | | \$4,561 | \$0 |
| Level 4 | 0.50 | | \$4,535 | \$0 |
| Subtotal for Special Ed Residential | | 0 | | \$0 |
| Total FY 2015 Instructional Dollars | | | | \$2,545,723 |
| Facilities Allowance | | | | |
| Non-Residential Facilities Allotment | | 185 | \$2,800 | \$518,000 |
| Residential Facilities Allotment | | | \$8,395 | \$0 |
| Total FY 2015 Facilities Allowance | | | | \$518,000 |
| Total FY 2015 Budget | | | | \$3,012,809 |

District of Columbia Public Charter Schools (GC0)

Per Pupil Funding Analysis (D.C. Act 12-494)

FY 2016 BUDGET

Foundation level per pupil
 Non-Residential Facilities Allotment:
 Residential Facilities Allotment:

| |
|---------|
| \$9,124 |
| \$2,800 |
| \$8,395 |

| Grade Level | Weighting | FY 2016 Total Proposed Enrollment | Per Pupil Allocation | Total Dollars |
|---|-----------|--|-------------------------|--------------------|
| Pre-School | 1.34 | | \$12,226 | \$0 |
| Pre-Kindergarten | 1.30 | | \$11,861 | \$0 |
| Kindergarten | 1.30 | | \$11,861 | \$0 |
| Grades 1-3 | 1.00 | | \$9,124 | \$0 |
| Grades 4-5 | 1.00 | | \$9,124 | \$0 |
| Ungraded ES | 1.00 | | \$9,124 | \$0 |
| Grades 6-8 | 1.03 | | \$9,398 | \$0 |
| Ungraded MS/ JHS | 1.03 | | \$9,398 | \$0 |
| Grades 9-12 | 1.16 | 220 | \$10,584 | \$2,328,419 |
| Ungraded HS | 1.16 | | \$10,584 | \$0 |
| Alternative | 1.17 | | \$10,675 | \$0 |
| Special Ed Schools | 1.17 | | \$10,675 | \$0 |
| Adult | 0.75 | | \$6,843 | \$0 |
| Subtotal General Education | | 220 | | \$2,328,419 |
| Special Education | | | | |
| Level 1 | 0.58 | 22 | \$5,292 | \$116,421 |
| Level 2 | 0.81 | 11 | \$7,390 | \$81,294 |
| Level 3 | 1.58 | 11 | \$14,416 | \$158,573 |
| Level 4 | 3.10 | | \$28,284 | \$0 |
| Special Education Capacity | 0.40 | 44 | \$3,650 | \$160,581 |
| Subtotal for Special Ed | | 44 | | \$516,869 |
| Special Education Compliance | | | | |
| Blackman Jones Compliance | 0.07 | 44 | \$639 | \$28,102 |
| Attorney's Fees Supplement | 0.09 | 44 | \$821 | \$36,131 |
| Subtotal Special Ed Compliance | | | | \$64,232 |
| English as a Second Language | | | | |
| LEP/NEP | 0.45 | 15 | \$4,106 | \$63,229 |
| Special Education-Residential | | | | |
| Level 1 Residential | 0.37 | | \$3,412 | \$0 |
| Level 2 Residential | 1.36 | | \$12,409 | \$0 |
| Level 3 Residential | 2.94 | | \$26,833 | \$0 |
| Level 4 Residential | 2.92 | | \$26,678 | \$0 |
| Subtotal for Special Ed Residential | | 0 | | \$0 |
| English as a Second Language Residential | | | | |
| LEP/NEP Residential | 0.68 | 9 | \$6,204 | \$54,597 |
| Residential | | | | |
| Residential | 1.70 | | \$15,511 | \$0 |
| Summer School | | | | |
| Summer School | 0.17 | | \$1,551 | \$0 |
| Special Education - ESY | | | | |
| Level 1 | 0.06 | | \$580 | \$0 |
| Level 2 | 0.23 | | \$2,109 | \$0 |
| Level 3 | 0.50 | | \$4,561 | \$0 |
| Level 4 | 0.50 | | \$4,535 | \$0 |
| Subtotal for Special Ed Residential | | 0 | | \$0 |
| Total FY 2016 Instructional Dollars | | | | \$3,027,347 |
| Facilities Allowance | | | | |
| Non-Residential Facilities Allotment | | 220 | \$2,800 | \$616,000 |
| Residential Facilities Allotment | | | \$8,395 | \$0 |
| Total FY 2016 Facilities Allowance | | | | \$616,000 |
| Total FY 2016 Budget | | | | \$3,643,347 |

District of Columbia Public Charter Schools (GC0)

Per Pupil Funding Analysis (D.C. Act 12-494)

FY 2017 BUDGET

Foundation level per pupil
 Non-Residential Facilities Allotment:
 Residential Facilities Allotment:

| |
|---------|
| \$9,124 |
| \$2,800 |
| \$8,395 |

| Grade Level | Weighting | FY 2017 Total Proposed Enrollment | Per Pupil Allocation | Total Dollars |
|---|-----------|--|-------------------------|--------------------|
| Pre-School | 1.34 | | \$12,226 | \$0 |
| Pre-Kindergarten | 1.30 | | \$11,861 | \$0 |
| Kindergarten | 1.30 | | \$11,861 | \$0 |
| Grades 1-3 | 1.00 | | \$9,124 | \$0 |
| Grades 4-5 | 1.00 | | \$9,124 | \$0 |
| Ungraded ES | 1.00 | | \$9,124 | \$0 |
| Grades 6 -8 | 1.03 | | \$9,398 | \$0 |
| Ungraded MS/ JHS | 1.03 | | \$9,398 | \$0 |
| Grades 9 -12 | 1.16 | 280 | \$10,584 | \$2,963,443 |
| Ungraded HS | 1.16 | | \$10,584 | \$0 |
| Alternative | 1.17 | | \$10,675 | \$0 |
| Special Ed Schools | 1.17 | | \$10,675 | \$0 |
| Adult | 0.75 | | \$6,843 | \$0 |
| Subtotal General Education | | 280 | | \$2,963,443 |
| Special Education | | | | |
| Level 1 | 0.58 | 28 | \$5,292 | \$148,172 |
| Level 2 | 0.81 | 14 | \$7,390 | \$103,465 |
| Level 3 | 1.58 | 14 | \$14,416 | \$201,821 |
| Level 4 | 3.10 | | \$28,284 | \$0 |
| Special Education Capacity | 0.40 | 56 | \$3,650 | \$204,375 |
| Subtotal for Special Ed | | 56 | | \$657,833 |
| Special Education Compliance | | | | |
| Blackman Jones Compliance | 0.07 | 56 | \$639 | \$35,766 |
| Attorney's Fees Supplement | 0.09 | 56 | \$821 | \$45,984 |
| Subtotal Special Ed Compliance | | | | \$81,750 |
| English as a Second Language | | | | |
| LEP/NEP | 0.45 | 20 | \$4,106 | \$80,473 |
| Special Education-Residential | | | | |
| Level 1 Residential | 0.37 | | \$3,412 | \$0 |
| Level 2 Residential | 1.36 | | \$12,409 | \$0 |
| Level 3 Residential | 2.94 | | \$26,833 | \$0 |
| Level 4 Residential | 2.92 | | \$26,678 | \$0 |
| Subtotal for Special Ed Residential | | 0 | | \$0 |
| English as a Second Language Residential | | | | |
| LEP/NEP Residential | 0.68 | 11 | \$6,204 | \$69,488 |
| Residential | | | | |
| Residential | 1.70 | | \$15,511 | \$0 |
| Summer School | | | | |
| Summer School | 0.17 | | \$1,551 | \$0 |
| Special Education - ESY | | | | |
| Level 1 | 0.06 | | \$580 | \$0 |
| Level 2 | 0.23 | | \$2,109 | \$0 |
| Level 3 | 0.50 | | \$4,561 | \$0 |
| Level 4 | 0.50 | | \$4,535 | \$0 |
| Subtotal for Special Ed Residential | | 0 | | \$0 |
| Total FY 2017 Instructional Dollars | | | | \$3,852,986 |
| Facilities Allowance | | | | |
| Non-Residential Facilities Allotment | | 280 | \$2,800 | \$784,000 |
| Residential Facilities Allotment | | | \$8,395 | \$0 |
| Total FY 2017 Facilities Allowance | | | | \$784,000 |
| Total FY 2017 Budget | | | | \$4,636,986 |

District of Columbia Public Charter Schools (DCO)

Per Pupil Funding Analysis (D.C. Act 12-494)

FY 2018 BUDGET

| | |
|---------------------------------------|---------|
| Foundation level per pupil | \$9,124 |
| Non-Residential Facilities Allotment: | \$2,800 |
| Residential Facilities Allotment: | \$8,395 |

| Grade Level | Weighting | FY 2018 Total Proposed Enrollment | Per Pupil Allocation | Total Dollars |
|---|-----------|--|-------------------------|--------------------|
| Pre-School | 1.34 | | \$12,226 | \$0 |
| Pre-Kindergarten | 1.30 | | \$11,861 | \$0 |
| Kindergarten | 1.30 | | \$11,861 | \$0 |
| Grades 1-3 | 1.00 | | \$9,124 | \$0 |
| Grades 4-5 | 1.00 | | \$9,124 | \$0 |
| Ungraded ES | 1.00 | | \$9,124 | \$0 |
| Grades 6 - 8 | 1.03 | | \$9,398 | \$0 |
| Ungraded MS/ JHS | 1.03 | | \$9,398 | \$0 |
| Grades 9 -12 | 1.16 | 350 | \$10,584 | \$3,704,303 |
| Ungraded HS | 1.16 | | \$10,584 | \$0 |
| Alternative | 1.17 | | \$10,675 | \$0 |
| Special Ed Schools | 1.17 | | \$10,675 | \$0 |
| Adult | 0.75 | | \$6,843 | \$0 |
| Subtotal General Education | | 350 | | \$3,704,303 |
| Special Education | | | | |
| Level 1 | 0.58 | 35 | \$5,292 | \$185,215 |
| Level 2 | 0.81 | 18 | \$7,390 | \$129,331 |
| Level 3 | 1.58 | 18 | \$14,416 | \$252,276 |
| Level 4 | 3.10 | | \$28,284 | \$0 |
| Special Education Capacity | 0.40 | 70 | \$3,650 | \$255,469 |
| Subtotal for Special Ed | | 70 | | \$822,291 |
| Special Education Compliance | | | | |
| Blackman Jones Compliance | 0.07 | 70 | \$639 | \$44,707 |
| Attorney's Fees Supplement | 0.09 | 70 | \$821 | \$57,481 |
| Subtotal Special Ed Compliance | | | | \$102,188 |
| English as a Second Language | | | | |
| LEP/NEP | 0.45 | 25 | \$4,106 | \$100,591 |
| Special Education-Residential | | | | |
| Level 1 Residential | 0.37 | | \$3,412 | \$0 |
| Level 2 Residential | 1.36 | | \$12,409 | \$0 |
| Level 3 Residential | 2.94 | | \$26,833 | \$0 |
| Level 4 Residential | 2.92 | | \$26,678 | \$0 |
| Subtotal for Special Ed Residential | | 0 | | \$0 |
| English as a Second Language Residential | | | | |
| LEP/NEP Residential | 0.68 | 14 | \$6,204 | \$86,860 |
| Residential | | | | |
| Residential | 1.70 | | \$15,511 | \$0 |
| Summer School | 0.17 | | \$1,551 | \$0 |
| Special Education - ESY | | | | |
| Level 1 | 0.06 | | \$580 | \$0 |
| Level 2 | 0.23 | | \$2,109 | \$0 |
| Level 3 | 0.50 | | \$4,561 | \$0 |
| Level 4 | 0.50 | | \$4,535 | \$0 |
| Subtotal for Special Ed Residential | | 0 | | \$0 |
| Total FY 2018 Instructional Dollars | | | | \$4,816,233 |
| Facilities Allowance | | | | |
| Non-Residential Facilities Allotment | | 350 | \$2,800 | \$980,000 |
| Residential Facilities Allotment | | | \$8,395 | \$0 |
| Total FY 2018 Facilities Allowance | | | | \$980,000 |
| Total FY 2018 Budget | | | | \$5,796,233 |

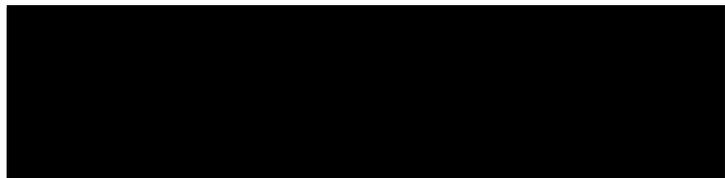


NEW FOCUS · NEW FUTURE

TAB F:

**RESUMES, BOARD MEMBER
AGREEMENTS, STATEMENTS OF
INTEREST AND
QUALIFICATIONS**

JOHN F. ADAMS



OBJECTIVE

To provide optimum services in the management of specialized practices, while serving the best interest of an agency/organization and to operate using professional, technical, and interpersonal techniques.

HIGHLIGHT OF QUALIFICATIONS

- Windows 2007xp and MS Office proficiency (Word, Excel, PowerPoint, Outlook, Access, and Publisher)
- Statistical Packages for the Social Sciences (SPSS)
- eClinical and WITTS (DATA SYSTEMS)
- Excellent verbal and written communication skills
- Exceptional ability to manage multiple projects
- Superior ability to proceed with written and/or verbal directives
- Multiple years of professional experience

EDUCATION

Addictions Counseling (Certification)

Training (Aug. 2012-Dec. 2012)

University of the District of Columbia (UDC) -

BA "Social Work"

- National Scholars Honor Society (Certificate) – Member
- Dean's List
- Social Work Association (Vice President and Treasurer)

S.O.M.E. Center for Employment Training (CET)

- Automated Office Skills (Certificate)

American Registry of Pathology

- Specimen Processor (Certificate)

Federal Bureau of Investigations (FBI)

- Records - Identifications Specialist (Certificate)

Spingarn Senior High School (Stay)

- Diploma

EXPERIENCE

2013-Present **University of the District of Columbia Workforce Development – Admin. Tech Academy** Wash. DC
Student Success Specialist.

- Develop customize programs that build on student's strengths and targeted occupation's, while outlining Career Pathways that include specific course suggestions and credentials that move students towards their academic and professional goals/stackable certification(s)/diploma(s).
- Assess benefit eligibilities, such as TAA, Workforce Investment Act (WIA), and Pell Grants, provide information about how to obtain the benefits, services, and counseling that support barrier reduction.
- Manage comprehensive intake process while securing prior learning experiences for credit recommendations, education readiness (preparedness), and oversight of accuplacer processing.
- Create marketing strategies that support informing communities of academy programs and goals.
- Define appropriate counseling services and protocols for dislocated workers that include integration of information from online assessments.
- Create framework for co-related (non-duplicative) initiatives at DC Department of Employment Services (DOES).
- Manage Cohort initiative to meet grant (DOL) requirements and research efforts.
- Develop curriculums, lesson plans, which incorporate Metacognitive learning strategies.
- Develop and manage internship placement processes appropriate for academic and professional pathways.

2012-2013 S.O.M.E.- **Harvest House / Women's Transition Housing Program**
Wash. DC

Case Manager

- Managed Intake processing and develop client objectives and action plans through social work practices that include but not limited to client connecting, needs assessments, assisting and administering relapse preventative methodologies.
- Facilitated individual and group sessions through preparatory planning and processing, goal initiatives, role play, facility protocol, and recovery based operations. Provided accurate documentation and monitor client progressions and possible spiraling responses.
- Created and maintained collateral contact systems that support continued relationship development with probation officers, psychiatrists, physicians, therapists, dentists, housing staffers, etc...
- Facilitated addiction's team forums by way of bi-weekly collaborative efforts that support team members with shared information, staffing and treatment interventions, outcome assessments and theory practices, and clinical reviews.
- Directed logistics for staff retreats: planning, engaging staffers, and agenda implementation.

2009 - 2012 S.O.M.E. - **Center for Employment Training (CET)**
Wash. DC

Instructor

- Managed and updated trainee's individual case files; performed duties associated with managing the technical training efforts encompassing

Customer Service and Office Technologies skill sets, which include the following: Fundamentals of Business; Customer Service Techniques; Computer Operating Systems; Word Processing; Business Math; Spreadsheets; Databases; Presenting & Promoting Products and Services; Business English; Business Office Machines; and Internet Fundamentals.

- Updated course curriculum and drafted new lesson plans (to meet OSSE Standards/Basic Education Goals). Managed adult training environment daily with guided instructions, while incorporating competency learning objectives during lectures and lesson presentations. Worked closely with training units to address individual barriers. Guided trainees in individual efforts to create action plans, timelines, and provided support with identifying mechanisms that ensured successful results.
- Charged to manage weekly Unit Team forums, while working collaboratively with Human Behavior Specialist (Social Worker), Special Education Coordinator, and Career Developer in an effort to identify strategies, incorporate recommendations, and secure resources, which support barrier reduction and continued program matriculation.

2005 - 2009 **Council of the District of Columbia** Wash. DC

Legislative and Constituent Services Specialist

- Managed committee/legislative office and provided superior administrative support to Legislative Team/served as point of contact for all official business.
- Supervised/trained interns (Law Students-daily assignments/hearing coverage) constituent services protocol. Also managed services rendered to residents of the District of Columbia, which included but not limited to: locating/tracking legislation; researching DC Codes; identifying and assisting LSDBE's with account payables - contracting and procurements matters; identifying and linking emergency rental/utilities assistants; directing residents to proper govt. agencies for services, locating and utilizing govt. agencies and/or non-profit resources, organized multi-Council Offices to provide rental, utility and other emergency assistance to residents and small businesses.
- Provided technical and administrative support to the Councilmember prior, during and preceding Public Hearings, while maintaining records of public and official written testimonies; also, drafted and disseminated committee reports.

2003 - 2005 **Associated Builders and Contractors** Wash. DC

Records Manager

- Managed daily operational methodologies, which included database entries of OJT hours, grades, and attendance, while maintaining hardcopy files and archives for future references. Generated monthly reports for sponsors (employers/ABC members).
- Afforded administrative support to Director of Communications, Director of Education, and other staff as needed.
- Managed supply budget, coordinated deliveries, conference room scheduling, and responsible for inner-office telecommunications.

2002 - 2003

Manna CDC (Non Profit)

Wash. DC

Office Manager

- Managed daily operations of Community Development Corporation (CDC) and supported the Director/Program Managers administratively.
- Organized and facilitated community forums and trained to create and organize tenant associations/creating board groups, provided election processing instructions, and supported registration efforts with local Tenant Advocacy Office. Also, supported the continued development of community organizing initiatives (civic groups, business organizations, etc...).
- Managed interns and volunteers schedules and assignments.
- Ordered office supplies, coordinate deliveries, conference room scheduling, and responsible for inner-office telecommunications system.

Affiliations:

Str8-N-up Productions (Non-profit); So Other May Eat (S.O.M.E) Advocate; Men Aiming Higher (MAH); UDC-Social Work Association; National Association of Social Workers-Student (NASW-Member), Office of the Tenant Advocate; Creative Economy Coalition; Hillcrest Civic Association; Leadership Training (SOME), Ward 1 Democrats (former-Vice Chair), Ward 7 Democrats (Member), Board of Director's/ESS, and Sustainable Energy DC.

Cynthia Ruth Broadus

CERTIFIED SECONDARY MATHEMATICS EDUCATOR

Committed to assuring that each student has the opportunity to reach his or her own potential!

PROFESSIONAL PROFILE

An Educator who is committed and motivated, with a Master of Education plus 30 hours with over 30 years of experience, in Secondary Education. Dynamic, dedicated, resourceful, and innovative instructor who strives to help students change marginal grades into exceptional grades and supports colleagues and administration in facilitating each child's social and intellectual growth by creating an atmosphere of mutual respect and open communication. A student-focused communicator who is compassionate and diplomatic. Encourage socialization, sportsmanship, team spirit and self-esteem among young students.

EDUCATION, TRAINING AND AWARDS

Master of Education 1986 – Howard University, Washington, DC

- Mathematics courses at Graduate level taken at several area colleges.
- Workshops taken and PDI credits received.

Bachelor of Science Degree 1969 – District of Columbia Teachers College, Washington, DC

Diploma 1965 – Spingarn Senior High School, Washington, DC

Training – TI-73 Graphic Calculator

Marilyn Burns Math Solutions

Awards – 2001 and 2002 “Teacher of the Year”, P. R. Harris P.T.A

SKILLS

- Developing innovative curriculum to instruct individual students, small groups, and classes of 20+ students.
- Skilled in material selection for classroom that motivates students and encourages creativity.
- Using unconventional methods and resources to educate students in mathematics.
- Cultivating parent involvement through consistent written and verbal communication, inviting classroom participation.
- Talent for capturing students' interest in learning by providing training, support and guidance.
- Identifying students' individualism and developing curriculum to accommodate different learning styles, maximizing student comprehension.

PROFESSIONAL TEACHING EXPERIENCE

Secondary School Mathematics Educator, September 1979 – Present

Patricia R. Harris Educational Center, Washington, DC

- Director of “Camp Invention”, Summers 1999 – 2003
- Taught a Professional Development course, 1999
- Teacher at “Little School”, 1992 – 1994
- Math Department Chair, September 2003

-
- Associated Experience at Patricia R. Harris Education Center
 - Participant, "Algebra for All", Summer Institute, 2003
 - Participation in Test Design Task Force, August 2003
 - Presenter at PDI Math workshop at P. R. Harris, 2002
 - Facilitator, New Teacher Orientation, 2000 - 2001
 - Coordinator for National Technical Association for Young Engineers

Secondary School Mathematics Educator, September 1969 – June 1979

Jefferson Junior High School, Washington, DC

- Math Department Chair, 1976 - 1978

OTHER PROFESSIONAL ACTIVITIES

- Test taking Committee
- Treasurer, Hospitality Committee
- Teacher Assisted Team (T.A.T)

EXTRA CURRICULAR ACTIVITIES

- Best Friend Mentor
- Liaison between P. R. Harris and the High Tea Society, September 2000 - June 2002

PROFESSIONAL ORGANIZATIONS

- DC Council of Teachers of Mathematics
- Banneker Association

VOLUNTEER EXPERIENCE

- Youth Program Director, Second Baptist Church

DELORES C. CARTER

- EDUCATION:** Trinity College, Washington, D.C. Master of Arts in Teaching, Dec. 1974
Major: Elementary Curriculum
- District of Columbia Teachers College,** Bachelor of Science, Jan. 1961, Major: Elementary Education
- POST GRADUATE TRAINING:** -D.C. Teachers College: Peer Coaching/Clinical Supervision, Fall 1976
-George Washington University: Gifted Education, Fall 1979; Cognitive Models of Instruction, Spring 1980
- Catholic University of America Computer Literacy, Summer 1982
-Harvard University: Promoting Interpersonal Development, 7/88
-Yale University: Comer School Improvement Program, 9/90 & 5/92
- WORK EXPERIENCES:** -Adjunct Professor, Bowie State University (BSU), 9/99-Present
-MARCO Mentor/MAAPP Mentor Teacher, BSU/PGCPS, 2006-2009
-Interim Principal, District of Columbia Public Schools (DCPS), H.D. Cooke ES- Spring 2001; Benning ES, Spring 2002
-Mentor Principal, DCPS, Fall 2002
-Supervising Director, DCPS Lead Principal Program-Cluster IV, 9/91-6/93
-Director, DCPS Div. B Early Childhood/Elementary Education, 4/90-8/91
-Director, Officer Staffing, Office of Human Resources, DCPS, 9/89-3/90
-Assistant to Deputy Superintendent, Administrative Services, 2/89-8/89
-Executive Assistant to Assistant Superintendent, Region C, 1/87-1-89
-Principal, Shaed ES 8/84-12/86; JF. Cook/Slater-Langston ES, 9/82-7/84
-ESEA Title IVC Project Coordinator* DCPS Regions C & D, 12/79-8/82
-Instructional Supervisor, DCPS Region IV, 10/77-11/79
-Open Space Coordinator, Shaed Elementary School, 9/73-9/77
-Workshop Leader/NDN Developer Demonstrator, ** 9/73-8/82
-Classroom/Supervising Teacher DCPS, 2/61-8/73
-Adjunct Professor: DC Teachers College, 1968; University of the District of Columbia, 1977-1780; Trinity College 1979,1986,1996
- GLOBAL TRAVEL/STUDY:** -United Kingdom: British Primary Schools, Sponsored by George Washington University, Summer 1973
-Europe: History & Culture, Univ. of Maryland Eastern Shore, Summer 1982
-Southeast Asia: Education & Culture, Association for Supervision and Curriculum Development (ASCD), Summer 1994
- Jordan & Israel: Religious History & Culture, Fall 1995
-Turkey & Greece: Religious History & Culture, Fall 1998
-West Africa/Egypt: History, Education & Culture, Winter 1999, 2009
-Caribbean, Alaska, Hawaii, Canada, Maine to California***
- CURRICULUM WRITING:** -The Links, Incorporated (Social Studies Curriculum Framework)
-Nannie Helen Burroughs Elementary School (Social Studies Curriculum)
- PUBLICATION:** "Staff Development Program Evaluation: Application of A Peer Supervision Model," Co-Authored with Dr. Marcia McBeath, August 1981
- PROFESSIONAL AFFILIATIONS:** -Association for Supervision and Curriculum Development (ASCD)
-Delta Sigma Theta Sorority (DST), Incorporated
- HONORS:** - Work Related Plaques and Certificates
- REFERENCES:** - Available Upon Request

*Elementary and Secondary Education Act

** National Diffusion Network

*** Consulting Activities/Vacations

E&G Van and Coachwork, Bladensburg, MD

1982-1988

Worked in supervisory capacity ensuring efficiency and productivity. Prepared and cut patterns for seamstress. Maintained inventory and ordered supplies. Delegated responsibilities, trained and evaluated staff members.

Coleman's Interior Riggs Rd. and South Dakota Ave., NE

1980-1982

Worked as a seamstress on custom draperies and slipcovers.

Arch Drapery Rhode Island Ave. Greenbelt MD.

1974-1980

Worked as a seamstress in manufactory warehouse on hotel windows treatments and bedspreads

Miller's Interior Silver Hill Rd. Temple Hills MD.

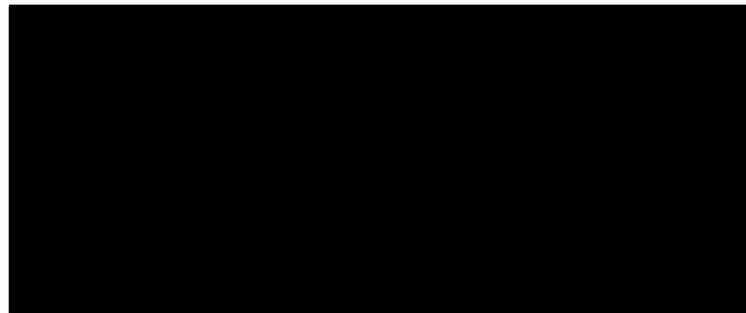
1970-1974

Worked as a seamstress on custom drapery.

Drape-rite Bladensburg MD

1968-1970

Worked as a seamstress in a custom drapery shop.



Pauline T. Davis LLC.

Xavier Neal Epps

Summary of Qualifications & Relevant Skills:

- Securities License Holder of FINRA Licenses of **Series 7** and **Series 63** (expires December 2013)
- IRS Registered Tax Return Preparer (**RTRP**)
- Certified Microsoft Office User Specialist (**MOS**)
- Intuit QuickBooks Certified User (Pro/Premier Versions 2009, 2010, and 2011)
- Certified Public Accountant Courses / Wall Street Accounting Prep Courses

Education:

2004 – 2007

Southeastern University

Washington, DC

Bachelor of Science Degree in Information Systems Management (**Class of 2007 - Cum Laude with a 3.62 GPA**)

- President's List (2 trimesters)
- Dean's List (5 trimesters)

Work Experience:

October 2011 – Present

XNE Financial Advising, LLC

Woodbridge, VA

President and CEO

In 2011, I founded XNE Financial Advising, LLC, a financial advising company that provides core financial management (budget creation, debt and credit analysis, and tax analysis and tax preparation) to assist individuals and small businesses to re-position themselves to accumulate wealth more practically. For individuals, we developed a simple and user-friendly financial plan that appropriately allocates future personal income toward expenses, savings, and debt repayment, allowing each budget to reflect individual needs. For small businesses and non-profits, we develop a simple and easy-to-comprehend financial plan, accompanied by profit & loss, balance sheet, and cash flow statements as well as payroll management.

- *Company has under management approximately half of million (\$474,083) in revenue for small businesses and non-profits*
- *Company has under management slightly more than half of million (\$558,172) in gross salaries for individuals*

June 2007 – September 2011

FBR Group (NYSE - FBCM)

Arlington, VA

Banks & Thrifts Junior Research Associate (Registered Representative)

Serve as a highly versatile individual during the collection, maintenance, and dissemination of data for the entire Financial Institutions Group, and assisted with writing research reports and presentations. Responsible for the evaluation and verification of financial statements (balance sheets, income statements, and cash flow statements) for 30 plus financial institutions (banks with market capitalizations as high as \$200 billion and as small as \$300 million, with total assets from \$100 million to \$2.1 trillion). Built, forecast and maintained financial models. Assisted with stock valuations and recommendations as well as industry trends for 20+ companies in the financial industry (e.g., Bank of America, JPMorgan Chase, PNC, Wells Fargo, Regions Financial Corp., and others) as well as the "government-sponsored entities" (GSEs) Fannie Mae and Freddie Mac. Routinely provided pertinent industry and economic research, such as housing statistics and market changes, to sales, traders, and clients. Routinely supplied financial statements to lead analysts and managing directors for informational and financial planning purposes, as well as independently preparing reports from various sources containing analysis and recommendations. Monitor new regulations, policies, and political and economic trends that may impact the investments under coverage such as the Dodd/Frank Wall Street Reform Act that included a draft of the risk retention rules and also highlight what "qualified residential mortgage" (QRM) means to banks & thrifts. Utilize the knowledge the effects of the Durbin Debit Interchange Amendment can have on banks and thrifts. Highlighted duties below:

- **Solely responsible** for updating and summarize FDIC acquisitions on a weekly basis through emails to traders and sales about the acquisitions on the failed banks which entail key financial metrics (assets, deposits, tier capital ratios, and loan composition %'s) as well as background on the acquirer if available.

Xavier Neal Epps

Maintain and write on various amounts of data weekly and monthly that pertain to the Banking Industry such as existing home sales, pending home sales, monthly affordability index, new home sales, Mortgage Bankers' Association Weekly Survey, Fannie and Freddie Monthly Volume Reports, BAC & JPM Monthly Credit Card Trust Data, FHFA Home Pricing Index, FDIC Quarterly Banking Profile, and single family starts. Built a marketing book for the senior analysts who allowed them to convey specific ideas about the industry and 45 names in our research coverage.

- **Leadership** - Since joining the FIG team, I have built and/or re-built over 35 comprehensive models (utilized Microsoft Excel 2000, 2003, and 2007) which included forecasting accounts that encompass the full range of assets, liabilities, income and expense (sequential growth drivers, company's documents, and presentations to incorporate the most recent assumptions/guidance from the company and possible capital raises, stock buybacks, and acquisitions on the horizon) as well as providing valuations on companies through the usage of various benchmark ratios in the financial markets such as Price-to-Earnings, Earnings Profitability, Price-to-Tangible Book (financial institutions stock will typically trade in-line with their tangible book value due to the book value being slightly over-inflated from goodwill and intangible assets within the stated equity number), and hidden value from ownership of other investments. Placed as lead by Managing Director and Group Head of FIG to front-run a project with a short turnaround period which required replication of a VP Analyst's research coverage after their departure. These goals were accomplished by modeling (building models and changing estimates), assisting with the coverage transfer reports, earnings preview emails, and coordinating with the Managing Director's Senior Associates. Routinely involved with the implementation stages of Investment Banking deals for the firm while working with the Financial Institution's team (build and forecast models as well as assist with initiations "reports" to place companies under Analyst coverage for upcoming deals).
- **Team Work** - Routinely contribute to the team by providing required information that has an instrumental impact on the following reports within FIG coverage: Kicking the Tires in Jacksonville, 2011 Bank & Thrift Outlook, Repurchase-Related Losses Update, 3Q10 Bank Earnings Recap, 3Q10 Preview, Repurchase-Related Losses, A Portfolio Manager's Summary, Bank Earnings Takeaways, JPM Initiation Slides, 4Q10 Bank Earnings Recap, 4Q10 Preview, 2010 Review of Bank Failures: FDIC Optimistic about Failures in 2011...We're Not (**Lead on Project**), 1Q11 Bank Earnings Recap, and 1Q11 Earnings Preview.
- **Management** - Provide continuous assistance to new and existing employees (Senior and Vice Analysts) with training on applications and software commonly used (i.e. Microsoft Excel, PowerPoint, and Word, CRM, FactSet, SNL Financial, BlueMatrix, Bloomberg, Microsoft MapPoint North America 2010, etc..) as well as modeling through excel, and general assistance on banks valuations and industry trends. Delegate group projects to interns, summer research associates, and research administration for presentations and projects.

October 2003 - June 2007

FBR Capital Markets (NYSE - FBCM)

Diversified Industrial Research Assistant (Unregistered)

Arlington, VA

As a Research Assistant within the Research Department, routinely provided equity and debt research on various industries (banks & thrifts, diversified industrials, consumer electronics, and retail). Collected evaluated and applied statistical and financial data on the economy and financial markets, specifically with respect to researching securities within the diversified and finance specialty industry. Analyzed costs on a year-to-year basis relative to fiscal planning & budgeting activities through collection and assembly of financial data. Assisted in the preparation of what-if analysis; costing models; development of multi-year financial projections. Also, assisted with the preparation of reports, opinions, recommendations, statistical data, and forecasting in order to formulate the investment recommendations through the usage of Discounted Cash Flow (DCF), SOTP (Sum-of-the-Parts), and Historical P/E (Price-to-Earnings ratio) as valuations.

Anita G. W. Fogan



EDUCATION:

George Washington University, Washington, DC 20052
M.S., May 1981, Personnel Management

D.C. Teachers College, Washington, DC 20009
B.S., December 1977, Secondary Education

PROFESSIONAL EXPERIENCE:

Sr. Human Resources Specialist; 12/06 to Present
Acting Chief, Headquarters Support Branch 11/10 to 06/11
Department of the Treasury, United States Mint (USM)
Workforce Solutions Department, Washington, DC 20220.

Provide expert advice and consultation to the USM senior management staff and Human Resources (HR) staff on policy, project issues, and issues related to recruitment, staffing (job analyses, crediting plan, merit promotion panel, and benefits administration), classification, position management initiatives and decisions. Facilitate the use of special recruitment mechanisms (Schedule A, Veteran's Disability Act, Pathways Programs, etc.) to ensure managers have a diverse pool of applicants to recruit from.

Enhance the USM's ability to standardize human resources processes across organizational lines and ensure compliance with merit systems principles. Coordinate and implement activities with the USM's human resources servicing agent, the Administrative Resources Center (ARC). Serve as the ARC Liaison and provide top quality services and authoritative advice and guidance on behalf of the USM and ensure that USM's customer needs are being met. Partner with ARC to resolve staffing, classification and compensation issues originating from Headquarters (HQ) and the field facilities. Oversee operational aspects of work performed by ARC in assigned program areas and serve as the USM point-of-contact for these areas.

Interpret policies and as necessary, revise and clarify issuances. Prepare policies, congressional responses, audit findings, standing operating procedures (SOP) s, procedures, and briefing materials. Conduct briefings for senior staff on various human resources initiatives.

Develop evaluation and monitoring strategies for oversight of program effectiveness in

atmosphere.

Independently developed and implemented recruitment programs and alternatives thereto. This resulted in high quality employment programs and more efficient and effective operations. Exercised creativity by exploring a wide variety of recruitment options to meet management's needs and created a diverse work force. Analyzed recruiting needs in relation to equal employment goals to determine the best geographic areas and sources of potentially qualified candidates. Coordinated, implemented and managed the various special employment programs, i.e., the Treasury Fellowship Program, Federal Career Intern Program, and the Summer Intern Program.

Personnel Management Specialist; 02/87 to 01/98

Department of the Treasury, Departmental Offices (DO), Personnel Resources, Washington, DC 20220.

As a senior specialist, provided the full range of staffing, classification, recruiting, employee relations, benefits and retirement counseling and information to a wide variety of multifaceted organizations, including the offices within the purview of the Under Secretary for Enforcement.

Performed the following duties on a recurring basis: analyzed proposed or new legislation and regulations to determine their affects on program areas, identified and analyzed problems and provided solutions to address management's needs and identified the implications for their organizations; utilized and provided authoritative interpretation of the Federal Personnel Manual (before "sunset"); Comptroller General Decisions; Title 5; CFR, United States Code of Federal Regulations; and X-118 Qualifications and Position Classification Standards; interfaced, as necessary, with the General Counsel, OPM, Departmental Personnel Office and other federal agencies; and, utilized the United States Department of Agriculture's National Finance Center (NFC), Personnel and Payroll System (NFC) to ensure that employees received accurate information related to their employment.

Developed, analyzed and planned innovative recruitment and staffing programs, based upon my assessment of management's needs, and in an effort to resolve as necessary, complex employment issues. Provided clear, concise and accurate information, which was used for immediate and long range planning. Additionally, developed and coordinated specialized recruitment efforts. Filled positions through competitive and noncompetitive procedures.

Provided management with accurate and timely advice on such matters as: position management, classification and restructuring, and the attendant policies and procedures. Participated with management in the development of plans and policies relative to the classification and alignment of their positions. Analyzed and provided advice on proposed reorganizations and realignments and recommended options for the appropriate use of FTEs; participated in budget and execution process including the formulation of financial plans and, resolved issues and meet management objectives while adhering to

assigned areas. Systematically gather and analyze valid information in order to recommend program policy and operational changes and improvements. Prepare reports, document findings and recommendations, and develop briefing materials, as necessary.

Provide top quality HR Connect guidance and assistance to USM customers, managers, supervisors and employees.

Serve as a contracting officer technical representative (COTR) on several human resources related contracts by providing top quality oversight and recommend, authorize or deny actions and expenditures for both standard delivery orders and task orders.

Serve on inter-agency and special study work groups, task forces, and expert boards tasked with researching and developing systems improvements to workforce management and human resources policy and program operations.

Serve as the Mint liaison with representatives of other Federal agencies and private sector organizations regarding program areas.

Keep fully abreast of new and revised program initiatives, including the new hiring reform initiatives, throughout the Federal and private sector and make authoritative recommendations for program improvements.

Work closely with the HR Officers in the field facilities, developing a human resources strategic plan. Recommend program changes and acquisition/realignment of resources in order to achieve mission goals and objectives.

As necessary, act for the Chief, Headquarters Support Branch.

Program Management Advisor; 01/98 to 12/06

Department of the Treasury, Departmental Offices (DO), Office of Foreign Assets Control (OFAC), Washington, DC 20220.

Developed and managed the human resources program for OFAC and coordinated all recruitment, position classification and restructuring, skill gap training, workforce analysis, and succession planning and other activities. Served as the primary technical advisor to the OFAC Director, Deputy Director, and Associate and Assistant Directors on these issues and provided a critical interface between employees and management.

Provided liaison activities with the Office of Personnel Resources and represented the Director on Human Resources (HR) issues and was the point of contact for HR Connect. Provided briefings and presentations to senior management on internal HR issues and worked with all managers on HR activities and issues including performance issues and standards, and crediting plans.

As “troubleshooter”, soundly resolved internal employee/supervisor personnel concerns before they escalated to the next level. This resulted in a more worker-friendly

sound classification and position management principles. Analyzed and classified a variety of positions ranging from the Senior Executive Service (SES) to administrative, clerical and wage grade.

Led efforts in implementing new classification standards for Administrative Analysis and Compliance positions which resulted in new position descriptions and reclassifications for most positions within the Office of Enforcement (received special act award from this organization). Obtained FERS and OPM approval of CSRS law enforcement retirement coverage for number of positions.

Provided advice and guidance to management regarding employee-management and employee relations, i.e., career development, performance management issues, incentive awards, fringe benefits, retirement counseling, reduction-in-force, and other adverse actions.

Served as bureau expert on special employment programs, i.e., summer, intern, volunteer, cooperative education, stay-in-school and junior fellowship.

In the absence of the supervisor, directed the employment and classification program, and maintained liaison with management officials.

Trained other personnelists in the area of staffing and recruitment. All relied upon me for institutionalized knowledge.

Selected for a detail to The White House on Health Care Reform from 10/93 to 1/94.

From 09/74 to 01/87, I held a series of administrative and personnel specialist positions in the Office of Personnel Resources, Department of the Treasury, Departmental Offices, which ultimately prepared me for the position of Personnel Management Specialist.

OTHER QUALIFICATIONS:

Several Outstanding Performance & Special Act Awards and Quality Step Increases (QSIs);

Top Secret Clearance;

Proficient in Micro-Soft;

Volunteer Committee Member, Treasury Department Federal Credit Union;

Volunteer Scholarship Committee Member, Tenth St. Baptist Church;

Volunteer Tutor; and

Founding Member of Metropolitan Ladies Investment Club

SECONDARY EDUCATION

English / Reading / Adult Education

Highly experienced and dedicated education professional possessing a diverse background in providing English, Reading and Adult Education instruction to secondary students. Extensive knowledge of subject matter and appropriate instructional methodologies combined with expertise in developing, selecting and modifying instructional plans and materials to meet the needs of all students and enhance the learning experience. An active member of the school community who communicates and interacts effectively with students, parents and staff and supports and contributes to the mission of educational excellence.

EDUCATION

Master of Public Administration, Southeastern University, Washington, DC

Master of Education, Howard University, Washington, DC

Bachelor of Arts, Howard University, Washington, DC

PROFESSIONAL EXPERIENCE

English Teacher, 2010 – Present

Anacostia Senior High School, District of Columbia Public Schools, Washington, DC

- Instructed grades 10 through 12 in Introduction to Acting and Speech classes using a wide variety of motivational and implementation strategies to engage students in active learning.

English Teacher, 1997 – 2011

Luke C. Moore Academy Senior High School, District of Columbia Public Schools, Washington, DC

- Instructed grades 9 through 12 in English using a wide variety of teaching aids, motivational and implementation strategies to engage students in active learning.
- Assessed student abilities and selected appropriate materials for individual and group instruction.
- Identified and planned field experiences to support and enhance traditional classroom instruction.
- Served as member of the Testing Committee and on multiple social/culture enhancement committees.

Lead Teacher, 1994 – 1997

Educational Learning Center, Washington, DC

- Instructed students, grades 1 through 12, in English in a traditional classroom setting.
- Selected texts, developed curricula/lesson plans, designed learning aids and planned inter-program activities and trips.
- Provided individual and group counseling and mentoring.

GED Teacher, 1990 – 1999

Suitland Senior High School, Adult Education Program, Prince George's County Public Schools, Suitland, MD

- Instructed and prepared students to successfully accomplish the requirements of the General Equivalency Degree examination.

Assistant Director, 1980 – 1983

Washington Urban League Youth Arbitration Center, Washington, DC

- Provided educational services and counseling for adjudicated youth.

English Teacher, 1973 – 1994

Washington-Dix Street Academy Senior High School, District of Columbia Public Schools, Washington, DC

- Served as English Department Chairperson, Reading Specialist and Curriculum Specialist.

English Teacher, 1970 – 1973

Eliot Junior High School, District of Columbia Public Schools, Washington, DC

Wilson Senior High School, District of Columbia Public Schools, Washington, DC

Margaret Murray Washington Vocational Senior High School, District of Columbia Public Schools, Washington, DC

- Provided targeted English education instruction at the junior high and senior high school level.

AWARDS

Teacher of the Year, Luke C. Moore Academy – 1998

Teacher of the Year, Educational Learning Center – 1997

TECHNICAL SKILLS

Microsoft Office Applications, Internet Explorer and Web Design

ACTIVITIES

Life Pathways, Inc. 501(c)3

President, Board of Directors

Affiliate Marketer

Hoyle Enterprises

KEITH NORMAN

EDUCATION ADMINISTRATION MANAGEMENT

Highly trained education and administrative professional seeking to apply knowledge and experience within many educational management platforms. Keen ability to partner with students of all ages, as well as parents; to assess needs, define preferences, and utilizes specific instruction to facilitate growth and learning. Maintain ability to work collaboratively with staff and administration to drive operational success. Proficient in the process of establishing exceptional interpersonal relationships with individuals of culturally diverse backgrounds, exhibiting underlying communication skills. Seeking a respected organization that can utilize my expertise and experience in the field of education in a rewarding career role.

Technical Proficiency: Microsoft Office and other related software programs and educational software
Language Proficiency: French, Swahili, Hebrew, Greek, and Egyptian Hieroglyphic

AREAS OF EXPERTISE

- | | | |
|----------------------------|-----------------------------------|---------------------------------|
| ▪ Education Administration | ▪ Curriculum Development | ▪ Interpersonal Communication |
| ▪ Program Development | ▪ Supervisory Aptitude | ▪ Organization/Scheduling |
| ▪ Budget Strategy/Control | ▪ Performance/Needs Assessments | ▪ Federal and State Regulations |
| ▪ Instructional Strategy | ▪ Instructional Material Creation | ▪ Conflict Resolution |

PROFESSIONAL EXPERIENCE

Maple Springs Baptist College | 2003 - Present
Professor

- Professor of Hebrew, instructing Biblical Hebrew

District of Columbia/Public Schools | 1991 - Present
Special Education Teacher

- Teacher of a high school Autism Class from 2008-2009
- Member of the Special Education Building Level Management Team
- Assess students, write and implement individual educational plan
- Team leader for support subject teachers
- Teach intermediate classes, supervise students in all activities
- Chairman of (LSRT) the Local School Restructuring Team

University of the District of Columbia | 1989 - Present
Professor - University Philosophy Department

District of Columbia/Public Schools | Summer 2001
Principal - Summer School

- Organized and supervised summer school combined with staff management

District of Columbia/Public Schools | Summer 1997
Camp Leader

- Planned and implemented camp program
- Supervised adult employees, summer youth workers and the overall operation of camp

J and E Associates | 1990 - 1991
Case Manager

- Served as an advocate in an Independent Living Program for recently discharged mentally ill clients

Patterson Council of Presbyterian | Summer 1989
City-Wide Coordinator

- Ministries for Vacation Bible School; coordinated, advised and supervised Vacation Bible School program

North Jersey Developmental Center | Summer 1989
Chaplain

- Counseling, conducting worship and funeral services for mentally deficient citizens

KEITH NORMAN

EDUCATION & TRAINING

Trinity College | Washington, DC | 2002
Master of Science in Educational Administration

Maryland State Department of Education | 2002
Administrator I & II Licenses

District of Columbia Public Schools | 2002
Administrator License

District of Columbia Public Schools, Emerging Leaders Program (Administrative and Leadership Training Program) | 2001
Certificate of Completion

ISSLIC - Interstate Licensure Examination | 2001
Principal and Administrator's License

Howard University | Washington, DC | 1996
Pursued Ph.D. Studies | History of Africa

University of the District of Columbia | Washington, DC | 1992 - 1996
Graduate Courses in Education

District of Columbia /Public Schools | 1995
Professional Certificate Special Education (Non-Categorical) K-12

George Washington University | Washington, DC | 1992 - 1993
Graduate Studies in Special Education

Drew University | Madison, NJ | 1985 - 1987
Pursued Ph.D. Studies in Old Testament

Boston University | Boston, MA | 1984
Master of Sacred Theology in Biblical Studies

Harvard University | Cambridge, MA | 1983 - 1984
Intermediate Hebrew

Howard University Divinity School | Washington, DC | 1981
Master of Divinity

Saint Elizabeth Hospital | Washington, DC | 1981
Clinical Pastoral Education

Ecumenical Institute | Geneva, Switzerland | 1980
Graduate Studies in Ethics and Theology

University of the District of Columbia | Washington, DC | 1974
B.A. Philosophy | A.A. History

PUBLICATIONS

Ecumenical Institute | 1980
Master of Divinity Thesis | Comparative Study of Enuma Elish and Genesis 1: 1-2:4a; Special Emphasis on the Nature of Myth.

ACTIVITIES

- Howard University Divinity School; Student Government Association
- Representative to University | Wide Who's Who in American Universities and to Divinity Committee (Faculty/Students)
- Lecturing, preaching, reading, and singing

Objective

Contribute formidable expertise in organizational and program management, and build on more than 20 years community outreach and relations, facilitation and training, and communications.

Skills Summary

- **Organizational Management:** Executive Director of a community building, not-for-profit, 2000-2009, with a budget of over \$1.2 million; my responsibilities included strategic planning, fiscal health, program development, and multicultural and multilingual staff management.
- **Project and Program Management:** completed community needs assessment; developed a menu of community services; established fee-for-service programs; developed and implemented evaluation components for each program.
- **Coalition Building:** adopted the conflict resolution model through town hall meetings or study circles; cultivated connections and established partnerships with local, regional, and national organizations and agencies, e.g., participated proactively to create the Language Access Coalition in Washington, DC that later passed the DC Language Access Act.
- **Training and Technical Assistance:** oversight of language interpreter training, parenting training, and training of trainers.
- **Communications:** public speaking, sponsorships, marketing, events planning, publications, and media relations.
- **Fund Raising:** including development of plans, relationships with potential and current funders, and management of the application process.
- **Campaign Management:** political party, state and local electoral campaigns; candidate for the DC State Board of Education representing Ward 1; DC Delegate to the Democratic National Convention 2012.
- **Practical Experience:** national and local policy, DC legislature, violence against women issues and the health care systems response, in addition to practical knowledge of educational issues, including language access, Title I and No Child Left Behind.
- **Language Competency:** bilingual and culturally competent across the spectrum of cultures in Washington, DC; experienced English/Spanish interpreter.

Qualifications, Expertise, and Achievement**Constituent Service Director, Sekou Biddle, Council of the District of Columbia, 2011**

- Assisted Mr. Biddle in responding to inquiries and complaints by serving as a Liaison with public agencies.
- Provided oversight of constituent service staff.
- Assisted Mr. Biddle in preparation for committee hearings and meetings.
- Represented the Councilmember with public and private sector organizations, businesses, civic associations and public events.

Educational and Political Consulting, Washington DC, 2009-2010

- Training of trainers and technical assistance for parent leadership and civic engagement for Connection America in Nashville, TN.
- Ward One Coordinator, Vince Gray for Mayor in Washington, DC.

Executive Director, Multicultural Community Service (MCS), Washington DC, 2000-2009

- Served as first Executive Director of MCS.
- Oversaw organizational and program management: including planning, fundraising, and fiscal management. My responsibilities included: the annual audit, personnel management, board relations, media relations, community assessments, partnership building, program design, implementation, and evaluation.
- Led the organization from its start, with a budget of less than \$100,000 to a budget of \$1.3 million, in 2009.
- In 2006, I led the successful grant application for a nearly \$4 million, five-year contract with the U.S. Department of Education to establish the DC Parental Involvement Resource Center (DC PIRC). This gave MCS the responsibility of coordinating with the city's parental involvement program in all Washington, DC public and charter schools. Within two years the program was working closely with 16 K-12 city schools and seven pre-schools on parental involvement strategies. This included training of parents to take on leadership roles in the community. In addition the DC-PIRC in partnership with over 30 organizations created the annual citywide public schools, Family Education Expo.
- Advised on the development of the DC public school proposed plan for parental involvement.

- With the support of Congresswoman Eleanor Holmes Norton, led the PIRC "Day on the Hill" event. Coordinated effort to have the PIRCs from throughout the U.S. come to Washington, DC to meet with their members of Congress to inform them of the work of the PIRCs in their particular states.
- Developed a language services program that operates on a fee basis and yields over \$500,000 in revenue annually. The program provides technical assistance and support to government agencies on meeting language access regulations requirements, provides translation and interpretation services in 19 languages and provides bilingual (and often economically disadvantaged) community members with the opportunity to become trained interpreters.
- Developed a multicultural youth program, serving 30 at-risk youth each year in response to requests from community leaders to help bridge cultural and racial divides among the city's youth. This program, Youth Peacemakers, focuses on multiculturalism, civic engagement and basic skills, and results in tangible evidence of personal growth among participating youth each year.
- Facilitated community interracial and multicultural conflicts. Help to establish the Columbia Heights Community Farmers Market.
- Led strategic planning sessions for local organizations, including: Asian American Lead and the Development Corporation of Columbia Heights.
- Provided oversight to organize, design, and implement training of trainers for over 30 regional, early childhood organizations, and 40 K-12 charter and public schools.
- Established MCS partnerships with local, state and national advocacy organizations, government agencies, and coalitions in support of educational, civil rights and equitable access and human rights issues. Worked with coalitions, the Language Access Coalition that led to passage of the DC Language Access Act.
- Testified before the Council of the District of Columbia, on parental involvement, language access, and youth program needs.
- Managed content of MCS documents and marketing tools, including funding proposals, the website development, and media advisories.
- Was media spokesperson for organization, including being a guest presenter on the Hispanic impact of participation in the 2008 Presidential Election on *CNN en Español* with *Jorge Gestoso*.

Program Associate, Center for Effective Public Policy, Silver Spring, Maryland, 1999-2000

- Leading member of the team that developed *An Agenda for the Nation on Violence Against Women* in cooperation with the Violence Against Women Office, U.S. Department of Justice, and the Office on Women's Health of the Department of Health and Human Services as staff member of the National Advisory Council on Violence Against Women.
- Drafted recommendations on the health care system's response to violence against women based on research including focus groups and interviews with victims/survivors, advocates and experts.

Committee Assistant, Office of Councilmember Carol Schwartz, Council of the District of Columbia, 1997-1999

- Supported Ms. Schwartz in preparing for the Committee on Local and Regional Affairs hearings and meetings, in her role as Chairperson.
- Monitored and drafted legislation.
- Oversaw and recommended budgets for agencies under the purview of the Committee.
- Analyzed, and prepared reports on issues, such as working with the Council of Governments on regional traffic issues.

Parent Coordinator, District of Columbia Public Schools, Washington, DC, 1994-1997

- Organized and implemented programs and workshops for parents, teachers and administrators.
- Managed translation and distribution of all information in four languages to parents.
- Spearheaded advocacy efforts on behalf of parents and school children.
- Provided information, training and technical support to parents, teachers and administrators.

Paralegal, Ayuda, Inc., Washington, DC, 1991-1993

- Conducted client interviews in English and Spanish, prepared and filed court documents.
- Provided assistance and referrals for clients in areas of daycare, housing, employment, public assistance, and education.

Official Recognitions

Trinity University,

Washington, DC. May 1996: B.A., Public Affairs with a minor in Latin American Studies.

Completed graduate courses in curriculum development, early childhood education, and parent involvement in education.

Honors, Awards and Community Service

- 2012: Elected District of Columbia Delegate to the National Democratic Convention, Sept. 2012
- 2012 -2014: Board of Director, Sitar Arts Center
- 2009: Honored by the Latino Inaugural Gala Committee with a leadership award presented by the Honorable Vincent Gray, Chairman of the Council of the District of Columbia
- 2008: Endorsed by the *Washington Post* as the best choice to represent Ward 1 on the Board of Education
- 2005-2012: Elected member of the District of Columbia Democratic Committee, Co-Chair of the Affirmative Action Committee
- 2010-2011: Elected Treasurer of Ward 1 Democrats
- 2009: Officer of DC Latino Political Action Committee
- 2009: Recognized by Montgomery College Part Time Faculty Magazine for alumni achievement and dedication to community service
- 2007: Peace Building and Conflict Resolution Award, American University, Peace Building and Development Institute
- 2005: National Multicultural Community Service: Accepted award on behalf of MCS for its overall achievement as a multicultural entity serving the Washington, DC community.
- 2004-2006: Appointed by the Mayor to serve as a Member of the DC Comprehensive Planning Board (Comp Plan). The Comp Plan provides policy and planning guidance on the physical redevelopment of the city. It addresses issues such as land use, economic development, housing, environmental protection, transportation, public facilities, urban design and historic preservation.
- 2003-2008: Advisory Board Member of the Mid-Atlantic Equity Center (MAEC). The MAEC assists school systems and other educational organizations to equitably serve students of all backgrounds.
- 2003-2008: Chair of the District of Columbia Public Schools, Joint Advisory Council (JAC) on ESL and Multicultural Education. The JAC advises the superintendent, the administrative staff and school staff on issues of importance to the academic achievement of linguistically and culturally diverse students.
- 2004-2008: Secretary, Executive Board, Council of Latino Agencies (CLA). CLA supports member agencies and partners by developing a collective voice and agenda for the betterment of the Latino community in the Washington metropolitan area.
- 1999-2004: Board Member of the National Latino Alliance for the Elimination of Domestic Violence, a national non-profit organization working to address domestic violence in the Latino community.
- 1995-1998: Chairperson, Mayor's Commission on Latino Community Development in Washington, DC. Advised the mayor, the Council of the District of Columbia, the director of the Mayor's Office on Latino Affairs, and the general public about the views and needs of Latino residents in the District of Columbia.
- 1992-1996: President, Board of Directors, Hermanas Unidas, Ayuda, Inc., Washington, DC. Provided leadership and support by creating programs that advocate for the rights of battered Latinas. Received DC Rape Crisis Center Visionary Award and Coalition Against Domestic Violence Recognition Award. Member of the DC chapter of the Labor Council for Latin American Advancement (LCLAA/AFL-CIO).
- 1996: Honored by President Clinton. Received a presidential commendation on the 1996 Human Rights Day. Participated as an advisor to the president and the first lady on human rights issues affecting Latinas and their families.
- 1995: Delegate to the Fourth World Conference on Women in Beijing, China. Represented Hermanas Unidas in the Puerto Rican Legal Defense Fund delegation. Presenter at the NGO Forum on issues affecting Latinas in the U.S.

References provided upon request.



OBJECTIVE

Executive Assistant position allowing for parlay of demonstrated organization, customer service, and project management skills proven by 12 years of successful, profitable self employment.

PROFILE

Motivated, college educated, business professional. Diplomatic and tactful with professionals and non-professionals at all levels. Accustomed to handling sensitive, confidential records. Demonstrated history of producing, accurate, timely reports. Flexible and versatile – able to maintain a sense of humor under pressure. Poised and competent with demonstrated ability to easily transcend cultural differences.

SKILLS SUMMARY

- | | | |
|-------------------------|-------------------------|------------------------|
| *Scheduling | *Computer Savvy | *Trained Mediator |
| *Trained Facilitator | *Legal Training | *Community Relations |
| *Hill Experience | *Administrative Support | *Constituent Relations |
| *Written Correspondence | *Report Preparation | *Customer Service |
| *Public Speaking | | |

PROFESSIONAL EXPERIENCE

- *Conduct mediation sessions for corporations/colleges/community organizations
- *Facilitate diversity workshops for corporate/youth/educational, and community groups
- *Recruit, manage and train volunteers
- *Constituent. And Community Outreach
- *Conduct workshops for first offender juveniles
- *Congressional Hearings
- *Report and Newsletter Preparation/Editing
- *Public Speaking

EMPLOYEMNT HISTORY

Ronald V. Dellums, Member of Congress, (Retired)
United Negro College Fund (NYC Office)
Oakland Museum (Oakland, California)
Court Appointed Special CASA (Montgomery County)

EDUCATION:

Antioch College
Howard University School of Law
University of Ibadan (Nigeria)

Computer Skills: Microsoft Word/Excel/Power Point/Fund Raising Software

VITAE

Alethia L. Spraggins, Ph.D.



EDUCATION:

Ph.D. The Union Institute; Cincinnati, OH; Educational Administration
M.S. Howard University; Washington, D.C.; Embryology
B.S. Virginia Union University; Richmond, VA; Biology

EMPLOYMENT:

School Examiner, MD State Dept. of Education, Baltimore, MD
Assessment Coordinator, National Assessment of Educational Programs (NAEP)
Principal, ARE Pub. Charter High School (adjudicated youth)
Staff Development Coordinator, Montgomery County MD Public Schools
Adjunct Professor, (Diversity/Educational Administration; Trinity University Graduate School, Washington, DC)
Education Consultant
Vice President for Educational Services (Instructional Technology), Boys and Girls Clubs of Greater Washington, DC
Relief Principal, DC Public Secondary Schools
Adjunct Professor (Education), Howard University
Adjunct Professor (Educational Administration), University of the District of Columbia
Principal, Washington Health Careers School (high school & adult), DC Public Schools
Assistant Principal, Francis Junior High School, DCPS
Assistant to the Assistant Superintendent, DC Public Schools, (interim)

- Director of Instruction and Curriculum
- Coordinator of Secondary Schools

Assistant Principal, Frank W. Ballou High School, DCPS
Curriculum Developer, Biology, DCPS
Teacher, Biology, Cardozo High School, DCPS
Research Biologist, National Institutes of Health, Cancer Institute

SKILLS:

Certified Assessor, National Association of Secondary School Principals Model
American Sign Language (passable), mother of a deaf daughter
Electronic Health Records Certification

HONORS and EXPERIENCES:

Harvard Fellow, Principals' Center
Converted a career center into a comprehensive high school, DCPS
Co-led Education Delegation for DCPS to Seoul, Korea
Vocational Educator of the Year, Washington, DC Chapter, Amer. Vocational Assoc.
Trustee, Employees Retirement Board, MD Nat. Capital Park & Planning Commission
Adjunct Faculty Doctoral Advisor, The Union Institute, Cincinnati, OH
Adjunct Faculty Masters Advisor, Lincoln University, Pennsylvania

MEMBERSHIP:

The Links, Inc. (Past Area Director); The Society, Inc. (Past National President); The DAMES (Organizer); Delta Sigma Theta Sorority, Inc. (Life Member); School Officers Group (Scholarship Chairman & Associate Member); Council of School Officers, DC Public Schools.

RESEARCH:

A Study of Student Retention Patterns in Secondary Practical Nursing through Motivational Strategies, Academic Support Services and Curriculum Design, 1992. (Ph.D. dissertation).

Desire L. Stanley

Objective

To obtain a position which will enable me to use my leadership skills within a progressive organization, as well as provide me with the ability to gain further experience in my field.

Education

Howard University

Bachelors of Science, Political Science

August 2012 – Present

Broward College

Associate of Science, Political Science

August 2010 – May 2012

Work Experience

BALLOU SENIOR HIGH SCHOOL
AVID PROGRAM TUTOR

WASHINGTON, D.C.
01/2013 – PRESENT

- ◆ Polished and professional image, advanced oral and written business communications.
- ◆ Assist in the enhancement of curriculum; through effective methodologies that infuse the culture of all students in the classroom and relevant learning connections to increase comprehension; facilitate in the building of capacity of student learning through the use of AVID methods and techniques.
- ◆ Mentor students in their personal development in an effort to assist them in becoming productive members of their respective communities and society.

BROWARD COLLEGE (DOWNTOWN CAMPUS)
ADMINISTRATIVE ASSISTANT

FT. LAUDERDALE, FL
01/2012 – 07/2012

- ◆ Polished and professional image, advanced oral and written business communications.
- ◆ Bookkeeping of all documents including: hiring packages, payroll, schedules, grade books, and other confidential documents.
- ◆ Ensure tasks requested by supervisor are done accurately and in an efficient manner.
- ◆ Ability to work in a busy and fast paced environment; manage multiple phone lines, open, sort and distribute incoming correspondence including maintaining files, reports and databases.
- ◆ Word, Outlook, Excel, PowerPoint, key 50-55wpm, 6500kph.

VALOR SECURITY SERVICES
DISPATCHER AND SECURITY OFFICER

PEMBROKE PINES, FL
05/2011 – 01/2012

- ◆ Polished and professional image, advanced oral and written business communications, bookkeeping of all dispatch logs including: daily dispatch log, camera log, vehicle log, and deployment log, monitor and prepare employee schedules and payroll.
- ◆ Ensure tasks requested by director are done accurately and in an efficient manner. Sign contractors, lost and found items, radios, and keys in and out. Input incident reports and vehicle accident reports into the database.
- ◆ Ability to work in a busy and fast paced environment; manage multiple phone lines, open, sort and distribute incoming correspondence including maintaining files, reports and databases.
- ◆ Patrol facility; report all incidents, accidents, or medical emergencies. Write reports of daily activities and irregularities such as equipment and property damage, theft, and unusual occurrences.
- ◆ Certification in CPR, AED usage, and Terrorism Response.

***REFERENCES AVAILABLE UPON REQUEST.**

BEVADINE Z. TERRELL, Ed.D

SUMMARY

Educational leader with more than 30 years experience managing education-related programs, policies, regulations, and procedures for mainstream and students with disabilities. Solid hands-on expertise in mentoring, scheduling, curriculum development, personnel management, extracurricular activities, budgeting, evaluation, emergency procedures and facility operations. Experience working collaboratively with private and public sector partners to promote school image and advance student achievement.

PROFESSIONAL EXPERIENCE

Bishop John T. Walker School For Boys, Washington, D.C.
2011 - Present
Art Teacher

Providing instruction in Art, Grades Junior Kindergarten - Grade 3

Benjamin Banneker Academic High School, Washington, DC
2005-2008
Assistant Principal

Responsible for observing and evaluating teachers and staff

Managed daily school operations

Enhanced community outreach initiative and served as liaison to public and private sector

Organized the student European study tour and accompanied upper classmen to 4 countries

Supported the implementation and execution of the school education plan

Collaborated with the guidance and counseling department in the academic mentoring of student population

Maintained a schedule of formal and informal conferences with students, parents and counselors

Restructured the Southern College Tour allowing 52 students to visit 11 college campuses

Coordinated student mentoring initiative and summer institute for incoming freshman

Provided support to the security staff in maintaining a safe and secure school environment

Promoted student involvement in school and city-wide activities

MacFarland Middle School, Washington, DC

2002-2005

Assistant Principal

Appointed by the Office of the Assistant Superintendent to serve as Principal 2004-2005

Managed the Special Education Department, ensuring each Special Education student received all identified services related to their disability

Implemented a community outreach program which created partnerships that provided students with extracurricular activities while serving as liaison for community programs

Organized and implemented the school's summer school program

Planned and organized student activities and assemblies

Responsible for observing and evaluating teachers and staff

Managed daily school operations

Supported the implementation and execution of the school education plan

Maintained a schedule of formal and informal conferences with students, parents and counselors

Provided support to the security staff in maintaining a safe and secure school environment

W. Bruce Evans Middle School, Washington, DC

2001-2002

Assistant Principal

Assisted in observing and evaluating teachers and staff

Assisted with the daily school operations

Responsible for student disciplinary procedures, including parental conferences

Initiated parental contacts and conducted formal and informal conferences with students, parents and counselors

Monitored the hallways and performed breakfast and lunch duty

Provided support to the security staff in maintaining a safe and secure school environment

R.H. Terrell Junior High School, Washington, D.C

2000-2001

Principal

Provided leadership for the overall operation of the school

Developed long range planning, budgeting, curriculum development and student scheduling

Responsible for evaluations of the entire staff

Implemented the school's educational plan

Worked closely with the school security staff and the community to maintain a safe and secure school environment

Developed new and enhanced existing school partnerships with the public and private sector

Created opportunities for parents to partner with the school

Assistant Principal

1987-2000

In partnership with the principal installed the Clyde's (Restaurant Group) School Work Program which included student employment, parental guidance and mentoring components

Assisted in observing and evaluating teachers and staff

Initial point of contact for parental correspondence

Organized and implemented the school's summer school program

Assisted with the management of daily school operations

Served as the liaison between school and the community

Provided support to the security staff in maintaining a safe and secure school environment

Paul Laurence Dunbar Sr. High School, Washington, D.C

1981-1987

Art Teacher

Provided instruction in Art and Art History, Grades 10 – 12

Sponsored clubs and organizations and school assemblies

Curriculum writer for the Art Department,

As Department Chairperson prepared curriculum for the Art Department and supported city-wide initiatives

Served as Teachers Union School Advisory Chapter Representative

Benjamin Banneker Junior High School

1974-1981

Art Teacher

Provided instruction in Art and Art History, Grades 7-9

Sponsored clubs and organizations. and school assemblies

As Department Chairperson prepared curriculum for the Art Department and supported city-wide initiatives

Served as community liaison for public/private partnerships

SUMMER EMPLOYMENT

2012 - Anacostia Community Outreach Center (ACOC) - Langston Dwelling Summer Camp Program Camp Director

2011 - Anacostia Community Outreach Center (ACOC) - Langston Dwelling Summer Camp Program Camp Director

2007 – Benjamin Banneker Academic High School – Banneker Summer Institute Coordinator
2003-2004 – MacFarland Middle School Summer School Principal
1999 – R.H. Terrell Junior High School Summer School Principal
1989 – R.H. Terrell Junior High School Summer School Principal
1988 – Paul Laurence Dunbar High School Summer School Coordinator
1987 – R.H. Terrell Junior High School Summer School Coordinator
1986 – Frederick Douglass Junior High Summer School Coordinator
1983 – District of Columbia Public Schools Art Department Curriculum Writer
1982 – Kenilworth Gardens Girl Scouts Summer Art Coordinator
1981 – Ivy City Community Center Summer Art Teacher
1979 – MacFarland Junior High School Summer School Art Teacher
1978 – Gonzaga Higher Achievement Program (HAP) Art Teacher
1977 – Gonzaga Higher Achievement Program (HAP) Art Teacher
1975 – Shaw Junior High Title I Summer Art Teacher
1974 – Cardozo Senior High School Summer Enrichment Through The Arts (SEA) Program Art Teacher

EDUCATION

Nova Southeastern University, Fort Lauderdale, Florida, Ed.D, November 1993, Educational Administration .

Howard University, Washington, D.C., M.F.A., June 1983, Sculpture

Howard University, Washington, D.C., B.F.A., June 1973, Art Education

VOLUNTEER EXPERIENCES

2006 - 2007 - Museum of African Art

2008 - 2010 - Neval Thomas Elementary School

2009 - National Council of Negro Women

2009 - Present - Howard University Alumni Association Scholarship Committee

2009 - 2010 - Stuart Hopson Middle School

2009 - 2010 - National Museum of African American History and Culture

2010 - Blue Ridge Region 2010 Writing Contest

2011 - Bishop John T. Walker School For Boys

JAMES STEPHEN TERRELL

Over the past 10 years, I guided, counseled, mentored, and advised at-risk youth in my capacity as Director of Youth Programs at Second Baptist Church of Washington, Vice President of Youth Programs for the Council of Churches of Greater Washington, High Tea Society for girls Program Director (Summer Programs), Director of Blue Chip Society for Boys and Art Teacher for the District of Columbia District of Columbia Public Schools and Charter Schools. Art is a wonder tool to provide an outlet for expression for youth to provide support and opportunities. As a musician and performer, I use music to expose youth to experiences beyond their immediate environment. I teach guitar.

Education:

August 2003-May 2006 Union Theological Seminary New York, NY

- 1 Received **Masters of Divinity**, concentration in Theology and the Arts, May 2006

August 2000 – May 2002 Parsons School of Design New York, NY

- Received **Master of Fine Arts**, concentration in Painting, May 2002

Jan. 1997 – May 1999 Howard University Washington, D.C.

- Received **Bachelor of Fine Arts**, concentration in Painting, May 1999

2011- Currently Enrolled in the University of District of Columbia- Master of Arts in Teaching Program

Experience:

Director of Youth Programs at Second Baptist Church

Chair of Music Department at Second Baptist Church

DCPCS Art Teacher, Spingarn High School, Elementary and middle school at Perry Street Prep PCS (2011-current)

Council of Churches of Greater Washington

- **Vice President of Youth Programs**

DCPS Art teacher for the After School Program- (currently 2010-2011)-Lasalle -Backus
Washington DC

DCPS (full time) Art Teacher August 2008- 2011 Spingarn Senior High School Washington DC

After School Art Club director - Spingarn Senior High School

- **High Tea Society** Mentor for teens ages 12-16 in DCPS- www.thehighteasociety.org
- Exposing youth to opportunities, which exist outside of their community.
- Giving youth a Global Perspective by providing lectures
- Expanding the Creativity of our Youth through exploring the Fine Arts

- **Blue Chip Society**, Program Director for boys
- Mentored boys using sportsmanship to teach values socialize and expose boys to the civil society and global community.

Corcoran Art Museum Visitor Representative

- Providing information to incoming visitors about the Corcoran Museum Galleries and current Exhibitions.

Corcoran Gallery of Art / Gift Shop Sales Representative

Second Baptist Church Sept. 2006- currently

- Assistant Minister and Director of Youth Programs at the Second Baptist Church est. 1848

Mentor of Blue Chips Society Aug. 2004- May 2006

- Taught etiquette and the principles of Fine art to young men, ages 10-14 in Ward 8 and at Second Baptist Church.

Librarian Jan.2003-May.2006 for Burke Library: Union Theological Seminary New York NY

Teaching Assistant for Sophomore Fine Art Painting I

- Sept. 2001 – May 2002 Parsons School of Design New York, NY
- I taught Art history and the fundamentals of painting and color theory. I took students to New York City art museums. I showed Slides. I graded papers. I lead art critiques

Museum Assistant Aug. 2000 – Oct. 2000 Phillips Gallery-Washington, D.C.

- I safeguarded paintings and provided answers to questions asked by the visitors.

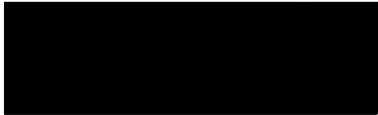
Art Instructor Aug. 1999 – July 2000 D.C. Public School System Washington, D.C.

- I taught 6th and 7th grade students the fundamentals of Fine Arts at McFarland Middle and Browne Junior High Schools
- (Summer 1999 to present – I teach Art at Second Baptist church Vacation Bible School.)

Utrecht Art Supply Customer Service Representative May 1998- July 1999

- Provided product knowledge to customers about paints, brushes, art supplies and art materials.

MARY ANN GOODEN TERRELL



CAREER HIGHLIGHTS

Accomplished, educator with over 30 years' experience as a principal, teacher trainer, manager developing and designing educational programs for at-risk youth to improve academic, social and workforce readiness skill.. I have a dual profession in the law as an attorney and retired judge. I have a deep knowledge of the legal system to include: policies, inter-governmental relations, youth advocacy, and program analysis.

AREAS OF EXPERTISE

- | | |
|--------------------------|-----------------------------|
| -Policy Development | -Grant Management |
| -Youth Outreach | -Educational Oversight |
| -Scholl Administration | -Innovative Programs |
| -District Government Law | -Community/Public Relations |

PROFESSIONAL EXPERIENCE

DC CHILDREN ND YOUTH INVESTMENT CORPORATION

President/CEO

3/2012-10/2012

- Oversaw the management and operations of a 15 million dollar youth development program in the District of Columbia

HIGH TEA SOCIETY-GIRLS CONNECTED MENTORING PROGRAM

CEO/Program coordinator

1997-Present

- Monitors and oversees state and federal grants to comply with applicable laws
- Operates educational out of school time programs in District of Columbia Public Schools (Walker Jones Elementary School, 2008-2009), Anne Beers Elementary School, 2009-2011) and previously in charter schools (Community Academy Public Charter School, 2010-2011)
- Prepares program reports to track goals and program outcomes
- Serves as liaison between public schools and charter schools, community partners, and public officials
- Oversees program development and implementations
- Serves as outreach coordinator to articulate program mission, vision and progress
- Develops programs for youth 7-18 in public and charter schools

SUPERIOR COURT OF THE DISTRICT OF COLUMBIA

Associate Judge

Launched the High Tea Society for girls from economically challenged communities to promote academic, social, civil and life skills development

- Conceptualized and drafted two public charter school applications that received preliminary approval

FEDERAL DEPOSIT INSURANCE CORPORATION

RESOLUTION TRUST CORPORATION, Washington, DC

Senior Counsel/Director, Department of Legal Programs

Division of Minority and Women's Programs

Counsel, Litigation Section

Division of Legal Services

OFFICE OF EMPLOYEE APPEALS, DC Government

Member, Temporary Panel for Employees Appeals

- Appointed by Mayor Sharon Pratt Kelly to be a member of the Temporary Panel of the Office of Employee Appeals (TAP). TAP adjudicated employee appeals filed as a result of the modified reduction-in-force ("RIF") implemented in accordance with (D.C. Act 9-65 D.C. Code § 1-606.1) as established in accordance with § 2(b) of the District of Columbia Government Merit Personnel Act of 1978 Emergency Amendment Act of 1991, effective August 17, 1991 (D.C. Code § 1-606.1).

FEDERAL HOME LOAN BANK BOARD, Washington, DC

UNITED STATES ATTORNEY'S OFFICE, Washington DC

Assistant US Attorney

- Created "Just Say No to Drugs" program to deter youth from illegal drug use. Worked in collaboration with District of Columbia Bar and Rap Inc.

ANTIOCH SCHOOL OF LAW, Washington, DC

Adjunct Professor

DEPARTMENT OF PUBLIC WORKS, Washington, DC

Hearing Examiner

CITY COUNCIL, DC Government, Washington, DC

Executive Assistant to City Council Chairman

Implemented Council Reorganization to create Committee of Education and recommended Hilda Mason to become Chair

MENTAL HEALTH LAW PROJECT, Washington, DC

Legal Assistant, Mental Health Law Project

- Conducted hearings and monitored the implementation of decree's in Mills v. Board of Education of District of Columbia, 348 F. Supp. 866 (D.D.C. 1972) and Dixon v. Weinberger, 405 F. Supp. 974 (D.D.C. 1975).
- Monitored the implementation of the Mills and Dixon decrees related to Special Education.

NATIONAL STREET LAW INSTITUTE, Washington, D.C.

Consultant

- Designed and implemented the first model for a Street Law Diversion Program for youth 13-15.
- Designed Law-related curriculum.
- Taught Street Law in Group Homes for D.C. Superior Court and trained instructors.

DIX STREET ACADEMY, Washington, D.C.

Director

- Developed an alternative high school for inner city youths, 16-22, who dropped out or were pushed out of the District of Columbia Public Schools.
- Instituted management by objectives for staff evaluations.
- Trained staff and designed the educational program called the CORE Model.
- Coordinated National Conference Street Academies for Inner City Youths.
- Monitored 5-year federal grant from Department of Education

ANTIOCH GRADUATE SCHOOL OF EDUCATION, Washington, D.C.

Administrative Director

- Managed the educational programs, budget and administration of the Graduate School of Education.
- Designed teacher training model.
- Advised graduate and undergraduate students.
- Former Assistant Professor of History: Specialization in India and China.
- Developed co-op jobs for students.
- Processed all financial aid applications.
- Oversaw federal grants

PEACE CORPS, Andhra Pradesh, India

Peace Corps Volunteer

Established *Balwadi Schools* for nursery school children

- Created a school-to-school program between Indian youth and American youth and built 10 schools

EDUCATION:

GEORGETOWN UNIVERSITY LAW CENTER, Washington, DC
JD (1980)

ANTIOCH COLLEGE, Yellow Springs, OH
MA Teaching (1970)

HOWARD UNIVERSITY, Washington, DC
BA (1966)

MEMBERSHIPS:

National Girls Institute Advisory Council
Board of Directors African Judicial Academy
Former Board of Directors Center for International Private Investment (CIPE)
Rotary Club of Washington (Inactive)
C.DeLores Tucker Chapter, Association for the Study of Afro-American Life and History 2010
African American Unity Caucus
Docent, National Museum of African American History and Culture 2010
White House Volunteer-Presidential Correspondence 2010
Washington Bar – Judicial Council, Former President, 2000
Washington, D.C. Hall of Fame – Legacy Award Membership, 2000
D.C. Agenda Project, Public Safety Task Force, Federal City Council, 1995
District of Columbia Bar (1983)
National Political Congress of Black Women – Founding member
D.C. Advisory Commission on Sentencing
Citywide Coalition Against Drugs & Violence
African American Women in the Law Conference, National Planning Committee
Who's Who Among African Americans
International Who's Who of Professionals
Member of Friends of the D.C. Commission for Women
(Former member of the D.C. Commission for Women)
Advisor, International Commission of Women of African Descent
High Tea Society, Inc., President/Founder

AWARDS

February 2012 NANBPWC Community Service Award
March 2012 Iambda Kappa Mu Sorority, Inc. Community Service Award
May 2012 Episcopal Church Women –St. Timothy's Community Ladies of Legacy Award
June 2012, Women Bar Association STARS of Bars Award

October, 2012 Family Matters of Greater Washington, Outstanding Public
Servant Award
April 2008-Inducted Washington DC Hall of Fame
2003-Inducted in the Washington Bar Association Hall of Fame
April 2000 – Inducted into D.C. Women’s Hall of Fame
April 2000 – National Coalition of 100 Black Women, Inc., Northern Virginia
Chapter – 2000 Eboné Image Award
March 1998 – The National Political Congress of Black Women (NPCBW), D.C.
Chapter Special Award
Nov. 1998 – Questers, Inc. – Distinguished Service to Humanity Award
Nov. 1998 – Women’s Division – NBA – Service Appreciation Award
March 1996 – The Greater Washington Urban League, Inc., “We Have a Story to
Tell” Award
March 1993 – Eagle’s Award of the Bethune-Dubois Fund for Outstanding
Service



JANICE E. TYLER

OBJECTIVE

Seek the Challenging Position of Correctional/ Security Officer

A highly talented Correction Officer with huge experience in supervising, keeping in custody, treating,, and training of inmates confine in a correction facility.

SUMMARY OF QUALIFICATIONS

- More than twenty-seven years experience.
- Exceptional knowledge of practices and procedures involved in correctional facility management.
- Thorough knowledge of local laws, ordinances and the Washington District of Columbia general statues pertaining to the commitment, confinement and release of prisoners.
- Profound skills in the use of firearms and other law enforcements equipments
- Remarkable ability to maintain discipline and order in facility.
- Uncommon ability to make decisions and take prompt and effective action in emergency situations.
- Immense ability to prepare and maintain routine records and logs.
- Excellent ability to establish and maintain, effective working relationships as necessitated by work assignment.

EMPLOYMENT

1985 - 2012 District of Columbia Central Detention Facility,
Washington DC

Senior Corrections Officer

- Build and maintained appropriate rapport with inmates.
- Defuse disruptive behavior by verbal interventions.
- Control disruptive behavior by appropriate verbal orders and appropriate use of physical orders.
- Use verbal and listening skills to determine potential inmates problems, such as suicide risk, Intoxication, drug usage, assault behavior.
- Inform and explain institutional rules to inmates.
- Communicate information regarding security, safety and operation through the chain of command.

- Monitor inmates watching closely for unusual behavior, improper conduct or signs of conflict.
- Monitor visits between inmates and personal visits.
- Supervise periods of recreational activity
- Prepare inmates for transport through search and application of appropriate restraining devices, depending on security level, and ensures all related materials to be transported with inmate are ready and in order.
- Transport inmates outside the facility to and from court, lawyer's office, medical appointments, work sites, other facilities, etc.
- Communicate with other staff and main control to inform about inmate behaviors, incidents and to request assistance.
- Perform head counts to visually ensure the presence of all inmates.
- Coordinate unit head counts to confirm total population.
- Check Ids to ensure only authorized persons enter or leave facility.
- Respond to emergency situations according to facility procedures, such as medical, fire, security, etc.
- Write narrative reports describing events that have happened, such as confidential reports, incident reports, disciplinary reports, special observation reports, etc.
- Read and write short notes in a log book as a means of passing information about daily events from one shift to another, such as inventory logs, post logs, narrative logs, etc.
- Use portable two-way radio.
- Open and close gates or doors to restricted areas to allow vehicles/people to enter and exit.
- Issue logs and inventories facility keys.
- Attend and participate in required training.
- Read policy & procedure manuals, directives and memos.

EDUCATION

Paul Lawrence Dunbar Senior High, Washington DC
 Keystone Job Corp Center, Drums Pa., Dietary Aide C.E.D., 1980

HONORS

Retired with honors
 Achieved excellence behavior standards

Yvonne A. Washington

Objective: *Conscientious school counselor with 25 years experience serving in urban schools as an educational practitioner seeks employment within a dynamic school setting where management and organizational skills will be challenged, supported, and developed.*

SUMMARY

- Able to share responsibilities and rewards with network team of coworkers
- Able to **manage multiple tasks simultaneously** and work in a fast-paced environment, often **under stringent deadlines**
- Ability to **work creatively and analytically** in a problem-solving environment
- **Ability to identify problems; gather relevant data**
- Able to demonstrate **primary and secondary research skills**

TECHNICAL SKILLS

- **Microsoft Office Applications:** Excel, Word, PowerPoint, Outlook

PROFESSIONAL EXPERIENCE

DC Public Schools, Washington, DC School Counselor 09/2007-Present

- Adheres to laws, policies, procedures, and ethical standards of the school counseling profession
- Conducts a yearly program audit to review the extent of program implementation and effectiveness
- Effectively communicates the goals of the comprehensive school counseling program to education stakeholders (i.e. administrators, teachers, students, parents, and community/business leaders)
- Measures results of the comprehensive school counseling program activities and shares results as appropriate with the relevant stakeholder(s)
- Successfully maintains current and appropriate resources for education stakeholders
- Uses the majority of time providing direct services through the Guidance Curriculum, Individual, Student Planning and Preventive and Responsive Services, and most remaining time in program management, system support, and accountability (National standards recommend 80% of time in Guidance Curriculum, Individual Student Planning and Preventive and Responsive Services)
- Develops and maintains a written plan for effective delivery of the school through Individual Graduation Plans (IGPs); while assisting all students, individually or in groups, with developing academic, career and personal/social skills, goals, and plans
- Provides direct support service to individual students, small groups, and classrooms
- Closely monitors student academic performance, behavior, and attendance and facilitates appropriate interventions
- Completes assessments, referrals, and counseling with students and families; while productively completing home visits and assessments
- Accurately and appropriately uses assessment procedures for determining and structuring individual and group counseling services
- Effectively develop and maintain family outreach programs and community partnerships
- Serves as a member of the full service team and other school based teams

- Sufficiently completes written reports as needed or as requested by Principal
- Manages and completes reports as required by Federal, State and local agencies; while accurately and appropriately interpreting and utilizing student data
- Uses data to develop comprehensive programs that meet student needs
- Productively collects and analyzes data to guide program direction and emphasis
- Successfully conducts professional development workshops related to identifying at-risk students
- Makes oral presentations of assessments, diagnostics, home visits, and observations

DC Public Schools, Washington, DC School Counselor 10/1996- 06/2007

- Responsible for preparing an educational plan for students in grades 9 thru 12
- Conducted and coordinated parent workshops on various topics of interests such as:
 - Strategies for test taking skills- AP, PSAT, SAT, and ACT exams
 - The college process
 - Financial Aid
 - Preparation (s) for Auditions
 - Obtaining Scholarships
- Assisted students in becoming knowledgeable in analyzing learning patterns, identifying and developing their potential and planning educational experiences
- Prepared Letter of Understanding for each student in grades 9 thru 12
- Met with each student every advisory to conduct individualized counseling sessions
- Responsible for arranging Parent/Teacher Conferences as well as facilitating these meetings
- Prepared and gathered homework package for those students who are ill for extended periods of time
- Participated in school management and shared responsibility for the total school program, as appropriate to the counselor role
- Experienced in educational program adjustments for students with special needs
- Provided tutorial/resource services to those students who are experiencing academic difficulty
- Assisted with preparation of the senior scholarship report
- Responsible for the completion of senior exit forms
- Coordinated the HI-SCIP Program

DC Public Schools, Washington, DC Job Coordinator/U.S. Government Teacher 01/1982- 09/1996

- Taught techniques and employability skills courses
- Conducted job interviews
- Instructed how to prepare Resume and various appropriate ways to complete job application forms
- Responsible for placing students in the job market (both Federal Government and Private Sector)
- Coordinated a job bank for current and former students who recently graduated
- Monitored and supervised student's progress
- Conducted and analyzed Employer's Site Visit Forms and monthly reports
- Prepared lesson plans and taught U.S. Government Courses

Honorable Augustus F. Hawkins US House of Representatives, Washington, DC Legislative Assistant 11/1977- 12/1981

- Composed Legislative correspondence
- Maintain physical files and provided copies of specific reports as requested by management.
- Compiled, analyzed, and summarized data collections
- Attended Full Committee and Sub Committee Hearings
- Coordinated an Educational Conference for all of our States Superintendents
- Traveled to various cities to conduct workshops

KATHY SUEJETTE WILLIAMS, ESQ.



EXPERIENCE

DC Office of Campaign Finance (OCF), 2000 14th Street, NW, Washington, DC, 20009, February 1997-July 2010 (retired).

Served as General Counsel (and held the title of "Supervisory General Counsel" within the District of Columbia Government's Legal Service), senior advisor to the Director, Freedom of Information Officer, and liaison between OCF and District government executive and legislative entities regarding statutory, procurement, and personnel issues. Responsible for the enforcement of ethical compliance among all local District candidates, political committees, and certain elected, appointed and excepted service officials and the coordination of all OCF divisions regarding general operations concerning potential violations of OCF regulations and affected statutes. As a result, successfully conducted ethics and other training before the Chairman and 11 Members of the City Council of the District of Columbia and at the meetings of other government agencies and civic entities, prepared brochures for placement upon the OCF website to educate filers, and conducted numerous hearings and drafted opinions which remain published at www.ocf.dc.gov.

DC Department of Employment Services (DOES), 4058 Minnesota Avenue, NE, Washington, DC, 20019, February 1993-February 1997.

Served as an administrative law judge in the field of workers' compensation. Responsible for drafting decisions based upon submitted written pleadings, sworn testimony and other relevant and material evidence, in an adverse and judicial setting, to determine the issuance and award of

benefits under the statute. Scheduled docket, verified the ripeness of matters, and resolved and disposed of pre-hearing motions and other issues, orally and in writing, prior to the actual hearing.

DC Board of Elections and Ethics (BOEE), 441 4th Street, NW, Washington, DC, 20001, February 1980 through February 1993.

Served as Staff Paralegal in the general field of administrative law and the specific fields of elections, conflict of interest and ethics. Conducted legal research. Consulted and served as liaison regarding elections and elections officials, conflicts of interest laws, regulations and questions for the General Counsel (to the BOEE), staff and employees, local, state and federal government agencies, and the public. Drafted pleadings, briefs, memoranda, factual and legal findings in contested cases, rules and legislation. Primarily responsible for developing and implementing procedures and forms pertaining to eligibility and removal of the more than 300 local Advisory Neighborhood Commissioners (ANCs), which are now included in the municipal regulations governing the BOEE.

EDUCATION

Georgetown University Law Center (GULC), Washington, DC, JD, May 1980.

Federal City College (now University of the District of Columbia), Washington, DC, BA (Political Science), May 1976.

TRAINING AND INTERESTS

Officially taught in the District of Columbia Public School System (School Without Walls High School) for a year as a GULC student enrolled in the "Street Law Clinic."

Unofficially taught street law and reading at (the former) Lorton Correctional Facility, DC Jail, Alcohol Treatment Center, and various churches, other schools and area shelters.

Attended annual training for several years with the Council of Governmental Ethics Laws (COGEL) in Rhode Island, Florida, Massachusetts, and Canada.

Volunteered as General Counsel to the Washington Tennis Association and as Board Member of the Wards 7/8 Tennis Council, Inc. from 2007-2009.

Initiated and participated in an OCF office-wide literacy project, "Everybody Wins!" at DC's Garrison Elementary School from 2008-2010.

Received certificates from the DC Bar Continuing Legal Education Program, including "Time Management," "Corporate Structures," "Representing Non-Profits," and the "Lawyer's Guide to the Internet."

I also enjoy, among other things, entertaining friends and family, playing bridge, all pool activities, and practicing yoga.

References are available upon request.

February 20, 2013

New Pathway Academy PCS

To Whom It May Concern,

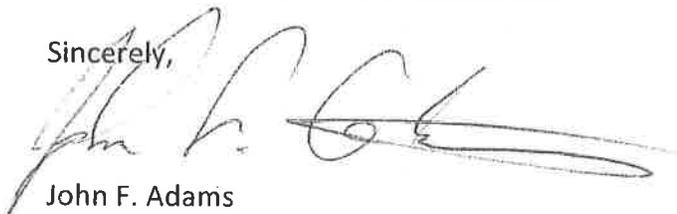
With consideration to serve as a founding board member for the New Pathways Academy Public Charter School – I submit this Letter of Interest. Having been approached by Ms. Pauline Davis and informed about this alternative learning initiative - my interest was immediately captured. As a Washingtonian, I have witnessed the hands-off approach displayed by our public school system when referencing our youth, who have experienced encounters with the justice system, chronic truancy, challenges with their individual learning techniques, etc... I personally feel that we have a moral obligation to ensure that every child has an opportunity to secure a quality education and we are mandated by our culture to insure that traditional and non-traditional strategies are sought to meet the challenges.

Furthermore, while I understand that our school system has been faced with serving as social services hubs as well as institutions for education, to some extent; I also understand that extreme responses targeting specific groups have a detrimental impact on the continued developmental outcomes. Unfortunately, I'm referencing of one of our most vulnerable cohorts – our children.

I am a committed professional trained on the micro and macro levels to advocate for the underserved and marginalized. I'm totally interested in contributing my personal time and professional skills to assist with bringing this vision to fruition. I believe in the concept and the noted strategies that have been outlined.

In closing, I am prepared to commit to this, most sensitive, measure. I have already begun to reach-out to other professionals and like-hearted peers and I am proud to note that so many have expressed their interests to be involved in some capacity. If elected to serve as a board member I will serve diligently with others to ensure effective and efficient outcomes. I thank the founding body for its consideration.

Sincerely,

A handwritten signature in black ink, appearing to read "John F. Adams", written over a horizontal line.

John F. Adams

Cynthia Broadus



February 10, 2013

Dr. Alicia Petersen



Dear Dr. Petersen,

It seemed that I have always been a teacher from helping my brothers and sisters with their homework through teaching school. I was a tenured teacher with the District of Columbia Public Schools for thirty-five years. I worked as a math teacher at Jefferson Junior High School for ten years and twenty five years at Patricia Harris Educational Center. In addition I work with older youth at Second Baptist Church as program director writing and directing plays.

Upon my retirement, I was a care giver form my mother. In travels about the area, I would see many children, mostly teens on the streets during school time. Why aren't these children in school? What is happening that these youth are not in school? Something is truly wrong when so many of our children are on the street and not in school.

In order for our youth to be successful in today's world, they must receive a quality education. I decided to join the founding group of the New Pathways Academy Public Charter School to offer this particular group of students an option to attend a non-traditional public school.

Sincerely,



Cynthia Broadus

February 12, 2013

Mrs. Honorable Mary Terrell (ret.), Principal
New Pathways Academy PCS

Dear Honorable Terrell,

I'm writing to express my commitment and desire to serve on the Founding Group of New Pathways Academy Public Charter School. As a Washingtonian native, I support the New Pathways Academy's efforts to provide a quality educational choice not only for parents but as well as the youth in the District of Columbia.

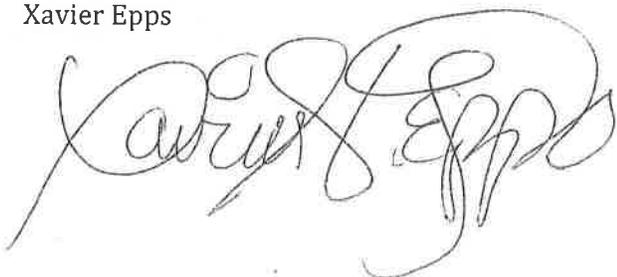
I am committed to serving and assisting the New Pathways Academy PCS in its effort to create a sustainable educational plan for all high school aged children living in the District of Columbia. As the Board of Trustee Treasurer, I will monitor the overall financial health of the organization by keeping track of income and expenditures and ensuring the organization stays on budget. I will routinely inform the Board as to whether income and expense projections are turning out as predicted. I believe in the school's mission and its ability of the School's Founders and staff to carry out its mission to provide the best quality of education that one can offer.

After 10 years of working in the financial markets and several years working with non-profits, small businesses and investment banking firms, I've provided analytical research and financial modeling as well budgeting management to many groups. I've also assisted in the District communities by mentoring a group of 4 freshman students in high school (Archbishop Carroll) over their four years of high school tenure. Volunteered and provided monetary support to organizations such as KaBoom (assisted in the building of playground in Southeast DC), DC Central Kitchen (holiday distribution of meals), Doorways for Women & Families, DC Children's National Hospital, High Tea Society and teamed up with Phi Beta Sigma to assist organizations such as Bread for The City and Martha's Table and Outfitters.

I recently founded XNE Financial Advising, LLC in 2011 (a financial advising company that provides core financial management to assists individuals, small businesses and non-profits). Today, the company has under management approximately half of million in gross revenues/sales for small businesses and non-profits throughout the Washington, DC area.

I will contribute to any program both professionally and personally that will solidify the financial stability of the proposed school. I would be honored to join the community to grow, learn and assist in different ways.

Xavier Epps



02/12/2013

February 28, 2013

Dr. Alicia Petersen
Board Chairperson
New Pathways Academy Public Charter School



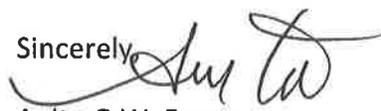
Dear Alicia,

I am writing to express my commitment and desire to be a part of the New Pathways Academy Public Charter School.

I am prepared to do this because I believe in the mission and commitment of this charter and the ability of its members. I am committed to serving and assisting the students of the District of Columbia because I am a DC resident and the mother of a daughter. I firmly believe the students of the District of Columbia deserve a chance to receive an exceptional education and that parents have a choice of an excellent institution.

My role in the school should the charter be granted would be to assist in the planning and developing of an outreach program to ensure the involvement of parents and community in the school. I would bring my program and management skills to the table to ensure that everyone involved would feel like they would have some piece of ownership in the success of the school.

The expertise and resources I bring to the school are program and management experience and outstanding customer service skills. I have over 35 years of human resources experience. I have dealt with employees from the least on the totem pole to the highest executive who had to be confirmed by the Senate and Congress. I have developed and coordinated all types of intern/school programs and career development. I have been associated with all types of people from diverse and socio economic backgrounds. More importantly, I have been heavily involved in the parent association of each school my daughter has ever attended.

Sincerely, 
Anita G.W. Fogan

Patricia A. Hoyle

20 February 2013

Greetings:

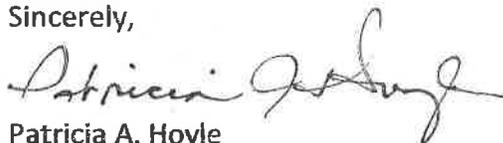
As a former teacher in the District of Columbia and Maryland Public School Systems for over forty years, I am pleased and gratified to have been asked to participate in the planning of the New Pathways Academy Public Charter School (NPAPCS). For the majority of my career, I have been involved with the *at-risk* student in an alternative setting. The New Pathways Academy will be a non-traditional high school modeled on the *street academy* concept, a very popular model that successfully served the District of Columbia and several student populations in cities around the country. I was a part of that movement for many years.

I am currently the Executive Director of Life Pathways, a non-profit organization that offers education programs to adults in DC. While interacting with the adult population, many of whom are lacking in basic life and work skills, I recognize that the need to reach this segment of our society before they experience poor academic achievement and leave school is vital to the well-being of our families, our communities, and our country.

I plan to be a contributing member of the Founder's group. I have every confidence in, and am an admirer of the abilities of the team membership and of the group leader, Judge Mary Terrell, who has also worked with the at-risk population for many years.

I believe that this will be a successful endeavor, based on sound contemporary educational theory that will lead our students to academic and personal achievement.

Sincerely,



Patricia A. Hoyle
Founders Board

February 23, 2013

Mrs. Honorable Mary Terrell (ret.) Principal
New Pathways Academy PCS



Dear Honorable Terrell.

I'm writing to express my commitment and desire to serve on the Founding Group of New Pathways Academy Public Charter School. I have worked in various educational systems in Washington, DC. for over twenty years. As such, I vehemently support New Pathway's effort to provide a quality educational choice for students and parents who are trying to access the best possible education.

I have been highly trained in education and in the administrative profession. I am prepared to apply knowledge and experience within many educational management platforms. I have a keen ability to work and partner with students of all ages, as well as their parents. As an educator, I acquired the skills needed to assess needs, define preferences, and utilized specific instruction to facilitate growth and learning of students. It has been my goal to maintain the ability to work collaboratively with staff and administration to drive operational success. I am proficient in the process of establishing exceptional interpersonal relationships with individuals of culturally diverse backgrounds, and in exhibiting underlying communication skills.

Keith Norman

A handwritten signature in cursive script that reads "Keith Norman".

February 14, 2013

Pauline Davis LLC.

Dear Judge Terrell,

I am writing to express my desire and commitment to serve on the Foundering Group of New Pathway Academy Public Charter School. I was born in Washington DC, raised in ward 7 and the oldest of 10. I have worked in custom drapery and upholstery shops for 20 years and sewing for more than 30 years. It has been my desire to share my Gods given gift with anyone willing to learn from me. I have worked teaching sewing at the Summer Youth Programs High Tea and at the ARK with the Far SE Collaborative. I also teach one on one in my home to student wanting to learn.

I have worked as an Adjunct Prof. at the University of District of Columbia Community College, teaching Clothing Construction II. I have a home base business which I have been running for 10 years. I have Students wanting and taking their internships with me from University of District of Columbia and Marymount Fashion University.

In conclusion, I believe in our mission and the ability of New Pathway Academy's Founders and Staff to carry its mission to provide a world-class education.

Pauline Davis

A handwritten signature in cursive script that reads "Pauline Davis". The signature is written in dark ink and is positioned below the typed name.

Dr. Alicia J. Petersen

February 27, 2013

The Honorable Mary Terrell (Ret)
New Pathways Academy PCS

Dear Judge Terrell:

I believe the New Pathways Academy Charter School will forge a much needed path in education for students at risk in Washington, DC. As an educator, I have experienced the challenges and rewards of working with this group of students over the years. This letter expresses my interest in serving as part of the Founding Group for the Academy. I am committed to working with the Founders to help establish the school, raise money to help fund the school and to help recruit students to this worthy initiative.

I am convinced that the interdisciplinary approach of team teaching in the classroom will motivate the student population "dropping out" of our schools in DC. New Pathways has developed a curriculum that will focus on a practicum where students can learn through projects that are relevant for them. This hands on approach of individualized teaching challenges me and I will be committed to being a part of this new school.

As the Founding Chair for the Board I will bring my twenty plus years of education administration, teaching and policymaking to New Pathways. Most of my career has been as a college professor at both the undergraduate and graduate levels at Howard University, Morgan State University, The University of Southern California, East Carolina University and the University of DC. As an education administrator I was regional administrator for LA Community College and I administered a \$500,000 workforce development program for disadvantaged youth for Howard University. For the last eight years I have worked with an internship program placing students at Howard with community development agencies in DC. I have seen the importance of combining classroom education with practical experience and believe New Pathway's inclusion of workforce development and career preparation is an excellent one. I have also spent several years working for the U.S. Congress, helping shape legislation and administering a training program for individuals who wanted to go into politics.

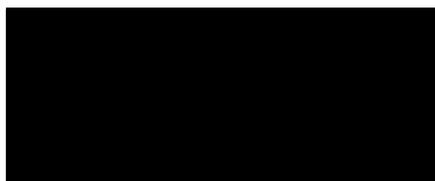
On a personal level I have been active for ten years in a mentoring program for young girls. I recently formed the Community development Alumni Association at Howard for Political Science students and worked with them on a community service project to help homeless children.

New Pathways Academy is based on the premise that everyone can learn, and everyone can excel if given the right opportunity and the right learning environment. I look forward to playing an active role in helping them make a difference.

Dr. Alicia Petersen



Lillian Perdomo



February 28, 2013

Dr. Alicia Petersen

Chair Board of Director

New Pathways Academy Public Charter School



Dear Dr. Petersen,

I am writing to express my interest in supporting the mission and purpose of the New Pathways Academy Public charter School. This letter is to formalize my participation as Vice Chairperson of the Board of Directors of the NPAPCS. I am excited by the opportunity to contribute my expertise to provide overall support and oversight for NPWAPCS should a charter be granted.

Throughout my professional career, my personal goal has been to contribute to the well-being of all of the community members in the District of Columbia, with a very concentrated effort in the area of education and at-risk youth. In working to achieve this goal, I have committed myself to a high standard of vision-driven leadership. This leadership style has consistently proven to achieve measurable results responding to community needs, serving on numerous boards and commissions, leading clients to self sufficiency and sustainability, and designing and implementing and supporting cost effective quality model programs that improve the lives of community member's thorough education and training.

I am confident that you will find my experience, dedication to the community, and commitment to excellence to be a great asset serving on the Executive Board of the NPWAPCA.

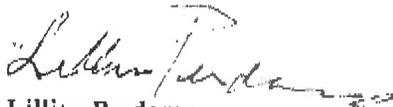
Highlights of my qualifications include:

- Funding, design and leadership of the DC Parental Involvement Resource Center (DC-PIRC) – the only Washington, D.C. organization funded by the U.S. Department of Education to improve the academic achievement of Washington, D.C. students and prepare them for college through a collaborative effort between DC schools and parents to engage parents in their children's education.
- A proven track record in developing and managing high quality, innovative programs that respond to the needs of providers and customers, expand consumer awareness, and promote community members' and partners' strong collaborative relationships and commitment to programs.

- Successfully engaging program stakeholders, and success in developing in kind or funding support from businesses, community organizations, and individuals. Value added included broad community knowledge and understanding of programs and broad support for the larger organization.
- A results-oriented, decisive leadership style with many years of experience with local, regional, state and national programs, including the designing, implementing, and evaluating of programs and the improving of programs based on evaluation results.
- In-depth knowledge and proven success working with state, federal and local funders in fundraising and meeting reporting requirements. **Fund Raising** skill include development of fund raising plans, fostering relationships with potential and current funders, and managing the application and reporting processes.
- Extensive expertise in staff oversight and management, including strategic planning and the proven ability to identify and capitalize upon emerging industry trends. Specific accomplishments include the development, implementation and oversight of a very successful youth development and civic engagement program, and leadership of the Language Access Coalition in Washington, DC that worked to pass the DC Language Access Act/legislation.
- Strong communication, training, and relationship/partnership building skills with staff senior leadership, community leaders, volunteers, consultants, and regulatory agency professionals.
- A proven track record in sound fiscal management, and innovative approaches to fomenting program growth.

I look forward to leveraging my expertise as a creative and dynamic leader to augmenting services, increasing funding and raising the visibility of the NPAPCS, to ensure that we as city meet the educational needs of our at-risk youth population.

Sincerely,



Lillian Perdomo

Dr. Alicia Petersen

Chair Board of Director

New Pathways Academy Public Charter School

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- A proven track record in developing and managing high quality, innovative programs that respond to the needs of providers and customers, expand consumer awareness, and promote community members' and partners' strong collaborative relationships and commitment to programs.

Dr. Alicia J. Petersen

Dr. Alicia Petersen is currently a professor in the Political Science Department at Howard University. In this capacity she also coordinates the Interdisciplinary Minor in Community Development offered jointly by the Department of Political Science and the Department of Economics. She has served on the faculty at Howard for ten years in both part time and full time capacities.

Until July, 2011 she was the Executive Director for the Congressional Black Caucus Institute, a training institute that prepared future minority leaders for positions in politics and public service. In this capacity she worked with members of Congress on the Democratic Conventions in 2004 and 2008 and with the Presidential Debate sponsored by the Congressional Black Caucus Institute in South Carolina in 2008. Prior to that she worked on Capitol Hill as a Special Assistant to Congressman Bennie Thompson of Mississippi focusing in two areas , equity in agriculture for black farmers and developing the framework for the CBC Institute which she later directed.

From 1996 to 2001 Dr Petersen was a political appointee under the Clinton Administration in the position of Executive Assistant to the Deputy Under Secretary for Rural Development. In this capacity she helped to structure a national strategic planning process for rural development, prepared the annual policy report to Congress on rural development and worked with community based organizations to address issues of distress and under development in regions such as the Lower Mississippi Delta and the Colonia.

Dr. Petersen's career has been equally split between public service and academia. She has worked as Deputy Director for the Chapel Hill Housing Authority, Director of Operations for the Montgomery County Housing Authority, Program Administrator the The Dept. of Agriculture's National Area Development Assistance Program, and Staff Director to the "Wilmingtonians" a city wide citizen policy advisory board to the Mayor of Wilmington Delaware. She has taught courses in regional planning, housing planning, public policy, technical writing, community development, market analysis, race and public policy, urban government, national government, and community development internship. She has taught at the undergraduate and graduate levels at Howard University, Morgan State University, the University of the District of Columbia, East Carolina University and the University of Southern California. She also served as Regional Administrator for Los Angeles Community College in Okinawa, Japan from 1982 – 1985

She is a member of the American Association of University Women, the Urban League, NAACP, The Historic Preservation Society, the National Association of Planners, the National Council of Negro Women and the High Tea Society. She actively mentors three young women and is membership chair for the High Tea Society mentoring group that the young women are a part of. She continues to serve as an advisor to the Congressional Black Caucus Institute. Dr. Petersen is the spouse of a former military officer and in that capacity served as President of the American Red Cross and Navy Relief Society at Quantico Marine Base. She continues to be actively involved in supporting military families.

Dr. Petersen has a Bachelors degree in Sociology from Cheyney University, a Masters in Regional Planning from the University of North Carolina at Chapel Hill and a Doctorate in Urban Affairs and Public Policy from the University of Delaware.

Statement of Interest and Qualifications

My interest in education was fostered by my family members. The vast majority of whom served as teachers, school principals and administrators. It was this background that served me well as I pursued a bachelor's degree in History.

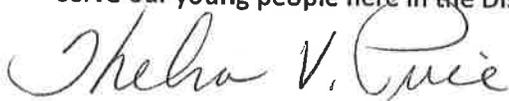
I attended a traditional college (Spelman, in Atlanta Georgia.) for two years until I left to join the Student Non Violent Coordinating Committee. When the decision came to return to college to complete my bachelor's degree I was faced with a dilemma. I was older and more experienced than the average junior in college.

After living on my own, I didn't relish the thought of returning to Spelman a very traditional Historically Black Woman's college. A friend of mine told me about Antioch College. A non-traditional college located in Yellow Springs, OH. After visiting I was given information about a new school opening in Washington, DC. I leaped at the opportunity to attend an independent school in the Nation's capital where I could do independent study, have a co-op job and be around students more like myself.

There is a desperate need for this type of approach to education that will allow students to flourish in a setting which uses a non-traditional approach to education. Over the years I have seen firsthand through my work with first offender juveniles. I have served as a guardian ad litem in Juvenile Court, and as a community mediator where many high school students ended up after being referred by their schools or courts.

Ward 7 and 8 where we propose to house the New Pathways Public Charter School has a population of underserved youth who are looking for alternative ways to complete the education. The days of the one type fits all schools is a nonstarter.

Our school will meet the same Carnegie Units as a traditional school but use alternative methods to convey this information to the students. I look forward to being a part of this exciting opportunity to serve our young people here in the District of Columbia.



Thelma V. Price

Founding Member



To Whom It May Concern:

It has been a privilege to be a part of the founding group for the establishment of a charter school in the District of Columbia whose intent will be to give students a four-year preparation for post secondary education, and to prepare students for the world of work through intense focus on work readiness training.

Since many of our youngsters in the work force today lose their jobs after a short time in their positions, there is a demand for workers to have skill development in decision-making, conflict resolution, reasoning and problem solving. These are areas to be emphasized and embedded in the curriculum of New Pathways Academy. I am excited to be a part of this type of emphasis as it impacts the growth and development of young people entering the workforce of today.

The need is great now for a totally integrated academic and technical curriculum. Workers of the future will be expected to have competencies and abilities for the practical application of learned skills, in addition to having proper academic preparation. It is imperative that students graduating from secondary programs are able to think critically and become productive citizens.

As society evolved during the past two centuries, workplace techniques became more complex, modern technology was invented, and new practices emerged. All of these things changed the face of not only the craftsman, but also the face of what he or she needed to know to be effective. The importance of basic academic skills has not lessened the need for basic vocational skills. This concept has been aided by the realities of declining United States productivity and lowered basic workplace skills. We should want to use these accountability data to encourage high schools to begin to improve their programs.

Educators must begin to view their task as one of making students more intelligent. Curriculum can dictate the success rate for all who are willing to "buy into it." An innovative curriculum can serve as the basis of overall increased success for students. The influence of the teachers' attitudes, motivation, experiences and viewpoints regarding their roles in student motivation are key factors in achievement. In schools where there are problems with motivation and attendance, there is a shortage of counselors, social workers and other specialists, and there is a lack of strong attendance policies or the failure to enforce them. Better support services and more follow-up should result in better attendance and higher levels of motivation.

In an innovative school, people are encouraged to take risks, to learn from one another, and to work hard at changes that can inform future plans. The commitment to creating this kind of school environment is inherent in restructuring as it is currently defined. The entire area of restructuring of a modern educational environment must be replete with attitudes and resources which are intended solely for the growth and development of students.

I see this concept in the design of the New Pathways Academy, and I put my full effort and expertise behind the development of this school of the future.

Yours truly,

Alethia L. Spraggins

Alethia L. Spraggins, Ph.D.
Former Principal
Margaret Murray Washington Career School
D.C. Public School System

February 12, 2013

Ms. Mary Terrell
New Pathways Academy PCS



Dear Ms. Terrell,

I am writing to express my interest in serving on the Founding Group of New Pathways Academy Public Charter School. As a Howard University student, I support the New Pathways Academy's efforts in using new and innovative strategies that promotes and provides quality education for the youths who reside in the District of Columbia.

I am committed to assisting the New Pathways Academy PCS in its effort to create an effective and sustainable educational plan for all children who are of high school age residing in the District of Columbia. As a Founding Member, I will inform the Board of strategies that will assist in accelerating student learning. I believe in the mission that has been established and I believe in the ability of the Founding Members and Staff to carry out its mission to provide effective and quality instruction to its students.

I was once an individual who was placed in the Foster Care System and experienced similar issues that children in various underserved communities throughout the District of Columbia are currently experiencing; I understand their feeling of disconnect and plan to assist in their personal development towards becoming productive members of their communities. I have volunteered with various mentorship programs, including the YMCA and Big Sisters of Greater Miami. Currently, I am a staff member of the AVID Program and serve as a tutor at Ballou Senior High School in the District of Columbia and I am responsible for mentoring a group of five students who are in the program.

I will contribute to any program that will assist in the educational development of the proposed school. In addition, I would be honored to serve the community in its effort to progress.

Sincerely,

A handwritten signature in cursive script that reads "Desire L. Stanley".

Desire L. Stanley

Judge Mary Gooden Terrell
New Pathways Academy Public Charter School

February 14, 2013

Dear Judge Terrell,

I am writing to express my commitment to serve as a founding member of The New Pathways Academy Public Charter School. As a retired employee of The District of Columbia Public Schools I had the distinct honor and pleasure to work for the district in many different capacities. While an employee of The District of Columbia Public Schools over the years I served as: Principal, Assistant Principal, Art Teacher, Department Chairperson, Curriculum Writer for the Art Department, School Liaison to the Community, Sponsor of numerous clubs and organizations, Teachers Union Representative, and Scholarship Committee Chairperson.

My career has been dedicated to working with young people. I have worked for the district for over thirty-four years. I have had the opportunity to have had extensive educational experiences on the Junior, Middle and High School levels.

I will bring to The New Pathways Academy Public Charter School Founding Board; The knowledge and experiences of working with the students that will be served, my enthusiasm and energies, and my dedication to the success of The New Pathways Academy Public Charter Program.

Sincerely

A handwritten signature in cursive script that reads "Bevadine Z. Terrell". The signature is written in black ink and is positioned above the typed name.

Dr. Bevadine Z. Terrell

James S. Terrell



Dr. Alicia Petersen



Dear Dr. Petersen,

As an experienced art high school teacher, vice President of the Council of churches of Greater Washington and Director of the youth Program for the historic Second Baptist church of Washington, I have firsthand experience with educational and behavioral needs of students. Art is so important to the development of reading and other cognitive skills. I developed skills in communicating and counseling our targeted population that will be helpful to maintain a safe and secure environment for students to learn.

I know that the learning environment and the educational approach are critically important to meet all the needs of students. Disruptive behavior has underlying causes that cannot and must not be ignored. I know that unless student's needs are met, they cannot focus on learning.

For a long time I have had a vision of a school that would put students in a positive culture for learning. I have experienced firsthand in certain schools what happens when enforcement is the only intervention tool.

I brought these concerns to Mary Terrell who was the founder of the Dix Street Academy and thus was born the idea of creating a non-traditional high school. I want to be a part of making this school a reality for our youth. I look forward to working to working with individuals who share a common educational interest in our youth and willing to use whatever tools available to change their outlook.

Sincerely,

A handwritten signature in cursive script, appearing to read 'James S. Terrell'.

James S. Terrell

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President, GB Herndon & Associates

Mary Terrell, Founder
Associate Judge (ret.)

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Vice President, The Adams National Bank

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CEO, The Allen Etiquette Institute

Ms. Lorna John, Esq.
General Counsel, High Tea Society

Ms. Berna Gunn Williams
Former President, Scrubbles Janitorial Services Co.

Ms. Pearl Dexter
Editor and Publisher, Tea A Magazine

Mariessa Terrell White, Executive Director

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Executive Director, Points of Light Foundation

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Founder, Protocol School of Washington

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Founder, Harney & Sons Fine Teas

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President, DC Chamber of Commerce

Ms. Beverly Perry
Senior vice President, Government Affairs and
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Mr. J. Norwood Pratt
International Tea Guru & Editor-in-chief,
Tea Trade-the Magazine of World Tea Business

Ms. Roberta Sims
Vice President Corporate Relations, Washington
Gas

Rev. Dr. James E. Terrell
Pastor, Second Baptist Church

**THE HIGH TEA SOCIETY
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Powernomics Corp. of America

Ms. Tina Blanchard
President, La Moda, Inc.

Ms. Jeanne Clarke Harris
President, Details International, Inc.

Ms. Angela Heath
President, Grace Media, LLC.

Ms. Lorna John, Esq.
General Counsel, High Tea Society

Ms. Kayte McLaughlin
President/CEO, Penguin Unity Enterprises, Inc.



February 4, 2013

Dr. Alicia Petersen

Cahir Board of Director

New Pathways Academy Public Charter School



Dear Dr. Petersen,

I often tell people that I am an educator who stumbled into the law. It was while I was the principal of the Dix Street Academy, an alternative high school for youth who dropped or were pushed out of the public schools that I noticed that we had just as many students on the waiting list as we did in the school. When I inquired about this, the students informed that they were told to get out of the class without any notice or due process. I immediately enrolled in law school at night to gain skills to protect student's rights while I directed the school during the day.

For the remainder of my career, I have been on a dual career path using the law and education on behalf of at risk youth. It is no accident that in 1997 when I was sworn in as an Associate Judge, that I launched the High Tea Society for at risk girls after visiting schools and observing the negative behavior among the girls' demeanor, deportment and decorum to bridge the gap between their families and the civil and global community through academic achievement, community service, cultural awareness, lifestyle improvement and international awareness.

Because if my passion for youth, I decided to retire from the court before my term expired in 2008 to devote my life to creating programs to address the educational needs of our youth and put them on a positive pathway. It is this current state of our youth, the critically large number of drop outs and disconnected youth with limited supports, services or opportunities at

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President/CEO, Penguin Unity Enterprises, Inc.



the urging of James S. Terrell, a teacher and youth program director that I decided to join the founding members to do something to change the circumstances of our youth. The idea of replicating the Dix Street Academy model high school, while challenging is urgently needed for our youth who lack basic skills to be successful in today's civil and global society.

Mary Terrell


Founder, High Tea Society

February 28, 2013

Dr. Alicia Petersen
Board of Directors Chairperson
New Pathways Academy Public
Charter School
[REDACTED]

Dear Dr. Petersen,

I am writing to express my commitment to serve on the Founding Group of New Pathways Academy Public Charter School (School). I support the vision and ideals of the School because they mark the school as a course through which the most at-risk District children, who are completely and utterly without a clue, may find reasons to live, to learn, or simply to be.

As a lifelong Washingtonian, I grew up enjoying school because I grew up expecting my education to provide me with an excellent living. Moreover, my parents regularly drilled these maxims into my head. I grieve that there is one (1) child -- let alone hundreds of children -- in Washington, DC for whom these ideas are unimaginable.

I believe that you and the School's team of creative and talented educators and support staff can replace despair and abandonment with hopefulness and caring encouragement in your students-to-be. Therefore, I signed on early in the formulating stages of the School as we hammered out the original proposal and vision statement.

As a result, I am committed to serving as the General Counsel for the School. I am pleased that my expertise in corporation matters was helpful when I assisted on the production of the corporate and other financial documents for the School.

For more than 30 years, I have served in the offices of -- and before retirement, 15 years as a -- general counsel to District agencies. I am most skilled at writing and analyzing statutes and regulations for public entities. Additionally, I served as a DC administrative law judge. Certainly, I was able to view a matter from different sides and angles and formulate -- what I determined -- to be the best resolution. Furthermore, I served as general counsel to the Washington Area Tennis League (WATL) for two (2) years; and, as counsel to my church, Tenth Street Baptist in Washington, DC.

I also point out that since the age of 14 years old, I have regularly participated in a reading or tutoring program for members of the District of Columbia community in most District schools, prisons, and churches. I taught Street Law at School Without Walls when I was a student at Georgetown University Law Center (GULC); and, I am a supporter of Everybody Wins! In fact, upon retirement, I was certified to substitute as a teacher in the DC Public School system.

I am a determined and excited supporter of the School. When the School's charter is granted, I can be availed upon to substantively participate in any of the areas cited above.

Sincerely,



Kathy S. Williams, Esq.



NEW FOCUS - NEW FUTURE

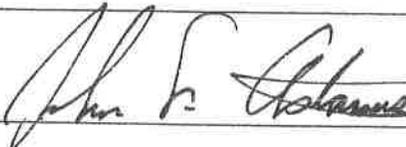
TAB G: CONFLICT OF INTEREST

Conflict of Interest Form

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

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

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

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| Signature  | Title <i>Student Success Specialist</i> |
| Applicant Organization <i>CCDC-Workforce Dev.</i> | Date Submitted <i>2/12/2013</i> |

Conflict of Interest Form

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

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

1. Do or will you or your spouse have any contractual agreements with the proposed charter school? Yes__ No X
2. Do you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school? Yes__ No X
3. Did or will you or your spouse lease or sell property to the proposed charter school? Yes__ No X
4. Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school? Yes__ No X
5. Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money? Yes__ No X
6. Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors? Yes__ No X
7. Did you or your spouse provide any start up funds to the proposed charter school? Yes__ No X
8. Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association, or other legal entity which would answer "yes" to any of the questions 1-7? Yes__ No X
9. Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Trustees? Yes__ No X
10. Do you currently serve as a member of the board of any public charter school? Yes__ No X
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12. Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school? Yes__ No X
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| Signature <u>Cynthia R. Broadus</u> | Title <u>Founding member</u> |
| Applicant Organization <u>New Paths Academy</u> | Date Submitted <u>2/19/13</u> |

Conflict of Interest Form

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

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

1. Do or will you or your spouse have any contractual agreements with the proposed charter school? Yes__ No
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
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11. Do you currently serve as a public official? Yes__ No
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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

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| Signature <i>[Handwritten Signature]</i> | Title <i>Treasurer</i> |
| Applicant Organization <i>New Pathways Academy</i> | Date Submitted <i>02/17/13</i> |

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

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

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|---|--|
| 1. Do or will you or your spouse have any contractual agreements with the proposed charter school? | Yes ___ No <input checked="" type="checkbox"/> |
| 2. Do you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school? | Yes ___ No <input checked="" type="checkbox"/> |
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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 <input checked="" type="checkbox"/> |
| 5. Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money? | Yes ___ No <input checked="" type="checkbox"/> |
| 6. Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors? | Yes ___ No <input checked="" type="checkbox"/> |
| 7. Did you or your spouse provide any start up funds to the proposed charter school? | Yes ___ No <input checked="" type="checkbox"/> |
| 8. Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association, or other legal entity which would answer "yes" to any of the questions 1-7? | Yes ___ No <input checked="" type="checkbox"/> |
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| 10. Do you currently serve as a member of the board of any public charter school? | Yes ___ No <input checked="" type="checkbox"/> |
| 11. Do you currently serve as a public official? | Yes ___ No <input checked="" type="checkbox"/> |
| 12. Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school? | Yes ___ No <input checked="" type="checkbox"/> |
| 13. To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently of behalf of the proposed charter school? | Yes ___ No <input checked="" type="checkbox"/> |

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|--|------------------------------------|
| Signature <i>Pauline Davis</i> | Title <i>Instructor</i> |
| <i>New Pathway Academy Public Charter School</i> Applicant Organization | <i>2/14/2013</i> Date Submitted |

CONFLICT OF INTEREST FORM

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

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

- 1. Do or will you or your spouse have any contractual agreements with the proposed charter school? Yes No
- 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
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- 5. Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money? Yes No
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- 7. Did you or your spouse provide any start up funds to the proposed charter school? Yes No
- 8. Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association, or other legal entity which would answer "yes" to any of the questions 1-7? Yes No
- 9. Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Trustees? Yes No
- 10. Do you currently serve as a member of the board of any public charter school? Yes No
- 11. Do you currently serve as a public official? Yes No
- 12. Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school? Yes No
- 13. To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school? Yes No

Shanta G.W. Joyan 2/20/13

Conflict of Interest Form

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

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

1. Do or will you or your spouse have any contractual agreements with the proposed charter school? Yes ___ No
2. Do you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school? Yes ___ No
3. Did or will you or your spouse lease or sell property to the proposed charter school? Yes ___ No
4. Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school? Yes ___ No
5. Have you or your spouse guaranteed any loans for the proposed charter school or or loaned it any money? Yes ___ No
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10. Do you currently serve as a member of the board of any public charter school? Yes ___ No
11. Do you currently serve as a public official? Yes ___ No
12. Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school? Yes ___ No
13. To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently of behalf of the proposed charter school? Yes ___ No

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| Signature <i>Patricia G. Loyce</i> | Title <i>Founding Member</i> |
| Applicant Organization <i>New Pathways Academy Public Charter School</i> | Date Submitted <i>19 Feb 2013</i> |

Conflict of Interest Form

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

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

1. Do or will you or your spouse have any contractual agreements with the proposed charter school? Yes ___ No
2. Do you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school? Yes ___ No
3. Did or will you or your spouse lease or sell property to the proposed charter school? Yes ___ No
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12. Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school? Yes ___ No
13. To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently of behalf of the proposed charter school? Yes ___ No

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| Signature <i>Keith Norman</i> | Title <i>Minister</i> |
| Applicant Organization <i>New Pathways</i> | Date Submitted <i>February 23, 2013</i> |

CONFLICT OF INTEREST FORM

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

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

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|---|--|
| 1. Do or will you or your spouse have any contractual agreements with the proposed charter school? | Yes ___ No <input checked="" type="checkbox"/> |
| 2. Do you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school? | Yes ___ No <input checked="" type="checkbox"/> |
| 3. Did or will you or your spouse lease or sell property to the proposed charter school? | Yes ___ No <input checked="" type="checkbox"/> |
| 4. Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school? | Yes ___ No <input checked="" type="checkbox"/> |
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| 9. Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Trustees? | Yes ___ No <input checked="" type="checkbox"/> |
| 10. Do you currently serve as a member of the board of any public charter school? | Yes ___ No <input checked="" type="checkbox"/> |
| 11. Do you currently serve as a public official? | Yes ___ No <input checked="" type="checkbox"/> |
| 12. Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school? | Yes ___ No <input checked="" type="checkbox"/> |
| 13. To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently of behalf of the proposed charter school? | Yes ___ No <input checked="" type="checkbox"/> |

Lillian Perkins
Signature

Vice-Chair
Title

New Pathways Academy Public Charter School
Applicant Organization

2/28/2013
Date Submitted

Conflict of Interest Form

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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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|--|--|
| 1. Do or will you or your spouse have any contractual agreements with the proposed charter school? | Yes ___ No <input checked="" type="checkbox"/> |
| 2. Do you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school? | Yes ___ No <input checked="" type="checkbox"/> |
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| 8. Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association, or other legal entity which would answer "yes" to any of the questions 1-7? | Yes ___ No ___ |
| 9. Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Trustees? | Yes ___ No <input checked="" type="checkbox"/> |
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| 11. Do you currently serve as a public official? | Yes ___ No <input checked="" type="checkbox"/> |
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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 your to discharge your duties or exercise your judgment independently of behalf of the proposed charter school? | Yes ___ No <input checked="" type="checkbox"/> |

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| Signature <i>Alicia Peterson</i> | Title <i>Board Chairman</i> |
| Applicant Organization <i>New Pathway Academy Public Charter School</i> | Date Submitted <i>2/19/13</i> |

Conflict of Interest Form

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

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

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- | | |
|--|--|
| 1. Do or will you or your spouse have any contractual agreements with the proposed charter school? | Yes__ No <input checked="" type="checkbox"/> |
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| 3. Did or will you or your spouse lease or sell property to the proposed charter school? | Yes__ No <input checked="" type="checkbox"/> |
| 4. Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school? | Yes__ No <input checked="" type="checkbox"/> |
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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 your to discharge your duties or exercise your judgment independently of behalf of the proposed charter school? | Yes__ No <input checked="" type="checkbox"/> |
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| Signature <i>Shelva V. Lane</i> | Title <i>2-26-13</i> |
| Applicant Organization | Date Submitted |

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

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

-
- 1. Do or will you or your spouse have any contractual agreements with the proposed charter school? Yes ___ No
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 - 6. Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors? Yes No ___
 - 7. Did you or your spouse provide any start up funds to the proposed charter school? Yes ___ No
 - 8. Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association, or other legal entity which would answer "yes" to any of the questions 1-7? Yes ___ No
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 - 12. Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school? Yes ___ No
 - 13. To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for your to discharge your duties or exercise your judgment independently of behalf of the proposed charter school? Yes ___ No

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|--|--------------------------------|
| Signature <i>Leithia L. Spraggins</i> | Title <i>Curriculum Coord.</i> |
| Applicant Organization <i>New Pathways Academy</i> | Date Submitted <i>2-22-13</i> |

Conflict of Interest Form

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

- | | |
|--|---------------------|
| 1. Do or will you or your spouse have any contractual agreements with the proposed charter school? | Yes ___ No <u>X</u> |
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| 7. Did you or your spouse provide any start up funds to the proposed charter school? | Yes ___ No <u>X</u> |
| 8. Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association, or other legal entity which would answer "yes" to any of the questions 1-7? | Yes ___ No <u>X</u> |
| 9. Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Trustees? | Yes ___ No <u>X</u> |
| 10. Do you currently serve as a member of the board of any public charter school? | Yes ___ No <u>X</u> |
| 11. Do you currently serve as a public official? | Yes ___ No <u>X</u> |
| 12. Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school? | Yes ___ No <u>X</u> |
| 13. To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for your to discharge your duties or exercise your judgment independently of behalf of the proposed charter school? | Yes ___ No <u>X</u> |

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|--|--------------------------------|
| Signature <i>Desiree L. Stanley</i> | Title <i>FOUNDING MEMBER</i> |
| Applicant Organization <i>NEW PATHWAYS ACADEMY PUBLIC CHARTER SCHOOL</i> | Date Submitted <i>02/14/13</i> |

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

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

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- | | |
|--|--|
| 1. Do or will you or your spouse have any contractual agreements with the proposed charter school? | Yes ___ No <input checked="" type="checkbox"/> |
| 2. Do you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school? | Yes ___ No <input checked="" type="checkbox"/> |
| 3. Did or will you or your spouse lease or sell property to the proposed charter school? | Yes ___ No <input checked="" type="checkbox"/> |
| 4. Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school? | Yes ___ No <input checked="" type="checkbox"/> |
| 5. Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money? | Yes ___ No <input checked="" type="checkbox"/> |
| 6. Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors? | Yes ___ No <input checked="" type="checkbox"/> |
| 7. Did you or your spouse provide any start up funds to the proposed charter school? | Yes ___ No <input checked="" type="checkbox"/> |
| 8. Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association, or other legal entity which would answer "yes" to any of the questions 1-7? | |
| 9. Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Trustees? | Yes ___ No <input checked="" type="checkbox"/> |
| 10. Do you currently serve as a member of the board of any public charter school? | Yes ___ No <input checked="" type="checkbox"/> |
| 11. Do you currently serve as a public official? | Yes ___ No <input checked="" type="checkbox"/> |
| 12. Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school? | Yes ___ No ___ |
| 13. To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for your to discharge your duties or exercise your judgment independently of behalf of the proposed charter school? | Yes ___ No <input checked="" type="checkbox"/> |
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| | |
|--|--------------------------|
| Signature <i>Berardino Terrell</i> | Founding Member |
| Applicant Organization <i>The New Pathways Academy PCS</i> | Title |
| | <i>February 14, 2013</i> |
| | Date Submitted |

Conflict of Interest Form

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

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

- | | |
|---|--|
| 1. Do or will you or your spouse have any contractual agreements with the proposed charter school? | Yes ___ No <input checked="" type="checkbox"/> |
| 2. Do you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school? | Yes ___ No <input checked="" type="checkbox"/> |
| 3. Did or will you or your spouse lease or sell property to the proposed charter school? | Yes ___ No <input checked="" type="checkbox"/> |
| 4. Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school? | Yes ___ No <input checked="" type="checkbox"/> |
| 5. Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money? | Yes ___ No <input checked="" type="checkbox"/> |
| 6. Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors? | Yes <input checked="" type="checkbox"/> No ___ |
| 7. Did you or your spouse provide any start up funds to the proposed charter school? | Yes ___ No <input checked="" type="checkbox"/> |
| 8. Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association, or other legal entity which would answer "yes" to any of the questions 1-7? | ___ <input checked="" type="checkbox"/> |
| 9. Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Trustees? | Yes ___ No <input checked="" type="checkbox"/> |
| 10. Do you currently serve as a member of the board of any public charter school? | Yes ___ No <input checked="" type="checkbox"/> |
| 11. Do you currently serve as a public official? | Yes ___ No <input checked="" type="checkbox"/> |
| 12. Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school? | Yes <input checked="" type="checkbox"/> 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 <input checked="" type="checkbox"/> |

| | |
|---|-------------------------------|
| Signature  | Title <i>Prof Teacher</i> |
| Applicant Organization <i>New Pathways Academy PLS</i> | Date Submitted <i>2-12-13</i> |

Conflict of Interest Form

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

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

- | | |
|---|--|
| 1. Do or will you or your spouse have any contractual agreements with the proposed charter school? | Yes ___ No <input checked="" type="checkbox"/> |
| 2. Do you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school? | Yes ___ No <input checked="" type="checkbox"/> |
| 3. Did or will you or your spouse lease or sell property to the proposed charter school? | Yes ___ No <input checked="" type="checkbox"/> |
| 4. Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school? | Yes ___ No <input checked="" type="checkbox"/> |
| 5. Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money? | Yes ___ No <input checked="" type="checkbox"/> |
| 6. Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors? | Yes <input checked="" type="checkbox"/> No ___ |
| 7. Did you or your spouse provide any start up funds to the proposed charter school? | Yes ___ No <input checked="" type="checkbox"/> |
| 8. Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association, or other legal entity which would answer "yes" to any of the questions 1-7? | Yes ___ No ___ |
| 9. Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Trustees? | Yes ___ No <input checked="" type="checkbox"/> |
| 10. Do you currently serve as a member of the board of any public charter school? | Yes ___ No <input checked="" type="checkbox"/> |
| 11. Do you currently serve as a public official? | Yes ___ No <input checked="" type="checkbox"/> |
| 12. Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school? | Yes <input checked="" type="checkbox"/> 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 <input checked="" type="checkbox"/> |

| | |
|---|-------------------------------|
| Signature <i>M. J. Leavel</i> | Title <i>Founder New Path</i> |
| Applicant Organization <i>New Pathway Academy Public Charter School</i> | Date Submitted <i>2/15/13</i> |

CONFLICT OF INTEREST FORM

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

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

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

Yvonne A. Washington School Counselor
 Signature Title

New Pathway Academics 2-07-13
 Applicant Organization Date Submitted

CONFLICT OF INTEREST FORM

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

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

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

Jathey D. Williams (Jathey Du Jette Williams) 2/28/13



NEW FOCUS · NEW FUTURE

TAB H: DEMOGRAPHIC ANALYSIS

Demographic Analysis Form

New Pathways Academy Charter School

Projected Age Range and Number of Students Expected to Enroll:

- a. In 2013-2014 From : age/grade 9 to age/grade 9 No. of Students 110
- b. At Full Capacity From: age/grade 9 to age/grade 12 No. of Students 350

Charter Schools

| Name | Projected Enrollment/Capacity 2011-2012 | Actual Enrollment 2011-2012 | Type | %:Low Income | DCCAS Performance (% Proficient) SY2011-2012 | Percentage Of Highly Qualified Teachers |
|-----------------------------|---|-----------------------------|------|--------------|--|---|
| Friendship | 1132 | | PC | 72% | 46.8% | 100% |
| Seed | 325 | | PC | 75% | 63.4% | 95% |
| Mayo Angelo | 268 | | PC | 85.4% | 14.3% | 75% |
| Cesar Chavez | 376 | | PC | 87% | 49.2% | 100% |
| Kipp | 294 | | PC | 85.4% | 63.7% | 100% |
| Thurgood Marshall | 390 | | PC | 79.1% | 75.8% | 100% |
| National Collegiate Academy | 184 | | PC | 83.7% | 46.8% | 100% |

DC Public Schools

| | | | | | | |
|--------------|--|-----|------|-----|-------|------|
| H.S. Woodson | | 810 | DCPS | 80% | 20.0% | 100% |
| Anacostia | | 784 | DCPS | 83% | 14.5% | 100% |
| Ballou H.S. | | 951 | DCPS | 99% | 21.4% | 100% |
| Ballou Stay | | 735 | DCPS | 99% | 25.0% | 100% |

2. I will primarily focus my recruitment efforts in targeting specific populations of students, Regardless of their neighborhoods, but will prioritize ward 7 and 8. I will target at risk special needs students.

3. Based on the information provided above, provide the following information:

- a. Describe how your proposed charter school will compete with existing schools as it relates to the recruitment of students and highly qualified teachers and securing an adequate facility.

New Pathways Academy Charter School will fill a niche that is not being addressed by DCPS Schools or Charter School in the NE, SE DC region. We will be able to recruit Students from DCPS drop outs , from DC Courts , DC Foster Care Systems, youth Mentoring programs, recreation centers and churches who are trying to help youth In crisis or at risk. Our teachers will be highly qualified to work with this population. We Will hire special ed teachers, teachers who have worked in schools with students at risk. We currently have a tentative commitment to rent a space in an elementary school that Is under occupied. The school is in the region we are targeting, and we believe this will be an advantage in recruiting students to what will be their "community school"

- b. Provide a description of the proposed charter school's student recruitment strategies should the school initially locate in an area other than the intended location. Specifically Explain if students will be recruited from the area where you intend to locate or where The school will initially be located, and the short and long term impact of such a Strategy.

New Pathways Academy Charter School has identified a facility in Ward 7 that is suitable for the school and has tentatively agreed to lease the facility to us for a period of 3 years. This will make it easier for the students who need our services the most to have easy access to them. However we do intend to recruit city wide and believe we will be successful because there are few schools in the entire city qualified to address the special needs of our student population

- c. Provide a justification for the intended location if a strong presence of charter schools Exists or will do so in the future. Describe how your proposed charter school will be Successful given the surrounding schools.

There are seven charter schools in the area that serve high school level students and 4 DCPS. With exception to one, they all indicate they are college preparatory programs. Pathways curriculum will provide the opportunity for college prep, but will focus on developing fundamental skill sets that will prepare our students for the work environment as well. It will include an applied Interdisciplinary program that will challenge the students to stay in school, pursue academic excellence and to be successful in the work force as well.

Demographic Analysis

New Pathways Academy Charter School will fill a unique niche in the academic community that will target students in Ward 7 and 8 but will be available to student throughout the city who seeks an alternative learning environment. This population that has the lowest average income in the city has socio cultural issues related to their economic status. Students may come from single parent homes, may be part of dysfunctional family structures and may not have the support essential to achieve their highest potential. The DC Public High Schools in these two wards struggle to address their needs while striving to meet testing and academic standards which limit their ability to provide the more diverse and individualized activities these students require.

In ward 7 and 8 there are four DC Public High Schools, Ballou H.S., Ballou Stay, Anacostia H.S. and H.S. Woodson H.S. In addition there are seven charter high schools, 4 in ward 7 and 3 in ward 8. All of the schools serve a majority African American population, 95%=100%. The poverty level for their student's ranges from 72% to 100% School statistics indicates that in 2012 the charter schools outperformed the DCPS in math and reading scores. While it would seem that the need for alternative education is being met, by the schools in the area, only one of the charter schools, Maya Angelo uses alternative education approaches that support students with learning deficiencies. The other 6 charter schools identify college prep as their priority.

New Pathways proposes an alternative interdisciplinary approach to learning that emphasizes work skills and social skills readiness to assure students are grounded in their studies and will stay in school and learn skills that will lead to success in both the work environment and in higher education. Pathways interdisciplinary approach in a small school setting will allow students to work on projects in the classroom that have relevance while applying basic learning nodules in required curriculums.

Pathways will provide wrap around services, including extensive local services and special education services to assure students are supported. Academy teachers will have either special education qualifications or have spent extensive time in a school setting addressing the needs of at risk students. In addition Pathways will provide intense hands on teacher training for teachers before they enter the classroom. The training will include role playing with case studies of real experiences with this population.

Pathways believes it will be unique because of its mission and team teaching approach. No other charter school in the city attempts to serve the same at risk population with such a diverse approach. The founders of Pathways have met with school officials from several DCPS schools. They have indicated that New Pathways Charter School would be welcome in the community and would fill a need they are not providing. Each school year each of the DCPS high schools has about 100 students that drop out, some 300 students. The schools maintain a list of the students and the reason they fail to matriculate. The Reasons include 1) Some students have low accreditation and are over age 2) Some are highly truant 3) Some students are dropped from school roles because they have not attended school for a month 4) Some student have behavior problems, low parent involvement and lack of interest in school. The schools look for alternative schools to send them to so the students do not drop through the cracks. New Pathways will welcome this population and is prepared to provide a quality education to them.

In addition we will recruit from the environment that at risk students are a part of; Child Service Agencies, Court Systems, mentoring organizations, recreation centers, churches..



NEW FOCUS - NEW FUTURE

TAB I:

REQUIRED DOCUMENTS

Charter School Board of Trustees Job Description
Charter School Individual Director Performance Expectations
Articles of Incorporation
By-Laws
Code of Ethics
Discipline Policy
Letter of Intent for Facility



NEW FOCUS • NEW FUTURE

Board Job Descriptions

Board Chair

- Oversees board and executive committee meetings
- Works in partnership with the chief executive to make sure board resolutions are carried out
- Calls special meetings if necessary
- Appoints all committee chairs, and with the chief executive, recommends who will serve on committees
- Assists chief executive in preparing agenda for board meetings
- Assists chief executive in conducting new board member orientation
- Oversees searches for a new chief executive
- Coordinates chief executive's annual performance evaluation
- Works with the governance committee to recruit new board members
- Acts as an alternate spokesperson for the organization
- Periodically consults with board members on their roles and helps them assess their performance

Board vice chair

- Attend all board meetings
 - Serve on the executive committee if one exists
 - Carry out special assignments as requested by the board chair
 - Understand the responsibilities of the board chair and be able to perform these duties in the chair's absence
 - Participate as a vital part of the board leadership
-

Board Secretary

- Attend all board meetings
- Serve on the executive committee if one exists
- Ensure the safety and accuracy of all board records
- Review board minutes
- Assume responsibilities of the chair in the absence of the board chair, chair-elect, and vice chair



NEW FOCUS • NEW FUTURE

- Provide notice of meetings of the board and/or of a committee when such notice is required

Board Treasurer

- Attend all board meetings
 - Maintain knowledge of the organization and personal commitment to its goals and objectives
 - Understand financial accounting for nonprofit organizations
 - Serve as the chair of the finance committee
 - Manage, with the finance committee, the board's review of and action related to the board's financial responsibilities
 - Work with the chief executive and the chief financial officer to ensure that appropriate financial reports are made available to the board on a timely basis
 - Present the annual budget to the board for approval
 - Review the annual audit and answer board members' questions about the audit
-



NEW FOCUS - NEW FUTURE

NPAPCS TRUSTEE PERFORMANCE EXPECTATIONS

General Responsibilities:

Each trustee is responsible for actively participating in the work of the NPAPCS Board of Trustees and the life of the school. Each trustee is expected to affirm and strive to fulfill the performance expectations outlined below. These expectations are to be clearly articulated prior to nominating any candidate as a board member. The NPAPCS Board will nominate the candidate only after s/he has agreed to fulfill these expectations. In addition to the responsibilities below, individual trustees are expected to help each other fulfill the tasks outlined in the collective Job Description of the Board of Trustees.

Specific Responsibilities:

1. Believe in and be an active advocate and ambassador for the values, mission, and vision of NPAPCS.
2. Work with fellow board members to fulfill the obligations of board membership.
3. Behave in ways that clearly contribute to the effective operations of the Board of Trustees:
 - Focus on the good of the organization and group, not on a personal agenda
 - Support board decisions once they are made
 - Participate in an honest appraisal of one's own performance and that of the board
 - Build awareness of and vigilance towards governance matters rather than management.
4. Regularly attend board and committee meetings in accordance with the absenteeism policy. Prepare for these meetings by reviewing materials and bringing the materials to meetings. If unable to attend, notify the board or committee chair.
5. Be prepared to contribute approximately 8-10 hours per month toward board service which includes:
 - Attending a month board meeting (2 hours)
 - Participating on a board committee (2 hours)
 - Reading materials, preparing for meetings (1 hour)
 - Attending events at the school, assisting with fundraising and other ambassador tasks as needed (1-2 hours)

6. Keep informed about the school and its issues by reviewing materials, participating in discussions, and asking strategic questions.
7. Actively participate in one or more fundraising event(s) annually.
8. Use personal and professional contacts and expertise for the benefit of NPAPCS.
9. Serve as a committee or task force chair or member.
10. Give an annual financial contribution and support capital campaigns at a level that is personally meaningful.
11. Inform the Board of Trustees of NPAPCS of any potential conflicts of interest, whether real or perceived, and abide by the decision of the board related to the situation.

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



C E R T I F I C A T E

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

NEW PATHWAYS ACADEMY PUBLIC CHARTER SCHOOL

Effective Date: 2/21/2013

IN WITNESS WHEREOF I have hereunto set my hand and caused the seal of this office to be affixed as of 2/21/2013 4:28 PM

Business and Professional Licensing Administration



A handwritten signature in cursive script that reads 'Patricia E. Grays'.

PATRICIA E. GRAYS
Superintendent of Corporations
Corporations Division

Vincent C. Gray
Mayor

Tracking #: wAxZKga2

ARTICLES OF INCORPORATION
OF
NEW PATHWAYS ACADEMY PUBLIC CHARTER SCHOOL

TO: Department of Consumer and Regulatory Affairs
Business & Professional Licensing Administration
Corporations Division
941 North Capitol Street, NE
Washington, D.C. 20002

We, the undersigned, natural persons of the age of 21 years or more, acting as incorporators of a Corporation do hereby adopt the following Articles of Incorporation for such Corporation pursuant to the District of Columbia Nonprofit Corporation Act (D.C. Code, 2001 Edition, Title 29, Chapter 3).

FIRST: The name of the Corporation is New Pathway Academy Public Charter School.

SECOND: The period of duration of the Corporation is perpetual.

THIRD: The Corporation is organized exclusively for charitable and educational purposes within the meaning of § 501(c)(3) of the Internal Revenue Code of 1986, as now in effect or as may hereafter be amended ("the Code"). The purpose for which the Corporation is formed is to establish and operate a public charter school in the District of Columbia pursuant to the District of Columbia School Reform Act of 1995, as amended (D.C. Code, 2001 Edition, Title 38, Chapter 18, as amended).

In furtherance thereof, the Corporation may receive property by gift, devise or bequest,
invest and reinvest the same, and apply the income and principal thereof, as the Board of Trustees may from time to time determine, either directly or through contributions to any charitable organization or organizations, exclusively for charitable, or educational purposes, and

engage in any lawful act or activity for which corporations may be organized under the District of Columbia Nonprofit Corporation Act.

In furtherance of its exclusively charitable and educational corporate purposes, the Corporation shall have all the general powers enumerated in § 29-505 of the District of Columbia Nonprofit Corporation Act as now in effect or as may hereafter be amended, together with the power to solicit grants and contributions for such purposes.

FOURTH: The Corporation shall have no members.

FIFTH: The Board of Directors shall be referred to as a Board of Trustees and such persons shall be vested with the management and control of the affairs of the Corporation. There shall be at least three trustees who shall be elected or appointed as provided by the Bylaws.

SIXTH: Provisions for the regulation of the internal affairs of the Corporation, including provisions for distribution of assets on dissolution or final liquidation are as follows:

A. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to any trustee or officer of the Corporation, or any other private person, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered to or for the Corporation and to make payments and distributions in furtherance of the purposes set forth in Article THIRD hereof.

B. No substantial part of the activities of the Corporation shall be the carrying on of ~~propaganda, or otherwise attempting to influence legislation (except as otherwise permitted by~~ § 501(h) of the Code, and in any corresponding laws of the District of Columbia), and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements concerning) any political campaign on behalf of (or in opposition to) any candidate for public office.

C. During such period, or periods, of time as the Corporation is treated as a “private foundation” pursuant to § 509 of the Code, the trustees must distribute the Corporation’s income at such time and in such manner so as not to subject the Corporation to tax under § 4942 of the Code, and the Corporation is prohibited from engaging in any act of self-dealing (as defined in § 4941(d) of the Code), from retaining any excess business holdings (as defined in § 4943(c) of the Code) which would subject the Corporation to tax under § 4943 of the Code, from making any investments or otherwise acquiring assets in such manner so as to subject the Corporation to tax under § 4944 of the Code, from retaining any assets which would subject the Corporation to tax under § 4944 of the Code if the trustees have acquired such assets, and from making any taxable expenditures (as defined in § 4945(d) of the Code).

D. Notwithstanding any other provisions of these Articles of Incorporation, the Corporation shall not directly or indirectly carry on any activity which would prevent it from obtaining exemption from Federal income taxation as a corporation described in § 501(c)(3) of the Code, or cause it to lose such exempt status, or carry on any activity not permitted to be carried on by a corporation, contributions to which are deductible under § 170(c)(2) of the Code.

E. In the event of dissolution or final liquidation of the Corporation, all of the remaining assets and property of the Corporation shall, after paying or making provision for the payment of all of the liabilities and obligations of the Corporation and for necessary expenses thereof, be distributed to such organization or organizations organized and operated exclusively for
charitable or educational purposes as shall at the time qualify as an exempt organization or organizations under § 501(c)(3) of the Code as the Board of Trustees shall determine. In no event shall any of such assets or property be distributed to any trustee or officer, or any private individual.

Mariessa Terrell

SEVENTH: The address, including street and number, of the initial registered office of [REDACTED] the Corporation is [REDACTED] and the name of its initial registered agent at such address is [REDACTED]

Directors (MT)

EIGHTH: The number of trustees/constituting the initial Board of Trustees is six, and the names and addresses, including street and number of the persons who are to serve as the initial trustees until the first annual meeting or until their successors are elected and qualify are as follows:

| <i>Name</i> | <i>Address</i> |
|-----------------|----------------|
| Alicia Petersen | [REDACTED] |
| Lillian Perdomo | |
| Thelma Price | |
| Xavier Epps | |
| Mary Terrell | |
| Pauline Davis | |

NINTH: The name and address, including street and number, of each incorporator is as follows:

| <i>Name</i> | <i>Address</i> |
|---------------------|----------------|
| Mariessa T. Terrell | [REDACTED] |

Kathy Williams, Esq



IN WITNESS WHEREOF, the undersigned subscribe these Articles of Incorporation this

19 day of February, 2013

A handwritten signature in cursive script, appearing to read "MT", written above a horizontal line.

Mariessa T. Terrell

A handwritten signature in cursive script, appearing to read "Kathy S. Williams", written above a horizontal line.

Kathy Williams



DISTRICT OF COLUMBIA)
)ss

I, Wanda M. Scales, a notary public, hereby certify that on the 19th day of February, 2013, personally appeared before me Wanda M. Scales, who being first duly sworn, declared that [s]he signed the foregoing document as incorporator, and that the statements therein contained are true.

Wanda M. Scales
Notary Public

DISTRICT OF COLUMBIA)
)ss

I, _____, a notary public, hereby certify that on the ____ day of _____, 20__, personally appeared before me _____, who being first duly sworn, declared that [s]he signed the foregoing document as incorporator, and that the statements therein contained are true.

Notary Public



BYLAWS OF THE NEW PATHWAYS ACADEMY PUBLIC CHARTER SCHOOL

ARTICLE I-NAME, PURPOSE AND OFFICES

- 1.1 **Name.** The name of this nonprofit corporation shall be New Pathways Academy Public Charter School.
- 1.2 **Purpose.** The purpose of the Corporation shall be to:
 1. Develop and operate a public charter school for pre-kindergarten through eighth grade children in Washington, DC.
 2. Develop and implement a challenging academic and critical literacy educational program that values foreign languages, cultural differences, and socialized civility.
 3. Operate for charitable and educational purposes.
- 1.3 **Nonprofit Corporation and Charitable Purposes.** The Corporation shall be a nonprofit corporation organized to qualify for tax-exemption under Section 501(c)(3) of the Internal Revenue Code. The corporation may not conduct activities that would jeopardize its 501(c)(3) standing.
- 1.4 **Office.** The principal office of the Corporation shall be located in Washington, D.C. The Corporation may have offices at such other places, both within and without Washington, D.C. as the Board may from time to time determine or as the business of the Corporation may require.
- 1.5 **Membership.** The Corporation shall have no members.

ARTICLE II-BOARD OF TRUSTEES

- 2.1 **General Powers.** The governing body of the Corporation shall be the Board of Trustees. The Board shall have supervision, control, and direction of the management, affairs, and property of the Corporation. The Board shall adopt such rules and regulations for the conduct of their meetings and the management of the Corporation, as they may deem proper, not inconsistent with the articles of incorporation and the laws of the District of Columbia.
- 2.2 **Number.** The Board of Trustees shall have an odd number of members that is not more than fifteen (15) or less than five (5).

- 2.3 **Term.** Members shall serve for two (2) year terms. No Board Member shall serve for more than six (6) consecutive years in a row without one (1) term period off the board to allow for board diversity. Where a Trustee is named to the Board to fill an unexpired term, this initial partial term may be served in addition to three (3) full terms.
- 2.4 **Membership.** Members to the Board shall be nominated and elected by the existing Board at a time and manner set forth by the Board. Members should have demonstrated experience in the purposes of the Corporation.
- 2.5 **Regular Meetings.** The Board shall set the time and place for holding regular meetings by resolution, without other notice than such resolution. The Board shall meet at least four (4) times per year. Trustees may participate in and hold regular meetings via telephone conference or similar communications equipment by which all Trustees participating may simultaneously hear each other during the meeting. Participation in such meeting shall constitute presence in person at the meeting, except where a Trustee participates in the meeting for the express purpose of expressing an objection to the transaction of any business on the grounds that the meeting is not lawfully called or convened.
- 2.6 **Special Meetings.** Special meetings of the Board may be called by or at the request of the Chairperson or any two (2) Board Members. The person(s) calling the meeting may fix the time and place of holding such meeting. Notice of such meeting shall be given at least five (5) days previously thereto by written notice delivered personally or mailed to the Board Members at their listed addresses. If mailed, such notice shall be deemed to be delivered when deposited in the United States mail, with prepaid postage. The attendance of a Board Member at a meeting shall constitute a waiver of notice of such meeting, except where a Board Member attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not legally called or convened.
- 2.7 **Annual Meeting.** Annual meetings of the Corporation for the election of Board Officers and new Members and for the transaction of such other business as may properly come before the meeting shall be held in November of each year.
- 2.8 **Quorum.** A simple majority of the Board Members shall constitute a quorum for the transaction of business at any meeting of the Board, but if less than a simple majority of the Board Members are present at said meeting, a majority of those present may adjourn the meeting from time to time without further notice.
- 2.9 **Manner of Acting.** The act of a majority of the Board Members present at a meeting at which a quorum is present shall be the act of the Board.
- 2.10 **Compensation.** No compensation shall be paid to Board Members, as such, for their services, but by resolution of the Board, a fixed sum and expenses for actual attendance at each regular or special meeting of the Board may be authorized.

Nothing herein contained shall be construed to preclude any Board Member from serving the Corporation in any other capacity and receiving compensation therefor.

- 2.11 **Presumption of Assent.** A Board Member of the Corporation who is present at a meeting of the Board at which action on any corporate matter is taken shall be presumed to have assented to the action taken unless he/she shall file his/her written dissent to such action with the person acting as secretary of the meeting before adjournment thereof. Such right of dissent shall not apply to a Board Member who voted in favor of such action.
- 2.12 **Vacancies.** Any vacancy on the Board arising at any time and from any cause, including the authorization of an increase in the number of Trustees, may be filled for the unexpired term at any regular or special meeting of the Board then in office by an affirmative vote of the majority of such Trustees. The term of the newly elected Trustee shall be for such term as the Trustees then in office may specify but in no event longer than the remaining term of the Trustee vacating his/her seat.
- 2.13 **Removal.** Any Trustee may be removed by a two-thirds (2/3) vote of the full Board with or without cause, whenever in its judgment the best interest of the Corporation will be served thereby.

ARTICLE III-OFFICERS

- 3.1 **Officers.** The Officers of the Corporation shall be comprised of a Chairperson, Vice-Chairperson, a Treasurer, a Secretary, and such other Officers as may be determined necessary by the Board.
- 3.2 **Elections and Terms of Office.** The Officers of the Corporation shall be elected by the Board at the annual meeting of the Board. Any Officer may be renamed by the Board whenever in its judgment the best interests of the Corporation would be served thereby. Each Officer of the Board shall hold office for a term of two (2) years and until his/her successor has been elected.
- 3.3 **Vacancies.** Any vacancy arising at any time and from any cause may be filled for the unexpired term at any regular or special meeting of the Board then in office by an affirmative vote of the majority of such Trustees. The term of the newly elected Officer shall be for such term as the remaining term of the Officer vacating his/her seat.
- 3.4 **Removal.** Any Officer may be removed by a two-thirds (2/3) vote of the full Board with or without cause, whenever in its judgment the best interest of the Corporation will be served thereby.

- 3.5 **Chairperson.** The Chairperson of the Board shall supervise and control all of the business affairs of the Corporation. He/She shall preside at all meetings of the Board and the Executive Committee. He/She may sign with the Secretary any deeds, mortgages, bonds, contracts, or other instruments that the Board of Trustees has authorized to be executed. The Chairperson shall authenticate by his/her signature when necessary, all acts, orders, and proceedings of the Corporation. The Chairperson shall have such other powers and perform such other duties as prescribed in these Bylaws and as inherent in the office of Chairperson or as from time to time may be prescribed by the Board. The Chairperson shall be the principal managing officer of the Board of Trustees, subject to the policies established by a majority of the Board.
- 3.6 **Vice-Chairperson.** In the absence of the Chairperson or on the event of his/her death, inability or refusal to act, the Vice-Chairperson shall perform the duties of Chairperson, and when so acting, shall have all the powers of and be subject to the same restrictions as the Chairperson. The Vice-Chairperson shall perform such other duties as from time to time may be assigned to him/her by the Chairperson or the Board of Trustees.
- 3.7 **Secretary.** The Secretary shall keep the official minutes of the Board meetings, which shall comprise a record of the proceedings and business transacted at all Board meetings. The Secretary shall submit to each Member of the Board within 30 days, the minutes of each meeting of the Board. The Secretary shall be the custodian of the records and the corporate seal and in general perform such other duties as required by the Chairperson or prescribed by these Bylaws. He/She shall direct the preparation and publication of an annual progress report, together with an audited financial report, within ninety (90) days of the close of the fiscal year. Such reports shall outline the status of the affairs of the Corporation.
- 3.8 **Treasurer.** The Treasurer shall receive a report of all revenues of the Corporation and shall ensure that receipts are issued by the Business Manager, who shall keep an accurate and complete account of all funds received and disbursed. The Business Manager shall deposit all funds in the name of the Corporation in a bank or banks as approved by the Board. The Treasurer shall prepare or cause to be prepared a complete financial report immediately after the close of the fiscal year showing all receipts and disbursements by budget categories, and shall make the books and records available for audit. All checks drawn on the Corporation shall be signed by the Principal and the Business Manager, Treasurer, or designated Board Member. The Principal, Business Manager, and the Treasurer shall be bonded in such sums as set by the Board. The Treasurer shall have oversight of the Corporation's finances and all funds and securities of the Corporation. He/She shall keep or cause to be kept accurate account of receipts and disbursements of the Corporation and shall deposit or cause to be deposited all monies of the Corporation. He/She shall perform any and all duties incident to the office of the Treasurer, subject to the supervision of

the Board of Trustees. The Treasurer shall perform such other duties as from time to time may be assigned by the Chairperson or the Board of Trustees.

- 3.9 **Board of Trustees Membership Eligibility.** An individual is eligible for election or selection to the Board of Trustees if the person supports the mission and philosophy of the school, and (i) is a teacher or staff member employed by the school, (ii) is a parent of a student attending the school, or (iii) meets the election or selection criteria set forth in the charter granted to the school.
- 3.10 **Composition of the Board of Trustees.** The Board of Trustees shall, to the extent possible, include but not be limited to the following representatives: (i) at least one parent of a student attending the school, (ii) one teacher or staff member employed by the school, (iii) one local businessperson, and (iv) others as may complement the talents, skills, and interests needed by the school for the implementation of its academic program.

ARTICLE IV-EMPLOYEES AND AGENTS

- 4.1 **Principal.** The Board may appoint a Principal of the Corporation. The Principal shall serve as the Chief Executive Officer of the Corporation and shall perform all duties customary to that position including supervision and control of all the affairs of the Corporation in accordance with the policies and directions approved by the Board of Trustees. He/She shall be responsible for the carrying out of the policies of the Corporation, and in consultation with the Board, the Advisory Committee, and develop the overall program based upon long- and short-term goals. The Principal may have the power to employ, terminate, and fix the duties and salaries of the employees of the Corporation, and shall report the same to the Board.
- 4.2 **Agents.** The Board may appoint such agents and representatives of the Corporation with such powers and to perform such acts or duties on behalf of the Corporation as the Board may see fit, so far as may be consistent with these Bylaws, and to the extent authorized or permitted by law.
- 4.3 **Removal.** The Board may remove any agent or employee upon notice and due process.

ARTICLE V-COMMITTEES

- 5.1 **General.** The Board of Trustees may establish such committees as it deems necessary. The Chair of each such committee shall be appointed by the Board of Trustees. The terms, powers, and duties of each such committee shall be set forth in the resolution of the Board of Trustees which establishes the committee. A member of a committee does not have to be a Member of the Board of Trustees.

- 5.2 **Executive Committee.** The Board of Trustees, by resolution adopted by a majority of the Trustees then in office, may designate an executive committee, which shall consist of three or more Trustees, which committee shall have and exercise the authority of the Board in the management of the Corporation; but the designation of such an executive committee and the delegation thereto of authority shall not operate to relieve the Board or any individual Trustee of any responsibility imposed upon the Board or a Trustee by law.
- 5.3 **Advisory Committee.** The Board may establish an Advisory Committee consisting of individuals with skills to further the purposes of the Corporation. The Advisory Committee shall have no administrative or management authority.
- 5.4 **Selection and Meetings.** Members of the Advisory Committee and other committees shall be appointed by the Board. The Board Members, Advisory Committee, and other committees shall meet at least once a year for mutual exchange of information and input for the furtherance of the purposes of the Corporation. The Executive Committee with approval of the Board shall establish the terms and criteria for members of the Advisory Committee.

ARTICLE VI-MISCELLANEOUS

- 6.1 **Corporate Seal.** The Corporation shall have a seal which shall be circular in form and shall have inscribed thereon the name of the Corporation, the year of its incorporation, and the words "Corporate Seal, District of Columbia," and may use the same by causing it or a facsimile thereof to be impressed or affixed or reproduced or otherwise placed upon any paper or document.
- 6.2 **Fiscal Year.** The Fiscal Year of the Corporation shall begin on the first day of October in each year and end September 30 or such other period as fixed by the Board of Trustees.
- 6.3 **Amendment of Bylaws.** The Board, by a vote of a two-thirds (2/3) of the whole Board at any regular or special meeting, may alter or amend any provision of these Bylaws; provided, that the proposed alteration or amendment has, prior to such meeting, been read at a regular or special meeting of the Board; and, provided further, that the proposed amendment has been set out in the notices of such meeting.
-
- 6.4 **Roberts Rules of Order.** The parliamentary procedures of the Board shall be determined by Roberts Rules of Order.
- 6.5 **Conflict of Interest.** All Trustees are required to disclose any competing and/or conflicting interest, directly or indirectly, in any contract, grant, gift, legacy, endowment or the like that any director, any officer or any authorized employee accepts, purposes or enters into with other parties.

ARTICLE VII-LIMITATIONS

- 7.1 **Exempt Activities.** Notwithstanding any other provisions of these Bylaws, no Director, Officer, employee, or representative of the Corporation shall take any action or carry on any activity by or on behalf of the Corporation not permitted to be taken or carried on by an organization (i) exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the "Code") (or the corresponding provision of any future United States Internal Revenue Law), and (ii) contributions to which are deductible under Section 170(c)(2) of the Code.
- 7.2 **Dissolution.** Upon dissolution of the Corporation, the Board shall, after paying or making provision for the payment of all liabilities of the Corporation, dispose of all of the assets of the Corporation exclusively for the purposes of the Corporation in such manner, or to such organization or organizations organized and operated exclusively for charitable, educational, religious, or scientific purposes as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Code.
- 7.3. **Prohibition Against Sharing in Corporate Earnings.** No Trustee, Officer, or employee of, or other person connected with, the Corporation, or any other private individual, shall receive at any time any of the net earnings or pecuniary profit from the operations of the Corporation, provided that this shall not prevent either the payment to any such person of reasonable compensation for services rendered to or for the benefit of the Corporation, in connection with effecting any of the purposes of the Corporation; and no such person or persons shall be entitled to share in the distribution of any of the corporate assets upon the dissolution of the Corporation. All such persons shall be deemed to have expressly consented and agree that, upon such dissolution or winding up of the affairs of the Corporation, whether voluntary or involuntary, the assets of the Corporation then remaining in the hands of the Board, after all debts have been satisfied, shall be distributed, transferred, conveyed, delivered and paid over, in such amounts as the Board may determine, or as may be determined by a court of competent jurisdiction upon the application of the Board, exclusively to charitable, religious, scientific, literary or educational organizations (i) which then qualify for exemption from Federal income taxation under section 501(c)(3) of the Code (or the corresponding provisions of any future United States Internal Revenue Law); and (ii) contributions to which are deductible under section 170(c)(2) of the Code (or the corresponding provisions of any future United States Internal Revenue Law).
- 7.4 **Federal Certifications.** The Corporation will comply with the pertinent Federal statutes required for the receipt of Federal funds.

ARTICLE VIII-INDEMNIFICATION OF TRUSTEES AND OFFICERS

- 8.1 **Indemnification.** The Corporation may indemnify each Trustee, Officer, employee, and agent, as described in these Bylaws, designated for indemnification by the Board within its discretion, and each person serving at the request of the Corporation as a Trustee, Officer, employee, or agent of another corporation, partnership, joint venture, trust or other enterprise (hereinafter all referred to more generally as "Trustees and Officers"), who was or is a party, or is threatened to be made a party, to any threatened, pending or completed action, suit or proceeding, whether civil, criminal, administrative or investigative, whether by or in the right of the Corporation or not, in a manner and to the fullest extent now or hereafter permitted by the District of Columbia.
- 8.2 **Authority to Indemnify Trustee Involved in Legal Proceeding.** The Corporation shall indemnify an individual who is or was a Trustee of the Corporation or who, while a Trustee of the Corporation, was made a party to a proceeding because he/she is, or was, serving at the Corporation's request as a director, officer, partner, trustee, employee or agent of another foreign or domestic business or nonprofit corporation, partnership, joint venture, trust, employee benefit plan or other enterprise (a Trustee includes, unless the context requires otherwise, the estate or personal representative of a Trustee) against liability incurred in the proceeding if he/she acted in a manner he/she believed in good faith to be in or not opposed to the best interest of the Corporation, and in the case of any criminal proceeding, he/she had no reasonable cause to believe her conduct was unlawful. The Corporation may not indemnify a Trustee in connection with a proceeding by or in the right of the Corporation in which the Trustee was adjudged liable to the Corporation or in connection with any other proceeding in which the Trustee was adjudged liable on the basis that personal benefit was improperly received by the Trustee.
- 8.3 **Indemnification for Reasonable Expenses of Successful Defense.** The Corporation shall indemnify a Trustee against reasonable expenses incurred by the Trustee to the extent that the Trustee has been successful in the defense of any proceeding where the Trustee was a party because the Trustee is or was a Trustee of the Corporation.

Code of Ethics

I. Introduction

New Pathways Academy PCS operates within the public trust and strives to maintain the highest code of ethics in all of its operations.

New Pathways Academy PCS recognizes that it can best accomplish its mission when the Board of Directors, volunteer committee members, staff and other groups associated with New Pathways Academy PCS represent the diverse interests, cultures, occupations and expertise of the community. Thus, New Pathways Academy PCS recognizes that members of the Board of Directors and others representing or affiliated with New Pathways Academy PCS will from time to time face possible conflicts of interest or situations in which the appearance of conflict of interest could be detrimental to New Pathways Academy PCS and the communities it serves. New Pathways Academy PCS adopts this Code of Ethics in recognition of its responsibility to the public trust, in recognition of the importance of fairness and objectivity in its conduct of business, as a means of assuring that every decision of New Pathways Academy PCS is made in the interest of New Pathways Academy PCS and the communities it serves and as a means of publicly codifying its expectations of Board, staff and volunteers, and others serving New Pathways Academy PCS.

This Code of Ethics applies to all persons holding positions of responsibility and trust on behalf of New Pathways Academy PCS, including but not limited to members of the Board of Directors, volunteer Committee members, members of the Boards of Supporting Organizations to New Pathways Academy PCS, and members of New Pathways Academy PCS staff (hereinafter "Members"). This Code of Ethics shall be provided to each Member at the time that he or she is asked to serve New Pathways Academy PCS.

II. General Policies and Expectations

Members of New Pathways Academy PCS are expected to commit themselves to ethical and professional conduct. This includes the proper use of authority and appropriate decorum.

Members must represent unconflicted loyalty to the interest of New Pathways Academy PCS. This accountability supersedes any conflicting loyalty such as that to advocacy or interest groups, business interests, personal interests or paid or volunteer service to other organizations. It also supersedes the personal interest of any staff or volunteer member acting as a consumer or client of New Pathways Academy PCS's services.

It is the policy of New Pathways Academy PCS that no Member shall derive any personal profit or gain, directly or indirectly, by reason of his or her service to New Pathways Academy PCS.

There may be no self-dealing or any conduct of private business or personal services between any Member and New Pathways Academy PCS except those conducted in an open and objective manner to ensure equal competitive opportunity and equal access to information.

Board members or volunteer committee members must not use their positions to obtain employment in New Pathways Academy PCS for themselves, family members or close associates. Should a Board or volunteer committee member desire employment, he or she must first resign.

Board and volunteer committee members may not attempt to exercise individual authority over the policies and operations of New Pathways Academy PCS except through their roles as voting members of the Board or volunteer committees. Staff members may not attempt to exercise individual authority over the policies and operations of New Pathways Academy PCS except through their specific job responsibilities and established supervisory structure.

Board members and volunteer committee members in their interaction with the press and the public must recognize the inability of any individual member of the Board or Committee to speak for New Pathways Academy PCS except as expressly authorized by the Board Chair. Staff members in their interactions with the press and the public must recognize the inability of any individual staff member to speak for New Pathways Academy PCS except as expressly authorized by the Executive Director.

New Pathways Academy PCS will comply with both the letter and spirit of all public disclosure requirements, including the open availability of its Form 990 tax returns. However, all Members must hold strictly confidential all issues of a private nature, including, but not limited to, issues related to private businesses, contributions from individuals, businesses and other private entities, and all personnel matters.

III. Policies on Conflict of Interest

In conducting the affairs of New Pathways Academy PCS, duality or conflict of interest shall be presumed when a person to whom this policy applies or a member of his/her immediate family serves as a trustee, officer, staff member or holder of more than 10% of corporate stock of an affected organization or firm; has a formal affiliation or interest in an affected organization or firm; or could expect financial gain or loss from a particular decision.

Before a staff, Board or volunteer committee member begins his or her service with New Pathways Academy PCS, he or she shall file with the Board of Directors of New Pathways Academy PCS a list of his or her principal business activities, as well as involvement with other charitable and business organizations, vendors or business interests, or with any other associations that might produce a conflict of interest.

In addition to the disclosure required by the previous paragraph, each Member is under an obligation to New Pathways Academy PCS, to his or her fellow staff or volunteers, and to the community served by New Pathways Academy PCS to inform New Pathways Academy PCS of any position he or she holds or of any business or a vocational activity that may result in a possible conflict of interest or bias for or against a particular grantee, action or policy, at the time such grant, action or policy is under consideration by the Board or any volunteer committee of New Pathways Academy PCS. Any duality or possible conflict of interest on the part of any Member shall be disclosed to the Chair of the Board (in the case of volunteers) or the Head of School (in the case of staff members) and made a matter of record as soon as the issue in question is raised and a possible conflict is known.

When the Board, committee or staff is to decide upon an issue about which a

Member has an unavoidable conflict of interest, that Member shall physically absent herself or himself without comment from not only the vote, but also from the deliberation, unless directly requested by the Chair of the Board or relevant committee to provide factual information or answer factual questions that may assist the Board or Committee in making a wise decision. In no case shall that Member vote on such matter or attempt to exert personal influence in connection therewith.

Disclosure and abstention shall be recorded in the minutes of the meeting(s) at which the issue is discussed and decided.

In any situation not specifically covered by the previous sections of this policy, Members shall consider carefully any potential conflict of their personal interests with the interests of New Pathways Academy PCS and refrain from any action that might be perceived as an actual or apparent conflict of interest.

IV. Examples of Appropriate Actions Under This Code of Ethics

Example 1. An officer or other paid employee of a bank or other financial institution who is also a Board or Finance Committee member of New Pathways Academy PCS should inform the Chair of the Board of his or her potential conflict of interest and abstain from discussing or voting on the retaining, employing or dismissing of his or her financial institution as an investment manager of New Pathways Academy PCS.

Example 2. A Board or Distributions Committee member who is also a Board, staff or Committee member of a proposed grantee should inform the Chair of his or her conflict of interest and abstain from voting on or discussing any motion for or against the proposed grant, except as expressly requested by the Chair to provide factual information or answer factual questions that would be useful to the Board or Committee in its decision-making. If several grants are being voted upon concurrently, the Board or committee member must voice his or her conflict of interest to the Chair before the vote so that a vote on the grant with which there is a conflict may be taken separately.

Example 3. A Board or Committee member whose personal financial interests could be positively or adversely affected by New Pathways Academy PCS's accepting, holding or disposing of a particular gift from a donor or by knowledge of the gift should inform the Chair of his or her potential conflict of interest; refrain from seeking, obtaining or reviewing non-public information about the gift; and abstain from discussing or voting on acceptance of the gift.

V. Duties of the Board Chair and the Executive Director

The Chair of the Board shall be responsible for the application and interpretation of the Code of Ethics as they relate to Board members, volunteer committee members or the Executive Director. The Executive Director shall be responsible for the application and interpretation of the above policies as they relate to members of New Pathways Academy PCS's staff.

VI. Duties of Members

Each Member has the affirmative responsibility to report to the Board Chair (in the case of concerns related to Board or committee members or the Executive Director) or to the Executive Director (in the case of concerns related to members of the staff) any and all knowledge of any action or conduct that appears to be contrary to this Code of Ethics.

NEW PATHWAYS ACADEMY PUBLIC CHARTER SCHOOL DISCIPLINE PROCEDURES AND POLICIES

New Pathways Academy Public Charter School is committed to ensure fairness in the in the implementation of it's school discipline, procedures and policies.

Student Attendance

A. Students absent from school without an approved release shall be deemed truant.

3 unexcused absences – The Dean of Students will send a letter to the parent/guardian informing him/her of the Attendance Policy and the number of days the pupil has been absent.

5 unexcused absences – Parents/Guardians will be contacted (home visit or phone) by the attendance officer and be given a Five-Day Notice. 10 unexcused absences – If the pupil accumulates (10) unexcused absences, the matter shall be referred to Municipal Court for action against the parent/guardian. The pupil's attendance is required at court.

If the pupil continues to be truant, the matter will be referred to the Division of Youth and Family Services, Welfare, Juvenile Probation, and/or counseling.

B. **Withholding of credits:** Students whose attendance meets any of the criteria described below will not receive credit for any courses taken:

- 8 unexcused absences in a semester course
- 4 unexcused absences in a half year course
- 18 total absences in a half year course
- 9 total absences for any reason over the entire school year

The Attendance Officer will notify parents when students accumulate

3 absences in a year long course.
C. **Cutting Class**

Students who cut class will be administrated by the following criteria

described below and will not receive credit:

Any student who cuts class 4 (four) times will have to complete the Summer School for each course that he/she cuts for credit to be restored.

Any student who cuts class 8 (eight) or more times must also attend the Summer School additionally for credits to be restored.

D. **Approved/Permitted Release:** The following are permitted absences if proper verification is submitted and approved by the Principal or his/her designee.

- Illness which develops after reporting to school and verified by the school nurse
- Verified appointment with a physician or dentist
- Verified appointment for State Driver's Test
- Death in immediate family (Parent/Guardian, Sibling, Child, Aunt, Uncle, and Grandparents by blood or marriage)
- Sponsored activities – pupil participating in a school sponsored activity that has been approved by the Principal. Attendance shall be verified by a supervising teacher present at the activity.
- Verified appointments and interviews for employment, college placement, and armed forces.
- A note from a parent/guardian indicating their child's illness prevented the child from attending school. Each note shall be verified by the Principal or his/her designee. The Principal may require a doctor's excuse if a pupil is absent for three (3) or more consecutive days.
- Family Vacation if the following conditions are met:
 - 1) Prior notification provided to the Principal at least 5 school days in advance of the absence.
 - 2) The pupil shall be responsible for completing all assigned schoolwork and submitting it upon his return.
 - 3) The pupil shall maintain a daily log or journal during his/her vacation and submit it to the Principal upon his/her return to school.

- Religious Holiday
- Employment approved by the school as part of the pupil's regular curriculum

NOTE: Parents are reminded to review Section B.
Procedure for Filing Excuses

Students must bring verification of absence to the main office to be placed in the file and thus become a part of the student's record. It is not necessary, however, to have them signed by the classroom teacher. Doctor's excuses must be turned into the main office upon return to school after an absence. Any deviation from the above procedure due to extraordinary circumstances will be determined by the SPMT.

insinuate, either directly or indirectly, that a pupil's refusal to submit to sexual advances will adversely affect the pupil's standing in the school setting. Students are forbidden to harass other students, or staff members, vendors, or volunteers through conduct or communication of a sexual nature within the school setting.

Harassment in School/Anti-Bullying

Hazing, bullying, menacing or abuse of students or staff members will not be tolerated.

Bullying is defined as:

- 1) Any willful attempt or threat to inflict injury on another person, when accompanied by an apparent present ability to do so; or
- 2) Any intentional display of force such as would give the victim reason to fear or expect immediate bodily harm.
- 3) Any repeated and systematic harassment and attacks on others, perpetrated by individuals or groups. Bullying takes many forms and can include many different behaviors, such as but not limited to:
 1. Physical violence and attacks
 2. Verbal taunts, name-calling and put-downs including ethnically-based verbal abuse and gender-based put-downs.
 3. Threats and intimidation
 4. Extortion or stealing of money and possessions
 5. Exclusions from the peer group

Students whose behavior is found to be in violation of this policy will be subject to discipline, up to and including expulsion.

Procedures

- A. Any person who alleges sexual harassment by any staff member or student in the school district may complain directly to his/her building Principal or immediate supervisor for those not supervised by a building Principal. The complaint form shall be forwarded to the Affirmative Action Officer. Filing of a grievance or otherwise reporting sexual harassment will not reflect upon the individual's status nor will it affect future employment, grades, or work assignments.
- B. The right to confidentiality, both of the complainant and of the accused, will be respected consistent with the school district's legal obligations. This right to confidentiality is a necessity to investigate allegations of misconduct and to take corrective action when this conduct has occurred.

Hall Monitors/Education Enforcement Officers

Hall monitors and Education Enforcement Officers are located throughout the building and check corridor passes and student movement in and out of the

building. The monitors are employees of the Bridgeton Board of Education and have been given the authority to assist in the enforcement of the discipline code and school rules and regulations.

Student ID Guidelines

- All students must be in possession of their student ID's while on school property or in attendance at school functions. Students will show their ID upon request of any staff member. Failure to do so will result in an automatic In-School Suspension (ISS).
- Students are responsible to report any lost or stolen cards immediately. A replacement can be generated. If these items are lost or stolen through negligence, the student will incur a replacement cost.
- Cards will be replaced on an annual basis.
- Any student leaving this district must surrender his/her ID with the Guidance Department when withdrawing. No student records will be forwarded unless the ID is surrendered.



Progressive National Baptist Convention, Inc.

"Securing Our Future"

Dr. Carroll A. Baltimore, Sr., President
Reverend Kip Bernard Banks, Sr., Interim General Secretary

LETTER OF INTENT

February 27, 2013

Board of Directors
New Pathways Academy Public Charter School

Re: Letter of Intent to Lease
1st & 2nd Floor Nannie Helen Burroughs School Building
601 50th Street, NE, Washington, DC 20019

Dear New Pathways Academy Public Charter School Board Member:

As per our conversation, this letter shall serve as a Non-binding Letter of Intent to lease the above referenced property. The terms of the lease will be negotiated following the District of Columbia Public Charter School Board approval of the charter. The parties agree that this Letter of Intent is completely non-binding and has no effect on either party whatsoever until a Lease Agreement has been fully executed by both Tenant and Landlord.

If the above understanding is acceptable, please indicate in the appropriate space provided and consider this proposal valid until 5:00 pm, December 31, 2013.

By: Kip B. Banks

Title: Interim General Secretary

Progressive National Baptist Convention, Inc.

Date: 2/28/13

By: Alicia Peterson

Title: Chair Board of Trustees

New Pathways Academy Public Charter School

Date: Feb 28, 2013



DEPARTMENT OF THE TREASURY
INTERNAL REVENUE SERVICE
CINCINNATI OH 45999-0023

Date of this notice: 02-25-2013

Employer Identification Number:
46-2109551

Form: SS-4

Number of this notice: CP 575 E

For assistance you may call us at:
1-800-829-4933

NEW PATHWAYS ACADEMY PUBLIC CHARTER
SCHOOL
NPAPCS
% XAVIER N EPPS



IF YOU WRITE, ATTACH THE
STUB AT THE END OF THIS NOTICE.

WE ASSIGNED YOU AN EMPLOYER IDENTIFICATION NUMBER

Thank you for applying for an Employer Identification Number (EIN). We assigned you EIN 46-2109551. This EIN will identify you, your business accounts, tax returns, and documents, even if you have no employees. Please keep this notice in your permanent records.

When filing tax documents, payments, and related correspondence, it is very important that you use your EIN and complete name and address exactly as shown above. Any variation may cause a delay in processing, result in incorrect information in your account, or even cause you to be assigned more than one EIN. If the information is not correct as shown above, please make the correction using the attached tear off stub and return it to us.

Assigning an EIN does not grant tax-exempt status to non-profit organizations. Publication 557, *Tax Exempt Status for Your Organization*, has details on the application process, as well as information on returns you may need to file. To apply for formal recognition of tax-exempt status, most organizations will need to complete either Form 1023, *Application for Recognition of Exemption Under Section 501(c)(3) of the Internal Revenue Code*, or Form 1024, *Application for Recognition of Exemption Under Section 501(a)*. Submit the completed form, all applicable attachments, and the required user fee to:

Internal Revenue Service
PO Box 12192
Covington, KY 41012-0192

The Pension Protection Act of 2006 contains numerous changes to the tax law provisions affecting tax-exempt organizations, including an annual electronic notification requirement (Form 990-N) for organizations not required to file an annual information return (Form 990 or Form 990-EZ). Additionally, if you are required to file an annual information return, you may be required to file it electronically. Please refer to the Charities & Non-Profits page at www.irs.gov for the most current information on your filing requirements and on provisions of the Pension Protection Act of 2006 that may affect you.

To obtain tax forms and publications, including those referenced in this notice, visit our Web site at www.irs.gov. If you do not have access to the Internet, call 1-800-829-3676 (TTY/TDD 1-800-829-4059) or visit your local IRS office.



NEW FOCUS - NEW FUTURE

TAB J:

CURRICULUM SAMPLE

Bloom-Gardner Matrix

Unit/Theme: Twentieth-century American novel

Unit Question: How does a novel reflect its times and the novelist's personal history? How are characters developed in a novel? How are symbols used to convey meaning in a novel?

| | | | | | | |
|--|--|---|---|---|--|--|
| <p>Bloom's Taxonomy →</p> <p>Gardner's Multiple Intelligences ↓</p> | <p>Remembering- Tell, list, define, label, recite, memorize, repeat, find, name, record, fill in</p> | <p>Understanding- Locate, explain, summarize, identify, describe, report, discuss, review, paraphrase, restate</p> | <p>Applying- demonstrate, construct, record, use, diagram, revise, reformat, illustrate, interpret, dramatize, practice, organize, translate, manipulate, convert, adapt, research, calculate, operate, model, order, display, implement, sequence, integrate, incorporate</p> | <p>Analyzing- compare, contrast, classify, critique, categorize, solve, deduce, examine, differentiate, appraise, distinguish, experiment, question, investigate, categorize, infer</p> | <p>Evaluating- judge, predict, verify, assess, justify, rate, prioritize, determine, select, decide, value, choose, forecast, estimate</p> | <p>Creating- compose, hypothesize, design, formulate, create, invent, develop, refine, produce, transform</p> |
| <p>Verbal/Linguistic- poetry, debate, storytelling, essay, checklist, journal</p> | <p>As you read your novel, record at least five phrases, word choices, sections of dialogue, or descriptions that you found interesting. Share your selections and reasons for selecting each with a partner reading the same novel.</p> | <p>Identify the historical context of your novel. What was taking place socially, economically, and politically at the time of its publication? Write an informational brief as if you were a journalist of the time.</p> | <p>Research the life of your author, including background, upbringing, life experiences, and personality. Write a short descriptive piece that could serve as an introduction to a review of your novel.</p> | <p>Select one main character to analyze in a character journal. For each chapter: 1. List 2-3 key quotations from or about the character. 2. Examine the character's actions, behavior, and reactions. 3. Select one word that best represents the character.</p> | | |
| <p>Visual/Spatial- drawing, model, poster, photograph, storyboard, illustration, board game</p> | | <p>Describe your novel's characters and their relationships to each other by creating a relationship map.</p> | | | <p>Develop a visual or musical representation of your main character. Include physical characteristics, personal attributes, and change and/or growth as represented in the novel.</p> | <p>Assess the use of symbols in your novel, looking at characters, dialogue, actions and interactions, and physical objects. On an illustrated poster, show each symbol and give your interpretation of its meaning.</p> |
| <p>Logical/Mathematical diagram, outline, timeline, chart, critique, graph</p> | <p>Summarize the plot of your book by constructing a timeline of events, chapter by chapter.</p> | | | <p>Diagram how your novel represents its social, economic, and political times. Include, as appropriate, characters, setting, plot, points of view.</p> | | <p>Determine how your author's life or experiences may have influenced or been represented in the novel. Chart any similarities.</p> |

Bloom-Gardner Matrix

| Bloom's Taxonomy | Remembering- <i>Tell, list, define, label, recite, memorize, repeat, find, name, record, fill in</i> | Understanding- <i>Locate, explain, summarize, identify, describe, report, discuss, review, paraphrase, restate</i> | Applying- <i>demonstrate, construct, record, use, diagram, revise, reformat, illustrate, interpret, dramatize, practice, organize, translate, manipulate, convert, adapt, research, calculate, operate, model, order, display, implement, sequence, integrate, incorporate</i> | Analyzing- <i>compare, contrast, classify, critique, categorize, solve, deduce, examine, differentiate, appraise, distinguish, experiment, question, investigate, categorize, infer</i> | Evaluating- <i>judge, predict, verify, assess, justify, rate, prioritize, determine, select, decide, value, choose, forecast, estimate</i> | Creating- <i>compose, hypothesize, design, formulate, create, invent, develop, refine, produce, transform</i> |
|--|---|---|---|---|---|--|
| Gardner's Multiple Intelligences ↘ | | | | | | |
| Naturalist- classification, collection, solution to problem, display, observation, forecast, investigation, simulation, exhibit, identification | | | | If your main character lived today, what kinds of things would you find in his/her back-pack, briefcase, duffel bag, or purse? Collect and organize items to display to the class. Be ready to defend your selections with evidence from the novel. | | |
| Musical- song, rap, lyrics, composition, jingle/ slogan, melody | | | | | Develop a visual or musical representation of your main character. Include physical characteristics, personal attributes, and change and/or growth as represented in the novel. | |
| Bodily/Kinesthetic- role play, skit, pantomime, dance, invention, lab, improvisation, prototype | | | | | Taking the role of your novel's narrator, dramatize a scene or an action sequence. Audiotope or videotape your dramatization | |
| Intrapersonal- journal, log, goal statement, belief statement, self- assessment, editorial | | | | Is there a message, lesson, or reflection in your novel that is applicable to your life or circumstances? In your journal, write about what you've learned through reading and reflecting on this novel. | | |
| Interpersonal- discussion, roundtable, service learning, conversation, group activity, position statement, interview | | | | With students who read other novels, discuss similarities and differences in novels and in authors' lives. | | |



Common Core Standards Alignment with SpringBoard® Grades 6–12

Your Pathway to AP® and College Readiness

The National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO) led the initiative to develop the Common Core State Standards. The Standards are the result of collaboration among many members of the education community, as well as input from the general public. The majority of states have now adopted these standards as the framework for their instruction in English language arts and mathematics to provide a clear and consistent guide to preparing all students for college and career success.

The College Board is proud of its collaboration with other education professionals who helped to write and review the Common Core Standards for English language arts and mathematics. As an original partner organization guiding the development of Common Core Standards, College Board staff served in multiple roles:

- Writing team for College and Career Readiness Standards
- Feedback group providing ongoing feedback and reviews of the K-12 standards
- Advisory group member (one of five organizations) guiding the Common Core initiative.

Implementing the Common Core

Over the next months, states will be adapting their English language arts and mathematics curricula to incorporate the framework of the Core Standards. To achieve the goals of the Common Core Standards, it will be vitally important for curriculum materials to provide a pathway to instructional success. The Common Core Standards provide the “**what**” in the form of required achievements for students. Curriculum materials must provide the “**how**” to help students achieve the standards outlined. Through its focus on content, process, learning strategies, ongoing performance-based assessments, and unparalleled professional development, SpringBoard delivers the curriculum that will help all students and teachers reach the goals of the Common Core initiative.

The SpringBoard Advantage

The Common Core college and career readiness standards in English language arts and mathematics outline student achievements that:

- Align with college and workplace expectations
- Include rigorous content and applications of knowledge
- Are based on evidence build upon strengths and lessons of current state standards.

SpringBoard fully supports these outcomes for both English language arts and mathematics. SpringBoard curriculum materials support student acquisition of the skills and knowledge to meet Common Core standards by:

- Providing engaging and relevant activities that allow students to develop the essential skills needed for success in college level work as well as in the workplace
- Incorporating appropriate rigor that challenges students by requiring them not only to apply concepts and skills, but also to explain the thinking behind their applications of knowledge
- Designing the program around evidence of what works in the classroom: research-based practices such as designing instruction with the end in mind, scaffolding activities to prepare students for increasing levels of rigor, integrating learning strategies that help students “learn how to learn”
- Integrating content that addresses key strengths found in current state standards; the rigor of the curriculum fully meets and often exceeds the expectations of key state standards.

SpringBoard English Textual Power™ - Alignment to the Common Core Standards

The Common Core Standards for English language arts are organized by individual grade level bands in middle school and configured as shared bands in high school (i.e., grades 9-10 and 11-12). Each performance band contains vertically articulated “Anchor Standards” for reading, writing, communication, and language.

With its already rigorous curriculum, the SpringBoard program is well aligned to the Common Core Standards. The SpringBoard curriculum not only meets the Core standards, but also quite often exceeds their performance expectations. SpringBoard adds value to the Common Core standards through its strong emphasis on reading analysis, writing in multiple modes, vocabulary acquisition, and language usage that builds from basic language acquisition through effective use of rhetoric and complex syntax.

Reading Literary Text and Informational Texts

The Common Core standards for reading are equally divided between literary and informational texts. The reading strand asks students to move beyond reading comprehension and analyze both literary and informational texts for content, stylistic technique, and organizational structure. The strength of the SpringBoard program continues to be the development of critical thinking and close reading skills through scaffolded instruction in preparation for reading and responding to the kind of literary and informational texts students will encounter in AP Literature and Composition as well as AP Language and Composition exams.

The Common Core Standards explicitly emphasize the examination of key reading concepts (e.g., paired passages, examining part-to-whole relationships within larger body of texts, integration of knowledge and ideas across subjects, etc.) within a particular grade level. SpringBoard addresses the standards and expectations listed in the Common Core; however, in some instances the alignments might occur the grade level before or after where it is specified in the Common Core Standards.

SpringBoard activities provide multiple opportunities for students to conduct a comparative analysis of texts to examine integrated knowledge and ideas, organizational structure, theme, and an author’s development of style.

Writing

SpringBoard contains a vertically articulated writing program that prepares students to exceed the writing performance expectations outlined in the writing strand of the Common Core standards. Together, SpringBoard activities and Writing Workshops deepen students' knowledge of writing process, types, and purposes so that students can produce clear and coherent writing ready for publication.

The Embedded Assessments and Writing Workshops provide a comprehensive writing curriculum to foster effective teaching and learning to ensure that all students are prepared for the writing demands of high-stakes state assessments, Advanced Placement courses and exams, and college.

Communication

The Communication Strand of the Common Core Standards outlines the oral literacy and technology skills pertinent to success in the 21st century. SpringBoard contains a sophisticated progression of oral literacy and multimedia skills designed to develop students' ability to speak, listen, and collaborate with others as they make meaning from, create, and present texts in a variety of media.

Language

SpringBoard is well aligned with the Common Core standards for grammar and conventions and vocabulary acquisition and use. SpringBoard's instructional approach to language development is to present all new information within the context of an activity that students are to do. This approach ensures that students' grammar and vocabulary use are developed through strategic reading and writing practices so that new concepts learned can be employed when students engage in writing and speaking tasks.

SpringBoard Mathematics with Meaning™ - Alignment to the Common Core Standards

The SpringBoard program provides a well aligned, coherent curriculum for schools and teachers to deliver the Common Core standards to students. The strength of the SpringBoard program continues to be its emphasis on rigor, conceptual understanding, applying knowledge, and communicating mathematical understanding.

Organization of Common Core Standards

The Common Core State Standards (CCSS) for Mathematics are organized by grade level in Grades K–8. In the middle grades, the CCSS focus on the following domains:

- Ratios and Proportional Relationships
- The Number System
- Expressions and Equations
- Geometry
- Statistics and Probability
- Functions (Grade 8)

At the high school level, the standards are organized by these conceptual categories:

- Number and Quantity
- Algebra
- Functions
- Geometry
- Modeling
- Statistics and Probability

These conceptual categories show the body of knowledge students should learn in each category to be college and career ready, and to be prepared to study more advanced mathematics. To assist in delineating courses to address the high school standards, a Model Course Pathways based on the Common Core Standards is given. The pathways provide a model of one way to create possible groupings of standards into high school courses. However, the course descriptions are merely suggestions rather than prescriptions for curriculum or pedagogy, and the articulation of the standards into a coherent curriculum is left to states, districts, and schools.

For both middle school and high school standards, SpringBoard provides a proven, coherent curriculum that allows schools to meet the Common Core Standards.

Standards for Mathematical Practice

In addition to the conceptual standards, the Common Core outlines Standards for Mathematical Practice. These standards describe the important “processes and proficiencies” that are of long-standing importance in mathematics education, including the NCTM process standards and the strands of mathematical proficiency specified in the National Research Council’s report *Adding It Up*.

The following paragraphs outline how SpringBoard Mathematics fully addresses these Standards for Mathematical Practice.

1. Make sense of problems and persevere in solving them.

SpringBoard supports students in this practice by providing reading strategies, scaffolded activities with contextual content, and leading questions that guide students to analyze problems and create plans for solving them.

2. Reason abstractly and quantitatively.

With SpringBoard students learn this important practice by creating multiple representations of problem situations. Students are required to communicate both verbally and in writing to explain their collaborative investigations of contextual problems that bring the real world of mathematics into the classroom.

3. Construct viable arguments and critique the reasoning of others.

Through professional development and the construction of activities, SpringBoard encourages a collaborative environment of student engagement in which all students participate by discussing specific problem situations, offering possible solutions, evaluating one another’s contributions, and collaboratively presenting arguments for viable solutions.

4. Model with mathematics.

With SpringBoard activities, students use contextual problem situations to “model with mathematics” as they create a variety of mathematical representations to support what they know, how they know it, and why it works.

5. Use appropriate tools strategically.

Students are encouraged to pursue a variety of avenues and problem solving strategies when seeking a solution. In the safe environment of the SpringBoard classroom, teachers facilitate the debriefing process to allow students to evaluate the efficiency of possible solution methods that help them learn to use mathematical tools strategically.

6. Attend to precision.

SpringBoard encourages mathematical precision through classroom discussions, presentations, and group interactions in which students explain their reasoning as well as the mathematical principles and terms supporting their arguments. In-depth study of mathematical terms and academic vocabulary plus tips for reading and writing math support students in precisely describing and using mathematical terms. Through formative feedback on embedded assessments, teachers provide students with specific actionable steps. Embedded assessment scoring guides in the student materials set expectations for accuracy and precision of work.

7. Look for and make use of structure.

SpringBoard activities require students to consider contextual problems, identify pertinent information, and conceptualize possible problem solutions by recognizing how mathematical elements connect and exhibit patterns.

8. Look for and express regularity in repeated reasoning.

Facilitated by teacher questioning, SpringBoard asks students to communicate in their own words their processes and products in solving problems. Students are also asked to evaluate the reasonableness of their own and others' solutions. SpringBoard has built into its materials a variety of structures to assist students in making connections, including learning strategies, math tips, multiple representations, communication, and debriefing.

Phi Delta Kappa Stamp of Quality

SpringBoard claims about the quality and rigor of its products have been validated by an independent source. The Curriculum Management Audit Center of Phi Delta Kappa International recently completed an audit of the SpringBoard English language arts and mathematics curriculum materials. The following quotes are from PDK's highly-skilled auditors:

"Overall, the auditors found the SpringBoard program to include a high quality curriculum, with aligned and robust assessments and exemplary models of instructional practices. Professional development was also found to be of high quality, and it modeled the SpringBoard instructional practices within its delivery to teachers and administrators."

"The auditors found that the program integrates many simulated, real-life activities that are both pertinent to today's world and applicable in a wide variety of contexts. This increases the likelihood that the materials are preparing students for their future professional environment. Another aspect of this preparation is the degree to which students are engaged in critically evaluating different perspectives and approaches and are working cooperatively with one another. These are key skills for the future workplace, and the increase the likelihood students will be able to function in a diverse, challenging environment."

"All the components deemed necessary for a quality written curriculum are present in the materials. The teacher's editions were very strong in suggesting effective teaching strategies and student activities, and all activities were very student-centered and rigorous. The auditors found that the materials were strongest in allowing for different learning styles and interests within the classroom and in facilitating problem-solving and critical thinking...."

"Students who complete the SpringBoard program will have a substantively greater likelihood to be successful in post-secondary environments."

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AnyWhere Learning System: Curriculum, Social Sciences

The A+LS Social Sciences curriculum helps students understand more about their identity, their ancestors, and why current and past events are important to them. The titles for grades 1–12 fully correlate to major mastery standards, including the National Council for Social Studies Standards.

Social Sciences is a subject area that promotes the use of both cooperative and exploratory learning. The detailed maps and charts dynamically illustrate key concepts. Additionally, these maps and diagrams can be printed for use in discussion and as take-home study guides for the students.

The Social Science I-III titles have a special animated character named Globert who personally guides younger students through the A+LS lesson content and teaches them about the world and the people around them.

| Title Name | # of Lessons | LEXILE Measure | Grade Level(s) Covered | | | | | | | | | | | |
|---|--------------|----------------|------------------------|---|---|---|---|---|---|---|---|----|----|----|
| | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| SOCIAL SCIENCES | | | | | | | | | | | | | | |
| Social Science I | 33 | 640L | | | | | | | | | | | | |
| Social Science II | 36 | 730L | | | | | | | | | | | | |
| Social Science III | 36 | 680L | | | | | | | | | | | | |
| Social Science IV | 41 | 760L | | | | | | | | | | | | |
| Social Science V | 45 | 840L | | | | | | | | | | | | |
| Civics | 36 | 1020L | | | | | | | | | | | | |
| History of America I | 48 | 910L | | | | | | | | | | | | |
| History of America II | 47 | 930L | | | | | | | | | | | | |
| Mid-Level Social Sciences | 34 | 970L | | | | | | | | | | | | |
| History of the World I | 46 | 920L | | | | | | | | | | | | |
| History of the World II | 48 | 1040L | | | | | | | | | | | | |
| U.S. Geography | 34 | 940L | | | | | | | | | | | | |
| World Geography | 35 | 990L | | | | | | | | | | | | |
| U.S. History I | 34 | 1060L | | | | | | | | | | | | |
| U.S. History II | 35 | 1040L | | | | | | | | | | | | |
| Economics | 28 | 1110L | | | | | | | | | | | | |
| Government | 42 | 1110L | | | | | | | | | | | | |

Social Science I

Social Science I introduces students to the use of maps and geographic terms, the location and features of the continents, the land bridge, the first people in the Americas, detailed lessons on the Cherokee, Sioux, Chinook, and Eskimo Indians, the Stone Age, Bronze Age, Mesopotamia, Ancient Egypt, the Statue of Liberty, the bald eagle, the Washington Monument, the Lincoln and Jefferson Memorials, the meaning of the Pledge of Allegiance, government, liberty, human wants and needs, goods and services, and the use of money.



Social Science II

Social Science II provides students with the following topics of study: map reviews, new geographic terms, the location and features of the continents, the New England Colonies, Middle Colonies, Southern Colonies, the founding of Jamestown, the significant

Conference, World Wars I and II, Pearl Harbor, D-Day, the Holocaust, the Cold War, Harry Truman, Dwight Eisenhower, John F. Kennedy and his assassination, the Vietnam War, Presidents Nixon, Ford, Carter, Reagan, Bush, Clinton, George W. Bush, and terrorism.



Mid-Level Social Sciences

Mid-Level Social Sciences contains a variety of topic areas that include making economic decisions, management of resources, AFL-CIO, unions, collective bargaining, the definition of anthropology, ethnography, human ancestors, origin of languages, community, mores, culture, divorce, delinquency, Aristotle, the development of psychology and philosophy, observation, Pavlov, psychosis, Hippocrates, Introverts, and much more.



History of the World I

History of the World I includes an overview of history, artifacts, Ice ages, Ancient Egypt, the Hanging Gardens of Babylon, the Ten Commandments, Greek civilization, Alexander the Great, philosophers, the Roman Empire, Julius Caesar's rise and fall, Roman gods, the development of commerce, the Irish and Anglo-Saxons, Vikings, the Crusades, feudalism, Henry I, Edward III, Joan of Arc, Isabella and Ferdinand, Africa, the Americas, North American civilizations, the Renaissance, the Reformation, the American Revolution, the Boston Tea Party, the First Continental Congress, the Constitution, and post-Napoleonic France.



History of the World II

History of the World II covers China, Japan, isolationism, Asia, Charles Townshend, the transcontinental railroad, socialism, science in the 1800s, pioneers in medicine, Romanticism, Impressionism, the Romanov dynasty, Moscow, Catherine the Great, Latin America, Spanish colonization, Queen Victoria, the U.S. In the 1800s, German unification, the Age of Imperialism, European influence in Africa, Indian resistance to British rule, the rise of nationalism, Allied forces, World War II, League of Nations, decline of trade, increase of women's rights, the Russian revolution, Vladimir Lenin, tensions between the Soviet Union and the United States, the Berlin Wall, Vietnam, fighting in Cambodia, western Europe, NATO, the United Nations, and eastern Europe.



U.S. Geography

U.S. Geography introduces students to the study of geography and also covers the globe, map symbols, islands, landforms such as glaciers and hills, bodies of water, changing seasons, the Northeast and Middle Atlantic states, the Southeastern states, the Great Lakes region, the Plains region, the Southwestern states, the Mountain states, the Pacific states, the size, climate, characteristics, and settlers of all the regions, the Continental Divide, U.S. governed islands and territories, national landmarks such as the Appomattox Court House, Ellis Island, the Alamo, Niagara Falls, the Grand Canyon, and Yellowstone National Park.



U.S. History I [Click here to learn more](#)

U.S. History I is the story of America written in the rich history of the accomplishments of its people. America represents a multitude of cultures that collectively form a unified nation that has prospered for over two hundred years. This course is designed to bring the history of America to life by connecting the events of the past to today's world. U.S. History I is a first semester course that begins with an overview of European exploration of the New World. The birth of America and the framework of the Constitution propel the course forward through the politics, settlements, and growth of a nation. This course continues through the end of World War I in the early 1900s. Students will examine history by using the themes of culture, economics, geography, global connections,

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AnyWhere Learning System: Curriculum, High School English

Literature is an essential part of every high school English course. Four grade-specific literature titles allow students to explore universal themes, characters, and terms of literature. Each title includes four complete books and several short stories. A series of lessons with study guides accompanies the student throughout each book. Various interactive features such as plot reviews and chapter overviews enhance each student's literary learning experience.

| Title Name | # of Lessons | LEWILE Measure | # of Instructional Pages | Grade Level(s) Covered | | | |
|--|--------------|----------------|--------------------------|------------------------|----|----|----|
| | | | | 9 | 10 | 11 | 12 |
| HIGH SCHOOL ENGLISH | | | | | | | |
| English Literature IX | 42 | 1010L | 321 | • | | | |
| English Literature X | 56 | 980L | 439 | | • | | |
| English Literature XI | 52 | 960L | 429 | | | • | |
| English Literature XII | 34 | 1040L | 254 | | | | • |

Screen Shots: [01](#) | [02](#) | [03](#)

English Literature IX

The Strange Case of Dr. Jekyll and Mr. Hyde by Robert Louis Stevenson
A Tale of Two Cities by Charles Dickens
The Odyssey by Homer
Romeo and Juliet by William Shakespeare

 1010L

English Literature X

Great Expectations by Charles Dickens
The Adventures of Huckleberry Finn by Mark Twain
Julius Caesar by William Shakespeare
The Jungle by Upton Sinclair

 980L

English Literature XI

The House of the Seven Gables by Nathaniel Hawthorne
The Last of the Mohicans by James Fenimore Cooper
Moby Dick by Herman Melville
The Red Badge of Courage by Stephen Crane

 960L

English Literature XII

Pride and Prejudice by Jane Austen

Jane Eyre by Charlotte Bronte
Macbeth by William Shakespeare
Wuthering Heights by Emily Bronte



Writing titles are available for each year of high school and are fully integrated with Literature and Skills as a comprehensive English course. This series stresses the creative process of writing by allowing teachers to interact with student portfolios. Through the many writing exercises, students learn to express emotion, communicate information, persuade an audience to take action, and tell dramatic stories. The exercises broaden the students' perspectives of surroundings, people, communities, and the world as they develop an extensive pool of ideas from which to draw. The upper grade-level courses contain specialized lessons focused on such subjects as research, resumes, and literary analysis.

| Title Name | # of Lessons | # of Instructional Pages | Grade Level(s) Covered | | | |
|----------------------------|--------------|--------------------------|------------------------|----|----|----|
| | | | 9 | 10 | 11 | 12 |
| HIGH SCHOOL ENGLISH | | | | | | |
| <u>Writing IX</u> | 42 | 476 | ■ | | | |
| <u>Writing X</u> | 45 | 681 | | ■ | | |
| <u>Writing XI</u> | 47 | 582 | | | ■ | |
| <u>Writing XII</u> | 47 | 666 | | | | ■ |

Writing IX

Writing IX is a secondary level review of the writing process covering prewriting, identifying and narrowing a topic, drafting, editing, publishing, writing complete sentences, correct word choices, writing topic sentences, writing analogies, using the library, writing biographical sketches, ideas and opinions, writing essays, writing short stories, poetry, plays, and folk literature.

Writing X

Writing X covers journal, resume, and newspaper writing, review of the writing process, writing sentences and paragraphs, specialized writing projects including writing analogies, correspondence, learning logs, story endings, expository, descriptive, and persuasive essays, creative writing including poetic text, short stories, and scripts.

Writing XI

Writing XI reviews the writing process, using strategy, sequence, drafting, proofreading, publishing, identifying and writing sentence types, writing paragraphs for various purposes, chronological and spatial importance, writing analogies, newspaper stories, sketches, essays, and summarizing.

Writing XII

Writing XII covers selecting and narrowing a topic, identifying audience, writing introductions and conclusions, writing strategies, the writing process, journal writing, writing persuasive, descriptive, expository, and narrative paragraphs, writing story endings, summarizing, expressing ideas, opinions, writing short stories, poetry, drama, and folk literature.

As in most high school English classes, the primary emphasis is on literature and writing in response to literature and a variety of issues. However, A+LS also includes instruction in the essential basic literacy skills. Each of the titles provides instruction in three key areas: vocabulary development, reading decoding, reading comprehension skills, as well as writing conventions such as grammar, usage, and mechanics. All the instruction is tailored to the grade level in which it is provided.

| Title Name | # of Lessons |  Measure | # of Instructional Pages | Grade Level(s) Covered | | | |
|----------------------------|--------------|--|--------------------------|------------------------|----|----|----|
| | | | | 9 | 10 | 11 | 12 |
| HIGH SCHOOL ENGLISH | | | | | | | |
| <u>English Skills IX</u> | 40 | 930L | 1073 | ■ | | | |
| <u>English Skills X</u> | 38 | 960L | 969 | | ■ | | |
| <u>English Skills XI</u> | 36 | 990L | 950 | | | ■ | |
| <u>English Skills XII</u> | 34 | 1030L | 916 | | | | ■ |

Screen Shots: [01](#) | [02](#) | [03](#)

English Skills IX

English Skills IX contains reading sections with lessons covering common expressions, connotation and denotation, Greek and Latin words, poetry, word recognition, and story details and sequence. The usage section contains lessons about punctuation, clauses and phrases, and usage problems. The vocabulary section reviews vowel sounds and spelling.

 930L

English Skills X

English Skills X curriculum includes reading sections and lessons about fact and opinion, folklore, inferences, story elements, and words in context. The usage section contains lessons about parts of speech, parts of sentences, and verbals. The vocabulary section reviews blends and silent letters.

 960L

English Skills XI

English Skills XI encompasses reading section and lessons that include American literature, context clues, farce and satire, and foreign terms. The usage section includes lessons about infinitives, clauses, verb tenses, and usage problems. The vocabulary section reviews consonants, syllables and pronunciation, and digraphs.

 990L

English Skills XII

English Skills XII contains reading sections and lessons that include British literature, drama, etymology, genres and literature, literary devices, and propaganda and bias. The usage section reviews clauses and diagramming. The vocabulary section reviews root words and sounds of various letters.

 1030L

| Title Name | # of Lessons |  Measure | Grade Level(s) Covered | | | |
|---|--------------|--|------------------------|----|----|----|
| | | | 9 | 10 | 11 | 12 |
| ENGLISH FOUNDATIONS | | | | | | |
| English Foundations IA | 77 | | ■ | ■ | ■ | ■ |
| English Foundations IB | 80 | | ■ | ■ | ■ | ■ |
| English Foundations IIA | 91 | | ■ | ■ | ■ | ■ |
| English Foundations IIB | 93 | | ■ | ■ | ■ | ■ |

[English Foundations IA](#) - [Click here to learn more](#)

English Foundations IA is a full semester course designed to build foundational reading and writing skills—guiding students through the reading, writing, and basic academic skills needed for success in high school. It supports literacy development at the critical stage between decoding and drawing meaning from text. Through intensive reading and writing skills instruction, practice sets, graduated reading levels, and helpful strategy tips, this course leads students to improved comprehension and text handling.

[English Foundations IB](#) - [Click here to learn more](#)

English Foundations IB is a course designed to help students achieve grade-level reading, writing, and basic academic skills. This course is also supportive of literacy development at the critical stage between decoding and comprehension from written text. The instruction provided to the student leads to improved comprehension, text handling, and solid foundational writing skills. Semester IA and IB provide a scaffold of instruction that brings the student from basic concepts to accomplished mastery of reading and writing skills, enabling the student to progress to the needed grade-level or higher.

[English Foundations IIA](#) - [Click here to learn more](#)

English Foundations IIA is a full semester course designed to help students achieve grade-level reading, writing, and basic academic skills. Lessons support literacy development at the critical stage between decoding and comprehension from written text. The instruction provided to the student leads to improved comprehension, text handling, and solid foundational writing skills. Advanced subjects build on skills learned in English Foundations I.

[English Foundations IIB](#) - [Click here to learn more](#)

English Foundations IIB is a course designed to help students achieve grade-level reading, writing, and basic academic skills. Lessons support literacy development at the critical stage between decoding and comprehension from written text. The instruction provided to the student leads to improved comprehension, text handling, and solid foundational writing skills. Advanced subjects build on skills learned in English Foundations I and in English Foundations IIA.

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Table of Contents

Social Sciences Curriculum Planning Manual Teachers' Guides and Scope & Sequences

Please note: Courses are listed in grade level sequence.

| | |
|---|-----|
| Social Sciences Overview | 1 |
| Social Science for Grade Levels 1-8 | 5 |
| Social Science I..... | 10 |
| Social Science II..... | 15 |
| Social Science III..... | 20 |
| Social Science IV..... | 27 |
| Social Science V | 34 |
| Civics..... | 42 |
| History of America I and II..... | 50 |
| History of America I..... | 51 |
| History of America II..... | 63 |
| Mid-level Social Sciences | 73 |
| Social Sciences for Grade Levels 9-12 | 81 |
| History of the World I and II | 85 |
| History of the World I..... | 86 |
| History of the World II | 98 |
| U.S. Geography..... | 111 |
| World Geography..... | 116 |
| U.S. History I..... | 121 |
| U.S. History II..... | 139 |
| Economics | 157 |
| Government | 166 |

Technical Requirements

For detailed workstation specifications, please visit the American Education Corporation's web site:

www.amered.com/awl_requirements_wba.php

Additionally, some courses require Adobe® Acrobat Reader®, Adobe Flash®, and/or Adobe Shockwave® plug-ins for your browsers. These are available for free from <http://www.adobe.com>. The required software version numbers are listed on our website (see above).

For those using our *Web-based A+LS (WBA+)* product, the initial *WBA+* screen offers links to download the necessary Adobe Acrobat and Flash files.

For detailed instructions for configuring your browsers to work with *A+LS* (such as Active X), please see *Troubleshooting* in the following document on our website:

[A Teachers Guide to Web-based A+LS](#)

To access Encyclopaedia Britannica and other Internet based resources found in some courses, a connection to the Internet is required. To view multimedia from these sites a fast connection is recommended.

| Lesson Title | | Lesson Content | Activities |
|--------------|-------------------------|--|---|
| 33 | Personality and Dreams | Development of personality; personality types; Hippocrates: sanguine, melancholic; Carl Jung: introverts, introverts; personality traits; inkblot tests; nightmares, electric waves | Study: EB Learning Material Essay: Written Response Enrichment Activities |
| 34 | Perception and Learning | Definition of perception, reality, learning; the five senses; mind set; negative and positive mental set; learning: temporary or permanent; the learning process: perception, thought, action, reaction; definition of educational psychologists; negative/positive reinforcement; types of learning: classical conditioning, instrumental conditioning, multiple-response learning, insight learning; motivation: extrinsic and intrinsic | Study: EB Learning Material Essay: Written Response Enrichment Activities |



Course Description

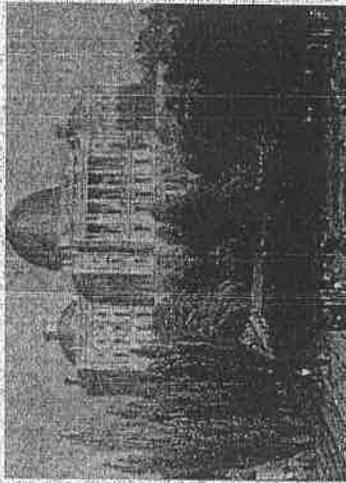
A+LS Social Sciences include comprehensive, completely integrated Social Science courses for grade levels 9–12. The lessons are designed to develop the facet of students' knowledge that helps them understand who they are, where their ancestors came from, how they got where they are, and why current and past events are important to them.



Course Features

- Social Sciences is presented as a collection of semester-long high school courses.
- All lessons contain a study guide, a practice test, and a mastery test. Most lessons have an essay or other constructed response.
- Lessons include a variety of essay types such as descriptive, persuasive, expository, and letter writing.
- All Social Sciences lessons are certified by MetaMetrics® with Lexile® scores.
- These courses are enriched by *Encyclopædia Britannica® Online School Edition (EB)* workspaces that contain learning materials. Learning materials may contain articles, games, images, maps, and/or videos.

The United States was established as a democratic republic. Under this political system, the people elect representatives to serve in the government. The government of the United States became established on a firm base, and the country quickly grew to be a world power.



 Lesson Content

| Course Name | Number of Lessons | Grade Levels | Lexile Measure |
|-------------------------|-------------------|--------------|----------------|
| History of the World I | 46 | 8–10 | 920L |
| History of the World II | 48 | 8–10 | 1040L |
| U.S. Geography | 34 | 6–8 | 940L |
| World Geography | 35 | 8–9 | 990L |
| U.S. History I | 34 | 9–12 | 1060L |
| U.S. History II | 35 | 9–12 | 1040L |
| Economics | 28 | 9–12 | 1120L |
| Government | 42 | 9–12 | 1110L |

| Lesson Title | | Lesson Content | Activities |
|--------------|---------------------|---|--|
| 1 | Overview of History | Overview of history, physical changes on the earth from earthquakes, volcanoes, erosion, etc., prehistory, development of writing, archaeologists, artifacts, anthropologists, fossilization, paleoanthropologists, early man, hominids, "Lucy," australopithecines, timelines, Before Christ (BC), anno Domini (AD), Before Common Era, Before Christian Era (BCE), Common Era, Christian Era (CE), importance of changes in environment and climate, methods of dating artifacts, radio carbon dating, amino acid racemization, potassium argon | Study: EB Learning Material Essay: Expository |
| 2 | Prehistory 1 | Ice ages, locations and effects of glaciers, animals, land bridges, Bering Strait, Paleolithic Age or Old Stone Age, Mesolithic Age or Middle Stone Age, Neolithic Age or New Stone Age, nomadic people, shelters, early people, australopithecines, Homo habilis, Homo erectus, Homo sapiens (Neanderthals/Cro-Magnons), description, language, lifestyle, diet, discovery of fire, use of tools, early art, use of colors, religion | Study: CV Video EB Learning Material Essay: Compare and Contrast |
| 3 | Prehistory 2 | End of the ice ages, hunters and gatherers, farmers, development of villages and permanent shelters during the Pathleolithic Age and New Stone Age (Neolithic), geographic changes and the development of civilization, domesticated animals, the first village (Jericho), Catal Huyuk, post and lintel construction, artisans, lifestyles, tools, exchange of goods, bartering, government (theocracy), religion (polytheism), Bronze Age, early writing in Egypt and Mesopotamia, scribes | Study: CV Video EB Learning Material Essay: Expository |
| 4 | Ancient Egypt 1 | Nile River (mouth and delta), dynasty, Upper and Lower Egypt, Old Kingdom, Pyramid Age, Menes - first pharaoh, city of Memphis, Great Pyramid, King Khufu, mummification, Great Sphinx, Amon-Re (sun god), Middle Kingdom, pharaohs, building of canals for drainage and irrigation, trading outside the Nile Valley, Hyksos, New Kingdom, Ahmose defeats Hyksos, Thebes, leaders, Queen Hatshepsut - first woman ruler in history, Thutmose III, Amenhotep (later called Akenaton), Nefertiti, Tutankhamen, Ramses II, Cleopatra | Study: CV Video EB Learning Material Essay: Descriptive |

| | Lesson Title | Lesson Content | Activities |
|----|-------------------------|---|--|
| 9 | Ancient China | Huang He Valley civilization, floods, fertile farmland, dynasty, Shang dynasty, first dynasty, development of cities, An'yang, palace, temples, lifestyles, importance of the family, king and ruling class, bronze weapons, use of chariots, oracles, religion, jade and ivory carvings, development of a calendar, Zhou, Chou dynasty, Wu Wang, Mandate of Heaven, feudal system, aristocrats, commoners, slaves, and trade, Confucius and Laozi | Study: EB Learning Material Essay: Expository |
| 10 | The Early Mediterranean | Greek civilization, Attica and Peloponnesus peninsulas, Crete and Rhodes, farming, rocky soil, Minoan civilization, Minos, Minotaur, trade, warships, religion, city of Knossos, labyrinth, frescoes, gods, Mother Earth, importance of the illy, doves, and snakes, Achaeans, Phoenicians (sailors, colonies, contribution of the alphabet) Mycenaean civilization (artisans and traders), Helen of Troy, the Trojan War, Odysseus and the Trojan Horse, Dorians, the Dark Age, Homer writes the <i>Iliad</i> and the <i>Odyssey</i> | Study: CV Video EB Learning Material Essay: Compare and Contrast |
| 11 | Ancient Greece 1 | Growth of city states, acropolis, polis, agora, origin of Athens, trade center, art and literature, democracy, Draco, code of law, Solon, ownership of land, Pisistratus, Cleisthenes, first democratic constitution created, Pericles, Age of Pericles, Parthenon, Athena, Sparta, Laconia, helots, military lifestyle, Persia, Darius, Xerxes, Persian Wars, Battle of Marathon, Nike, Thermopylae, Salamis, Herodotus (Father of History) | Study: CV Video EB Learning Material Essay: Expository |
| 12 | Ancient Greece 2 | Athens as a city-state, Macedonia, Philip II, Alexander the Great, fighting techniques of the army (phalanx, use of long spears, cavalry), Demosthenes, Alexander, Thebes, Alexander the Great, the Museum, Hellenistic civilization, decline of Alexander's empire, rise of Alexandria, philosophers (Epicurus, Zeno, and stoics) | Study: CV Video EB Learning Material Essay: Compare and Contrast |
| 13 | Greek Legacy | Contributions of the Greeks: polytheistic religions, myths, gods and goddesses (Zeus, Hera, Poseidon, and Hestia) festivals, Olympic Games, Greek Theater (comedies and tragedies), Aeschylus, Sophocles, and Euripides, Dionysus, philosophers (Socrates, Plato, and Aristotle), trade with the Phoenicians | Study: CV Video EB Learning Material Essay: Descriptive |

| Lesson Title | | Lesson Content | Activities |
|--------------|----------------------|--|--|
| 18 | China and India | Aryans, Harrappan civilization, founding of Hinduism, Hindu god Brahma (Brahma, Siva, and Vishnu), Siddhartha Gautama, founding of Buddhism, Buddha, Chandragupta Maurya dynasty, Pataliputra, Bindusara, Asoka, Gupta dynasty contributions (concept of zero, decimal system, medical practice), Golden Age of India, Chinese thought (Confucianism, Taoism, and Legalism) Chou dynasty, Ch'in dynasty, Shih Huang Tsi, Great Wall of China, Han dynasty, Wu Ti, Silk Road, art, education, and science, invention of paper, books, civil wars, Chinese isolation | Study: CV Video EB Learning Material Essay: Compare and Contrast |
| 19 | The Byzantine Empire | Collapse of the Western Roman Empire, Constantinople, Byzantine Empire, Roman, Greek, and Christian traditions, spread of Christian religion, development of Constantinople as a center of trade, leadership of Justinian, Tribonian rewrites the legal system, building of the church of St. Sophia, military leader Belisarius, the Christian church splits, fall of the Byzantine Empire | Study: EB Learning Material Essay: Persuasive |
| 20 | The Russians | Origin of the Slavs, settlement near the Volga River region, origin of the name Russia, Varangian trade route, Rurik, Novgorod, Oleg, Vladimir I, rise of the Eastern Orthodox Church, Byzantine culture, Cyril and Methodius, Cyrillic alphabet, missionaries from Constantinople, Yaroslav the Wise, invasion by the Mongols, Batu Khan, Golden Horde, Kremlin, Dmitry, Ivan the Great, Ivan the Terrible, Oprichniki | Study: EB Learning Material Essay: Expository |
| 21 | Islam | Origin of the Islam religion, Muslims, Allah, Bedouins, Arabs, oasis, Mecca, Medina, Mohammad, Hegira, Koran, Abu Bakr, Rightly Guided Caliphs, Muslims divided into two groups (Shiites and Sunni), Abbasids, Umayyads, Golden Age of Islam, Islamic empire expands, Ramadan, Gupta empire, Muslim contributions (number system, algebra, disease diagnosis, first pharmacy, art, literature, and architecture) | Study: EB Learning Material Essay: Expository |

| Lesson Title | | Lesson Content | Activities |
|--------------|---------------------|---|--|
| 26 | Middle Ages 3 | Importance of trade in the Middle Ages, merchants, development of commerce, trade fairs, coins, Hanseatic League, growth of towns, origin of guilds, life in the towns, development of a middle class, bourgeoisie, burghers, craft guilds (apprentice, journeyman, and master craftsman) overcrowded cities, troubadours and traveling singers called minstrels, Bubonic Plague, decline of feudalism, Geoffrey Chaucer authors <i>Canterbury Tales</i> , Dante authors <i>The Divine Comedy</i> | Study: EB Learning Material Essay: Expository |
| 27 | The Medieval Church | Influence of the Catholic church in the Middle Ages, religious celebrations, clergy, canons (church laws), heretics, excommunication, Inquisition, tithes monasteries, monks of Cluny, Pope Gregory VII reforms the church, friars, the church's influence in education and science, origin of universities, Thomas Aquinas authors <i>Summa Theologica</i> , Roger Bacon, advances in mathematics and science experiments | Study: EB Learning Material Essay: Descriptive |
| 28 | The Crusades 1 | Origin of the crusades, Holy Land (Jerusalem, Palestine), pilgrimages to the Holy Land, spread of Islam, Seljuk Turks take control of Palestine, Christians on pilgrimages attacked and killed, Pope Urban II calls on Christians to take back the Holy Land, Eastern Orthodox church and Roman Catholic Church, Peter the Hermit, participants in crusades (peasants, kings, knights, and children) | Study: CV Video EB Learning Material Essay: Expository |
| 29 | The Crusades 2 | Organizing crusades, Peasants' Crusade, capture of Jerusalem, four Latin States of the Crusaders created (County of Edessa, Principality of Antioch, County of Tripoli, and the Kingdom of Jerusalem), Second Crusade, Bernard of Clairvaux, King Louis VII, Emperor Conrad III, Saladin, use of the crossbow, Third Crusade (Crusade of Kings led by King Richard I of England, Emperor Frederick I of Germany, and King Philip II of France) Pope Innocent III calls for a Fourth Crusade, capture of Constantinople, Children's Crusade, effects of crusades (expansion of trade, Jerusalem controlled by Muslims, development of banking) | Study: EB Learning Material Essay: Compare and Contrast |

| Lesson Title | | Lesson Content | Activities |
|--------------|---------------------|---|--|
| 34 | Africa | Physical features of Africa, major river systems, Kush empire, development of trade, Kasha (king of Kush), invasion of the Assyrians, use of iron weapons, destruction of Napata, Kingdom of Axum, King Ezana, terrace farming, smelting of iron ore, development of trade, use of gold and salt in trade, Kingdom of Ghana, spread of Islam, Mali empire, Mandingo tribe, Sundiata Keita (king of Mali), Mansa Musa I (king of Mali), Timbuktu, Songhai empire, Zimbabwe, Shona people, Kilwa, Swahili culture, family life, nuclear and extended families, matrilineal and patrilineal ancestry, monotheistic and polytheistic religions | Study: EB Learning Material Essay: Expository |
| 35 | Americas 1 | Land bridge (Beringia), Bering Strait, Isthmus of Panama, nomadic tribes, development of major culture areas in the Americas, effect of climate on the development of civilizations, shelters, food, North American civilizations (Eskimos, Inuits, Pueblo, Iroquois, Great Plains Indians) Europeans come to the Americas, blending of Native American and European cultures | Study: EB Learning Material Essay: Expository |
| 36 | Americas 2 | Migration across the land bridge, settlement of middle and southern America, Olmecs, southern Mexico, pyramids, jaguar as a god, calendar, hieroglyphic writing, Olmecs disappear, Mayan civilization (farmers, Copan, development of irrigation systems and city-states, pyramids, religion, many gods, Mayas decline, Aztec empire (warriors, Lake Texcoco, city of Tenochtitlan, pyramid temples, strong government, Montezuma, Hernando Cortes, conquistadors), Aztecs defeated, Aztec god Quetzalcoatl, New Spain, Inca empire (Pachacuti, advanced builders, suspension bridges, network of roads, Andes Mountains, city of Cuzco), Inca, Atahualpa, Francisco Pizarro, Spanish weapons (guns and cannons), effect of disease on Incas and Aztecs | Study: EB Learning Material Essay: Expository |
| 37 | Golden Age of China | Han dynasty, Tang, Song, and Ming dynasties, Chinese contributions/inventions (printing, maps, compass, gunpowder, rockets, books, works of art, porcelain figures), isolation of China, trade, Tang capital at Chang-an, poets (Li Bo and Du Fu) development of Buddhist schools, leaders (Genghis Khan, Kublai Khan, and Cheng Ho) the Forbidden City | Study: EB Learning Material Essay: Expository |

| | Lesson Title | Lesson Content | Activities |
|----|-------------------------|--|--|
| 41 | Tudors and Stuarts | Monarchy in England, balancing the power of church and Parliament, Tudors (Henry VIII, Elizabeth I), Stuarts, James I (also James VI of Scotland), persecution of Puritans, divine right, new translation of the Bible, Charles I, Henrietta Marie, Petition of Right, English Civil War, Cavaliers and Roundheads, Oliver Cromwell's victory, Commonwealth, Charles II, James II, William (of Orange) and Mary, Glorious Revolution, John Locke's philosophy, Locke authors <i>Two Treatises of Government</i> , influence on Declaration of Independence | Study: CV Video EB Learning Material Essay: Expository |
| 42 | The World Expands | Exploration of the New World, caravel ships, new instruments (magnetic compass, astrolabe, quadrant), King John II, Prince Henry the Navigator, Bartholomew Dias, Cape of Good Hope, Vasco da Gama, Manuel I, Ferdinand Magellan, circumnavigation of the world, Christopher Columbus, Ponce de Leon, Vasco Nunez de Balboa, Hernando Cortes, Francisco Coronado, John Cabot, Giovanni da Verrazano, Jacques Cartier, Martin Frobisher, Henry Hudson | Study: CV Video EB Learning Material Essay: Expository |
| 43 | The American Revolution | European claims in the New World, mercantilism, triangular trade, taxing the colonists (Stamp Act, tax on tea, and other taxes), "No taxation without representation," Boston Tea Party, Intolerable Acts, Port of Boston closed, King George III, Thomas Gage, First Continental Congress, Samuel Adams, Patrick Henry, Battles of Lexington and Concord, Second Continental Congress, Olive Branch Petition, Declaration of Independence, Siege of Yorktown, Treaty of Paris, Constitution, George Washington elected President of the United States | Study: CV Video EB Learning Material Essay: Expository |
| 44 | The French Revolution 1 | Louis XIV, French monarchy weakens, Palace of Versailles, divine right of kings versus constitutional monarchy, Age of Enlightenment, First Estate, Second Estate, Third Estate, Fourth Estate, aristocracy and peasants, bourgeoisie (middle class), Louis XVI, Estates-General, National Assembly, influence of the Catholic church, French Revolution begins, Tennis Court Oath, storming the Bastille, Declaration of the Rights of Man, Marie Antoinette, execution of Louis XVI and Marie Antoinette, guillotine, Reign of Terror | Study: CV Video EB Learning Material Essay: Expository |

U.S. History I Grade Levels 9-12

A+LS U.S. History I introduces students to a variety of topics including:

- European exploration
- life in the English colonies
- the Revolutionary War
- foundation of the U.S. government, the Constitution, Bill of Rights, and political parties
- presidents and first ladies
- acquisition of U.S. territory and state powers
- slavery and abolition
- secession and the Civil War
- the Trail of Tears
- settlement of the frontier
- American literature and authors
- growth of transportation and technology
- foreign trade and immigration
- women's suffrage, child labor, and prohibition
- World War I
- Stock Market Crash

U.S. HISTORY I

Manifest Destiny

Americans were moving westward settling the territory from the Appalachian Mountains to the Mississippi. The purchase of the Louisiana Territory moved the western frontier west to the Rocky Mountains.

Americans began to believe their country would someday expand all the way to the Pacific Ocean. This popular thought was known as Manifest Destiny, a phrase first stated in 1845 by the editor of a newspaper.



The painting, *American Progress*, by John Gast is a representation of Manifest Destiny, showing Americans moving westward.



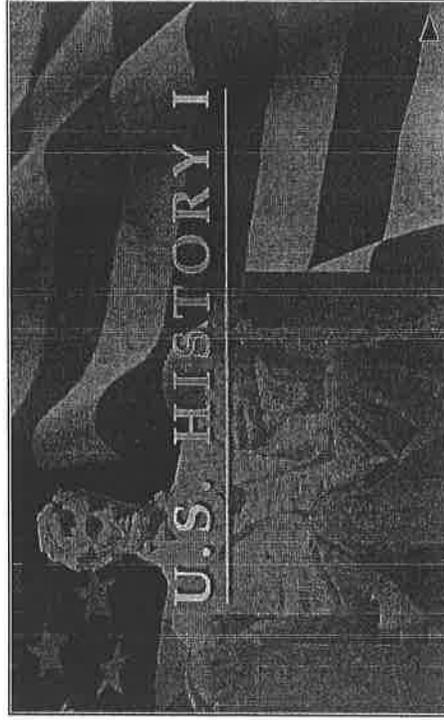
Course Description

The story of America is written in the rich history of the accomplishments of its people. America represents a multitude of cultures that together form a unified nation that has prospered for over two hundred years. This course is designed to bring the history of America to life by connecting the events of the past to today's world. Students will examine history by using the themes of culture, economics, geography, global connections, government, science/technology, and sociology/anthropology.



Course Features

- U.S. History I is presented as a semester-long high school core course.
- All thirty-four lessons contain a study guide, a practice test and a mastery test, and an essay or other constructed response.
- There are a variety of essay types such as descriptive, persuasive, expository, and compare and contrast. Directions for grading essays and rubrics are provided for each of the writing assignments. Students will also complete a self-evaluation form to assess their performance.
- Numerous lessons access information from primary and secondary sources such as treaties, presidential inaugural addresses, letters, political cartoons, U.S. Census charts, and biographies.
- The reading level of U.S. History I is certified by MetaMetrics® with a Lexile® score of 1060L.
- This course is enriched by *Encyclopædia Britannica® Online School Edition (EB)* workspaces that contain learning materials. Learning materials may contain articles, games, images, maps, and/or videos.



Supporting Themes – The following supporting themes are related to the curriculum standards for social studies published by The National Council for the Social Studies.

culture
economics
geography
global connections
government
science and technology
sociology/anthropology

Culture – The culture of a society includes the history, customs, traditions, knowledge, literature, arts, language, and a belief in various elements of religion. A culture imparts rules of behavior for individuals that standardize the structure of a society. The survival of a culture is dependent on the successful transmission of the culture from one generation to the next.

Economics – Economics refers to how people, societies, and nations use their scarce resources to create or buy goods and services. Economics addresses the following questions: What goods and services should be produced? How should these goods and services be produced? For whom should these goods and services be produced? How should these goods and services be distributed?

Geography – Geography is the study of how people in the past and present relate to their environments. Geographers examine the physical and human characteristics of societies in specific locations. Geographers also use demographics to describe the movement of people from one region to another.

Global Connections – Global connections include the relationships of people in different nations, civilizations, and societies in the past and present. These connections include political issues such as treaties, diplomacy, or even wars. Economic connections include the interdependence of nations with regard to use of natural resources and global trade. Other global connection issues may include world health, human rights, and global warming.

| Lesson Title | | Lesson Content | Activities |
|--|------------------------------|---|---|
| | All Lessons | Media common to all lessons in this subject. | Essay: 2 .PDFs, Directions & Self-Evaluation Matrix |
| Unit 1: Exploration, Colonization, and Independence | | | |
| 1 | Introduction to U.S. History | Definition and study of history, foundation and expansion of knowledge, categories of knowledge: humanities, natural sciences, and social sciences; supporting themes: culture, economics, geography, global connections, government, science and technology, and sociology/anthropology; sources: primary and secondary | Study: EB Learning Material 2 .PDFs, Letter from Ferdinand and Elizabeth; Arlington House |
| 2 | European Exploration | Old World, New World, European exploration: Portugal, Spain, and France; Portugal: Manuel I, Bartholomew Dias, Pedro Alvares Cabral, Ferdinand Magellan; Spain: Christopher Columbus, Ferdinand and Isabella, Ponce de Leon, Francisco Vasquez de Coronado, and Hernando de Soto; France: Giovanni da Verrazzano, Jacques Cartier, Samuel de Champlain, Louis Jolliet, and Sieur de La Salle; Louisiana | Study: EB Learning Material .PDF, Acadia National Park Essay: Compare and Contrast |
| 3 | English Colonies | Search for trade routes to the Far East: Portugal sails around Africa, Christopher Columbus sails west, French search for the Northwest Passage; Spanish empire in the New World, defeat of the Spanish Armada, Martin Frobisher, Sir Humphrey Gilbert, Sir Walter Raleigh, Roanoke Island, Catholic Church, Protestant Reformation: Martin Luther, King Henry VIII, Church of England, Puritans, and Separatists; British colonies: Jamestown (first), Georgia (last); Mayflower Compact, colonies: New England, Middle, and Southern; salutary neglect, Glorious Revolution | Study: EB Learning Material 2 .PDFs, Mayflower Compact; Historic Jamestowne Essay: Expository |

| Lesson Title | | Lesson Content | Activities |
|---|------------------------------------|---|--|
| Unit 2: The National Period and Manifest Destiny | | | |
| 6 | American Portraits 1789 to 1825 | Presidencies of George Washington, John Adams, Thomas Jefferson, James Madison, and James Monroe; First Ladies: Martha Dandridge Custis Washington, Abigail Smith Adams, Martha Wayles Skelton Jefferson, Dolley Payne Todd Madison, Elizabeth Kortright Monroe; presidential election issues and results: 1789, 1792, 1796, 1800, 1804, 1808, 1812, 1816, and 1820 | Study: EB Learning Material 8 .PDFs, Martha Washington; Washington Monument; Abigail Adams; Adams National Park; Martha Jefferson; Jefferson Memorial; Dolley Madison; Elizabeth Monroe Essay: Compare and Contrast |
| 7 | A Nation Emerges | George Washington's Farewell Address, Louisiana Purchase, Meriwether Lewis and James Clark expedition, Manifest Destiny: Republic of Texas, Oregon country; Erie Canal, growth of railroads, Cumberland Road, Era of Good Feelings, Missouri Compromise, <i>Marbury v. Madison</i> , Supreme Court Chief Justice John Marshall, U.S. Census, political parties: Democratic Republicans, and Federalists; Treaty of Paris, War of 1812, Mexican War, Monroe Doctrine | Study: EB Learning Material 3 .PDFs, Historical Sites; First Ten Amendments; Treaty between U.S. and French Republic Essay: Persuasive |

| Lesson Title | | Lesson Content | Activities |
|--|------------------------------------|--|---|
| Unit 3: Secession and a Civil War | | | |
| 11 | American Portraits 1849 to 1877 | Presidencies of Zachary Taylor, Millard Fillmore, Franklin Pierce, James Buchanan, Abraham Lincoln, Andrew Johnson, and Ulysses S. Grant; First Ladies: Margaret Mackall Smith Taylor, Abigail Powers Fillmore, Jane Means Appleton Pierce, Harriet Lane, Mary Todd Lincoln, Eliza McCordle Johnson, Julia Dent Grant; presidential election issues and results: 1848, 1852, 1856, 1860, 1864, 1868, and 1872 | Study: EB Learning Material 7 .PDFs, Margaret Taylor; Abigail Fillmore; Jane Pierce; Harriet Lane; Mary Lincoln; Eliza Johnson; Julia Grant Essay: Compare and Contrast |
| 12 | America Moves Toward Civil War | Missouri Compromise, Wilmot Proviso, Zachary Taylor, Whig Party, California territory, John C. Calhoun, Henry Clay, Daniel Webster and the Seventh of March Speech, Compromise of 1850, Fugitive Slave Law, Mexican Cession, Millard Fillmore, Underground Railroad, Harriet Tubman, Franklin Pierce, Ostend Manifesto, Kansas Nebraska Act, "Bleeding Kansas," John Brown, Republican Party, James Buchanan, popular sovereignty, Roger Taney, Dred Scott, <i>Dred Scott v. Sanford</i> , Lincoln-Douglas Debates | Study: EB Learning Material 4 .PDFs, Great Debate of 1850; "Bleeding Kansas"; Lincoln-Douglas Debates; John Brown Essay: Letter Writing |
| 13 | Secession and Civil War | John Brown, Henry David Thoreau, Compromise of 1850, political parties: Democratic (Northern and Southern), Whig, Know-Nothing, Constitutional Union, and Republican; Abraham Lincoln, secession, Confederate States of America, Jefferson Davis, Civil War begins: firing on Fort Sumter, Major Robert Anderson (North), General Pierre Beauregard (South); human and material resources both Northern and Southern, economies of the North and South, West Virginia, Robert E. Lee | Study: EB Learning Material 2 .PDFs, Lincoln's Inaugural Address; West Point Essay: Persuasive |

| | Lesson Title | Lesson Content | Activities |
|----|-------------------------|---|--|
| 17 | Reconstruction | Economic issues, political issues, Lincoln's Reconstruction Plan, Gettysburg Address, Proclamation of Amnesty and Reconstruction, Radical Republican Reconstruction Plan, Andrew Johnson's Reconstruction Plan, Andrew Johnson's impeachment, Tenure of Office Act, 13 th Amendment, Black Codes, 14 th Amendment, 15 th Amendment, carpetbaggers, scalawags, Ku Klux Klan, Civil Rights Acts: 1866, 1870, 1871, and 1872; Jim Crow Laws, <i>Plessy v. Ferguson</i> , Compromise of 1877 | Study: EB Learning Material 2 .PDFs, Gettysburg Address; Fourteenth Amendment Essay: Persuasive |
| 18 | Native Americans | Early history, Northwest Ordinance of 1787, Adams-Onís Treaty, Indian Removal Act of 1830, <i>Worcester v. Georgia</i> , Trail of Tears, Black Hawk War, Plains Indians, warfare on the Great Plains: Killedeer Mountain, Rosebud, Little Bighorn (George Armstrong Custer and Crazy Horse), Sand Creek Massacre, Washita, Canyon de Chelly, Turret Peak, Big Hole, Wounded Knee; Treaty of Fort Laramie, Dawes Act of 1887 | Study: EB Learning Material 4 .PDFs, Treaty with the Chickasaw; Standing Bear v. George Crook; Fort Laramie; Indian Allotment Essay: Persuasive |
| 19 | The Frontier is Settled | Frontier defined, Plains Indians, Treaty of Fort Laramie, miners, discovery of gold, Virginia City, South Dakota, farmers and ranchers, cattle drives, end of the open range, Homestead Act of 1862, railroads, land grants for railroads and canals, new states on the frontier, Oklahoma Land Run, Morrill Act, end of the frontier | Study: EB Learning Material .PDF, Oregon Trail Essay: Descriptive |
| 20 | American Literature | Gilded Age, periods of literature: National Period, Romantic Period, and Realism Period; Washington Irving, James Fenimore Cooper, Romanticism, Lyceum, Romantic Prose, Herman Melville, Nathaniel Hawthorne, Edgar Allan Poe, sentimental novel, Henry Schoolcraft, Transcendentalism: Ralph Waldo Emerson and Henry David Thoreau; reformers, Realism authors: Mark Twain, Henry James; Henry Adams, Edward Bellamy, Francis Marion Crawford, and William Dean Howells; Local Color: Harriet Beecher Stowe, Sam Lawson, Edward Eggleston; Naturalism: Stephen Crane, Jack London, Theodore Dreiser, and Eugene O'Neil | Study: EB Learning Material 3 .PDFs, The Drums of War/Whitman poems; A Cry Against Slavery/James Russell Lowell; The Alarm is Sounded/Longfellow Essay: Persuasive |

| Lesson Title | | Lesson Content | Activities |
|---------------------------------------|---|---|--|
| Unit 5: Imperialism and Social Reform | | | |
| 25 | American Portraits 1889 to 1909 | Presidencies of Benjamin Harrison, Grover Cleveland, William McKinley, and Theodore Roosevelt; First Ladies: Caroline Lavinia Scott Harrison, Frances Folsom Cleveland, Ida Saxton McKinley, Edith Kermit Carow Roosevelt; presidential election issues and results: 1888, 1892, 1896, 1900, and 1904 | Study: EB Learning Material 4 .PDFs, Caroline Harrison; Frances Cleveland; Ida McKinley; Edith Roosevelt Essay: Compare and Contrast |
| 26 | Foreign Diplomacy 1844 to 1898 | Foreign trade, European colonies in Africa, imperialism, American imperialism, early diplomacy in Asia: China, Japan, and the Treaty of Kanagawa; Alaska, Hawaii, Civil War diplomacy, Treaty of Washington, French Empire in Mexico, Samoa, Chile, United States and Latin America, boundary dispute in Venezuela, naval expansion, Alfred Mahan, Spanish-American War: Yellow Press, America prepares for War, <i>Maine</i> , America goes to war, Rough Riders, peace treaty; Cuba, Puerto Rico, Guam, Philippines, Spheres of Influence, Open Door, Boxer Rebellion | Study: EB Learning Material .PDF, Russian Treaty 1867 Essay: Letter Writing |
| 27 | Populist Movement and Social Reforms | Cities and immigration, cities and the farmers, slums in the cities, dumbbell building, tenements, Jacob Riis, ghettos, Old World culture, sweatshops, Jane Addams, Ellen Gates Starr, Hull-House, Frances Willard, Women's Christian Temperance Union, 18 th Amendment, Women's Suffrage Movement, education reform, philanthropy, farmers, and reform, Patrons of Husbandry, Granger Movement, Interstate Commerce Commission, Populist Party, Greenback Party, bimetallism and monometallism, Sherman Silver Purchase Act | Study: EB Learning Material 3 .PDFs, Tenement Slums; Hull-House; Elections 1892 and 1896 Essay: Expository |

| | Lesson Title | Lesson Content | Activities |
|----|---|---|--|
| 32 | Neutrality and a World War | World War I, entangling alliances, "Powder Keg of Europe," alliance system, America struggles to remain neutral, Committee on Public Information, information posters, British Blockade, submarine warfare, <i>Lusitania</i> , <i>Arabic</i> Pledge, <i>Sussex</i> Pledge, trading with the Allies, getting ready for war, election of 1916, Zimmerman Note, America declares war, American Expeditionary Force, battles: Cantigny, Belleau Wood, Second Battle of the Marne, Meuse-Argonne Offensive, naval warfare, home front, Selective Service, Fourteen Points | Study: EB Learning Material Essay: Persuasive |
| 33 | The Roaring Twenties | Immigration, Dillingham Act, Johnson-Reed Immigration Act, National Origins Act, city riots, National Association for the Advancement of Colored People (NAACP), W.E.B. Du Bois, Booker T. Washington, National Urban League, Prohibition, women's suffrage, new roles for women, education, "Jazz Age" the blues, dances: Charleston, foxtrot, tango; Lost Generation: Gertrude Stein, Ernest Hemingway, and F. Scott Fitzgerald; social critics, Harlem Renaissance, Langston Hughes, sports, entertainment, scientific management, modern assembly line, airplanes, medical advancements | Study: EB Learning Material Essay: Compare and Contrast |
| 34 | Politics and Economics in Postwar America | Warren Harding, Fordney-McCumber Tariff Act, federal budget, Treaty of Versailles, League of Nations, Washington Disarmament Conference: Five-Power Treaty, Nine-Power Treaty, and Four-Power Treaty; Bonus Bill, World War I debts, political scandals, Teapot Dome Scandal, Calvin Coolidge, government and business, agriculture, Herbert Hoover, stock market performance, marginal loans, Black Thursday, Black Tuesday, Stock Market Crash | Study: EB Learning Material 2 .PDFs, Harding Inaugural Address; Coolidge Inaugural Address Essay: Letter Writing |



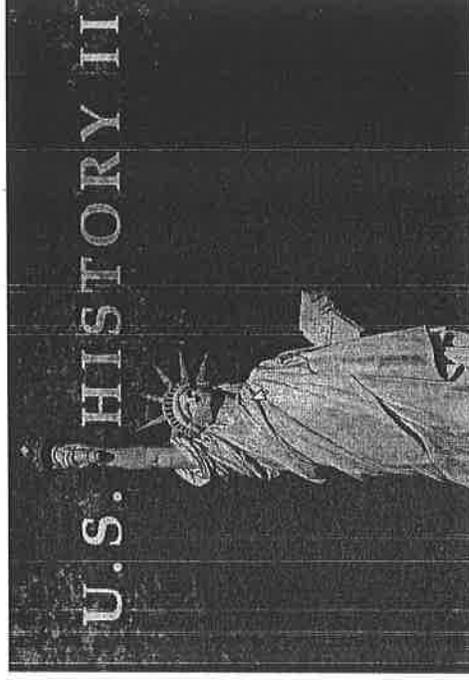
Course Description

America represents a multitude of cultures that together form a unified nation that has prospered for over two hundred years. This course is designed to bring the history of America to life by connecting the events of the past to today's world. Students will examine history by using the themes of culture, economics, geography, global connections, government, science and technology, and sociology and anthropology. U.S. History II is a second semester course that continues to show how events of the past are connected to today's world. Beginning with post World War I, this course examines significant events such as the Great Depression, World War II, the Civil Rights Movement, and the 2008 presidential election. Students will be guided through twentieth and twenty-first century events that have shaped our nation's society.



Course Features

- U.S. History II is presented as a semester-long high school core course.
- All thirty-five lessons contain a study guide, a practice and mastery test, and an essay or other constructed response.
- There are a variety of essay assignments such as descriptive, persuasive, expository, and compare and contrast. Directions for grading essays and rubrics are provided for each of the writing assignments. Students will also complete a self-evaluation form to assess their performance.
- Numerous lessons provide information from primary and secondary sources such as historic letters, political cartoons, presidential inaugural addresses, biographical materials, treaties, and U.S. Census charts.
- The reading level of U.S History II is certified by MetaMetrics[®] with a Lexile[®] score of 1040L.
- Some lessons are enriched by *Encyclopædia Britannica[®] Online School Edition (EB)* workspaces that contain learning materials. Learning materials may contain articles, games, images, maps, and/or videos.



Government/Citizenship – People living in tribes, nations, societies, and civilizations have developed some form of government throughout history. A government provides the authority and structure that protects the rights of all citizens.

Citizenship refers to the participation of people in their government including electing representatives or volunteering to help others. Citizenship also includes recognition of the responsibilities of individuals to obey the laws created by the government.

Science and Technology – Modern societies would not function as they do today without advances in technology and science. Changes in technology and science have dramatically altered the composition of societies across the world. Advances in technological and scientific pursuits affect how people communicate, travel, work, and play. Through scientific innovations, the lives and health of people have been improved and prolonged. However, along with these advances, societies are being challenged with many ethical questions such as privacy and gender issues and the prolonging of human life by artificial means.

Sociology and Anthropology – Sociology can be described as a scientific investigation of the behavior of individuals and groups in a society. A society is defined as a group of persons joined together by common beliefs, interests, government and economic systems, and culture.

Anthropology is the scientific study of humanity and culture in the past and present. Anthropologists study humans as they live in different social groups. Anthropologists also investigate the characteristics that all humans share across cultures.

The lessons in the U.S. History II course are divided into seven units of study. The units focus on demographic and territorial changes in America as well as presidential elections. The lessons cover the time span from post World War I, through the Great Depression, to the 2008 presidential election.

| | |
|-----------------------------------|---|
| Unit 1: The Lost Peace | Unit 5: Social Evolutions and Revolutions |
| Unit 2: The Great Depression | Unit 6: America Moves Into the New Millennium |
| Unit 3: The World at War | Unit 7: A Time Capsule of America |
| Unit 4: Post World War II America | |

Supporting Themes – The following supporting themes are related to the curriculum standards for social studies published by The National Council for the Social Studies.

- culture
- economics
- geography
- global connections
- government
- science and technology
- sociology and anthropology

Culture – The culture of a society includes the history, customs, traditions, knowledge, literature, arts, language, and a belief in various elements of religion. A culture imparts rules of behavior for individuals that standardize the structure of a society. The survival of a culture is dependent on the successful transmission of the culture from one generation to the next.

Economics – Economics refers to how people, societies, and nations use their scarce resources to create or buy goods and services. Economics addresses the following questions: What goods and services should be produced? How should these goods and services be produced? For whom should these goods and services be produced? How should these goods and services be distributed?

Geography – Human geography is the study of how people in the past and present relate to their environments. Geographers examine the physical and human characteristics of societies in specific locations. Geographers also use demographics to describe the movement of people from one region to another.

Global Connections – Global connections include the relationships of people in different nations, civilizations, and societies in the past and present. These connections include political issues such as treaties, diplomacy, and even wars. Global economic connections include the interdependence of nations with regard to use of natural resources and global trade. Other global connection issues may include world health, human rights, and global warming.

| Lesson Title | | Lesson Content | Activities |
|------------------------------|-----------------------------------|---|---|
| Unit 2: The Great Depression | | | |
| 4 | Dictators to the Great Depression | Coolidge foreign policy; Benito Mussolini and fascism in Italy; Japan and Hirohito; Weimar Republic/Germany; Adolf Hitler; Nazi Party; Third Reich; <i>Mein Kampf</i> ; Dawes and Young Plans; Kellogg-Briand Pact; stock market crash; Great Depression; Herbert Hoover's plan; Federal Reserve Board; Smoot-Hawley Tariff Act; London Naval Treaty; Roosevelt Corollary; Hoover Moratorium | Study: EB Learning Material 2 .PDFs, George Mehales, L.R. Allen Essay: Descriptive |
| 5 | Hoovervilles to New Deal | Herbert Hoover foreign policy; Japanese invasion of Manchuria; Stimson Doctrine; Reconstruction Finance Corporation; 1932 Election; Franklin Roosevelt foreign policy; First New Deal; Bank Holiday; fireside chats; Civilian Conservation Corporation; Agriculture Adjustment Act; Federal Emergency Relief Administration; Tennessee Valley Authority; Farm Credit Act; Dust Bowl; Federal Deposit Insurance Corporation; National Industrial Recovery Act; Public Works Administration; Civil Works Administration | Study: EB Learning Material 2 .PDFs, Proclamation 2039 Declaring Bank Holiday, Interview with Mrs. Larson Essay: Expository |
| 6 | The Deals Continue | Role of the Supreme Court; Roosevelt foreign policy 1934; Good Neighbor Policy; Securities and Exchange Commission; Federal Communications Commission; Federal Housing Administration; Brain Trust; Huey Long; American Liberty League; Second New Deal; the Three Rs; Neutrality Act of 1935; Emergency Relief Appropriations Act; Works Progress Administration (WPA); Soil Conservation and Domestic Allotment Act; collective bargaining; Social Security Act; Francis Townsend | Study: EB Learning Material 1 .PDF, Social Security Program Essay: Narrative |
| 7 | Deals and Diplomacy | Agricultural Adjustment Act; Election of 1936; FDR's second term; court packing; recession of 1937; quarantine speech; <i>Panay</i> incident; Neutrality Act of 1937; Federal Crop Insurance Corporation; Fair Labor Standards Act of 1938; German invasion of Poland; beginning of World War II; Neutrality Act of 1939; costs of the New Deal programs | Study: EB Learning Material Essay: Expository |



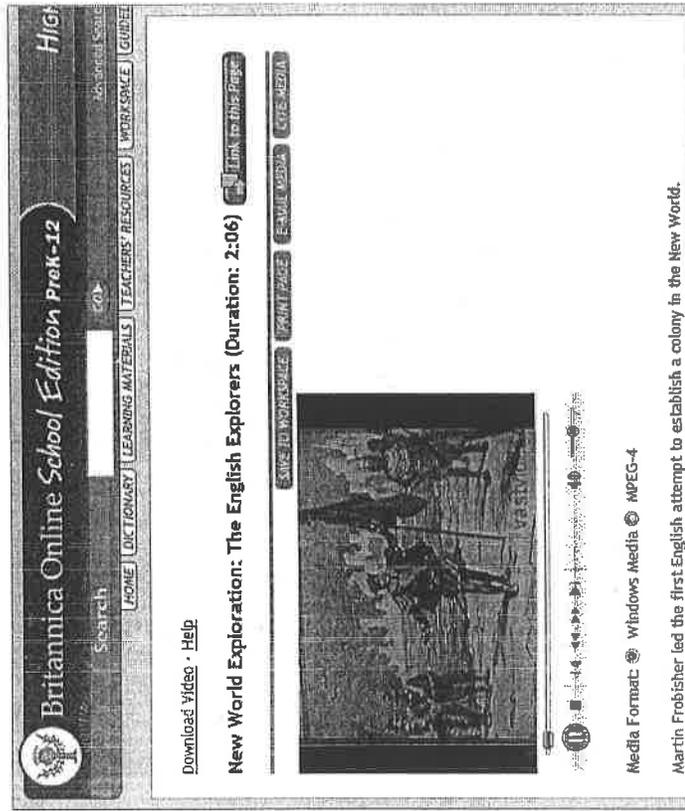
Third-Party Content in A+LS Lessons

The *Encyclopædia Britannica Online School Edition* provides teacher resources and student learning materials. The materials include a wide range of interactive lessons, research projects, animations, and worksheets that support many A+LS lessons.

Each workspace may contain an article, diagram, study guide, video, or interactive media.



The launch icon for EB objects is located at the top of the A+LS screen in the study guide section.



| | Lesson Title | Lesson Content | Activities |
|----|-----------------------------|--|---|
| 31 | America's Natural Resources | Environment; natural resources; historical use of natural resources; Dust Bowl; Soil Conservation and Domestic Allotment Act; environmentalism; <i>Silent Spring</i> /Rachel Carson; <i>The Population Bomb</i> /Paul Ehrlich; Environmental Protection Agency; Earth Day; Clean Air Act; Water Pollution Control Act; National Environmental Protection Act; NOAA; Department of the Interior; Bureau of Land Management; Fish and Wildlife Service; Bureau of Reclamation; Bureau of Indian Affairs; National Park Service; Department of Agriculture; National Forest Service; Endangered Species Act; John Muir; Sierra Club; Kyoto Treaty; "Going Green" | Study: EB Learning Material 4 .PDFs, Park Designations, Endangered Species Act, John Muir, Conservation Groups Essay: Letter |
| 32 | Women in America | Women's reform movements; Declaration of Sentiments; early expectations; Elizabeth Cady Stanton; Susan B. Anthony; Nineteenth Amendment; League of Women Voters; flappers; Amelia Earhart; Gertrude Ederle; Dorothea Lange; women during WWII; WAFS; WASP; WAVES; WAC; Eleanor Roosevelt; Betty Friedan; National Organization for Women (NOW); Patsy Mink; Title IX; Equal Rights Amendment; <i>Roe v. Wade</i> ; Family Medical Leave Act | Study: EB Learning Material 6 .PDFs, Women's Reform Movements, Jane Addams (Hull House), Amelia Earhart, Gertrude Ederle, Eleanor Roosevelt, Civil Rights Act of 1964 Essay: Short Report |
| 33 | Civil Rights Movement | Civil rights overview; Three-Fifths Compromise; Missouri Compromise; Compromise of 1850; Underground Railroad; John Brown; Emancipation Proclamation; Thirteenth Amendment; Reconstruction; Black Codes; Fourteenth Amendment; carpetbaggers, scalawags; Ku Klux Klan; Jim Crow laws; <i>Plessy v. Ferguson</i> ; NAACP; Harlem Renaissance; Dixiecrats; <i>Brown v. Board of Education of Topeka</i> ; Rosa Parks; Little Rock high school integration; affirmative action; freedom riders; Dr. King's speech; Summer Freedom Project; Civil Rights Act of 1964 and 1968; Selma to Montgomery march; racial violence; Martin Luther King, Jr. assassinated; Nation of Islam; Elijah Muhammad; Malcolm X; Barack Obama | Study: EB Learning Material 7 .PDFs, Abolitionists, Notable Events in Civil Rights History 1783-1839, 1870-1895, 1905-1952, 1957-1963, 1966-1969, 1978-2003 Essay: Persuasive |

| | | Lesson Content | Activities |
|--|-------------------------------|--|---|
| Lesson Title | Lesson Content | | |
| 26 | Foreign and Domestic Disputes | William Clinton presidency; Election of 1992 (Clinton, Bush, Perot); welfare reform; healthcare reform; Brady Bill; Family Medical Leave Act; Violent Crime Control and Law Enforcement Act; 1993 World Trade Center bombing; 1995 Murrah Federal Building bombing; Ruth Bader Ginsburg; Operation Restore Hope/Somalia; Cuban and Haitian refugees; Jean-Bertrand Aristide; <i>Contract with America</i> ; NAFTA; GATT; 1996 Election (Clinton, Dole); impeachment trial; Operation Desert Fox/Iraq; Israel and Palestine; Yasser Arafat; Ehud Barak; demographic profile of America | Study: EB Learning Material 3 .PDFs, Federal Minimum Wage Rates, Murrah Building, Contract with America Essay: Persuasive |
| 27 | Terrorism and Freedoms | George W. Bush presidency; Election of 2000 (Bush/Gore); Economic Growth and Tax Relief Reconciliation Act; No Child Left Behind (NCLB); <i>USS Cole</i> ; al-Qaeda; Osama bin Laden; 9/11 terrorist attacks; Taliban; invasion of Afghanistan; war of terror; Hamid Karzai; Axis of Evil Speech; Bush Doctrine; Office of Homeland Security; weapons of mass destruction; Colin Powell; Hans Blix; invasion of Iraq; Baghdad falls; Saddam Hussein captured; Camp X-Ray; USA Patriot Act; 2004 Election (Bush/Kerry); Saddam Hussein tried and executed; Hurricane Katrina; illegal immigration; financial and economic mortgage crisis; Emergency Economic Stabilization Act; demographic profile of America | Study: EB Learning Material Essay: Letter |
| Unit 7: A Time Capsule of America | | | |
| 28 | American Demographics | U.S. Census Bureau; first Census 1790; demography; demographics; complete count; illegal immigration; Current Population Survey; population estimates and projections; reading and interpreting census information; population and apportionment in U.S. House of Representatives; redistricting; single-district states; population shifts; population characteristics: size, geographic distribution, households | Study: EB Learning Material 2 .PDFs, 2010 Census: It's in Our Hands, 2008 Census-Population Essay: Paragraph |

| | Lesson Title | Lesson Content | Activities |
|----|---------------------------------|--|---|
| 20 | Space Race and Scandals | Richard Nixon presidency; events of 1968; civil unrest; Martin Luther King, Jr. assassinated; Vietnam war continues; <i>USS Pueblo</i> ; Johnson announces no second term; Robert Kennedy assassinated; Election of 1968/Richard Nixon, Hubert Humphrey, George Wallace; Yuppies; silent majority; Nixon takes office; New Federalism; Drug War; Pay Board; school desegregation; Apollo 11; moon landing; Nixon Doctrine; Vietnamization; Kent State tragedy; Twenty-fifth and Twenty-sixth Amendments; ping-pong diplomacy; Pentagon Papers; "Plumbers"; Equal Rights Amendment; SALT agreement; Election of 1972; Paris Peace Accords; Agnew resignation; Watergate; Nixon resigns; U.S. demographics | Study: EB Learning Material 3 .PDFs, The War on Drugs, Amendments, Watergate Investigation Essay: Expository |
| 21 | American Portraits 1974 to 1989 | Presidencies of Richard M. Nixon, Gerald R. Ford, James E. Carter, and Ronald W. Reagan; First Ladies: Elizabeth Ann Bloomer Ford, Rosalynn Smith Carter, and Nancy Davis Reagan; presidential election issues and results: 1972, 1976, 1980, and 1984 | Study: EB Learning Material 4 .PDFs, Elizabeth (Betty) Ford, Vietnam Operations, Rosalynn Carter, Nancy Reagan Essay: Descriptive |
| 22 | Middle East Challenges | Gerald Ford as president; Vice President Nelson Rockefeller; Nixon pardon; pardon for draft evaders; Intelligence Oversight Board; War Powers Act; Congressional Budget Office; Cold War; Khmer Rouge/Cambodia; <i>Mayaguez</i> incident; South Vietnam surrenders; Henry Kissinger; Yom Kippur War; shuttle diplomacy; SALT I; Helsinki Accords; oil reserves/Middle East and Africa; OPEC; Election of 1976; Carter elected; Torrijos-Carter Treaties; Carter Doctrine; Camp David Accords; Three Mile Island; SALT II; Afghanistan invasion; Iran hostage crisis; American demographics | Study: EB Learning Material Essay: Compare and Contrast |

| | Lesson Title | Lesson Content | Activities |
|----|------------------------------------|---|--|
| 14 | The Forgotten War: Korea | Harry Truman; post-WWII Korea; Cairo Conference; police action; Soviet and Chinese Communists; 38 th parallel; Republic of Korea (South); Syngman Rhee; Democratic People's Republic of Korea (North); Kim Il Sung; North Korea invades South Korea; U.S. troops to Korea; General MacArthur; Pusan, Inchon, Pyongyang; Allies retreat; General Ridgeway; Chiang Kai-shek; peace talks/ Kaesong; voluntary repatriation; Eisenhower elected; Stalin dies; peace talks/ Panmunjom; 1953 armistice; demilitarized zone; Mutual Defense Treaty (U.S. and South Korea); Korean War Veterans Memorial | Study: EB Learning Material 2 .PDFs, Defense Agreement, Faces of War Essay: Descriptive |
| 15 | American Portraits 1953 to 1974 | Presidencies of Dwight D. Eisenhower, John F. Kennedy, Lyndon B. Johnson, and Richard Nixon; First Ladies: Mamie Geneva Doud Eisenhower, Jacqueline Bouvier Kennedy, Claudia Taylor Johnson, and Patricia Ryan Nixon; presidential election issues and results: 1952, 1956, 1960, 1964, and 1968 | Study: EB Learning Material 4 .PDFs, Mamie Eisenhower, Jacqueline Kennedy, Claudia Johnson, Pat Nixon Essay: Compare and Contrast |
| 16 | Social Transformations | Dwight Eisenhower presidency; 1952 Election; Korean armistice; hydrogen bomb; SEATO; Warsaw Pact; Modern Republicanism; McCarthyism; <i>Brown vs. Board of Education of Topeka</i> ; Thurgood Marshall; Martin Luther King, Jr.; Nikita Khrushchev; Geneva Summit; Suez Crisis; 1956 Election; Eisenhower Doctrine; school integration/Little Rock; <i>Sputnik I</i> ; NASA created; Cuban Revolution; U-2 Incident; demographics | Study: EB Learning Material 7 .PDFs, Movies and Television, Music of the '50s, Medicine, Alliances, Technology, Information Sheet- Working Mothers, Recreation and Transportation Essay: Persuasive |

Economics Grade Levels 9-12

A+LS Economics introduces students to a variety of topics including:

- economics
- microeconomics
- producers and consumers
- capitalism, socialism, and communism
- world economy from 1500 to present day
- colonization
- balance of trade
- the Great Depression
- the U.S. economy from 1600 to present day
- economic causes of the Revolutionary War
- railroads, corporations, monopolies, and labor unions
- the New Deal
- recession and inflation
- the American microeconomics system
- applied economics
- social programs
- challenges of the global economy
- producers and consumers
- roles of the government in economics

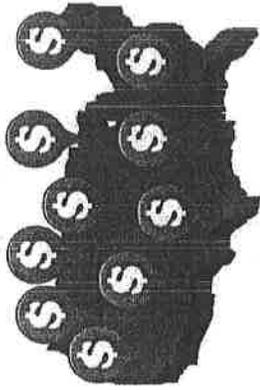
ECONOMICS **GLOSSARY**

Modern economists, though they study the same modern markets, have developed many conflicting theories. These theories can be classified in different schools of thought: Keynesians, Monetarists, and neoclassicists.

These theories are constantly revisited by modern economists at universities as well as by those in corporations and government roles. By comparing existing theories to new data, new theories can be developed over time.



Microeconomics



Macroeconomics

10 of 11



Course Description

A+LS Economics is a comprehensive, completely integrated Social Science course for grade levels 9–12. This course is designed to explore the history of economics, the development of economic theories, and the structure of American and global economies. The role of government in economics is closely examined, including topics such as the power to tax, fiscal and monetary policies, and the role of government agencies. Economic cycles and the impact of recession and inflation are discussed. Scarcity, supply and demand, and the importance of sound economic choices are taught with an emphasis on the manner in which these subjects may affect students and their economic futures. Interactive media has been included to help engage the student in the visual learning process.



Course Features

- Economics is presented as a semester-long high school course.
- All twenty-eight lessons contain a study guide, a practice and mastery test, and an essay.
- Lessons include a variety of essay types such as descriptive, persuasive, expository, and letter writing. Directions for essays and rubrics for grading are provided for each of the writing assignments. Students will also complete a self-evaluation form to assess their performance.
- Economics lessons are enriched by *Encyclopædia Britannica® Online School Edition* (EB) workspaces that contain learning materials. Learning materials may contain articles, diagrams, images, maps, and/or videos.
- This course has a certified Lexile® measure of 1120L.

| | Lesson Title | Lesson Content | Activities |
|----|--|---|---|
| 12 | Producers and Consumers | Addressing five common problems of economies; marginal revenue product and marginal cost; depreciation; producers and consumers; supply, demand, and equilibrium price; consumer behavior | Study: EB Learning Material Interactive Media (2) |
| 13 | Role of the Government - History | Monetary freedom; government's role in property rights; regulatory agencies: Federal Reserve System, Federal Deposit Insurance Corporation, Securities and Exchange Commission, Federal Trade Commission, Department of the Treasury, Internal Revenue Service, Financial Management Service, Bureau of Engraving and Printing, U.S. Customs and Border Patrol, Food and Drug Administration, and the Environmental Protection Agency; antitrust laws; collusion: predatory pricing, price fixing, bid rigging, and bribery; fiscal and monetary policy | Study: EB Learning Material Essay: Written Response |
| 14 | Role of the Government - Federal Departments | Process of bureaucracy; federal departments of Labor, Health and Human Services, Housing and Urban Development, and Energy; the Federal Reserve System | Study: EB Learning Material Essay: Written Response |
| 15 | Business Organizations | Business types: sole proprietorship, general partnership, limited partnership, limited liability partnership, S corporation, C corporation, and limited liability company; private and public corporations; corporate structure of bylaws and boards of directors; Delaware corporations; Nevada corporations; corporate growth: horizontal expansion, vertical expansion, and conglomerates; non-profit organizations | Study: Coach Quote (2) EB Learning Material Interactive Media (3) Essay: Written Response |
| 16 | Money and Banking | Barter system; money as a form of exchange; monetary systems: commodity, representative, and fiat; First and Second Banks of the United States; Free Banking Era of the nineteenth century; National Bank Acts; Federal Reserve System; Panic of 1907; money supply; inflation; deflation | Study: Coach Quote (1) EB Learning Material Essay: Written Response |
| 17 | Creating Capital | Circular flow of income between producers and consumers; factors of production; Gross National Product and Gross Domestic Product; nominal GDP and real GDP; taxes as a source of government capital | Study: EB Learning Material Essay: Written Response |

| Lesson Title | | Lesson Content | Activities |
|--------------|-------------------------------|---|--|
| 01 | Introduction to Economics | Definition of economics and economists; producers and consumers; wants and needs; resources and scarcity; tangible and intangible goods and services; consumer choice; traditional, controlled, market, and mixed-market economies; factors of production | Study: EB Learning Material, Interactive Media (1) Essay: Written Response |
| 02 | Social Sciences | Definition of social sciences and social scientists; supply and demand; culture and economics; study of social sciences as related to economics: anthropology, sociology, political science, geography, and history | Study: EB Learning Material, Interactive Media (1) Essay: Written Response |
| 03 | Modern Systems | Economic functions of government; socialism, communism, and capitalism; economic spectrum; political models of government: dictatorship, autocracy, oligarchy, and democracy | Study: Coach Quote (1) EB Learning Material Essay: Written Response |
| 04 | World Economy to 1500 | Prehistoric cultures and the barter system; ancient cultural economies: Egypt, Greece, and Rome; feudal systems, towns, and cities | Study: Coach Quote (2) EB Learning Material Essay: Written Response |
| 05 | World Economy 1500 to Present | European sailing exploration of the 1500s and 1600s; industrial revolution and technology of the 1700s; post-industrialism economy; World War I and post-war economics; Wall Street Crash of 1929; World War II and post-war economics; modern economics | Study: Coach Quote (2) EB Learning Material Essay: Written Response |
| 06 | U.S. Economy to 1861 | Colonial economics; Navigation Acts; Revolutionary War; founding of the national government; westward expansion and Manifest Destiny; sectionalism and the Missouri Compromise; state banks and banknotes; Panic of 1837; state and federal infrastructure; industrial technology developments; slavery | Study: Coach Quote (2) EB Learning Material Interactive Media (1) Essay: Written Response |

| Lesson Title | | Lesson Content | Activities |
|--------------|----------------------------|---|--|
| 21 | Southern Africa | Republic of South Africa, Zimbabwe, Angola, Zambia | Study: EB Learning Material Essay: Expository |
| 22 | The Former European USSR | Overview; Russia, Ukraine, Belarus, Moldova, Georgia, Azerbaijan, Armenia, Lithuania, Latvia, Estonia | Study: EB Learning Material |
| 23 | Eastern Europe | Poland, Czech Republic and Slovakia, Hungary, Austria | Study: EB Learning Material |
| 24 | Southeastern Europe | Bosnia, Serbia, Slovenia, Bulgaria, Macedonia, Greece, Albania, Cyprus, Croatia, Romania, Bulgaria | Study: EB Learning Material Essay: Expository |
| 25 | Central Europe | Switzerland, Liechtenstein, Germany | Study: EB Learning Material |
| 26 | Southern Europe | Spain, Portugal, Andorra, Italy | Study: EB Learning Material |
| 27 | Western Europe | France, Belgium, Luxembourg, The Netherlands, Monaco | Study: EB Learning Material Essay: Expository |
| 28 | Northern Europe | Norway, Sweden, Finland, Iceland, Denmark | Study: EB Learning Material |
| 29 | The British Isles | The United Kingdom, Wales, Scotland, Ireland | Study: CV Video EB Learning Material Essay: Short Answer |
| 30 | Canada and the U.S. | Overview of North America; Canada, The United States, Greenland | Study: EB Learning Material Essay: Expository |
| 31 | Mexico and Central America | Mexico, Guatemala, Belize, El Salvador, Honduras | Study: CV Video EB Learning Material Essay: Expository |
| 32 | The West Indies | Greater & Lesser Antilles, The Bahamas, Nicaragua, Costa Rica, Panama | Study: EB Learning Material |

| Lesson Title | | Lesson Content | Activities |
|--------------|------------------------|--|--|
| 1 | The Study of Geography | Latitude and Longitude, The Globe, The Equator, The Prime Meridian, Etc. | Study: CV Video EB Learning Material Essay: Short Answer |
| 2 | The Tools of Geography | Map Creation and Terms, Map Symbols, The Globe, Etc. | Study: CV Video EB Learning Material Essay: Short Answer |
| 3 | Physical Features 1 | National Boundaries, Continents and Islands | Study :CV Video EB Learning Material |
| 4 | Physical Features 2 | Landforms; Glaciers, Mountains, Hills, Valleys, Etc. | Study: CV Video EB Learning Material Essay: Descriptive |
| 5 | Physical Features 3 | Bodies of Water; Lakes, Rivers, Oceans, Etc. | Study: CV Video EB Learning Material Essay: Descriptive |
| 6 | Earth and Its Weather | Earth's Atmosphere, Rotation and Changing Seasons | Study: CV Video EB Learning Material Essay: Descriptive |
| 7 | South Asia | Overview of Asia; Indian Subcontinent, Pakistan | Study: CV Video EB Learning Material Essay: Expository |
| 8 | India | Deccan Plateau, Taj Mahal, Ganges Plain | Study: EB Learning Material |
| 9 | Southeast Asia 1 | Burma, Vietnam, Malaysia, Singapore, Kampuchea, Laos, Thailand | Study: EB Learning Material Essay: Expository |

| Lesson Title | | Lesson Content | Activities |
|---------------------|-------------------------|--|---|
| 29 | The Territories | U. S. Governed Islands and Territories, Location, History | Study: EB Learning Material Essay: Written Response |
| 30 | National Landmarks 1 | Statue of Liberty, Independence Hall, Appomattox Court House, Ellis Island | Study: EB Learning Material Essay: Written Response |
| 31 | National Landmarks 2 | Alcatraz, Stone Mountain, The Alamo, Mount Rushmore | Study: CV Video EB Learning Material |
| 32 | National Landmarks 3 | Death Valley, Indian Ruins, Niagara Falls, Grand Canyon | Study: EB Learning Material Essay: Written Response |
| 33 | National Landmarks 4 | The Badlands, The Everglades, Grand Tetons, Smoky Mountains | Study: EB Learning Material |
| 34 | National Landmarks 5 | Petrified Forest, Sequoia, Kings Canyon, Redwoods, Yosemite, Yellowstone National Park | Study: CV Videos EB Learning Material Essay: Written Response |

| Lesson Title | | Lesson Content | Activities |
|---------------------|--------------------------|---|--|
| 10 | The Northeast Region 4 | Original Settlers of the Northeastern States | Study: EB Learning Material Essay: Written Response |
| 11 | The Southeast Region 1 | Overview of the Southeast States: Size, Characteristics, Climate | Study: CV Video EB Learning Material |
| 12 | The Southeast Region 2 | Overview: Virginia, West Virginia, Kentucky, Tennessee, North and South Carolina, Georgia, Florida, Alabama, Mississippi, Arkansas, and Louisiana | Study: CV Video EB Learning Material Essay: Research |
| 13 | The Southeast Region 3 | Original Settlers of the Southeastern States | Study: EB Learning Material |
| 14 | The Great Lakes Region 1 | Overview: Climate, Characteristics, Size of the Region | Study: CV Videos EB Learning Material |
| 15 | The Great Lakes Region 2 | Overview: Ohio, Indiana, Illinois, Michigan, Wisconsin, and Minnesota | Study: CV Video EB Learning Material Essay: Written Response Research |
| 16 | The Great Lakes Region 3 | Original Explorers and Settlers of the Region | Study: EB Learning Material |
| 17 | The Plains Region 1 | Overview: Climate, Characteristics, and Size of Region | Study: CV Videos EB Learning Material |
| 18 | The Plains Region 2 | Overview: North and South Dakota, Nebraska, Kansas, Iowa, and Missouri | Study: CV Video EB Learning Material Essay: Written Response |
| 19 | The Plains Region 3 | Original Explorers and Settlers of the Plains Region | Study: EB Learning Material |

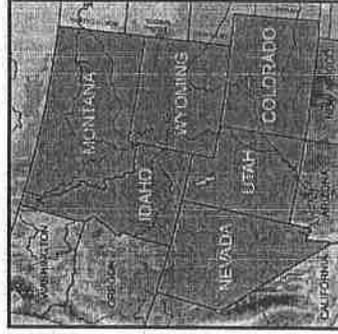
U.S. Geography Grade Levels 6-8

A+LS U.S. Geography introduces students to a variety of topics including:

- maps and map symbols
- latitude and longitude
- the equator
- the prime meridian
- physical features of the planet
- overviews of the United States of America
- early explorers
- climate
- U.S. territories
- national landmarks and reserves

The Mountain states are among the highest states in our country. The states of Montana, Idaho, Wyoming, Nevada, Utah, and Colorado are all part of the Mountain region.

The Rocky Mountains, the largest chain of mountains in North America, are made up of several smaller ranges.



| Lesson Title | | Lesson Content | Activities |
|--------------|----------------------|---|--|
| 44 | Middle East | Middle East, Israel, Jordan, Syria, Lebanon, Egypt, Iran, Iraq, Kuwait, Saudi Arabia, Palestine Liberation Organization, President Clinton, Israeli Prime Minister Yitzhak Rabin and PLO chairman Yasir Arafat, West Bank, Gaza Strip, Ehud Barak, Golan Heights, Jordan's King Hussein I, Abdullah bin al-Hussein, Hezbollah, Benjamin Netanyahu, Iraq, Kurds, Shiite Muslims, Saddam Hussein, UN Secretary General Kofi Annan, Egypt, Hosni Mubarak, Organization of Petroleum Exporting Countries (OPEC) | Study: CV Video EB Learning Material Essay: Expository |
| 45 | South Asia | Indian subcontinent, Pakistan, Bangladesh, Nepal, Bhutan, Sri Lanka, the Maldives, India, large population, cultural diversity, caste system, Harijans (the untouchables), Hindus and Muslims, Jawaharlal Nehru, Indira Gandhi, Rajiv Gandhi, Narasimha Rao, Atal Bihari Vajpayee, nuclear weapons, Comprehensive Test Ban Treaty, Lahore Declaration, East Pakistan, Benazir Bhutto, Nawaz Sharif, Tervez Musharraf, Kashmir region, Islamic fundamentalism, Koran, Bangladesh, low economic growth, monsoons and typhoons, General H. M. Ershad, Khaleda Zia, Sheikh Hasina Wajed | Study: EB Learning Material Essay: Expository |
| 46 | Modern China | People's Republic of China, large population, Chinese exports, Hong Kong, World Trade Organization, economic growth, industry, farming, unemployment, economic reform, trade reforms, education, Tibet, Deng Xiaoping, Jiang Zemin, Confucianism, Taoism, and Buddhism, human rights violations, midair collision, George W. Bush | Study: EB Learning Material Essay: Expository |
| 47 | The Koreas and Japan | Japan: Russia and the Kuril Islands, 1980s economic expansion, early 1990s economic slowdown, Emperor Hirohito dies, Prince Akihito, Prime Minister Murayama Tomiichi, Prime Minister Yoshiro Mori, South Korea: growing economy in the 1990s, Roh Tae Woo, Kim Young Sam, Hwang In Sung, political corruption, North Korean and South Korean relations, Korean War, North Korea: communist government, Kim Il Sung, economic expansion of industry, religion banned, North Korea and South Korea join the United Nations (1991), nuclear weapons, Kim Jong Il, trade between the United States and North Korea | Study: EB Learning Material Essay: Expository |

| Lesson Title | | Lesson Content | Activities |
|--------------|------------------|---|--|
| 35 | Africa | African independent nations, African traditions, families, villages, and ethnic groups, economic differences, farmland, population, epidemics (acquired immune deficiency syndrome (AIDS), cholera, and other diseases), political systems, move to democracy, cities, military conflicts and civil wars, religions, status of women, South Africa: apartheid, Pan-Africanist Congress, African National Congress, F. W. de Klerk, Nelson Mandela, and Archbishop Desmond Tutu, President Thabo Mbeki | Study: EB Learning Material Essay: Expository |
| 36 | Western Europe 1 | Europe, population density, farmland, Great European Plain, religions in Europe (Roman Catholic, Protestant, or Eastern Orthodox, Judaism, and Islam), European Union, euro, United Kingdom: Great Britain, Scotland, Wales, England, Hong Kong, constitutional monarchy, Tony Blair; Northern Ireland, Irish Republican Army (IRA), Sinn Fein, Gerry Adams; Ireland: Mary Robinson, Mary McAleese | Study: EB Learning Material Essay: Expository |
| 37 | Western Europe 2 | Fall of the Berlin Wall, unification of Germany, new German economy, Gerhard Schroder, France, terrorism in France, Armed Islamic Group, free market economy, nuclear tests, French foreign policy, immigration issues, Lionel Jospin, Switzerland, Swiss Banking Association, Ruth Dreifuss, Italy, economy, Vatican City, Pope John Paul II, and the Sistine Chapel | Study: EB Learning Material Essay: Expository |
| 38 | European Union | European Union member states (Austria, Belgium, Denmark, Finland, France, Germany, Greece, Ireland, Italy, Luxembourg, the Netherlands, Portugal, Spain, Sweden, and the United Kingdom), Maastricht Treaty, Institutions of the European Union (European Parliament, Council of the European Union, Commission, Court of Justice, and the Court of Auditors), European Commission, European Union's military goal, euro banknotes and coins, cooperation with the United Nations | Study: EB Learning Material Essay: Expository |

| Lesson Title | | Lesson Content | Activities |
|--------------|--------------------|--|--|
| 27 | World War II 3 | Allied bombing raids on Germany, D-Day (June 6, 1944), Battle of the Bulge, General George Patton, Yalta Conference, division of Germany, death of Hitler, Germany surrenders, V-E Day, the Holocaust, crimes against the Jews, concentration camps, United Nations Conference on International Organization, war crimes trials, President Roosevelt dies, Harry Truman becomes President, island-hopping in the Pacific, Battle of Leyte Gulf, General MacArthur returns to the Philippines, Battles of Iwo Jima and Okinawa, Boeing B-29 Superfortress, kamikazes, Potsdam Conference, Manhattan Project, atomic bombs dropped on Hiroshima and Nagasaki, Japanese surrender aboard the battleship <i>Missouri</i> , V-J Day | Study: EB Learning Material Essay: Expository |
| 28 | Postwar Challenges | Devastation following World War II, effects of the war, worldwide damage, millions of deaths, high cost of the war, Germany divided into four zones, recovery, Nazism destroyed, Soviet Union's communist control of eastern Europe, West Germany, East Germany, communist aggression, Truman Doctrine, Marshall Plan, George Marshall, formation of the United Nations, formation of the North Atlantic Treaty Organization (NATO) and the Warsaw Pact of communist nations | Study: EB Learning Material Essay: Expository |
| 29 | The Cold War | Cold War, tensions between the Soviet Union and the United States, Iron Curtain, division of Germany and the city of Berlin, Soviet blockade of Berlin, Berlin airlift, Berlin Wall constructed, tensions in Korea, President Harry Truman, General Douglas MacArthur, Korean Conflict, President Dwight Eisenhower, Joseph Stalin's five-year plan, Nikita Krushchev, American U-2 spy plane shot down, revolution in Cuba, Fidel Castro, President John F. Kennedy, Bay of Pigs, Cuban Missile Crisis | Study: EB Learning Material Essay: Expository |
| 30 | Asian Wars | Colonies seek independence, French Indochina, French defeated, Vietnam divided, preserving democracy, Ngo Dinh Diem, Viet Cong, Duong Van Minh, Gulf of Tonkin Resolution, President Lyndon Johnson, Ho Chi Minh Trail, guerrilla warfare and the jungles, Agent Orange, Tet Offensive, President Richard Nixon, fighting in Cambodia, end of the Vietnam War, Vietnam and communism, Khmer Rouge and Cambodia, refugees, boatpeople, Vietnam Veterans Memorial | Study: EB Learning Material Essay: Expository |

| Lesson Title | | Lesson Content | Activities |
|--------------|------------------------|--|--|
| 20 | World War I 2 | Global flu epidemic of 1918, President Wilson's Fourteen Points, "Big Four" peacemakers [David George (Great Britain), Vittorio Orlando (Italy), Georges Clemenceau (France), and Woodrow Wilson (United States)], League of Nations, Versailles Treaty, German reparations, European boundaries changed, U.S. does not join the League of Nations, Locarno Pact, Kellogg-Briand Pact | Study: EB Learning Material Essay: Expository |
| 21 | The Russian Revolution | Effects of World War I on Russia, shortages of food, guns, and ammunition, Russian women and the bread riots, Nicholas II abdicates his throne, Czar Nicholas II and his family executed, Bolsheviks, Vladimir Lenin, influence of Karl Marx, Mensheviks, creation of the Union of Soviet Socialist Republics (Soviet Union), death of Lenin, Joseph Stalin's leadership, totalitarian state, five-year Plan, collective farms | Study: EB Learning Material Essay: Expository |
| 22 | Between the Wars 1 | Effects of World War I on Britain, decline of trade, Ireland, Easter Rebellion, Catholics and Protestants, Ireland's division, effects of World War I on France, major damage, cost of the war, high inflation in Germany, Dawes Plan, Benito Mussolini and Fascism, problems in eastern Europe, growth of nationalism in the Middle East, Asia, Africa, and Latin America, Mustafa Kemal, Middle East tension, Reza Shah Pahlavi, resistance to British control, Mohandas Ghandi, Chinese dynasties end, Republic of China formed, Sun Yat-sen, Chiang Kai-shek, Chinese Communist Party formed, Mao Zedong, U.S. investment in Latin America | Study: EB Learning Material Essay: Expository |
| 23 | Between the Wars 2 | Increase of women's rights following World War I, Warren G. Harding, entertainment and leisure activities, more social freedom for women, new technology and inventions create labor saving devices, Charles Lindbergh and the <i>Spirit of St. Louis</i> , Henry Ford develops the assembly line, great novelists, leisure activities (radio, phonograph, new dances, jazz, cubist painters), Calvin Coolidge, farmers suffer because of low prices, installment buying, Herbert Hoover, stock market crash, Great Depression, effect on world economies, high unemployment | Study: EB Learning Material Essay: Expository |

| Lesson Title | | Lesson Content | Activities |
|--------------|----------------------|---|--|
| 12 | France in the 1800s | Napoleon III's rule and contributions, Second Empire, French troops sent to Mexico, Maximilian, Benito Juarez, United States enforces the Monroe Doctrine, execution of Maximilian, Otto von Bismarck and a unified Germany, Franco-Prussian War, Napoleon III surrenders, Second French Empire ends, National Assembly and the Third Republic, Paris Commune, Captain Alfred Dreyfus and his trial | Study: CV Video EB Learning Material Essay: Expository |
| 13 | U.S. in the 1800s | Growth of the U.S. government, Democratic and Republican political parties, Louisiana Purchase, manifest destiny and U.S. expansion, Northern and Southern states, issue of slavery, Civil War and Reconstruction, Abraham Lincoln, Jefferson Davis, Robert E. Lee, U.S. Grant, the West flourishes, California gold rush, industrialization, increased farm production, immigrant population, Progressives, monopolies, Federal Trade Commission, improved standard of living, public education, political equality, foreign affairs | Study: CV Video EB Learning Material Essay: Expository |
| 14 | Nationalism in Italy | Congress of Vienna, division of Italy, Papal States, Kingdom of Sardinia, Lombardy and Venetia, Kingdom of Naples and Sicily, Giuseppe Mazzini and the secret society, Young Italy, Count Cavour and the <i>Il Risorgimento</i> , Crimean War, Giuseppe Garibaldi and the red shirts, establishment of Italy, Victor Emmanuel II, Pope Pius IX, strained relations between church and state, papal territory reduced | Study: EB Learning Material Essay: Expository |
| 15 | German Unification | German Confederation, Prussia, Junkers, a leader for unity, Krupp empire, King William I, Prime Minister Bismarck, "Realpolitik," war between Denmark, Prussia and Austria, Seven Weeks' War, North German Confederation formed, Franco-Prussian War, Second Reich and its government, growth of industry, Bundesrat, Reichstag, Bismarck attacks Catholic church, William II, rise of nationalism, growth of the military | Study: CV Video EB Learning Material Essay: Expository |

| Lesson Title | | Lesson Content | Activities |
|--------------|-------------------------|--|--|
| 5 | Industrial Revolution 2 | Industrial Revolution in Great Britain, France and Belgium, America begins to industrialize, transcontinental railroad, new dyes, chemical fertilizers, factory system, inventors (Joseph Jacquard, Alessandro Volta, Michael Faraday, John F. Daniell, Gaston Plante, Georges Leclanche, Alexander Graham Bell, Guglielmo Marconi, Thomas Alva Edison, and Gottlieb Daimler), improved technologies, transportation, and communication, electric generators, internal combustion engine, growth of corporations, private investors, stock market, Henry Ford and the assembly line, Wright Brothers and their flying machine, international markets | Study: CV Video EB Learning Material Essay: Compare and Contrast |
| 6 | Socialism | New philosophies and the changing world, physiocrats, government and economics, laissez faire, Adam Smith authors <i>An Inquiry into the Nature and Causes of the Wealth of Nations</i> , David Ricardo and the Theory of the Iron Law of Wages, Cornelius Vanderbilt, utopian socialists, German philosophers (Karl Marx and Friedrich Engels and the <i>Communist Manifesto</i>), scientific socialism, bourgeoisie, proletariat, capitalists, revolution of the workers against the capitalists, spread of socialism | Study: CV Video EB Learning Material Essay: Expository |
| 7 | Science in the 1800s | Scientific discoveries, theorists: August Weismann (cells) and Gregor Mendel (heredity); pioneers in medicine, biology, chemistry, and physics: Louis Pasteur (pasteurization), Robert Koch (bacteria studies), Joseph Lister (sterilization of equipment), John Dalton (discovery of atoms), Dmitri Mendeleev (periodic table), James Clerk Maxwell (electric and magnetic waves), Wilhelm Roentgen (x-rays), Marie and Pierre Curie (discovery of radium and polonium), Albert Einstein (theory of relativity); development of sociology and psychology: Auguste Comte, Ivan Pavlov (conditioned response), Sigmund Freud (psychoanalysis) | Study: CV Video EB Learning Material Essay: Compare and Contrast |



| First Instructional Window | Instructional Units | Common Core State Standards for Mathematical Content |
|---|--|--|
| <p>August 27 – October 11</p> <p>Paced Interim Assessment: October 10th, 11th.</p> <p>Instructional Days: 32 days (including testing)</p> | <p>1.1 Functions</p> <p>Approximate number of instructional days: 30 days</p> | <p>For each instructional window, instruction should focus on these standards as they will be assessed on the interim assessment.</p> <p>F.IF.1. Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x. The graph of f is the graph of the equation $y = f(x)$.</p> <p>F.IF.2. Use function notation, evaluation functions for inputs in their domains, and interpret statements that use function notation in terms of a context.</p> <p>F.IF.3. Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. For example, the Fibonacci sequence is defined recursively by $f(0) = f(1) = 1$, $f(n + 1) = f(n) + f(n - 1)$ for $n \geq 1$.</p> <p>F.IF.4. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries and end behavior.</p> <p>F.IF.5. Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.</p> <p>F.IF.6. Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.</p> <p>F.BF.1. Write a function that describes a relationship between two quantities.</p> <p>a. Determine an explicit expression, a recursive process, or steps for calculation from a context.</p> <p>b. Combine standard function types using arithmetic operations. For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.</p> <p>F.BF.2. Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.</p> |



Grade 9 ELA Scope and Sequence SY 12-13

| Unit Theme | Unit Dates and Duration | Dates to Assess | Unit Focus | Reading: Literature | Reading: Informational Text | Writing | Speaking and Listening | Language |
|---|--|---------------------------------|--|--------------------------------------|---|---|----------------------------|--|
| 1 Tension and Literature | 8/27/12 to 10/11/12 (Instructional Days: 32) | Oct. 10 – 11, 2012 | Students explore how authors create mystery, tension and surprise in engaging literature and informative text. Students deepen understanding of character and plot developments in light of text structure, event sequencing, and the manipulation of time. Evidence based writing focuses on evaluating the effectiveness of authors' techniques. | RL.9.1 RL.9.2 RL.9.3 RL.9.5 | RI.9.1, RI.9.2, and RI.9.10 apply to each unit. | W.9.3 W.9.4 W.9.5 W.9.9 | SL.9.1 SL.9.6 | L.9.1 L.9.2 **L.9.4 **Tested item |
| 2 The Good, the True, and the Beautiful! | 10/12/12 to 12/5/12 (Instructional Days: 34) | Dec. 4- 5, 2012 | Students grapple with the classic themes of the good, the true and the beautiful through poetry, memoirs, fiction and literary criticism. Students examine the role of figurative and literal language to evoke emotion, create imagery, and deepen comprehension in texts from a variety of cultures. Evidence based writing focuses on juxtaposition and style. | RL.9.1 RL.9.2 RL.9.4 RL.9.6 | RI.9.1 RI.9.2 RI.9.9 | W.9.2 W.9.4 W.9.5 W.9.9 | SL.9.1 SL.9.3 SL.9.6 | L.9.1 L.9.2 L.9.4 (a), (b) L.9.5 |
| 3 Fate or Free Will? | 12/6/12 to 2/6/13 (Instructional Days: 33) | Feb. 5-6, 2013 | Students examine the ideas of fate and free will, as portrayed in classics such as Greek tragedies, Aristotle's <i>Poetics</i> , or Shakespeare. Students analyze the use of rhythm, punctuation and imagery to convey motives, thoughts and feelings of characters. Evidence based writing focuses on rhetorical devices to engage readers to reflect on philosophical ideas. | RL.9.1 RL.9.2 RL.9.7 | RI.9.1 RI.9.2 RI.9.3 RI.9.6 | W.9.1 W.9.4 W.9.5 W.9.9 | SL.9.1 SL.9.2 SL.9.6 | L.9.1 L.9.2 L.9.3 L.9.4 (a), (b) |
| 4 Honorable Actions and Honorable Words | 2/7/13 to 3/29/13 (Instructional Days: 34) | Mar. 27-28, 2013 | Students trace how the words and actions of characters or people shape and refine recurring themes in literature and in history. Supporting historical fiction with historical fact, students compare and contrast how different points of view are represented in different versions of the same central event. Evidence based writing focuses on words and actions. | RL.9.1 RL.9.2 RL.9.9 | RI.9.1 RI.9.2 RI.9.5 RI.9.8 | W.9.1 W.9.4 W.9.5 W.9.9 | SL.9.1 SL.9.4 SL.9.6 | L.9.1 L.9.2 L.9.4 (a), (b) |
| 5 Heroism Then and Now | 4/8/13 to 5/3/13 (Instructional Days: 18) | Apr. 22 – May 2, 2013 DC CAS | Students experience the archetype hero's journey in classics, and use the characteristics of the ancient hero to identify modern heroes. Students expound upon contrasting examples of different heroes in literature and history. Evidence based writing focuses on features of heroism, large and small, and the role of the hero. | RL.9.1 RL.9.2 RL.9.6 | RI.9.1 RI.9.2 RI.9.7 | W.9.2 W.9.4 W.9.5 W.9.6 W.9.9 | SL.9.1 SL.9.5 SL.9.6 | L.9.1 L.9.2 L.9.4 (a), (b) L.9.6 |
| 6 Villains in Literature and Life | 5/6/13 to 6/20/13 (Instructional Days: 32) | June 5 - 6, 2013 | Students study dastardly villains in literature who propel plots forward. Using all texts studied this year, students will decide whether villains and heroes are born or made, returning to the question of fate versus free will. Evidence based writing focuses on criticizing antagonists and protagonists in literature and in life. | RL.9.1 RL.9.2 RL.9.3 | RI.9.1 RI.9.2 RI.9.8 | W.9.4 W.9.5 W.9.7 W.9.9 | SL.9.1 SL.9.6 | L.9.1 L.9.2 L.9.4 (a), (b) |

| Unit Information | Reading: Literature RL.9.1, RL.9.2 and RL.9.10 apply to each unit. | Reading: Informational Text RI.9.1, RI.9.2 and RI.9.10 apply to each unit. | Writing W.9.4, W.9.5, W.9.9 and W.9.10 apply to every unit. | Speaking and Listening SL.9.1 and SL.9.6 apply to each unit. | Language L.9.1, L.9.2, and L.9.4 (a) (b) apply to every unit. |
|---|---|--|--|--|---|
| <p>1</p> <p>Tension and Literature</p> <p>8/27/12 to 10/11/12 (Instructional Days: 32)</p> <p>Students explore how authors create mystery, tension and surprise in engaging literature and informative text. Students deepen understanding of character and plot developments in light of text structure, event sequencing, and the manipulation of time. Evidence based writing focuses on evaluating the effectiveness of authors' techniques.</p> | <p>RL.9.1 Cites strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.9.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>RL.9.3 Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>RL.9.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing flashbacks) create such effects as mystery, tension, or surprise.</p> | <p>RI.9.1 Cites strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.9.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>RI.9.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> | <p>W.9.3 Write narrative to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</p> <p>(a) Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>(b) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>(c) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>(d) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>(e) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>W.9.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.9.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W.9.9 Draw evidence from literary or informational texts to support analysis, reflection, and research</p> <p>(a) Apply <i>grade 9 Reading standards</i> to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").</p> <p>(b) Apply <i>grade 9 Reading standards</i> to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claim in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").</p> | <p>SL.9.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <p>(a) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>(b) Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>(c) Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>(d) Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and when warranted, qualify or justify their own points of views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p>SL.9.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> | <p>L.9.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>(a) Use parallel structure.</p> <p>(b) Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> <p>L.9.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>(a) Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>(b) Use a colon to introduce a list or quotation.</p> <p>(c) Spell correctly.</p> <p>L.9.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>(a) Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>(b) Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</p> <p>(c) Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>(d) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> |

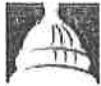
| Unit Information | Reading: Literature RL.9.1, RL.9.2 and RL.9.10 apply to each unit. | Reading: Informational Text RI.9.1, RI.9.2 and RI.9.10 apply to each unit. | Writing W.9.4, W.9.5, W.9.9 and W.9.10 apply to every unit. | Speaking and Listening SL.9.1 and SL.9.6 apply to each unit. | Language L.9.1, L.9.2, and L.9.4 (a) (b) apply to every unit. |
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| <p>2</p> <p>10/12/12 to 12/5/12 (Instructional Days: 34)</p> <p>The Good, the True and the Beautiful!</p> <p>Students grapple with the classic themes of the good, the true and the beautiful through poetry, memoirs, fiction and literary criticism. Students examine the role of figurative and literal language to evoke emotion, create imagery, and deepen comprehension in texts from a variety of cultures. Evidence based writing focuses on juxtaposition and style.</p> | <p>RL.9.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.9.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it is shaped and refined by specific details; provide an objective summary of the text.</p> <p>RL.9.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.</p> <p>RL.9.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> | <p>RI.9.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.9.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>RI.9.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.</p> | <p>W.9.2 Write informative/explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.9.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.</p> <p>W.9.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W.9.9 Draw evidence from literary or informational texts to support analysis, reflection, and research</p> <p>(a) Apply grade 9 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").</p> <p>(b) Apply grade 9 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claim in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").</p> | <p>SL.9.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>(a) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>(b) Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>(c) Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>(d) Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and when warranted, qualify or justify their own points of views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p>SL.9.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p>SL.9.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> | <p>L.9.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>(a) Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent, and relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> <p>L.9.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>(a) Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>(b) Use a colon to introduce a list or quotation.</p> <p>(c) Spell correctly.</p> <p>L.9.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>(a) Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>(b) Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</p> <p>L.9.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> |

| Unit Information | Reading: Literature RL.9.1, RL.9.2 and RL.9.10 apply to each unit. | Reading: Informational Text RI.9.1, RI.9.2 and RI.9.10 apply to each unit. | Writing W.9.4, W.9.5, W.9.9 and W.9.10 apply to every unit. | Speaking and Listening SL.9.1 and SL.9.6 apply to each unit. | Language L.9.1, L.9.2, and L.9.4 (a) (b) apply to every unit. |
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| <p>3 Fate or Free Will? 12/6/12 to 2/6/13 (Instructional Days: 33)</p> <p>Students examine the ideas of fate and free will, as portrayed in classics such as Greek tragedies, Aristotle's <i>Poetics</i>, or Shakespeare. Students analyze the use of rhythm, punctuation and imagery to convey motives, thoughts and feelings of characters. Evidence based writing focuses on rhetorical devices to engage readers to reflect on philosophical ideas.</p> | <p>RL.9.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.9.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>RL.9.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musee des Beaux Arts" and Breughel's <i>Landscape with the Fall of Icarus</i>).</p> | <p>RI.9.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.9.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>RI.9.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>RI.9.6 Determine an author's point of view or purpose in a text and analyze how an author used rhetoric to advance that point of view or purpose.</p> | <p>W.9.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.9.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.9.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W.9.9 Draw evidence from literary or informational texts to support analysis, reflection, and research (a) Apply <i>grade 9 Reading standards</i> to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"). (b) Apply <i>grade 9 Reading standards</i> to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claim in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").</p> | <p>SL.9.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <p>(a) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>(b) Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>(c) Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>(d) Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and when warranted, qualify or justify their own points of views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p>SL.9.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source.</p> <p>SL.9.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> | <p>L.9.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (a) Use parallel structure. (b) Use various types of phrases (noun, verb, adjective, adverbial, participial, prepositional, absolute) and clauses (independent, dependent, and relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> <p>L.9.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (a) Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. (b) Use a colon to introduce a list or quotation. (c) Spell correctly.</p> <p>L.9.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>L.9.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9 reading and content</i>, choosing flexibly from a range of strategies. (a) Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (b) Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</p> |

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| <p>Unit Information</p> <p>4</p> <p>Honorable Actions and Honorable Words</p> <p>2/7/13 to 3/29/13 (Instructional Days: 34)</p> <p>Students trace how the words and actions of characters or people shape and refine recurring themes in literature and in history. Supporting historical fiction with historical fact, students compare and contrast how different points of view are represented in different versions of the same central event. Evidence-based writing focuses on words and actions.</p> | <p>Reading: Literature</p> <p>RL.9.1, RL.9.2 and RL.9.10 apply to each unit.</p> <p>RL.9.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.9.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>RL.9.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).</p> | <p>Reading: Informational Text</p> <p>RI.9.1, RI.9.2 and RI.9.10 apply to each unit.</p> <p>RI.9.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.9.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>RI.9.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.</p> <p>RI.9.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p> | <p>Writing</p> <p>W.9.4, W.9.5, W.9.9 and W.9.10 apply to every unit.</p> <p>W.9.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.9.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.9.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W.9.9 Draw evidence from literary or informational texts to support analysis, reflection, and research</p> <p>(a) Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).</p> <p>(b) Apply <i>grade 9 reading standards</i> to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claim in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").</p> | <p>Speaking and Listening</p> <p>SL.9.1 and SL.9.6 apply to each unit.</p> <p>SL.9.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <p>(a) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>(b) Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>(c) Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>(d) Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and when warranted, qualify or justify their own points of views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p>SL.9.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>SL.9.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> | <p>Language</p> <p>L.9.1, L.9.2, and L.9.4 (a) (b) apply to every unit.</p> <p>L.9.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>(a) Use parallel structure.</p> <p>(b) Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> <p>L.9.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>(a) Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>(b) Use a colon to introduce a list or quotation.</p> <p>(c) Spell correctly.</p> <p>L.9.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>(a) Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>(b) Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical, advocate, advocacy</i>).</p> |
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| Unit Information | Reading: Literature | Reading: Informational Text | Writing | Speaking and Listening | Language |
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| <p>5</p> <p>Heroism Then and Now 4/8/13 to 5/3/13 (Instructional Days: 18)</p> <p>Students experience the archetype hero's journey in classics, and use the characteristics of the ancient hero to identify modern heroes. Students expound upon contrasting examples of different heroes in literature and history. Evidence based writing focuses on features of heroism, large and small, and the role of the hero.</p> | <p>Reading: Literature RL.9.1, RL.9.2 and RL.9.10 apply to each unit.</p> <p>RL.9.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.9.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>RL.9.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> | <p>Reading: Informational Text RI.9.1, RI.9.2 and RI.9.10 apply to each unit.</p> <p>RI.9.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.9.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>RI.9.7 Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account.</p> | <p>Writing W.9.4, W.9.5, W.9.9 and W.9.10 apply to every unit.</p> <p>W.9.2 Write informative/explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content.</p> <p>W.9.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.</p> <p>W.9.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and a audience.</p> <p>W.9.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p> <p>W.9.9 Draw evidence from literary or informational texts to support analysis, reflection, and research (a) Apply <i>grade 9 Reading standards</i> to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare)"). (b) Apply <i>grade 9 Reading standards</i> to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claim in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").</p> | <p>Speaking and Listening SL.9.1 and SL.9.6 apply to each unit.</p> <p>SL.9.1 Initiates and participates effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively. (a) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (b) Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. (c) Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. (d) Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and when warranted, qualify or justify their own points of view and understanding and make new connections in light of the evidence and reasoning presented.</p> <p>SL.9.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>SL.9.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> | <p>Language L.9.1, L.9.2, and L.9.4 (a) (b) apply to every unit.</p> <p>L.9.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (a) Use parallel structure. (b) Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> <p>L.9.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (a) Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. (b) Use a colon to introduce a list or quotation. (c) Spell correctly.</p> <p>L.9.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9 reading and content</i>, choosing flexibly from a range of strategies. (a) Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (b) Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical, advocate, advocacy</i>). (c) Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> |

| Unit Information | Reading: Literature | Reading: Informational Text | Writing | Speaking and Listening | Language |
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| <p>6</p> <p>Villains in Literature and Life</p> <p>5/6/13 to 6/20/13 (Instructional Days: 32)</p> <p>Students study dastardly villains in literature who propel plots forward. Using all texts studied this year, students will decide whether villains and heroes are born or made, returning to the question of fate versus free will. Evidence based writing focuses on criticizing antagonists and protagonists in literature and in life.</p> | <p>RL.9.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.9.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>RL.9.3 Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> | <p>RI.9.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.9.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>RI.9.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p> | <p>W.9.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.</p> <p>W.9.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W.9.7 Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>W.9.8 Gather relevant information from multiple authoritative print and digital sources, using advanced search effectively, assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>W.9.9 Draw evidence from literary or informational texts to support analysis, reflection, and research</p> <p>(a) Apply <i>grade 9 Reading Standards to Literature</i> (e.g., "Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare)").</p> <p>(b) Apply <i>grade 9 Reading Standards to Literary Nonfiction</i> (e.g., "Delineate and evaluate the argument and specific claim in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").</p> | <p>SL.9.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9</i> topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>(a) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>(b) Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>(c) Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>(d) Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and when warranted, qualify or justify their own points of views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p>SL.9.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> | <p>L.9.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>(a) Use parallel structure.</p> <p>(b) Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent, and relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> <p>L.9.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>(a) Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>(b) Use a colon to introduce a list or quotation.</p> <p>(c) Spell correctly.</p> <p>L.9.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>(a) Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>(b) Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</p> |



Cover Page for Algebra 1 Scope and Sequence

The purpose of this document is to clarify the intentions of this Scope and Sequence (SAS) and to provide a window into the thinking behind the choices made. If you have further questions, concerns, and/or ideas, please reach out to Camsie McAdams, Director of STEM. We are excited to make our math work exemplary throughout the district!

PLEASE NOTE THAT STANDARDS APPEARING IN BOLD IN THE SAS DOCUMENTS ARE CONSIDERED MAJOR FOCUS STANDARDS (guidance from PARCC).

1. What is our main focus in each unit?

Unit 1.1 – Functions – Grasp and understand the concept of a function. Translate among multiple representations of functions – tabular, verbal, algebraic, and graphical.

Unit 2.1 – Linear Equations: Solving and Graphing – Simplify expressions. Analyze and solve one-variable linear equations. Graph linear functions using a variety of methods.

Unit 3.1 – Creating linear equations, solving, graphing, and creating linear inequalities

Unit 4.1 – Systems of linear equations and inequalities

Unit 4.2 – Quadratic polynomials and factoring – including solving quadratic equations by factoring

Unit 5.1 – Graphing Quadratics and the Quadratic Formula

Unit 6.1 – Exponential Functions and End of Year review – Review the essential elements of the course while comparing properties of exponential functions to linear and quadratic functions

2. What was the motivation behind the Algebra I Scope and Sequence?

This Scope & Sequence is designed for next year's transitional Algebra 1 course. There are significant differences between the current DCPS math 8th grade standards and the CCSSM 8th grade standards. Next year's 9th graders will not have taken the CCSS-8th grade math course. Functions and "linear algebra" are major topics of the CCSSM 8th grade course, but they are not significant parts of the current DCPS math 8th grade course. Since coherence is one of the major shifts in CCSSM, we decided to emphasize those two topics in this transition Algebra 1 course for next year. As the Common Core is adopted, this Scope & Sequence will have to be rewritten; those topics will be de-emphasized, and some of the lower priority topics that we cut will be reintroduced.

3. What are the major changes from the current Algebra 1 curriculum?

The first and last units are very different from the current 2011-2012 Scope & Sequence. Our first unit is a conceptual overview of functions, functional notation, and how functions relate to graphs & real world concepts. The sixth unit, on exponential functions / review, is designed to bring the course full circle and



review these topics once again. Exponential functions are not a major part of the DCPS's current Algebra I standards, but they figure prominently in the CCSSM Algebra section. We believe beginning and ending the year in this way is important for the Common Core's goals of coherence and focus.

4. Some parts of the Common Core standards appear to be missing. Why is that?

The formatting of our Scope & Sequence contains lists of Common Core standards with certain phrases omitted. We made these changes to ensure that the particulars of how each standard relates to each unit are clearer to teachers. In addition, Probability and Statistics is one of six parts of the CCSSM Math Standards for High School. For next year, we are planning on asking the 9th grade science teachers in our schools to incorporate a fair amount of statistics in their courses. Many of these teachers already do this as they help their students with their STEM projects, so we feel it is a good fit. In order to go deeply into functions, while also covering a large part of the 8th grade Common Core standards, there is not sufficient room for these topics in next year's Algebra I course.

5. How does this scope and sequence prepare students for their other high school math courses?

As we went through the process of developing next year's Algebra 1 Scope & Sequence, we were mindful of the need to ensure that we are preparing students for success in the algebraic applications of geometry that they'll see in 10th grade as well as for Algebra 2 in eleventh grade.

6. Where are the eight Standards of Mathematical Practice in your Scope and Sequence?

The eight Standards of Mathematical Practice permeate our course. They are of equal importance to the content standards. We anticipate that our unit plans will highlight particular Standards of Mathematical Practice which are germane to particular content standards.

7. What resources are available to us and our students?

DCPS will provide each Algebra 1 teacher with a set of materials aligned to the CCSSM. DCPS will also provide each Algebra 1 teacher with copies of: "A Visual Approach to Functions" by Frances Van Dyke published by Key Curriculum Press 2002. This 170 page book is primarily "blackline masters". The main text for Algebra 1 will continue to be McDougal Littell's Algebra 1, Larson, Boswell, Kanold, Stiff, 2004.

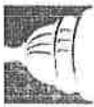
8. Who wrote the Algebra 1 Scope & Sequence?

Your fellow DCPS math teachers from CHEC, Roosevelt, Banneker, Hardy, Spingarn, and Coolidge, with input and guidance from Camsie McAdams, Director, STEM.



SY 2012–2013 Algebra 1 CCSSM Math Scope and Sequence

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| | | <p>F.BF.3. Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.</p> <p>N.Q.3. Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p> |
| | | <p>Routine/Fluency Standards: A-APR 7: Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.</p> <p>A-SSE 1.a: Interpret expressions that represent a quantity in terms of its context. Interpret parts of an expression, such as terms, factors, and coefficients</p> <p>A-SSE 1.b: Interpret expressions that represent a quantity in terms of its context. Interpret complicated expressions by viewing one or more of their parts as a single entity.</p> <p>A-APR 6: Rewrite simple rational expressions in different forms; write $a(x)/b(x)$ in the form $q(x)+r(x)/b(x)$, where $a(x)$, $b(x)$, $q(x)$, and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$, using inspection, long division, or, for the more complicated examples, a computer algebra system.</p> <p>F-IF 6: Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.</p> |
| | | <p>Standards for Mathematical Practice: Note: These standards should drive your pedagogical practice every day.</p> <ol style="list-style-type: none">1. Make sense of problems and persevere in solving them.2. Reason abstractly and quantitatively.3. Construct viable arguments and critique the reasoning of others.4. Model with mathematics.5. Use appropriate tools strategically.6. Attend to precision.7. Look for and make use of structure.8. Look for and express regularity in repeated reasoning. |



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS SY 2012–2013 Algebra 1 CCSSM Math Scope and Sequence

| Second Instructional Window | Instructional Units | Common Core State Standards for Mathematical Content |
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| <p>October 12 – December 5</p> <p>Paced Interim Assessment: December 4th, 5th</p> <p>Instructional Days: 34 days (including testing)</p> | <p>2.1 Linear Equations: Solving & Graphing</p> <p>Approximate number of instructional days: 32 days</p> | <p>For each instructional window, instruction should focus on these standards as they will be assessed on the interim assessment.</p> <p>A.REI.1 Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.</p> <p>A.REI.3 Solve linear equations in one variable, including equations with coefficients represented by letters.</p> <p>A.CED.2 Graph equations on coordinate axes with labels and scales</p> <p>A.CED.4 Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm’s law $V = IR$ to highlight resistance R.</p> <p>A.SSE.1 Interpret expressions that represent a quantity in terms of its context.</p> <p>a. Interpret parts of an expression, such as terms, factors, and coefficients.</p> <p>b. Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P.</p> <p>F.IF.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.</p> <p>a. Graph linear and show intercepts, maxima, and minima.</p> <p>F.IE.5 Interpret the parameters in a linear function in terms of a context.</p> <p>S.ID.7 Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of data.</p> |



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| | <p>Routine/Fluency Standards: A-APR 7: Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.</p> <p>A-SSE 1.a: Interpret expressions that represent a quantity in terms of its context. Interpret parts of an expression, such as terms, factors, and coefficients</p> <p>A-SSE 1.b: Interpret expressions that represent a quantity in terms of its context. Interpret complicated expressions by viewing one or more of their parts as a single entity.</p> <p>A-APR 6: Rewrite simple rational expressions in different forms; write $a(x)/b(x)$ in the form $q(x)+r(x)/b(x)$, where $a(x)$, $b(x)$, $q(x)$, and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$, using inspection, long division, or, for the more complicated examples, a computer algebra system.</p> <p>F-IF 6: Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.</p> <p>Standards for Mathematical Practice: Note: These standards should drive your pedagogical practice every day. The underlined standards are critical ones for this unit.</p> <ol style="list-style-type: none">1. Make sense of problems and persevere in solving them.2. Reason abstractly and quantitatively.3. Construct viable arguments and critique the reasoning of others.4. Model with mathematics.5. Use appropriate tools strategically.6. Attend to precision.7. Look for and make use of structure.8. Look for and express regularity in repeated reasoning. |
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| Third Instructional Window | Instructional Units | Common Core State Standards for Mathematical Content For each instructional window, instruction should focus on these standards as they will be assessed on the interim assessment. |
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| <p>December 6 – February 6</p> <p>Paced Interim Assessment: February 5th, 6th</p> <p>Instructional Days: 33 days (including testing)</p> | <p>3.1 Linear Equations: Solving, Graphing, & Creating Linear Inequalities</p> <p>Approximate number of instructional days: 31 days</p> | <p>A.CED.2 Create equations in two or more variables to represent relationships between quantities.</p> <p>A.REI.3 Solve linear inequalities in one variable, including equations with coefficients represented by letters.</p> <p>A.REI.12 Graph the solutions to a linear inequality in two variables as a halfplane (excluding the boundary in the case of a strict inequality).</p> <p>A.CED.1 Create equations and inequalities in one variable and use them to solve problems. <i>Include equations arising from linear functions.</i></p> <p>A.CED.3 Represent constraints by equations or inequalities and interpret solutions as viable or nonviable options in a modeling context. <i>For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.</i></p> <p>F.LE.2 Construct linear functions, including arithmetic sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).</p> <p>N.Q.2 Define appropriate quantities for the purpose of descriptive modeling.</p> <p>G.GPE.5 Use the slope criteria for parallel and perpendicular lines to solve geometric problems (e.g. find the equation of a line parallel or perpendicular to a given line that passes through a given point).</p> <p>Routine/Fluency Standards: A-APR 7: Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions. A-SSE 1.a: Interpret expressions that represent a quantity in terms of its context. Interpret parts of an expression, such as terms, factors, and coefficients A-SSE 1.b: Interpret expressions that represent a quantity in terms of its context. Interpret complication expressions by viewing one or more of their parts as a single entity. A-APR 6: Rewrite simple rational expressions in different forms; write $a(x)/b(x)$ in the form $q(x)+r(x)/b(x)$, where $a(x)$,</p> |



SY 2012–2013 Algebra 1 CCSSM Math Scope and Sequence

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| | <p>$b(x)$, $q(x)$, and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$, using inspection, long division, or, for the more complicated examples, a computer algebra system.</p> <p>F-IF 6: Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.</p> <p>Standards for Mathematical Practice: Note: These standards should drive your pedagogical practice every day.</p> <ol style="list-style-type: none">1. Make sense of problems and persevere in solving them.2. Reason abstractly and quantitatively.3. Construct viable arguments and critique the reasoning of others.4. Model with mathematics.5. Use appropriate tools strategically.6. Attend to precision.7. Look for and make use of structure.8. Look for and express regularity in repeated reasoning. |
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| Fourth Instructional Window | Instructional Units | Common Core State Standards for Mathematical Content For each instructional window, instruction should focus on these standards as they will be assessed on the interim assessment. |
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| February 7– March 29 Paced Interim Assessment: March 27 th , 28 th | 4.1 Systems of Linear Equations & Inequalities Approximate number of instructional days: 16 days | <p>A.REI.6 Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.</p> <p>A.REI.12 Graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.</p> <p>A.CED.3 Represent constraints by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. <i>For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.</i></p> |
| Instructional Days: 34 days (including testing) | 4.2 Quadratics Part I: Quadratic Polynomials & Factoring Approximate number of instructional days: 16 days | <p>A.APR.1 Add, subtract, and multiply quadratic polynomials.</p> <p>A.SSE.2 Use the structure of a quadratic expression to identify ways to rewrite it.</p> <p>A.SSE.3 Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.</p> <p style="padding-left: 20px;">a. Factor a quadratic expression to reveal the zeros of the function it defines.</p> <p>A.REI.4 Solve quadratic equations in one variable.</p> <p style="padding-left: 20px;">b. Solve quadratic equations by inspection (e.g., for $x^2 = 49$) and factoring.</p> |
| | | <p>Routine/Fluency Standards: A-APR 7: Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.</p> <p>A-SSE 1.a: Interpret expressions that represent a quantity in terms of its context. Interpret parts of an expression, such as terms, factors, and coefficients</p> <p>A-SSE 1.b: Interpret expressions that represent a quantity in terms of its context. Interpret complication expressions by viewing one or more of their parts as a single entity.</p> <p>A-APR 6: Rewrite simple rational expressions in different forms; write $a(x)/b(x)$ in the form $q(x)+r(x)/b(x)$, where $a(x)$,</p> |



SY 2012–2013 Algebra 1 CCSSM Math Scope and Sequence

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| | | <p>$b(x), q(x)$, and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$, using inspection, long division, or, for the more complicated examples, a computer algebra system.</p> <p>F-IF 6: Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.</p> |
| | | <p>Standards for Mathematical Practice: Note: These standards should drive your pedagogical practice every day.</p> <ol style="list-style-type: none">1. Make sense of problems and persevere in solving them.2. Reason abstractly and quantitatively.3. Construct viable arguments and critique the reasoning of others.4. Model with mathematics.5. Use appropriate tools strategically.6. Attend to precision.7. Look for and make use of structure.8. Look for and express regularity in repeated reasoning. |



| Fifth Instructional Window | Instructional Units | Common Core State Standards for Mathematical Content For each instructional window, instruction should focus on these standards as they will be assessed on the interim assessment. |
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| <p>April 8 to May 3</p> <p>DC-CAS April 22-May 2 (NOTE: Algebra I is not tested)</p> <p>Instructional Days: 18 days</p> | <p>5.1 Quadratics Part II: Graphing & Quadratic Formula</p> <p>Approximate number of instructional days: 18 days</p> | <p>A.CED.1 Create equations and inequalities in one variable and use them to solve problems. Include equations arising from quadratic functions.</p> <p>A.REI.7 Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. <i>For example, find the points of intersection between the line $y = -3x$ and the circle $x^2 + y^2 = 3$.</i></p> <p>F.IF.8 Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.</p> <p>a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.</p> <p>Routine/Fluency Standards: A-APR 7: Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.</p> <p>A-SSE 1.a: Interpret expressions that represent a quantity in terms of its context. Interpret parts of an expression, such as terms, factors, and coefficients</p> <p>A-SSE 1.b: Interpret expressions that represent a quantity in terms of its context. Interpret complication expressions by viewing one or more of their parts as a single entity.</p> <p>A-APR 6: Rewrite simple rational expressions in different forms; write $a(x)/b(x)$ in the form $q(x)+r(x)/b(x)$, where $a(x)$, $b(x)$, $q(x)$, and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$, using inspection, long division, or, for the more complicated examples, a computer algebra system.</p> <p>F-IF 6: Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.</p> <p>Standards for Mathematical Practice: Note: These standards should drive your pedagogical practice every day.</p> <ol style="list-style-type: none"> 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. |



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| | | <p>7. Look for and make use of structure.</p> <p>8. Look for and express regularity in repeated reasoning.</p> |
| <p>Sixth Instructional Window</p> | <p>Instructional Units</p> | <p style="text-align: center;">Common Core State Standards for Mathematical Content</p> <p>For each instructional window, instruction should focus on these standards as they will be assessed on the interim assessment.</p> |
| <p>May 6 to June 20</p> <p>Paced Interim Assessment: June 5th, 6th</p> <p>Instructional Days: 32 days</p> | <p>6.1 Exponential Functions & Review</p> <p>Approximate number of instructional days: 30 days</p> | <p>A.SSE.3 Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.</p> <p>a. Use the properties of exponents to transform expressions for exponential functions. <i>For example the expression 1.15^t can be rewritten as $(1.15^{1/12})^{12t} \sim 1.012^{12t}$ to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.</i></p> <p>A.CED.1 Create equations and inequalities in one variable and use them to solve problems. <i>Include equations arising from exponential functions.</i></p> <p>A.REI.10 Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).</p> <p>A.REI.11 Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values. Include cases where $f(x)$ and/or $g(x)$ are linear, quadratic, rational, absolute value, and exponential functions.</p> <p>F.IF.8 Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.</p> <p>b. Use the properties of exponents to interpret expressions for exponential functions. <i>For example, identify percent rate of change in functions such as $y = (1.02)^t$, $y = (0.97)^t$, $y = (1.01)^{12t}$, $y = (1.2)^{t/10}$, and classify them as representing exponential growth or decay.</i></p> <p>F.IF.9 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). <i>For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.</i></p> |



SY 2012–2013 Algebra 1 CCSSM Math Scope and Sequence

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| | | <p>F.LE.1 Distinguish between situations that can be modeled with linear functions and with exponential functions.</p> <ol style="list-style-type: none">Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another. <p>F.LE.2 Construct exponential functions, including geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).</p> <p>F.LE.3 Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly.</p> <p>F.LE.5 Interpret the parameters in an exponential function in terms of a context.</p> <p>Routine/Fluency Standards: A-APR 7: Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.</p> <p>A-SSE 1.a: Interpret expressions that represent a quantity in terms of its context. Interpret parts of an expression, such as terms, factors, and coefficients</p> <p>A-SSE 1.b: Interpret expressions that represent a quantity in terms of its context. Interpret complicated expressions by viewing one or more of their parts as a single entity.</p> <p>A-APR 6: Rewrite simple rational expressions in different forms; write $a(x)/b(x)$ in the form $q(x)+r(x)/b(x)$, where $a(x)$, $b(x)$, $q(x)$, and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$, using inspection, long division, or for the more complicated examples, a computer algebra system.</p> <p>F-IF 6: Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.</p> <p>Standards for Mathematical Practice: Note: These standards should drive your pedagogical practice every day.</p> <ol style="list-style-type: none">Make sense of problems and persevere in solving them.Reason abstractly and quantitatively.Construct viable arguments and critique the reasoning of others.Model with mathematics.Use appropriate tools strategically.Attend to precision.Look for and make use of structure.Look for and express regularity in repeated reasoning. |
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**THE WASHINGTON DC HIGH TEA SOCIETY (HTS)
CIRCLE STANDARDS**

| HIGH TEA SOCIETY STANDARDS | | High Tea Society Circles | | |
|---|--|---------------------------------|-------------------------------|------------------------------|
| | | Commitment | Grace | Leadership |
| I. The High Tea Society participants will ascertain basic values by: | | (Elem. School) Grades 4-5 | (Middle School) Grades 6-8 | (High School) Grades 9-12 |
| A. | Identifying and displaying positive character traits | E/I | R/I | I |
| B. | Employing moral principles | E/I | R/I | I |
| C. | Demonstrating their knowledge of right and wrong | E/I | R/I | I |
| D. | Perpetuating positive cultural beliefs | E/I | R/I | I |
| E. | Exemplifying virtuous citizenship | E | R/I | I |
| F. | Personifying the "Golden Rule" | E/I | R/I | I |
| G. | Developing and maintaining respectful reputations | E/I | R/I | I |
| H. | Exhibiting constructive behaviors | E/I | R/I | I |

E- indicates Entry Level

R- indicates Reinforcement Level

I- indicates Implementation Level

**THE WASHINGTON DC HIGH TEA SOCIETY (HTS)
CIRCLE STANDARDS**

| HIGH TEA SOCIETY STANDARDS | | High Tea Society Circles | | |
|--|---|---------------------------------|-------------------------------|------------------------------|
| | | Commitment | Grace | Leadership |
| II. The High Tea Society participants will attain essential social skills by: | | (Elem. School) Grades 4-5 | (Middle School) Grades 6-8 | (High School) Grades 9-12 |
| A. | Developing and demonstrating positive interaction skills | E/I | R/I | I |
| B. | Learning and using interpersonal communication | E | R | R/I |
| C. | Identifying and comprehending non-verbal communication | E | R | I |
| D. | Illustrating their ability to "care." | E/I | R/I | I |
| E. | Participating in group and team activities | E | R | I |
| F. | Learning and using coping strategies | E | R | I |
| G. | Learning and using smart responses to emotional triggers | E | R | R/I |
| H. | Building and sustaining positive friendships | E/I | R/I | R/I |
| I. | Learning and using conflict resolution skills effectively | E | R | I |

E- indicates Entry Level

R- indicates Reinforcement Level

I- indicates Implementation Level



K-12 and Adult Learners
assessment &
curriculum
COURSEWARE

Mathematics

Reading

Language Arts

Process Writing

Social Sciences

Science

Electives

GED® Preparation

Spanish

College Readiness

Dropout Prevention

Credit Recovery



We Align to ALL National and State Standards!

Meeting federal, state, district, or even local mandates while addressing the individual needs of students is a challenge to educators everywhere. The *A+nyWhere Learning System*® (*A+LS*™) is a courseware program that not only provides core curriculum content but also provides assessment tools to match skill levels of all students, whether on a developmental, remedial, or enhanced learning track.

The *A+LS* courseware program consists of extensive core curriculum content for grades K–12 as well as adult learners. Supported by an instructional management system, *A+LS* is delivered via the Internet or through a LAN or WAN. *A+LS* runs on Windows®, Macintosh®, Novell®, and Linux® operating systems.

The *A+LS* courseware program contains four fundamental components that allow educators to create and implement a complete learning solution.

Assess:

- Identify student skill mastery and deficiencies according to your standard set.
- Pretests ensure assigned curriculum is targeted to student needs.
- Adaptive assessments test up and down skill levels and automatically prescribe an individualized lesson plan.
- The *A+ District Driven Assessment*™ tool allows administrators to generate scheduled online tests according to specific national and state learning standards.

Prescribe:

- Create lesson plans that align to standards.
- Create education plans that focus on individual student needs.
- Automatic and/or teacher directed assignments.

Instruct:

- Over 140 titles/courses contain over 5,400 lessons.
- Research-based direct instruction model.
- Curriculum is correlated and aligned to all state standards.
- Educators can modify and/or create curriculum content and test questions with our unrivaled Curriculum Authoring feature.

Report:

- Use reports to drive instruction.
- NCLB subgroup reporting.
- Student and class standard attainment reporting.
- Benchmark reporting.
- Ongoing assessment and post-testing help educators focus on refining and maintaining education plans.

and Adult Learners



| Title Name | # of Lessons | Measure | Grade Level(s) Covered | | | | | | | | | | | |
|---|--------------|---------|------------------------|---|---|---|---|---|---|---|---|----|----|----|
| | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| LANGUAGE ARTS KEYBOARD COMPANION | | | | | | | | | | | | | | |
| LAKC I | 90 | | | • | • | • | | | | | | | | |
| LAKC II | 65 | | | • | • | • | | | | | | | | |
| LAKC III | 39 | | | | | | • | • | • | | | | | |
| LAKC IV | 40 | | | | | | • | • | • | | | | | |
| LAKC V | 45 | | | | | | | | | • | • | • | • | • |
| LAKC VI | 32 | | | | | | | | | • | • | • | • | • |

| Title Name | # of Lessons | Measure | Grade Level(s) Covered | | | | | | | | | | | | | |
|-----------------------|--------------|---------|------------------------|---|---|---|---|---|---|---|---|----|----|----|---|---|
| | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | |
| WORLD LANGUAGE | | | | | | | | | | | | | | | | |
| Spanish 1A | 17 | ◀ | | | | | | | | | | | • | • | • | • |
| Spanish 1B | 18 | ◀ | | | | | | | | | | | • | • | • | • |

| Title Name | # of Lessons | Measure | Grade Level(s) Covered | | | | | | | | | | | | | |
|-----------------------|--------------|---------|------------------------|---|---|---|---|---|---|---|---|----|----|----|---|---|
| | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | |
| SCIENCE | | | | | | | | | | | | | | | | |
| The Sciences I | 42 | ◀ | 370L | • | | | | | | | | | | | | |
| The Sciences II | 44 | ◀ | 480L | | • | | | | | | | | | | | |
| The Sciences III | 49 | ◀ | 670L | | | • | | | | | | | | | | |
| The Sciences IV | 49 | | 770L | | | | • | | | | | | | | | |
| The Sciences V | 48 | | 880L | | | | | • | | | | | | | | |
| The Sciences VI | 45 | | 890L | | | | | | • | | | | | | | |
| The Sciences VII | 47 | | 910L | | | | | | | • | | | | | | |
| The Sciences VIII | 46 | | 940L | | | | | | | | • | | | | | |
| Earth & Space Science | 37 | | 970L | | | | | | | | | • | • | • | | |
| Physical Science | 31 | | 840L | | | | | | | | | | • | • | • | |
| Comprehensive Biology | 39 | | 910L | | | | | | | | | | | • | • | • |
| Chemistry I | 29 | | 890L | | | | | | | | | | | | • | • |
| Chemistry II | 28 | | 1010L | | | | | | | | | | | | | • |
| Physics | 30 | | | | | | | | | | | | | | | • |

| Title Name | # of Lessons | Measure | Grade Level(s) Covered | | | | | | | | | | | | | | |
|---------------------------|--------------|---------|------------------------|---|---|---|---|---|---|---|---|----|----|----|--|---|---|
| | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | | |
| COLLEGE READINESS | | | | | | | | | | | | | | | | | |
| Elementary Algebra | 22 | | | | | | | | | | | | | | | • | • |
| Reading Comprehension | 20 | | | | | | | | | | | | | | | | • |
| Arithmetic | 24 | | | | | | | | | | | | | | | | • |
| Sentence Skills | 33 | | | | | | | | | | | | | | | | • |
| Pre-Calculus Trigonometry | 28 | | | | | | | | | | | | | | | | • |
| College Algebra | 31 | | | | | | | | | | | | | | | | • |

| Title Name | # of Lessons | Measure | Grade Level(s) Covered | | | | | | | | | | | | | | |
|---------------------------|--------------|---------|------------------------|---|---|---|---|---|---|---|---|----|----|----|---|---|---|
| | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | | |
| SOCIAL SCIENCES | | | | | | | | | | | | | | | | | |
| Social Science I | 33 | ◀ | 640L | • | | | | | | | | | | | | | |
| Social Science II | 36 | ◀ | 730L | | • | | | | | | | | | | | | |
| Social Science III | 36 | ◀ | 680L | | | • | | | | | | | | | | | |
| Social Science IV | 41 | | 760L | | | | • | | | | | | | | | | |
| Social Science V | 45 | | 840L | | | | | • | | | | | | | | | |
| Civics | 36 | | 1020L | | | | | | • | • | | | | | | | |
| History of America I | 48 | | 910L | | | | | | | • | • | • | | | | | |
| History of America II | 47 | | 930L | | | | | | | | • | • | | | | | |
| Mid-Level Social Sciences | 34 | | 970L | | | | | | | | | • | • | | | | |
| History of the World I | 46 | | 920L | | | | | | | | | | • | • | • | | |
| History of the World II | 48 | | 1040L | | | | | | | | | | | • | • | • | |
| U.S. Geography | 34 | | 940L | | | | | | | | | | | | • | • | • |
| World Geography | 35 | | 990L | | | | | | | | | | | | | • | • |
| U.S. History I | 34 | | 1060L | | | | | | | | | | | | | • | • |
| U.S. History II | 35 | | 1040L | | | | | | | | | | | | | • | • |
| Economics | 30 | | 1120L | | | | | | | | | | | | | • | • |
| Government | 42 | | 1140L | | | | | | | | | | | | | • | • |

| Title Name | # of Lessons | Measure | Grade Level(s) Covered | | | | | | | | | | | | | | |
|------------------------------|--------------|---------|------------------------|---|---|---|---|---|---|---|---|----|----|----|--|--|---|
| | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | | |
| HIGH SCHOOL ELECTIVES | | | | | | | | | | | | | | | | | |
| Anthropology | 30 | 1130L | | | | | | | | | | | | | | | • |
| Art Appreciation | 27 | 1075L | | | | | | | | | | | | | | | • |
| Carson Essentials | 32 | 1090L | | | | | | | | | | | | | | | • |
| Health | 39 | 1090L | | | | | | | | | | | | | | | • |
| Humanities I | 31 | 1090L | | | | | | | | | | | | | | | • |
| Humanities II | 35 | 1080L | | | | | | | | | | | | | | | • |
| Life/Physical Science | 26 | 1080L | | | | | | | | | | | | | | | • |
| Personal Finance | 28 | 1060L | | | | | | | | | | | | | | | • |
| Psychology | 33 | 1060L | | | | | | | | | | | | | | | • |
| Sociology | 28 | 1130L | | | | | | | | | | | | | | | • |

Thanks to A+LS, we are now seeing gains in TAKS, SAT, and ACT scores. Credits are being obtained faster with a higher level of student knowledge – and our graduation rate is at an all-time high.

— KENNETH W. ANDERSON,
PRINCIPAL, KELLER LEARNING CENTER,
KELLER ISD, KELLER, TX

Some of the Math and Language Arts titles have been translated into Spanish. A complete listing is available at www.amered.com.



assessment & for K-12 curriculum

Title Name # of Lessons Measure Grade Level(s) Covered 1 2 3 4 5 6 7 8 9 10 11 12

| MATHEMATICS | | | |
|--|----|------|-------|
| Mathematics I | 53 | 440L | • |
| Mathematics II | 42 | 460L | • |
| Mathematics III | 51 | 600L | • |
| Mathematics IV | 36 | 690L | • |
| Mathematics V | 37 | 730L | • |
| Mathematics VI | 30 | 860L | • |
| Mathematics VII | 30 | 790L | • |
| Mathematics VIII | 32 | 740L | • |
| Pre-Algebra | 26 | | • • • |
| Algebra I, Part 1 | 45 | | • • • |
| Algebra I, Part 2 | 51 | | • • • |
| Algebra I, A Function Approach, Part 1 | 37 | | • • • |
| Algebra I, A Function Approach, Part 2 | 37 | | • • • |
| Algebra II, Part 1 | 44 | | • • • |
| Algebra II, Part 2 | 33 | | • • • |
| Geometry | 28 | | • • • |
| Trigonometry | 28 | | • • • |
| Calculus I | 29 | | • • • |
| Calculus II | 25 | | • • • |

Title Name # of Lessons Measure Grade Level(s) Covered 1 2 3 4 5 6 7 8 9 10 11 12

| BUILDING VOCABULARY | | | |
|--------------------------|----|------|---|
| Building Vocabulary I | 57 | 640L | • |
| Building Vocabulary II | 49 | 780L | • |
| Building Vocabulary III | 49 | 630L | • |
| Building Vocabulary IV | 43 | 790L | • |
| Building Vocabulary V | 43 | 830L | • |
| Building Vocabulary VI | 47 | 820L | • |
| Building Vocabulary VII | 48 | 820L | • |
| Building Vocabulary VIII | 48 | 830L | • |

Title Name # of Lessons Measure Grade Level(s) Covered 1 2 3 4 5 6 7 8 9 10 11 12

| LANGUAGE USAGE | | | |
|---------------------|----|------|---|
| Language Usage I | 33 | 470L | • |
| Language Usage II | 45 | 510L | • |
| Language Usage III | 40 | 600L | • |
| Language Usage IV | 48 | 620L | • |
| Language Usage V | 45 | 640L | • |
| Language Usage VI | 44 | 750L | • |
| Language Usage VII | 38 | 800L | • |
| Language Usage VIII | 45 | 760L | • |

Title Name # of Lessons Measure Grade Level(s) Covered K 1 2 3 4 5 6 7 8 9 10 11 12

| READING | | | |
|-------------------------|----|------|-------|
| Learning Letter Sounds™ | 69 | | • |
| Storybook Phonics I | 15 | | • • • |
| Storybook Phonics II | 15 | | • • |
| Reading I | 43 | 500L | • |
| Reading II | 45 | 580L | • |
| Reading III | 43 | 620L | • |
| Reading IV | 43 | 700L | • |
| Reading V | 45 | 790L | • |
| Reading VI | 47 | 810L | • |
| Reading VII | 40 | 840L | • |
| Reading VIII | 42 | 870L | • |

Title Name # of Lessons Measure Grade Level(s) Covered 1 2 3 4 5 6 7 8 9 10 11 12

| HIGH SCHOOL ENGLISH | | | |
|------------------------|----|-------|---|
| English Literature IX | 42 | 1010L | • |
| English Literature X | 56 | 980L | • |
| English Literature XI | 52 | 960L | • |
| English Literature XII | 33 | 1040L | • |
| English Skills IX | 40 | 930L | • |
| English Skills X | 38 | 960L | • |
| English Skills XI | 36 | 990L | • |
| English Skills XII | 34 | 1030L | • |

Title Name # of Lessons Measure Grade Level(s) Covered 1 2 3 4 5 6 7 8 9 10 11 12

| PROCESS WRITING | | | |
|-----------------|----|--|---|
| Writing I | 30 | | • |
| Writing II | 34 | | • |
| Writing III | 34 | | • |
| Writing IV | 38 | | • |
| Writing V | 45 | | • |
| Writing VI | 46 | | • |
| Writing VII | 46 | | • |
| Writing VIII | 46 | | • |
| Writing IX | 42 | | • |
| Writing X | 45 | | • |
| Writing XI | 47 | | • |
| Writing XII | 47 | | • |

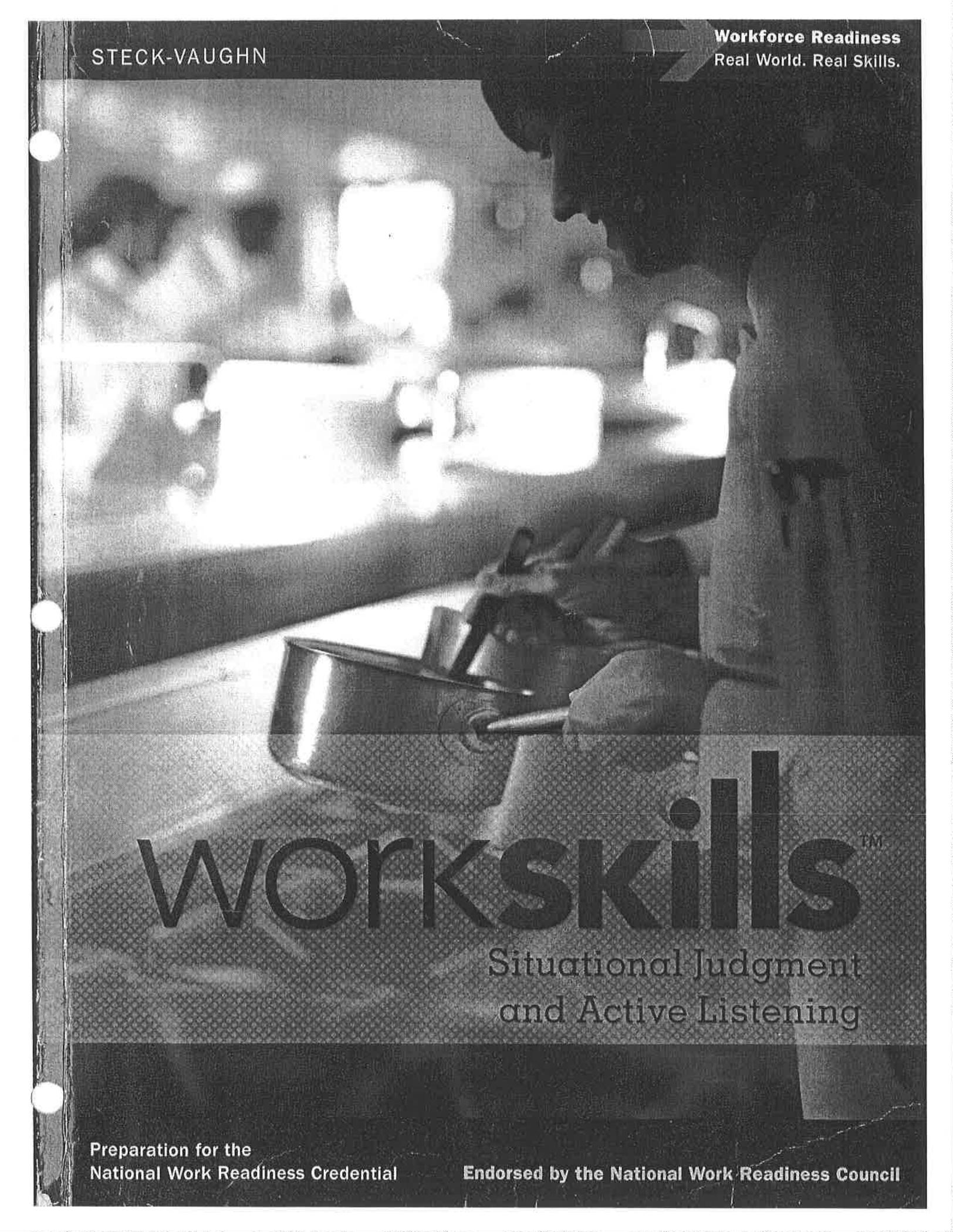
- ◀ Voiced title
- - - Internet required for course completion

The Lexile Framework® for Reading has been used to analyze the majority of A+LS titles to ensure accurate matching of students with instruction.
 Note: The Lexile measures for grades one through three do not take into account the graphic and audio components and therefore may appear higher than expected.

The Quantile Framework® for Mathematics has been used to analyze over 300 A+LS lessons to ensure accurate matching of students with instruction.

STECK-VAUGHN

Workforce Readiness
Real World. Real Skills.



WORKSKILLS™

Situational Judgment
and Active Listening

Preparation for the
National Work Readiness Credential

Endorsed by the National Work Readiness Council

workskills™

Situational Judgment
and Active Listening

WORKSKILLS™

Situational Judgment
and Active Listening

PROGRAM CONSULTANTS

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**Steck-
Vaughn.**

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Table of Contents

| | |
|---|---|
| Welcome to Steck-Vaughn's <i>WorkSkills</i> ™ | 6 |
| Pretest Assessment (Online) |  |
| Chapter 1 Solve Problems and Make Decisions | |
| Lesson 1: Problem Solving: The First Steps | 18 |
| Lesson 2: Problem Solving: Look for Solutions | 26 |
| Skills for the Workplace: Signs in the Workplace | 34 |
| Chapter 1 Assessment  | 36 |
| Chapter 2 Active Listening | |
| Lesson 3: Purpose for Active Listening  | 42 |
| Lesson 4: Strategies for Active Listening  | 50 |
| Skills for the Workplace: Body Language | 58 |
| Chapter 2 Assessment  | 60 |
| Chapter 3 Resolve Conflict | |
| Lesson 5: Recognize and Acknowledge Conflict  | 64 |
| Lesson 6: Resolve Conflict  | 74 |
| Skills for the Workplace: Recognize Barriers | 84 |
| Chapter 3 Assessment  | 86 |
| Chapter 4 Cooperate with Others | |
| Lesson 7: Key Skills for Cooperation in the Workplace  | 92 |
| Lesson 8: Work as Part of a Team—Personal  | 102 |
| Lesson 9: Work as Part of a Team—Interpersonal  | 112 |
| Skills for the Workplace: Social Skills | 122 |
| Chapter 4 Assessment  | 124 |
| Chapter 5 Take Responsibility for Learning | |
| Lesson 10: Get the Job Done  | 130 |
| Lesson 11: Take Initiative in the Workplace  | 140 |
| Skills for the Workplace: Inferences | 150 |
| Chapter 5 Assessment  | 152 |
| OFFICIAL Work Readiness Practice Test (Online) |  |
| WorkSkills ™ Glossary | 156 |
| Answers and Explanations | 158 |

 = Online Assessments

 = Active Listening Scenarios

Welcome to Steck-Vaughn's *WorkSkills*[™]

Setting Yourself Apart in Today's Job Market



You probably already know that finding the right job for you can be a time-consuming and sometimes difficult process. You may have to sort through hundreds of job listings in order to find the few that seem right for your skills and experience.

The same is true for employers. A manager may receive hundreds or even thousands of applications for only a few open positions. How can you make yourself stand out as one of the best applicants for the job?

When looking for entry-level workers, employers want to be assured that a new employee has the knowledge and skills that he or she needs in order to be successful. Many of the skills that can help you stand out to a potential employer are also skills that you use every day. Have you ever:

- read or written an e-mail?
- estimated whether you had enough money to buy something?
- resolved a conflict with a friend or family member?
- spoken with a technical support person to solve a problem with your cell phone or computer?

If so, then you have used skills that employers value and that will help you succeed in finding and keeping a job.



Steck-Vaughn's *WorkSkills*[™] is designed to assist you in identifying these skills and **developing your strengths** in these areas. Together with the **National Work Readiness Credential**, ***WorkSkills*[™]** helps you to prove to potential employers that **you are ready for a great career!**

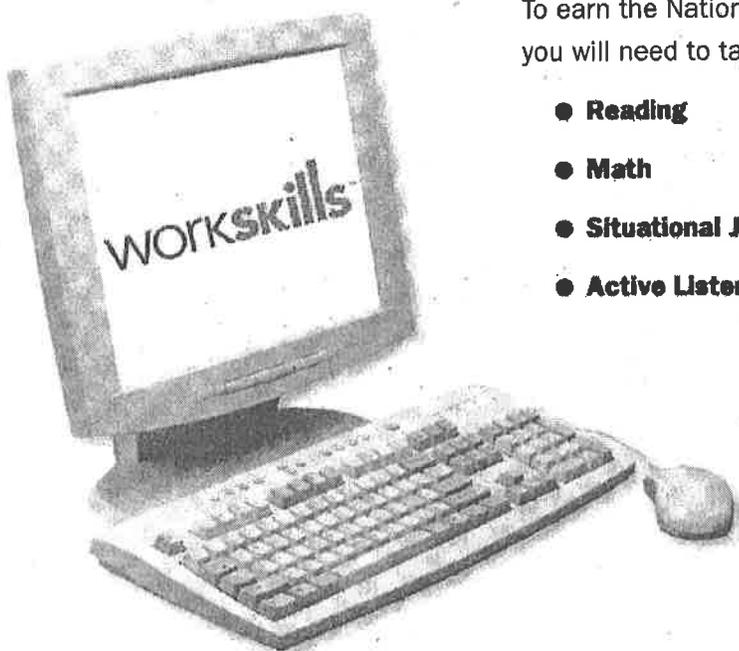


What Can the National Work Readiness Credential Do for You?

Some skills are specific to a particular job. If you work in construction, you probably don't need to know how to operate a cash register. However, there are other skills that apply to almost every job. The National Work Readiness Council has worked with employers in many fields to identify the knowledge, skills, and abilities needed by entry-level employees. These skills fall into four main categories:

- **Communication Skills:** reading with understanding, listening actively, speaking clearly, and thinking critically
- **Interpersonal Skills:** cooperating with others, negotiating, resolving conflicts, and giving and receiving support
- **Decision-Making Skills:** identifying and solving problems (including some that require math), making decisions, and planning ahead
- **Lifelong Learning Skills:** taking responsibility for your own learning, identifying your strengths and weaknesses, and being willing and motivated to learn new skills

Earning the National Work Readiness Credential shows employers that you have these skills. It also shows that you are motivated, have a strong work ethic, and are willing to take initiative. These qualities will set you apart from many other people who are applying for the same jobs that you are. The National Work Readiness Credential gives you an edge by showing employers that you have what it takes to succeed on the job.



To earn the National Work Readiness Credential, you will need to take and pass four separate tests:

- **Reading**
- **Math**
- **Situational Judgment**
- **Active Listening**

Prove Your Potential with *WorkSkills*™

The *WorkSkills*™ series is designed to provide you with the instruction and practice you need to master the National Work Readiness Credential assessment. This series will help you make progress toward your career goals. The *WorkSkills*™ books focus on applying reading, math, listening and speaking, and interpersonal skills in real-world workplace scenarios. In these books, all of the skills and strategies you learn will be taught in the context of real workplace scenarios, the kinds of situations that you will encounter on the job. Each lesson will teach the strategy, show you how to apply it, and then give you lots of examples that allow you to practice applying the skill or strategy to real workplace situations.

Consistent Lesson Structure Enhances Mastery

Every lesson in the *WorkSkills*™ series uses the same format. This uniform structure enables you to gradually master each skill.



Buld on What You Know

This section introduces the skills by making connections to your daily life or in the workplace. The Essential Skills that you will be learning are clearly identified on the first page of the lesson. The “In Real Life” features connect and apply these skills to workplace scenarios.



Develop Your Skills

This section provides in-depth instruction on the skills or strategies that are the focus of the lesson. Examples illustrate how to apply skills and strategies in workplace situations, and questions guide you through the steps you will use to successfully apply these strategies on your own. The “Got It?” feature summarizes the key points you should remember from each lesson.



Apply Your Knowledge

Practice the skills and strategies you have learned. A “To Do List” gives you a reminder of key points and processes, while another “In Real Life” scenario provides an opportunity to take what you have learned and apply it to another workplace scenario. “Think About It!” gives you a chance to reflect on what you have learned and the different ways that you can use it in the workplace.



Test Your WRC Skills

Each lesson concludes with a *Test Your WRC Skills* section. These pages use questions modeled after those you will see on the National Work Readiness Credential assessment to give you practice applying the skills you have learned. Answers are provided at the back of the book.

■ Assessments

The *WorkSkills™* series includes a number of tools to help you assess what you already know, identify the skill areas on which you may need to focus, and monitor your progress as you study. As you have seen, the lessons include a number of opportunities for you to use what you know and what you are learning in real-world applications of important workplace skills. In addition, there are several other opportunities, both within the books and online, for you to practice applying your skills by answering questions that are similar to those you will see on the National Work Readiness Credential assessment.

Online Pretests

Before you begin your studies in this book, take the Online Pretest, which is a full-length practice version of the National Work Readiness Credential assessment. The questions on the Pretest mimic those on the National Work Readiness Credential assessment in style, format, and content.

Chapter Assessments

Student Book Chapter Assessments

At the end of each chapter in the book, questions similar to those on the National Work Readiness Credential assessment allow you to determine whether you have mastered the Essential Skills that you learned in the chapter.

Additional Online Chapter Assessments

The Online Chapter Assessments allow you to evaluate your mastery of the skills taught in the chapter you have just completed, as well as skills taught in previous chapters of the book. The questions are similar in style to those you will see on the National Work Readiness Credential assessment.

Online OFFICIAL Work Readiness Practice Tests

The Online OFFICIAL Work Readiness Practice Tests are the full-length practice version of the National Work Readiness Credential assessment and are endorsed by the National Work Readiness Council. Use your results to assess what you have learned and where additional study may be needed.

Answers and Explanations

You can quickly check your answers for each student book Chapter Assessment question, as well as the *Test Your WRC Skills* sections, in the *Answers and Explanations* section in the back of the book. This feature provides the correct answer, as well as a full explanation for why each answer choice is correct or incorrect. When taking the Online Chapter Assessments, you will get automated feedback.

The National Work Readiness Credential

Today's adult education and workforce development programs face significant challenges in adequately preparing adults for entry into the workplace. However, the National Work Readiness Council has issued a new credential based on the *Equipped for the Future* standards. According to the NWRC, the new National Work Readiness Credential assessment assists educational professionals in:

“Getting and keeping a job is an important first step to meeting the demands of adulthood and self-sufficiency.”

—Joe Mizereck,
Acting Executive Director of the
National Work Readiness Council

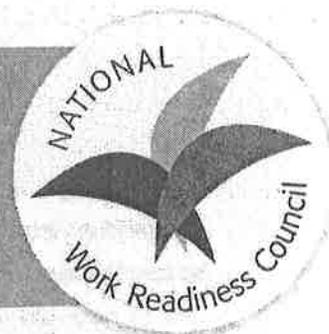
- Assessing a learner's skills and needs.
- Creating learning experiences based on a simple standard of integrated skills and tasks.
- Providing competency goals that are useful for instruction and aspirational for learners.
- Aligning instruction to a standard defined by business.
- Demonstrating performance outcomes to funding organizations.

The National Work Readiness Credential assessment is designed to assess a worker's on-the-job skills in four areas: reading, math, situational judgment, and active listening.

Steck-Vaughn's *WorkSkills*™ Series

If adult education and workforce development programs are to prepare students to pass the National Work Readiness Credential assessment, they need material that assists them in making the connection between what they learn in the classroom and how they can use that information in the workplace. Steck-Vaughn's *WorkSkills*™ series is designed to prepare adult learners to successfully pass the National Work Readiness Credential assessment and earn the National Work Readiness Credential. The series has been designed to cover all Domains and Essential Tasks, as identified by the National Work Readiness Council. Mastery of these tasks is viewed as necessary for adults to effectively be prepared for entry-level positions.

Steck-Vaughn's *WorkSkills*™
is endorsed by the



Steck-Vaughn is the exclusive distributor of the National Work Readiness Credential assessment.

Benefits That Set *WorkSkills™* Apart

- Contextualized and integrated instruction
- Focus on real-world, workplace contexts and skills
- Gradual-release model of modeling-practice-application-test
- Written for non-traditional learners: approachable tone and accessible format
- Controlled readability, ranging from 7.0–7.9
- Print, online, and audio components
- Assessments that mimic the actual National Work Readiness Credential assessment:
 - Online Pretests
 - Online OFFICIAL Work Readiness Practice Tests
 - Chapter Assessments (available in print and online)
 - *Test Your WRC Skills* sections
- Answer keys with explanations/solutions
- Workplace Glossary

TO THE INSTRUCTOR

Components of the *WorkSkills™* series include:

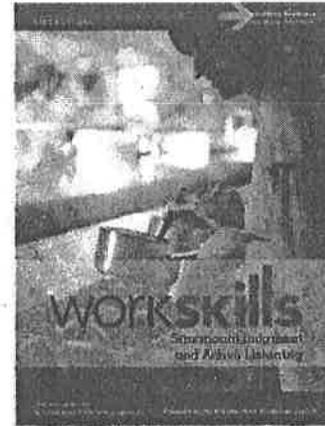
Available in Print



WorkSkills™ Reading



WorkSkills™ Math



WorkSkills™ Situational Judgment
and Active Listening

Available Online

- Online Pretests
- Downloadable Scenarios/Audio Scripts for Active Listening
- Additional Chapter Assessment questions
- Online OFFICIAL Work Readiness Practice Tests
- Online Teacher Lessons, available as printable PDFs

For online assessments and instructor support, visit www.mysteckvaughn.com/WORK.

Steck-Vaughn's *WorkSkills*™ Situational Judgment and Active Listening

All three books in the *WorkSkills*™ series have been designed to address the Work Readiness Domains and Essential Tasks. The *WorkSkills*™ Situational Judgment and Active Listening book integrates these two key areas into five chapters that address all of the Situational Judgment and Active Listening Domains and Essential Tasks.

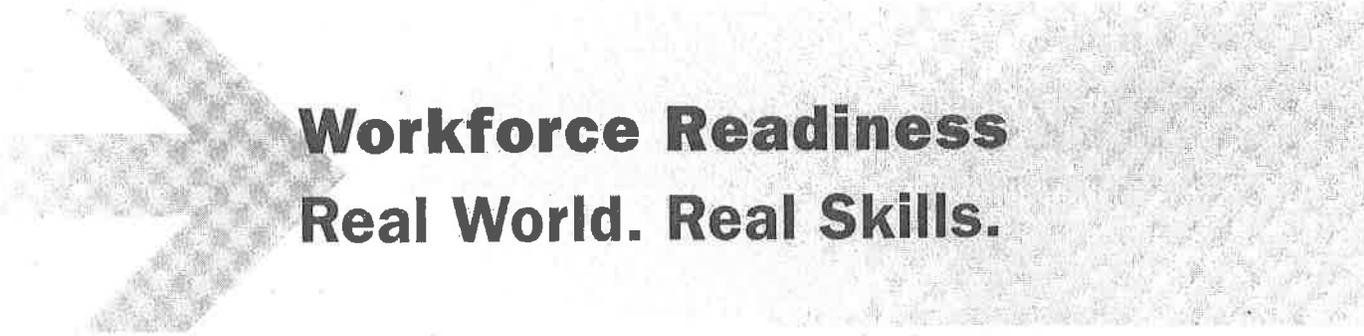
- I. Solve Problems and Make Decisions
- II. Active Listening
- III. Resolve Conflict
- IV. Cooperate with Others
- V. Take Responsibility for Learning

■ Soft Skills for the Workplace

Of course, strong reading and math skills are essential for entry-level workers to succeed in today's workplace. Of critical importance as well are the broad range of "soft skills," including:

- Setting Goals
- Working as Part of a Team
- Resolving Conflict
- Making Decisions
- Cooperating with Others
- Personal Skills
- Negotiating
- Taking Initiative
- Communicating Effectively
- Solving Problems
- Listening Actively
- Interpersonal Skills

The sole focus of *WorkSkills*™ Situational Judgment and Active Listening is teaching effective strategies to help students develop their own soft skills. Ample practice and application opportunities are provided, all in the context of realistic workplace scenarios. An integral part of the *WorkSkills*™ series, this contextualized instruction enables students to transfer new skills from book to workplace.



**Workforce Readiness
Real World. Real Skills.**

An Integrated Approach

WorkSkills™ Situational Judgment and Active Listening has been designed with an integrated approach to teaching situational judgment and active listening skills. The book instructs students on the soft skills necessary to respond to situational judgment scenarios and questions, and then gradually integrates strategies for active listening into the lessons. The integration works as follows:

- Chapter 1 introduces students to effective decision-making and problem-solving strategies.
- Chapter 2 focuses on the teaching and application of active listening skills.
- Chapters 3–5 integrate active listening skills into each situational judgment lesson.

Scenarios for Situational Judgment

Following instruction on skills and strategies, the lessons include numerous scenarios that require students to apply on-the-spot situational judgment, such as conflict resolution or negotiating skills, to real-world work situations. Students must consider what they have learned, and then respond to questions about the scenario by deciding the *best* action that an individual should take. In addition, they must also decide on what would be the *worst* action to take.

Strategies for Active Listening

Many students are not auditory learners and can benefit from instruction on strategies for listening actively. The Active Listening lessons in this book teach students strategies for becoming effective listeners, such as how to identify the important aspects of a conversation. Students actively listen to online audio scenarios, drawn from real-world workplace situations. Then students respond to questions that require them to respond to the audio scenario. For these active listening questions, students choose the one best response.



For classrooms where online services are not available to students, the active listening scenarios are scripted and provided in the online teacher resources. This allows teachers to print the scripts and read them aloud to students.

Purchase the National Work Readiness Credential assessment

Steck-Vaughn has proudly partnered with the National Work Readiness Council to be the exclusive distributor of the National Work Readiness Credential assessment. Contact your sales representative for more details. You may also contact our customer service team at **800-289-4490** or visit our website at www.steckvaughn.com/adulted.

**THE WASHINGTON DC HIGH TEA SOCIETY (HTS)
CIRCLE STANDARDS**

| HIGH TEA SOCIETY STANDARDS | | High Tea Society Circles | | |
|---|--|---------------------------------|-------------------------------|------------------------------|
| | | Commitment | Grace | Leadership |
| I. The High Tea Society participants will ascertain basic values by: | | (Elem. School) Grades 4-5 | (Middle School) Grades 6-8 | (High School) Grades 9-12 |
| A. | Identifying and displaying positive character traits | E/I | R/I | I |
| B. | Employing moral principles | E/I | R/I | I |
| C. | Demonstrating their knowledge of right and wrong | E/I | R/I | I |
| D. | Perpetuating positive cultural beliefs | E/I | R/I | I |
| E. | Exemplifying virtuous citizenship | E | R/I | I |
| F. | Personifying the "Golden Rule" | E/I | R/I | I |
| G. | Developing and maintaining respectful reputations | E/I | R/I | I |
| H. | Exhibiting constructive behaviors | E/I | R/I | I |

E- indicates Entry Level
R- indicates Reinforcement Level
I- indicates Implementation Level

**THE WASHINGTON DC HIGH TEA SOCIETY (HTS)
CIRCLE STANDARDS**

| HIGH TEA SOCIETY STANDARDS | | High Tea Society Circles | | |
|--|---|---------------------------------|-------------------------------|------------------------------|
| | | Commitment | Grace | Leadership |
| II. The High Tea Society participants will attain essential social skills by: | | (Elem. School) Grades 4-5 | (Middle School) Grades 6-8 | (High School) Grades 9-12 |
| A. | Developing and demonstrating positive interaction skills | E/I | R/I | I |
| B. | Learning and using interpersonal communication | E | R | R/I |
| C. | Identifying and comprehending non-verbal communication | E | R | I |
| D. | Illustrating their ability to "care." | E/I | R/I | I |
| E. | Participating in group and team activities | E | R | I |
| F. | Learning and using coping strategies | E | R | I |
| G. | Learning and using smart responses to emotional triggers | E | R | R/I |
| H. | Building and sustaining positive friendships | E/I | R/I | R/I |
| I. | Learning and using conflict resolution skills effectively | E | R | I |

E- indicates Entry Level

R- indicates Reinforcement Level

I- indicates Implementation Level



NEW FOCUS - NEW FUTURE

TAB K:

**PERFORMANCE MANAGEMENT
FRAMEWORK OVERVIEW**

Performance Management Framework (PMF)

As indicated in earlier text, New Pathways Academy Public Charter School has an expectation of excellence. The school will make a concerted effort to attract the most challenging and difficult high school student population between 14 and 18 years old that can be found in the District of Columbia who may not have had an opportunity for a high quality continuous education. The school will provide a rigorous academic focus, a warm inviting climate with collegiality as NPAPCS's underpinning to showcase the results and the accomplishments of NPAPCS's students. To this end, the 2001 No Child Left Behind is still in effect. However, as of September 2011, the Elementary Secondary Education Act-Flexibility (ESEA/FLEX), DC along with other states received a waiver that provides more flexibility for demonstrating success. Factors in the PMF:

Student Progress: DC Comprehensive Assessment System (DCCAS) will be administered to the 10th graders as required. (Since the school starts with 9th graders, this will occur in the fall of 2015.) However, all students will take the CTBS in October and February starting in 2014 as pre and post test measurements to chart academic growth. (See Student Achievement below.) 65 % of students 20-40 percentile-2014-15 80% of students; 40-60 percentile for 50% of students; 2016-17; 60-80 percentile for 2 % of students for 2018; 80-99 percentile for 5% of students in 2019.

Student Achievement: The target for the state assessment DCCAS is for the 10th graders in 2015 to demonstrate 5% below basic in mathematics and reading; 90% at basic—mathematics and reading; 9% at proficient—mathematics and reading, and 1%--reading and mathematics at advanced. The target for 10th graders for 2016-2017 is 3% below basic ;92% basic; 7% proficient; 1% at advanced, 2018-2019 is 2% below basic; 90% basic; 8% proficient; 2% advanced.

Gateway Measures: 60% of the students are expected to earn the requisite number of Carnegie Units as required by the state to attain a high school diploma in 4 years unless the student has some unanticipated interruption in his/her educational process (e.g. suspension, expulsion, or incarceration). Or student is a special education student that is seeking a diploma or a certificate of attendance. The Federal law permits the aforementioned students additional time.

Leading Indicators: Approximately 10% of the students will be accepted into college by 2018; 90% will have readiness for the work world or an apprenticeship; 2019 college acceptance rate will be 15% and work or an apprenticeship 85%; 2020 college acceptance anticipated at 20%; work or an apprenticeship 80%.

History and research support that NPAPCS will employ extraordinary efforts to maintain consistent attendance with this population of students who may be homeless, transient, from unstable foster homes, engaged in part-time employment. The targeted attendance for the first year is 65%; second year 70%; third year 75%; and seniors 85%.



NEW FOCUS · NEW FUTURE

TAB L:

LETTERS OF SUPPORT



Progressive National Baptist Convention, Inc.

“Securing Our Future”

Dr. Carroll A. Baltimore, Sr., President
Reverend Kip Bernard Banks, Sr., Interim General Secretary

February 27, 2013

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

Dear Charter School Board Members:

On behalf of the Progressive National Baptist Convention, Inc. (PNBC) this is a letter in support of the proposed New Pathways Academy Public Charter School. The Progressive National Baptist Convention is the church convention of the Rev. Dr. Martin Luther King, Jr. and we are supportive of efforts to provide comprehensive educational opportunities for our young people. Today in the District of Columbia, there is an urgent need for quality alternative educational services and we believe that the New Pathways Academy Public Charter School would provide such services.

Furthermore, it would be ideal to locate the school within the former Nannie Helen Burroughs School, which is owned by the Progressive National Baptist Convention. The school site is a historic site and is a long established location for the educational uplifting of young people. Locating the school on the Nannie Helen Burroughs site would honor Dr. Burroughs' legacy and be a blessing to our convention.

As background, Dr. Burroughs was a prolific writer, educator, orator, businesswoman, and Christian leader. Dr. Burroughs contributed much toward bringing about the recognition of the power and influence of Black women in all of the important issues in American life. She served as President of the Women's Auxiliary of the National Baptist Convention and was the founder of Women's Day in the African American Church.

Dr. Burroughs received an appointment from President Hoover on Negro Housing for the White House Conference in 1932. Shaw University conferred upon her the Degree Doctor of Laws. But perhaps, Dr. Burroughs' greatest legacy was the founding of the National Trade and Professional School for Women and Girls, established in Washington, D.C. in 1909 which was later renamed the Nannie Helen Burroughs School in her honor.

Unfortunately, due to tough economic times, last year the Nannie Helen Burroughs School was forced to close. However, by partnering with the New Pathways Academy Public Charter School we can begin anew the effort to help secure Dr. Burroughs legacy! Please call me at 202-396-0558 or email me at kbanks@pnbc.org if you have any questions.

Sincerely,

Rev. Kip B. Banks, Sr.
Interim General Secretary

601 – 50th Street, N.E. Washington, DC 20019
(202) 396-0558 ~ 1-800-876-7622 ~ Fax (202) 398-4998 Website: www.pnbc.org

Access to Racial and Cultural Health Institute, Inc.

Mr. Brian W. Jones
Chair,
DC Public Charter School Board
3333 14th Street, NW, Suite 210
Washington, DC 20010

Dear Mr. Jones

It gives me pleasure to write this letter in support of the creation of the New Pathways Academy Public Charter School (NPAPCS). Clearly it is now the time to create and provide the need alternative to bring our disconnected youth, who have been pushed out of the local school, back into the learning environment with an opportunity to receive a high school diploma. Too many of our youth are out of school and not working. A high school with soft skills such as work readiness and social skills that offers a high school diploma will give our youth options that they do not have. These skills along with the diploma make our youth competitive in the search for entry level positions.

The holistic approach of this school is designed around the many needs of the targeted population. Access to Racial and Cultural Health Institute (ARCH), Inc., a non profit organization for over 12 years, has provided Substance Abuse and HIV-AIDS Prevention Services programs for youth. The targeted population of NPAPCS has a history of engaging in risky behavior like drug abuse, unprotected sex, alcohol and juvenile delinquency. Therefore, I am very supportive of this mission and look forward to partnering with this school to provide supports, services and opportunities to create pathways of success for our youth.

Sincerely,



Averette Mhoon Parker, M.D.
President/CEO
3645 Veazey Street, N.W.
Washington, D.C. 20008

Tel: (202) 362-4550 Fax: (202) 263-8276

PATRICIA DAVIDSON, MD, FACP

Cardiology and Hypertension

106 Irving Street, NW, Suite 118
Washington, DC 20010-2975
(202) 877-3000

February 14, 2013

Brian W. Jones, Chair
District of Columbia Charter School Board
3333 14th Street, NW Suite 201
Washington, DC 20010

Dear Mr. Jones:

This letter is being written in support of the creation of the New Pathways Academy Public Charter School (NPAPCS). Our youth are exhibiting high risk behavior and suffer from neglect of their health and social welfare issues. The incidence of hypertension, diabetes and obesity are just a few of the problems that are becoming common place in their lives.

When created, it would be my pleasure to participate in mentoring students in healthy lifestyle training. An alternative school such the NPAPCS would be a learning environment, where a high school diploma is obtainable, along with addressing the health and social issues. I look forward to partnering with the school and feel that the support and opportunities offered will benefit to all who attend.

Sincerely,



Patricia Davidson, MD, FACP

Bridging Resources in Communities, Inc.
“Linking Communities to Resources for Healthy Living”

3645 VEAZEY STREET N.W. ! WASHINGTON, D.C. 20008
TELEPHONE (202) 255-3630 ! FACSIMILE (202) 362-8276
WWW.BRICINC.ORG

Mr. Brian W. Jones
Chair,
DC Public Charter School Board
3333 14th Street, NW, Suite 210
Washington, DC 20010

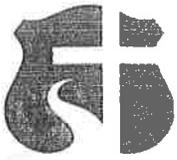
Dear Mr. Jones

It gives me a great deal of pleasure to write this letter in support of the creation of the New Pathways Academy Public Charter School (NPAPCS). If there was ever a time that we need to find an alternative to bring our disconnected youth and youth who have pushed out of the local school back in the learning environment with an opportunity to receive a high school diploma, it is now. Too many of our youth are out of school and not working. Moreover, too many of our youth do not have the socialization skills needed to obtain employment in a viable career path. NPAPCS is seeking to implement an evidence-based, holistic approach designed to provide our youth from high risk environments a real opportunity to develop the academic skills, work skills and socialization skills needed to not only graduate high school and get a job but also to be able to pursue a viable career path.

For close to eight years, my company BRIC, Inc. has provided drug use prevention education and related youth development services to middle school and high school youth residing in high risk neighborhoods: including leading the creation of the Ward 8 Drug-Free Coalition and operating the Wards 7 and 8 DC Prevention Center (operated in partnership with DC Department of Health and located in the Marshall Heights CDO building). The targeted population of NPAPCS has a history of engaging in risky behavior like alcohol and drug abuse, unprotected sex, dropping out/skipping school and juvenile delinquency. I applaud their mission. BRIC, Inc. looks forward to serving as one of NPAPCS' community-based partners to provide youth development services in support of NPAPCS's efforts to create pathways of success for our youth.

Sincerely

Rosalind M. Parker, Esq.
President & CEO, Bridging Resources in Communities (BRIC), Inc.
Director, Wards 7 & 8 DC Prevention Center
Founding Director & Consultant, Ward 8 Drug-Free Coalition



THE EAST OF THE RIVER

CLERGY POLICE COMMUNITY PARTNERSHIP, INC.

4105 First Street, S.E. • Washington, D.C. 20032 • (202) 373-5767 Office • (202) 373-5769 Fax

February 25, 2013

Mr. Brian W. Jones
Chair
DC Public Charter School Board
3333 14th Street, NW, Suite 210
Washington, DC 20010

Dear Mr. Jones:

The East of the River Clergy, Police, Community Partnership (ERCPCP) is a community-based collaboration between the clergy, community and law enforcement that is committed to working with high-risk and at-risk youth, juvenile offenders and adult re-entrants east of the Anacostia River in Washington, DC and portions of Prince George's County. Our mission is to assist individuals and communities east of the Anacostia River that are in need of positive transformation. Based on our work with this population and understanding of the unique educational needs of at-risk youth, I take great pleasure in providing this letter of support for Judge Mary Terrell's application to the DC Public Charter School Board.

For as long as I have known Judge Terrell, she has shown a true commitment to the community with a special understanding of the needs of its youth. Her program design for the New Pathways Academy PCS (NPAPCS), with its holistic approach and focus on developing work readiness skills further demonstrates that she is in tune to the ever growing needs of the community. The combination of academic, occupational and social skills ensures an educational experience that works to meet the needs of the whole person. These are just the types of non-traditional methods that are needed to fill in the gaps for at-risk youth and enhance their ability to achieve success in the real world post high school.

We have every confidence that Judge Mary Terrell will provide the strong leadership that is needed to help the NPAPCS succeed in the delivery of a high level education to students seeking this alternative education method. Additionally, we look forward to the opportunity to work collaboratively with a school like NPAPCS in the future.

Thank you in advance for your favorable review of Judge Terrell's application.

Sincerely,

Rev. Donald L. Isaac
Executive Director

Reclaiming a generation...One child at a time.

Reverend Henry Gaston
Pastor, Johnson Memorial Church

Ms. Jacqui Seay
Outreach and Admissions, Potomac Job Corps

Ms. Deborah Stevenson
Senior Program Officer, Enterprise
Community Partners

Reverend George Gilbert, Jr.
Asst. to the Pastor, Holy Trinity Church

Reverend Thomas Johnson
Johnson Memorial Baptist Church

Reverend Archie Williams
Director, Inter-Governmental Affairs,
DC Public Library

Reverend Daryl Flood
Southeast Tabernacle Baptist Church

Mrs. Claudia Schechter
Independent Financial Consultant

Assistant Chief Diane Groomes
Asst. Chief of Police, Metropolitan Police
Department

Reverend Franklin Senger, III
Pastor, Lutheran Church of the Holy Comforter

Reverend Donald Isaac
Executive Director, East of the River Clergy, Police,
Community Partnership, Inc.

Council of Churches of Greater Washington

National City Christian Church

5 Thomas Circle

Washington, District of Columbia 20005

February 28, 2013

Mr. Brian W. Jones, President

District of Columbia Public Charter School Board

3333 14th Street, NW Suite 210

Washington, D.C. 20010

Dear Mr. Jones:

Currently, the District of Columbia Public Charter School Board of Education has charters available for the 2013-2014 school year. I am writing in support of one charter. The New Pathways Charter School is a much needed proposed charter that would be in operation to meet the educational needs of drop-out students.

We, as citizens concerned with education, support the approval of New Pathways Charter School to serve students in our community. We realize that by signing we are not guaranteed any student slots in the school; however, we support New Pathways School's mission to provide the District of Columbia with a school of choice, help manage the drop-out population in our community, and maintain the District of Columbia's high standards for the education of our high school age youth.

Sincerely,



Dr. James E. Terrell
President