### CHARTER SCHOOL AGREEMENT

DATED AS OF 19H DAY OF MAY, 2008

### **BETWEEN**

# DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

AND

WASHINGTON YU YING PUBLIC CHARTER SCHOOL

### TABLE OF CONTENTS

	Page
SECTION 1.	ESTABLISHMENT OF SCHOOL1
1.1	Charter1
1.2	Term; Renewal1
1.3	Location; Permits2
SECTION 2.	EDUCATIONAL PROGRAM3
2.1	Mission Statement
2.2	Age; Grade3
2.3	Enrollment3
2.4	Curriculum4
2.5	Standards5
2.6	Students with Disabilities5
2.7	Student Policies; Expulsion and Suspension5
SECTION 3.	EVALUATION5
3.1	Accountability Plan5
3.2	Corrective Action6
3.3	Standardized Testing6
SECTION 4.	CONTRACTS6
4.1	Contracts6
4.2	Contracts for School Management7
4.3	Insurance Coverage7
4.4	Insurance Certificates9
4.5	Transactions with Affiliates9
4.6	Costs
4.7	No Agency10
4.8	Inventory10
SECTION 5.	REPORTS10
5.1	Reporting Requirements10
5.2	Reports Required by the Act13

# TABLE OF CONTENTS (continued)

	, , ,	Page
SECTION 6.	ORGANIZATION	13
6.1	Organization	13
6.2	Tax-Exempt Status	13
6.3	Powers	13
6.4	Accreditation	13
6.5	Nonsectarian	14
6.6	Financial Management	14
6.7	Board of Trustees	14
6.8	Hiring	14
6.9	Employee Handbook	14
6.10	Complaint Process	14
SECTION 7.	TERMINATION	14
7.1	Termination	14
7.2	Actions Upon Expiration or Termination	15
SECTION 8.	COMPLIANCE	16
8.1	Laws	16
8.2	Cooperation	16
8.3	Access	16
8.4	School Emergency	17
SECTION 9.	MISCELLANEOUS	17
9.1	Administrative Fee	17
9.2	Assignment	17
9.3	Definitional Provisions	17
9.4	Entire Agreement; Amendments	17
9.5	Dispute Resolution	18
9.6	Notices	18
9.7	Failure or Indulgence Not Waiver; Remedies Cumulative	18
9.8	Severability	19

# TABLE OF CONTENTS (continued)

		rage
9.9	Applicable Law	19
9.10	No Third Party Beneficiary	19
9.11	Counterparts; Effectiveness	19

## **BLE OF DEFINITIONS**

	<u>Page</u>
Accountability Plan	5
Act	
Affiliate	10
Agreement	1
Application	
Authorizations	
Board	1
Department of Education	6
Board of Trustees	
Budget	11
Fiscal Year	11
Implementation Date	4
Interim Period	11
Law	7
Material Contract	7
Person	9
Proceedings	12
School	1
School Corporation	1
School Emergency	
School Management Contract	7
School Manager	9
School Property	2
Termination Date	15

### CHARTER SCHOOL AGREEMENT

This CHARTER SCHOOL AGREEMENT (this "Agreement") is dated as of 2008 and entered into by and between the DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD (the "Board") and WASHINGTON YU YING PUBLIC CHARTER SCHOOL, a District of Columbia nonprofit corporation (the "School Corporation").

### RECITALS

WHEREAS, pursuant to Section 38-1802.03 of the District of Columbia School Reform Act of 1995, as amended (as now and hereafter in effect, or any successor statute, the "Act"), the Board has the authority to approve petitions to establish charter schools in the District of Columbia;

WHEREAS, the School Corporation submitted a petition in accordance with Section 38-1802.02 of the Act to establish a public charter school (such petition, as amended through the date hereof, the "Application"; a copy is attached hereto as Exhibit A);

WHEREAS, the Board has (i) determined that the Application satisfies the requirements set forth in Subchapter II of the Act, and (ii) approved the Application subject to the execution of this Agreement by the Board and the School Corporation; and

WHEREAS, the Board and the School Corporation hope to foster a cooperative and responsive working relationship;

**NOW, THEREFORE,** in consideration of the premises and the agreements, provisions and covenants herein contained, the Board and the School Corporation agree as follows:

### SECTION 1. ESTABLISHMENT OF SCHOOL

- 1.1 Charter. The School Corporation shall establish a public charter school (the "School") in the District of Columbia and shall operate such school in accordance with the Act, this Agreement and the Application. The Application is incorporated in this Agreement and binding on the School Corporation. To the extent any provision in this Agreement conflicts with any provision of the Application, the provision in this Agreement shall govern. This Agreement and the Application shall constitute the School Corporation's charter for purposes of Section 38-1802.03(h)(2) of the Act.
- 1.2 <u>Term; Renewal</u>. A. This Agreement shall commence on the date hereof and shall continue for a term of fifteen years unless sooner terminated in accordance with Section 7.1 hereof.
- **B.** The School Corporation may seek to renew its authority to operate the School as a public charter school in the District of Columbia pursuant to the terms of the Act and any rules established by the Board. If such renewal is granted by the Board, the Board and the School Corporation shall (i) renew this Agreement with amendments satisfactory to the Board

and the School Corporation or (ii) enter into a substitute agreement satisfactory to the Board and the School Corporation.

- 1.3 <u>Location; Permits</u>. The School shall be located at 4401 8<sup>th</sup> Street, NE, Washington, D.C. 20017 (the School Corporation's fee or leasehold interest in such property, the "School Property"). The School Corporation shall not operate the School at a location other than the School Property without the prior written consent of the Board. The Board reserves the right to delay or prohibit the School's opening until the School Corporation has provided the Board with each of the following items:
- A. At least 30 days prior to the first day of the School's first academic year, the School Corporation shall submit to the Board (i) a report regarding the status of all Authorizations required for the School Corporation's use of the School Property, including occupancy permits and health and safety approvals, and (ii) a report identifying any lease, sublease, deed or other instrument authorizing the use or evidencing the ownership of the School Property by the School Corporation and summarizing any financing entered into in connection therewith, along with true, correct and complete copies of each of the documents referenced in the report. "Authorizations" shall mean (a) any consent, approval, license, ruling, permit, certification, exemption, filing, variance, order, decree, directive or other authorization of, by or with, (b) any notice to or from, (c) any declaration of or with, or (d) any registration with, any governmental authority, in each case relating to the operation of the School.
- **B.** The School Corporation shall provide the Board a copy of the certificate of occupancy for the School Property certified by an officer of the School Corporation, a member of the board of trustees of the School Corporation (the "Board of Trustees") or the chief administrator of the School as true, correct and complete.
- C. The School Corporation shall provide the Board the certificates of insurance required by Section 4.4, within the time periods set forth in Section 4.4.
- **D.** The School Corporation shall provide the Board with true, correct and complete copies of any agreements entered into for the provision of food services at the School, or if no such agreements have been entered, a detailed description of how such food services will be provided at the School.
- E. The School Corporation shall provide the Board with a certification from an officer of the School Corporation, a member of the Board of Trustees or the chief administrator of the School that the School Corporation has complied in all respects with Section 38-1802.04(c)(1) of the Act in connection with any procurement contracts entered into by or in the name of the School Corporation.
- **F.** The School Corporation shall provide the Board with a certification from an officer of the School Corporation, a member of the Board of Trustees or the chief administrator of the School that the School Corporation has in place all health and safety procedures required by law, including a fire evacuation plan.
- G. The School Corporation shall provide the Board with a certification from an officer of the School Corporation, a member of the Board of Trustees or the chief

administrator of the School that the School Corporation has conducted background checks on all employees and persons who volunteer ten (10) or more hours per week at the School.

- H. The School Corporation shall provide the Board with a certification from an officer of the School Corporation, a member of the Board of Trustees or the chief administrator of the School that the School Corporation has sufficient books and other supplies for all students attending the School and that curriculum materials have been developed and provided to all teachers at the School.
- I. The School Corporation shall provide the Board with a certification from an officer of the School Corporation, a member of the Board of Trustees or the chief administrator of the School that all signed employment contracts entered into by the School Corporation are on file at the School.

A copy of any information submitted to the Board or otherwise required by Clauses A-I of this Section 1.3 shall be kept on file at the School.

### SECTION 2. EDUCATIONAL PROGRAM

- 2.1 <u>Mission Statement</u>. The School Corporation shall operate the School in accordance with the mission statement set forth in the Application.
- 2.2 Age; Grade. In its first academic year, the School shall instruct students in grades Pre-Kindergarten 4, Kindergarten, and Grade 1. In subsequent academic years, in accordance with Schedule I, the School may instruct students in grades Pre-Kindergarten 4 through Grade 5. The School shall not instruct students of any other grade without prior written consent of the Board.
- 2.3 Enrollment. A. Enrollment in the School shall be open to any pupil in grades Pre-Kindergarten 4 through Grade 5, as set forth in Section 2.2, who resides in the District of Columbia. Students who are not residents of the District of Columbia may be enrolled at the School to the extent permitted by the Act. The School Corporation shall determine whether each pupil resides in the District of Columbia according to guidelines established by the Board. Subject to clause B below, the School Corporation shall maintain an enrollment of no more than one hundred and fifty (150) pupils in its first academic year and no more than one thousand, one hundred and fifty-one (1,151) pupils in subsequent academic years substantially in accordance with Schedule I attached hereto.
- **B.** No later than April 1, 2012 and April 1, 2017, the School Corporation may petition the Board in writing to change the maximum enrollment of the School for the five academic years succeeding the deadline applicable to such petition. The Board shall review the petition and determine the maximum enrollment of the School for such five-year period. The School Corporation shall provide promptly to the Board any additional information requested by the Board in connection with such petition. Notwithstanding the foregoing, prior to the end of any five-year period, the School Corporation may petition the Board to increase the maximum enrollment of the School from the original maximum enrollment for such five-year period provided that the School Corporation delivers to the Board (i) evidence that (a) the School Property has sufficient capacity to accommodate the increased enrollment, (b) the financial

position of the School Corporation will improve as a result of such increase, (c) the quality of the educational program at the School is satisfactory and will not deteriorate as a result of such increase, and (ii) such other items as the Board may request.

- If eligible applicants for enrollment at the School for any academic year C. exceed the number of spaces available at the School for such academic year, the School Corporation shall select students pursuant to the random selection process set forth as Exhibit B attached hereto. The School Corporation shall notify the Board in writing of any material change to the random selection process at least sixty (60) days prior to the date (as set forth in the notice to the Board) of the proposed implementation thereof. With respect to any such proposed change, the School Corporation shall consider any comments of the Board, its staff and its agents in connection with such change. The School Corporation shall not implement any material change to the random selection process unless after giving effect to such change the random selection process would (i) include (a) an annual deadline for enrollment applications that is fair and set in advance of such deadline, and (b) a process for selecting students for each academic year (1) if applications submitted by the deadline exceed available spaces for such academic year, and (2) for spaces available after the beginning of such academic year, (ii) publicize the application deadline and the selection processes, and (iii) provide a procedure to determine whether applicants reside in the District of Columbia.
- D. The School Corporation shall keep records of student enrollment and daily student attendance that are accurate and sufficient to permit preparation of the reports described in Sections 5.1E and Section 5.1F.
- 2.4 <u>Curriculum.</u> A. The School Corporation shall design and implement the educational program set forth in the Application, as modified in accordance with this Agreement. The School Corporation shall notify the Board in writing of any change in the curriculum or instructional method of the School that is a significant departure from the curriculum or instructional method in the plan set forth in the Application as amended in accordance with this Agreement at least one hundred twenty (120) days prior to the date (as set forth in the notice to the Board) of the proposed implementation thereof (the "Implementation Date"). With respect to any such proposed change, the School Corporation shall consider any comments of the Board, its staff and its agents in connection with such change. The School Corporation shall provide promptly to the Board any materials requested by the Board in connection with such change in curriculum or instructional method.
- **B.** The School Corporation shall not implement any material change in the curriculum or instructional method of the School without the prior written consent of the Board if:
  - (i) the Board has previously notified the School Corporation in writing that the School Corporation is on probation for failure to satisfy performance targets set forth in its accountability plan, and such notice has not been rescinded by the Board in writing; or
  - (ii) the Board determines in consultation with the School Corporation that such change would constitute a significant departure from the mission and goals

set forth in the Application, as previously amended in accordance with this Agreement, and notifies the School Corporation of such determination in writing within sixty (60) days after the Board receives notification of such change.

- 2.5 <u>Standards</u>. As part of its accountability plan, the School Corporation shall adopt student content and performance standards for all subject areas at all grade or other performance levels served by the School. The School's educational program shall be aligned with the School's content and performance standards.
- 2.6 Students with Disabilities. The School Corporation shall comply with all federal requirements concerning the education of students with disabilities and shall designate and notify the Board and the Director of the Office of Special Education of the District of Columbia Public Schools of the individual responsible for case management of the education of the School's students with disabilities. At least thirty (30) days prior to the first day of the School's first academic year, the School Corporation shall notify the Board in writing of its election to act as either a local education agency or a District of Columbia Public School for purposes of Part B of the Individuals with Disabilities Education Act, as amended, and Section 504 of the Rehabilitation Act of 1973, as amended. The School Corporation shall notify the Board in writing by April 1 prior to any academic year for which the School Corporation shall change such election from the current academic year.
- 2.7 <u>Student Policies; Expulsion and Suspension</u>. A. No later than thirty (30) days prior to the beginning of the School's first academic year, the School Corporation shall deliver to the Board in writing copies of the policies governing students at the School. The School Corporation shall notify the Board in writing of any material change to such policies within thirty (30) days of the adoption of such change. The School Corporation shall consider the comments of the Board, its staff and its agents in connection with such policies. Notwithstanding the foregoing, the policies regarding the expulsion or suspension of students shall be as set forth in <u>Exhibit C</u> hereto. The School Corporation shall make the policies governing students at the School available in writing to parents and students.
- **B.** The School Corporation shall notify the Board promptly of any expulsion or any suspension of more than five (5) school days of any student enrolled in the School.

### SECTION 3. EVALUATION

3.1 Accountability Plan. A. The School Corporation shall develop an accountability plan setting forth (i) goals, content and performance standards and performance indicators for the School, (ii) specific annual and long-term performance targets for such performance indicators related to each goal, (iii) a method to measure the School's achievement of such performance targets, (iv) timelines for achieving performance targets set forth in the accountability plan, (v) procedures for taking corrective action when the School's performance falls below such performance targets, (vi) strategies for reporting the School's performance and progress to parents, the community and the Board, and (vii) such other items as the Board may require (the "Accountability Plan"). In developing or modifying the Accountability Plan, the School Corporation shall cooperate with the Board, its staff and its agents.

- **B.** Within six (6) months after the beginning of the School's first academic year, the School Corporation shall submit the Accountability Plan in writing to the Board. Upon notice to the School Corporation of the Board's approval of the Accountability Plan, such Accountability Plan shall be attached to this Agreement and, without further action by the Board or the School Corporation, shall become a part hereof and be binding upon the School Corporation.
- C. The School Corporation shall provide the Board written notice of any change in the Accountability Plan at least one hundred and twenty (120) days prior to the proposed implementation thereof. If such change significantly amends the performance goals, objectives, standards, indicators, targets or other basis against which the School Corporation has elected to have its performance judged, the School Corporation shall not implement such change without the prior written approval of the Board. With respect to any other proposed change in the Accountability Plan, the School Corporation shall consider any comments of the Board, its staff and its agents in connection with such change. With respect to any proposed change in the Accountability Plan requiring the Board's approval, the Board shall rule on such change within ninety (90) days after the Board's receipt thereof.
- 3.2 <u>Corrective Action</u>. In connection with the Board's review of the School's performance, if the Board determines that the School is not progressing toward one or more performance goals set forth in the Accountability Plan or that the quality of the School's educational program is not satisfactory, then the Board, in consultation with the School Corporation, may require the School Corporation to develop and implement a corrective action plan. Nothing contained herein shall restrict the Board's ability to revoke the School Corporation's charter in accordance with the Act.
- administer, in accordance with the policies of the governmental body responsible for the District of Columbia Public Schools (the "Department of Education"), any District-wide assessments used to measure student achievement required by the Department of Education to be administered in public schools in the District of Columbia covering the same grades or ages as the School and the results of which the Department of Education intends to make publicly available; provided that with respect to students receiving special education, the School Corporation shall only be required to administer tests related to such students' individual education plans.

### **SECTION 4. CONTRACTS**

4.1 Contracts. A. The School Corporation shall submit to the Board with respect to any procurement contract awarded by the School Corporation and that has a value equal to or in excess of \$25,000, not later than 3 days after the date on which such award is made: (i) all bids received for such contract, (ii) the name of the party awarded such contract, and (iii) the rationale for such award. The foregoing does not apply to any contract for lease or purchase of real property, any employment contract for a staff member of the School Corporation, or any management contract with a management company designated herein.

- B. Each contract described in clause A above shall be referred to herein as a "Material Contract." Upon the request of the Board, the School Corporation shall deliver to the Board copies of any Material Contract.
- 4.2 <u>Contracts for School Management</u>. A. Without the prior written consent of the Board, the School Corporation shall not (i) enter into any contract (a "School Management Contract") for the management of the School by another entity, (ii) cancel or terminate or provide a notice of cancellation or termination of any School Management Contract or consent to or accept any cancellation or termination thereof, or (iii) enter into any material amendment, modification or supplement of any School Management Contract.
- If the Board has previously notified the School Corporation in writing that the School Corporation is on probation for failure to satisfy performance targets set forth in the Accountability Plan or for fiscal management reasons and such notice has not been rescinded by the Board in writing, the School Corporation shall notify the Board in writing 5 business days prior to taking any of the following actions: (1) waiving any material default under, or material breach of, any School Management Contract or waiving, failing to enforce, forgiving, compromising, settling, adjusting or releasing any material right, interest or entitlement, howsoever arising, under, or in respect of any School Management Contract, or giving any consent, waiver or approval under any School Management Contract, or in any way varying, or agreeing to the variation of, any material provision of any School Management Contract or of the performance of any material covenant or obligation by any other party under any School Management Contract, or (2) providing any notice, request or other document permitted or required to be provided pursuant to any School Management Contract affecting any material rights, benefits or obligations under any such School Management Contract in any material respect. If the Board so notifies the School Corporation in writing prior to the intended date of such action, the Board shall have the right to approve such action, and the School Corporation shall not take such action without the prior written consent of the Board.
- 4.3 <u>Insurance Coverage</u>. A. The School Corporation shall procure and maintain in full force and effect at all times insurance policies with an independent insurance broker with a license in the District of Columbia providing at least the limits and coverage provisions set forth below:
  - (i) Workers' compensation insurance as required by applicable Law. "Law" shall mean any statute, law, constitutional provision, code, regulation, ordinance, rule, judgment, order, decree, permit, concession, grant, franchise, license, agreement, directive, binding guideline or policy or rule of common law, requirement of, or other governmental restriction of or determination by, or any interpretation of any of the foregoing by, any governmental authority, whether now or hereafter in effect.
  - (ii) General liability insurance on an occurrence basis against claims for personal injury (including bodily injury and death) and property damage. Such insurance shall provide coverage with a \$1,000,000 minimum limit per occurrence for combined bodily injury and property damage, a maximum

deductible of \$2,500 per occurrence and aggregate limits of liability of at least \$2,000,000.

- (iii) Automobile liability insurance against claims for personal injury (including bodily injury and death) and property damage covering all owned, lease non-owned and hired motor vehicles, including loading and unloading, with a \$1,000,000 minimum limit per occurrence for combined bodily injury and property damage and containing appropriate no-fault insurance provisions wherever applicable.
- (iv) Excess liability insurance on an occurrence basis covering claims in excess of the underlying insurance described in the foregoing clauses (ii) and (iii), with (a) if the School provides transportation for any of its students, a \$5,000,000 minimum limit per occurrence, and (b) otherwise, a \$3,000,000 minimum limit per occurrence; provided that aggregate limits of liability, if any, shall apply separately to each location.
- Property damage insurance on an "all risk" basis, boiler and machinery insurance on a comprehensive basis and providing coverage for (a) the School Corporation in a minimum aggregate amount equal to the "full insurable value" of the School Property, and (b) attorneys' fees, engineering and other consulting costs, and permit fees directly incurred in order to repair or replace damaged insured property in a minimum amount sufficient to cover 100% of the cost to reconstruct the School Property. For purposes of this clause (v), "full insurable value" shall mean the full replacement value of the School Property, including any improvements, equipment, fuel and supplies, without deduction for physical depreciation and/or obsolescence; all such policies may have deductibles of not greater than \$2,500 per occurrence; provided that to the extent such policies do not have such deductibles, the School Corporation shall establish adequate reserves or other appropriate provisions, if any, as shall be required by the Board. Such insurance shall (a) not include any coinsurance provision, (b) provide for increased cost of construction and loss to undamaged property as a result of enforcement of building Laws with sub-limits not less than 10% of the "full insurable value" of the School Property, and (c) include debris removals with a sub-limit of not less than \$50,000. The property damage coverage shall not contain an exclusion for freezing, mechanical breakdown, loss or damage covered under any guarantee or warranty, or resultant damage caused by faulty workmanship, design or materials.
- (vi) Directors and officers liability insurance and professional liability insurance with a \$1,000,000 minimum limit per occurrence. The policies for such insurance shall name the Board of Trustees, the School Corporation, School employees and School volunteers as insureds.
- (vii) Educators legal liability insurance with a \$1,000,000 minimum limit per occurrence.

- B. If the School Corporation has entered into a School Management Contract, the School Corporation shall require the Person managing the School pursuant to that School Management Contract (the "School Manager") to maintain management professional liability insurance with a \$1,000,000 minimum limit per occurrence. "Person" shall mean and include natural persons, corporations, limited liability companies, limited liability partnerships, limited partnerships, general partnerships, joint stock companies, joint ventures, associations, companies, trusts, banks, trust companies, land trusts, business trusts or other organizations, whether or not legal entities, governments and agencies or other administrative or regulatory bodies thereof.
- C. The School Corporation may satisfy its obligations under this Section 4.3 by being an additional named insured on insurance policies of an affiliate of the School Corporation or the School Manager, if any, providing the School Corporation the coverage required pursuant to this Section 4.3 to the same extent as if the School Corporation obtained such required insurance itself.
- D. All policies of insurance required to be maintained pursuant to clause A (except subclauses (vi) and (vii)) shall be endorsed to name the Board and its directors, officers, employees and agents as additional insureds. All policies of insurance required to be maintained pursuant to this Section 4.3 shall be endorsed to provide that the insurer is required to provide the Board with at least thirty (30) days' prior notice of substantial reduction in coverage or amount (other than a reduction in coverage or amount resulting from a payment thereunder), cancellation or non-renewal of any policy. The Board may from time to time, by written notice to the School Corporation, amend the amount and scope of insurance coverage required by this Section 4.3 to include such additional insurance coverage which, in the reasonable opinion of the Board, is generally maintained with respect to schools by prudent school management, subject to the availability of such insurance in such amounts on commercially reasonable terms.
- Insurance Certificates. No later than August 1, 2008 and no later than August 1 of each subsequent year, the School Corporation shall deliver to the Board a certificate of insurance with respect to each insurance policy required pursuant to Section 4.3. Such certification shall be executed by each insurer providing insurance hereunder or its authorized representative and shall (1) identify underwriters, the type of insurance, the insurance limits and the policy term, and (2) specifically list the special provisions enumerated for such insurance required by Section 4.3. Concurrently with the furnishing of the certification referred to in this Section 4.4, the School Corporation shall furnish the Board with a report of an independent insurance broker satisfactory to the Board, signed by an officer of such broker, stating that all premiums then due have been paid. In addition, the School Corporation will notify the Board in writing promptly of any default in the payment of any premium and of any other act or omission on the part of the School Corporation or the School Manager, if any, which may invalidate or render unenforceable, in whole or in part, any insurance being maintained pursuant to Section 4.3. Upon request by the Board, the School Corporation will promptly furnish the Board with copies of all insurance policies, binders and cover notes or other evidence of insurance relating to the insurance required to be maintained pursuant to Section 4.3.
- 4.5 <u>Transactions with Affiliates</u>. The School Corporation shall not, directly or indirectly, enter into or permit to exist any transaction (including the purchase, sale, lease or

exchange of any property or the rendering of any service) with any Affiliate of the School Corporation, any member of the Board of Trustees of the School Corporation or any employee of the School Corporation unless the terms of such transaction (considering all the facts and circumstances) are no less favorable to the School Corporation than those that could be obtained at the time from a Person that is not such an Affiliate. "Affiliate" shall mean, as applied to any Person, any other Person directly or indirectly controlling, controlled by, or under common control with, that Person and, if such Person is an individual, any member of the immediate family (including parents, spouse, children and siblings) of such individual and any trust whose principal beneficiary is such individual or one or more members of such immediate family and any Person who is controlled by any such member or trust; for purposes of the definition of "Affiliate," "control" (including, with correlative meanings, the terms "controlling," "controlled by" and "under common control with"), as applied to any Person, means the possession, directly or indirectly, of the power to direct or cause the direction of the management and policies of that Person, whether through the ownership of voting securities or by contract or otherwise.

- 4.6 <u>Costs</u>. The School Corporation shall be responsible for all costs associated with its operation and the operation of the School including the costs of goods, services and the assessments administered pursuant to Section 3.3 hereof.
- 4.7 <u>No Agency</u>. The School Corporation shall disclose to all third parties entering into contracts with the School Corporation that the Board has no responsibility for the debts or actions of the School Corporation. The School Corporation shall not purport to act as the agent of the Board or the government of the District of Columbia with respect to any contract.
- 4.8 <u>Inventory</u>. The School Corporation shall maintain an inventory of all assets of the School Corporation purchased with District of Columbia public funds or federal funds. The School Corporation shall make such inventory available to the Board from time to time upon the Board's request.

### SECTION 5. REPORTS

- **5.1** Reporting Requirements. The School Corporation shall deliver to the Board:
- A. Annual Reports: no later than September 1 of each year, beginning September 1, 2008, an annual report in a format acceptable to the Board which shall set forth the financial status, academic program and performance of the School Corporation as of the close of the prior academic year including all items required by Section 38-1802.04(c)(11)(B) of the Act, the results of any standardized tests not contained in the prior annual report delivered to the Board pursuant to this clause A (or in the case of the first annual report, any such results obtained prior to the submission of such report), an assessment of compliance with the performance goals, objectives, standards, indicators or targets or any other basis for measuring the School's performance set forth in the Accountability Plan and such other items as the Board may reasonably request; such report shall be delivered to the Board in a paper format and transmitted electronically in a format acceptable to the Board; such report shall be made available to the public upon request;

- B. Audited Financial Statements: as soon as available but no later than one hundred and twenty (120) days after the end of each Fiscal Year, audited financial statements for such Fiscal Year prepared in accordance with generally accepted auditing standards and the Government Auditing Standards issued by the Comptroller General of the United States, by an independent certified public accountant licensed in the District of Columbia and reasonably acceptable to the Board; such audited financial statements shall be made available to the public upon request; "Fiscal Year" shall mean the fiscal year of the School Corporation ending on June 30 of each calendar year;
- C. Interim Financial Reports: as soon as available and in any event within 30 days after the end of each Interim Period starting with the Interim Period beginning July 1, 2008, (i) the balance sheet of the School Corporation as at the end of such Interim Period and the related statements of income and cash flows of the School Corporation for such Interim Period and for the period from the beginning of the then current Fiscal Year to the end of such Interim Period, all in reasonable detail and certified by the treasurer or chief financial officer of the School Corporation that they fairly present, in all material respects, the financial condition of the School Corporation as at the dates indicated and the results of their operations and their cash flows for the periods indicated, subject to changes resulting from audit and normal year-end adjustments, and (ii) notes to the balance sheet describing the financial status of the School Corporation including contributions (monetary or in-kind) in excess of \$500 and fundraising efforts for such Interim Period and for the period from the beginning of the then current Fiscal Year to the end of such Interim Period; "Interim Period" shall mean monthly, and from time to time thereafter, upon written notice by the Board to the School Corporation, the period designated by the Board in such notice; the Board may require the School Corporation to submit the financial reports to be delivered pursuant to this Section 5.1C on a computer disk or in another electronic format compatible with software designated by the Board from time to time; notwithstanding the foregoing, the School Corporation may deliver the reports required pursuant to this clause C for July and August 2008 on October 15, 2008;
- D. Budget; Fiscal Year: no later than June 1 of each year starting June 1, 2008, an annual operating budget, an annual capital budget and cash flow projections (collectively, a "Budget") for the next succeeding Fiscal Year; the School Corporation's operating budget for the period from July 1, 2008 to June 30, 2010 is set forth in Exhibit D hereto; the School Corporation shall deliver to the Board no later than October 30, 2008 a revised operating budget for the period from July 1, 2008 to June 30, 2010; the School Corporation shall consider the comments of the Board, its staff and its agents with respect to each Budget; if the Board has previously notified the School Corporation in writing that the School Corporation is on probation for fiscal management reasons and such notice has not been rescinded by the Board in writing, the School Corporation may only implement such Budget with the prior written approval of the Board;
- E. Enrollment Census: on dates identified by the Board in writing, a report (i) identifying the number of students (including nonresident students and students receiving special education) currently enrolled in the School in each of (a) preschool, (b) prekindergarten, (c) grades kindergarten through 12, (d) adult, community and vocational programs, and (e) nongrade level programs, (ii) identifying the number of students enrolled in the School and their grade levels who are any of the following: (a) nonresident students, (b) students receiving special

education, (c) emergency migrants, (d) new or leaving students, (e) students eligible for free or reduced meals, or (f) students with limited English proficiency, (iii) setting forth the amount of fees and tuition assessed and collected from nonresident students currently enrolled in the School, and (iv) certified by the chair of the Board of Trustees and the principal or other chief administrator of the School that such report is true and correct in all material respects; unless the Board notifies the School Corporation otherwise in writing, such report shall be in the format required by the Department of Education for similar reports from public schools in the District of Columbia and such count shall be conducted in a manner comparable to that required by the Department of Education for enrollment counts by District of Columbia Public Schools;

- F. Attendance: on dates identified by the Board in writing, attendance data using the attendance management reporting software required by the Board;
- G. Key Personnel Changes: promptly upon the chair of the Board of Trustees or an officer of the School Corporation obtaining knowledge of the departure or anticipated departure of a person from his or her position with the School Corporation who is a member of the Board of Trustees or an officer of the School Corporation or holds a key personnel position identified on <a href="Exhibit E">Exhibit E</a> hereto (but no later than the time the School Corporation announces such departure publicly), a notice identifying the person, the position such person is leaving, the date of such departure and the actions the School Corporation has taken or intends to take to replace such person;
- H. Events of Default, Etc.: promptly upon the chair of the Board of Trustees or an officer of the School Corporation obtaining knowledge of any event or circumstance that could reasonably be expected to have a material adverse effect on the operation, properties, assets, condition (financial or otherwise), prospects or reputation of the School Corporation or the School including (i) any material breach of any covenant or agreement contained in this Agreement (including the Application or Accountability Plan) or any Material Contract, (ii) any notice given to the School Corporation or any other action taken with respect to a claimed default under any financing obtained by the School Corporation, or (iii) the failure of the School Corporation to comply with the terms and conditions of any Authorization, a report in reasonable detail of the nature and date, if applicable, of such event or circumstance and the School Corporation's intended actions with respect thereto;
- I. Litigation: (i) promptly upon a member of the Board of Trustees or an officer of the School Corporation obtaining knowledge of (a) the institution of or nonfrivolous threat of any action, suit, proceeding, governmental investigation or arbitration against or affecting the School Corporation or any property thereof (collectively, "Proceedings") not previously disclosed in writing by the School Corporation to the Board, or (b) any material development in any Proceeding to which the School Corporation is a party or the School Corporation's property is subject, written notice thereof; (ii) no later than February 14 and August 14 of each year, a schedule of all Proceedings involving an alleged liability of, or claims against or affecting, the School Corporation or, if there has been no change since the last such report, a statement to that effect, and (iii) promptly after request by the Board, such other information as may be reasonably requested by the Board to enable the Board and its counsel to evaluate any of such Proceedings;

- J. Authorizations: (i) within forty-five (45) days after the end of each Fiscal Year starting in Fiscal Year 2009, a certification by an officer of the School Corporation, a member of the Board of Trustees or the chief administrator of the School that all Authorizations required for the operation of the School and the lease or sublease, if any, of the School Property remain in full force and effect, and (ii) within seven (7) days after the School Corporation receives notice (whether formal or informal, written or oral) of any alleged failure of the School Corporation to comply with the terms and conditions of any Authorization, a report in reasonable detail of the nature and date, if applicable, of such notice and the School Corporation's intended actions with respect thereto; and
- K. Board of Trustees Meeting Minutes: Within fifteen (15) days after the end of each fiscal quarter, the School Corporation shall submit to the Board copies of all minutes of meetings of the Board of Trustees of the School Corporation (including any actions of the Board of Trustees taken by unanimous written consent in lieu of a meeting) during such fiscal quarter. Documents submitted to the Board pursuant to this clause K shall be accompanied by a certification by an officer of the School Corporation or a member of the Board of Trustees as to the completeness and accuracy of such documents; and
- L. Other Information: such other reports, financial statements and information as the Board shall reasonably request.
- 5.2 <u>Reports Required by the Act</u>. The School Corporation shall comply with all reporting requirements set forth in the Act and shall provide the Board with a copy of each such report at the time the School Corporation provides such report to the Person required to receive such report under the Act.

### SECTION 6. ORGANIZATION

- 6.1 <u>Organization</u>. A. The School Corporation is and shall remain a District of Columbia nonprofit corporation in accordance with the District of Columbia Nonprofit Corporation Act, as now and hereafter in effect, or any successor statute.
- **B.** Copies of the School Corporation's articles of incorporation and bylaws are attached hereto as <u>Exhibit F</u> and <u>Exhibit G</u>, respectively. The School Corporation shall notify the Board in writing of any material change to its articles of incorporation or bylaws within thirty (30) days after the effective date of such change. The School Corporation shall consider any comments of the Board, its staff and its agents in connection with such change.
- 6.2 <u>Tax-Exempt Status</u>. The School Corporation shall obtain tax-exempt status from the federal government and the District of Columbia within two (2) years from the date hereof and shall maintain such tax-exempt status.
- 6.3 <u>Powers</u>. The School Corporation shall have the powers set forth in the Act.
- **6.4** <u>Accreditation</u>. The School Corporation shall comply with the accreditation requirements set forth in the Act.

- 6.5 <u>Nonsectarian</u>. The School Corporation and the School are and shall remain nonsectarian and are not and shall not be affiliated with a sectarian school or religious organization.
- 6.6 <u>Financial Management</u>. The School Corporation shall operate in accordance with generally accepted standards of fiscal management and shall maintain a system of accounting established and administered in accordance with sound business practices to permit preparation of the audited financial statements described in Section 5.1B.
- 6.7 <u>Board of Trustees</u>. A. The School Corporation shall have a Board of Trustees that complies with the requirements set forth in the Act. The Board of Trustees shall (i) set the policy for the School Corporation, (ii) be responsible for overseeing the academic and fiscal integrity of the School Corporation and assuring the School Corporation's compliance with this Agreement and the Act, and (iii) select and evaluate the performance of the School Corporation's senior management.
- B. Neither the School Manager, nor any employee of the entity with whom the School Corporation has entered into a School Management Contract, is eligible for election or selection to the Board of Trustees of the School Corporation.
- C. Each member of the Board of Trustees shall act in an ethical manner consistent with its fiduciary obligations to the School.
- 6.8 <u>Hiring</u>. The School Corporation shall perform an initial background check with respect to each employee and each person who regularly volunteers at the School more than ten (10) hours a week prior to the commencement of such employment or volunteer assignment. The School Corporation shall conduct such other background checks as the Board may direct in accordance with such timetable as the Board may establish. The School Corporation shall consider the results of such background checks in its decision to employ or utilize such persons.
- 6.9 <u>Employee Handbook</u>. The School Corporation shall develop and maintain an employee handbook in compliance with Law.
- 6.10 <u>Complaint Process</u>. No later than thirty (30) days prior to the beginning of the School's first academic year, the School Corporation shall deliver to the Board in writing a copy of the complaint resolution process that the School Corporation is required to maintain pursuant to the Act. The School Corporation shall notify the Board in writing of any proposed material change to the complaint resolution process at least forty-five (45) days prior to the implementation of such change. The School Corporation shall consider any comments of the Board, its staff and its agents in connection with such complaint resolution process or any material change thereto.

### **SECTION 7. TERMINATION**

- 7.1 <u>Termination</u>. A. This Agreement may be terminated and the charter of the School Corporation revoked:
  - (i) by the Board in accordance with Section 38-1802.13 of the Act; or

- (ii) by mutual agreement of the parties hereto; or
- (iii) by the Board if, in the reasonable judgment of the Board, any circumstance or condition shall exist at the School which jeopardizes the safety, health or welfare of any students at the School, and the School Corporation shall fail to remedy such circumstance or condition within ninety (90) days after the Board delivers written notice to the School Corporation that the Board has determined such circumstance or condition exists; or
- (iv) by the Board, if the School Corporation fails to secure use of the School Property by August 1, 2008; or
- (v) by the Board, if the School fails to begin instructing students by December 31, 2008.

If the School has begun operation, any such termination shall be effective at the end of the academic year unless the Board determines compelling circumstances require otherwise.

- **B.** This Agreement shall be terminated:
- (i) upon invalidation or termination of the statutory authority for the School to exist as a public charter school in the District of Columbia; or
- (ii) upon termination of the Board or the Board's authority to oversee public charter schools in the District of Columbia unless the Board has assigned its rights and obligations under this Agreement pursuant to Section 9.2.
- 7.2 Actions Upon Expiration or Termination. Upon expiration or termination of this Agreement (the date upon which such charter expires or terminates, the "Termination Date"), the School Corporation shall:
  - A. if the School ceases operations on the Termination Date,
  - (i) promptly but no later than sixty (60) days after the Termination Date, deliver all student records, reports, documents and files to the Board;
  - (ii) promptly but no later than sixty (60) days after the Termination Date, transfer all other assets of the School Corporation purchased with District of Columbia public funds or federal funds as directed by the Board; and
  - (iii) for five (5) years after the Termination Date, maintain all its other records, reports, documents and files of the School Corporation and shall not dispose of such records, reports, documents and files without first offering them in writing to the Board;
- **B.** if the Department of Education (or any other entity permitted by the Act to assume the management of the School) assumes management of the School pursuant to the terms

of the Act, take such actions as the Department of Education (or such entity) shall reasonably require (subject to any rights of grantors, donors or creditors of the School Corporation);

- C. if the Department of Education places the School in a probationary status pursuant to Section 38-1802.12(d)(5)(B) of the Act, take such actions as the Department of Education shall reasonably require;
  - **D.** if the School continues operations but not as a public school,
  - (i) promptly but no later than sixty (60) days after the Termination Date, deliver to the Board all student records, reports, documents and files created during or covering periods during which the School was a public charter school;
  - (ii) promptly but no later than sixty (60) days after the Termination Date, transfer all other assets of the School Corporation purchased with District of Columbia public funds or federal funds as directed by the Board; and
  - (iii) for five (5) years after the Termination Date, maintain all its other records, reports, documents and files of the School Corporation created during or covering periods during which the School was a public charter school and shall not dispose of such records, reports, documents and files without first offering them in writing to the Board.

### SECTION 8. COMPLIANCE

- 8.1 <u>Laws</u>. The School Corporation shall comply with all applicable Laws (including the Act) and Authorizations and shall from time to time and on a timely basis obtain, renew and comply with all Authorizations as shall now or hereafter be necessary under applicable Laws.
- 8.2 <u>Cooperation</u>. The School Corporation shall, and shall cause its trustees, officers, employees and contractors to, cooperate with the Board, its staff and its agents in connection with the Board's obligations to monitor the School Corporation.
- 8.3 Access. The School Corporation shall authorize and permit the Board, its staff and its agents to have access to the extent permitted by Law, upon reasonable notice and in such manner as will not unreasonably interfere with the conduct of the School, to all of the School Corporation's properties, books, records, operating instructions and procedures, curriculum materials and all other information with respect to the operation of the School and the School Corporation that the Board may from time to time request, and to make copies of such books, records and other documents and to discuss the operation of the School and the School Corporation with such third persons, including, without limitation, the School Corporation's trustees, officers, employees, students, accountants, counsel, contractors and creditors, as the Board considers necessary or appropriate for the purposes of evaluating the operation and performance of the School and the School Corporation in accordance with this Agreement and the Act. The School Corporation shall, and shall cause its trustees, officers, employees and contractors to, cooperate with the Board, its staff and its agents in connection with the foregoing activities.

8.4 School Emergency. If the Board determines (i) any event or circumstance could have a material adverse effect on the operation, properties, assets, condition (financial or otherwise), prospects or reputation of the School Corporation or the School, (ii) any action or failure to act by the School Corporation could threaten the health, safety, welfare or education of the students of the School, (iii) the School Corporation has failed to act in a fiscally responsible manner, or (iv) there has been a sudden and significant decrease in enrollment at the School (each of clause (i) through (iv), a "School Emergency"), then the Board of Trustees, upon the request of the Board, shall meet with the Board to discuss the School Corporation's response to such School Emergency. The School Corporation shall cooperate with the Board to resolve such School Emergency to the reasonable satisfaction of the Board.

### SECTION 9. MISCELLANEOUS

- 9.1 Administrative Fee. The School Corporation shall pay annually to the Board, no later than November 15 of each year, the maximum amount permitted by the Act to cover the administrative responsibilities of the Board. Notwithstanding the foregoing, the Board shall not seek any remedy against the School Corporation for failure to timely pay such fee if the School Corporation shall not have received the fall allocation of its annual academic year funding from the government of the District of Columbia by such date provided that the School Corporation pays the Board such fee within five (5) business days of the School Corporation's receipt of such funding.
- 9.2 <u>Assignment</u>. This Agreement shall not be assignable by either party; <u>provided</u> that if the Board shall no longer have authority to charter public schools in the District of the Columbia, the Board may assign this Agreement to any entity authorized to charter or monitor public charter schools in the District of Columbia.
- 9.3 <u>Definitional Provisions</u>. Words used herein, regardless of the number and gender specifically used, shall be deemed and construed to include any other number, singular or plural, and any other gender, masculine, feminine or neuter, as the context indicates is appropriate. When a reference is made in this Agreement to an introduction, recital, section, appendix, exhibit or schedule, such reference shall be to the introduction, a recital, a section or a paragraph of, or an appendix, an exhibit or a schedule to, this Agreement unless otherwise indicated. The words "hereof", "herein" and "hereunder" and words of similar import shall be deemed to refer to this Agreement as a whole and not to any particular provision of this Agreement. The headings contained in this Agreement are for reference purposes only and shall not affect in any way the meaning or interpretation of this Agreement. Whenever the words "include," "includes" or "including" are used in this Agreement, they shall be deemed to be followed by the words "without limitation." Accounting terms not expressly defined in this Agreement shall have the respective meanings given to them under generally accepted accounting principles.
- 9.4 Entire Agreement; Amendments. This Agreement, together with all the attachments hereto (including the Application and Accountability Plan as amended hereby), constitutes the entire agreement of the parties and all prior representations, understandings and agreements are merged herein and superseded by this Agreement. This Agreement may not be amended or modified other than by a written agreement executed by the Board and the School

Corporation; <u>provided</u> that the Board shall have the right to require that any amendment to this Agreement changing the curriculum, instructional method, grades, student ages or management of the School that differs substantially from the curriculum, instructional method, grades, student ages or management as set forth in the Application shall occur only in accordance with the procedures set forth in the Act.

- 9.5 <u>Dispute Resolution</u>. Subject to the last sentence of this Section 9.5, neither the School Corporation nor the Board shall exercise any legal remedy with respect to any dispute arising from this Agreement without (i) first providing a notice to the other party hereto setting forth a description of the dispute, and (ii) thereafter, causing representatives of the School Corporation and the Board to meet and attempt in good faith to negotiate a resolution of such dispute. Nothing contained herein shall restrict the Board's ability to terminate this Agreement and revoke the School Corporation's charter in accordance with the terms of the Act.
- 9.6 Notices. Unless otherwise specifically provided herein, any notice or other communication herein required or permitted to be given shall be in writing and shall be deemed to have been given when (a) delivered by hand (with written confirmation of receipt), (b) sent by telecopier (with written confirmation of receipt), provided that a copy is mailed by certified or registered mail, postage prepaid, return receipt requested, or (c) when received by the addressee, if sent by a nationally recognized overnight delivery service (receipt requested) or certified or registered mail, postage prepaid, return receipt requested, in each case to the appropriate addresses and telecopier numbers set forth below (until notice of a change thereof is delivered as provided in this Section 9.6) shall be as follows:

### If to the Board:

District of Columbia Public Charter School Board 3333 14<sup>th</sup> St., NW Suite 210 Washington, D.C. 20010

Attention: Executive Director Telephone: (202) 328-2660 Telecopier: (202) 328-2661

### If to the School Corporation:

Washington Yu Ying Public Charter School 4401 8<sup>th</sup> Street, NE Washington, D.C. 20017 Attention: Executive Director

Telephone: (202) 536-2503 Telecopier: (202) 536-2604

9.7 Failure or Indulgence Not Waiver; Remedies Cumulative. No failure or delay on the part of the Board in the exercise of any power, right or privilege hereunder shall impair such power, right or privilege or be construed to be a waiver of any default or acquiescence therein, nor shall any single or partial exercise of any such power, right or privilege

preclude other or further exercise thereof or of any other power, right or privilege. All rights and remedies existing under this Agreement are cumulative to, and not exclusive of, any rights or remedies otherwise available.

- 9.8 Severability. In case any provision in or obligation under this Agreement shall be invalid, illegal or unenforceable, the validity, legality and enforceability of the remaining provisions or obligations, shall not in any way be affected or impaired thereby.
- 9.9 Applicable Law. This Agreement and the rights and obligations of the parties hereunder shall be governed by, and shall be construed and enforced in accordance with, the laws of the District of Columbia, without regard to conflicts of laws principles.
- 9.10 No Third Party Beneficiary. Nothing in this Agreement expressed or implied shall be construed to give any Person other than the parties hereto any legal or equitable rights under this Agreement.
- 9.11 Counterparts; Effectiveness. This Agreement and any amendments, waivers, consents or supplements hereto or in connection herewith may be executed in any number of counterparts and by different parties hereto in separate counterparts, each of which when so executed and delivered shall be deemed an original, but all such counterparts together shall constitute but one and the same instrument; signature pages may be detached from multiple separate counterparts and attached to a single counterpart so that all signature pages are physically attached to the same document. This Agreement shall become effective upon the execution of a counterpart hereof by each of the parties hereto and receipt by the School Corporation and the Board of written or telephonic notification of such execution and authorization of delivery thereof.

[Remainder of page intentionally left blank]

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be duly executed and delivered by their respective officers thereunto duly authorized as of the date first written above.

WASHINGTON YU YING PUBLIC CHARTER SCHOOL

By: Manisha Modi

Title: President, Board of Truskes

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

Title:

Pitle: BOXAM (AND X

# **SCHEDULES**

SCHEDULE I – Maximum Enrollment

## **SCHEDULE I**

# **Maximum Enrollment**

Grade	Academic Year 1	Academic Year 2	Academic Year 3	Academic Year 4	Academic Year 5
Pre-K 4	50	50	50	80	80
Kindergarten	50	50	50	50	80
Grade 1	50	50	50	50	50
Grade 2		50	50	50	50
Grade 3			46	46	46
Grade 4				42	42
Grade 5					39
Total	150	200	246	318	387

## **EXHIBITS**

IBIT A -- Application

IBIT B -- Random Selection Process

IBIT C -- Expulsion/Suspension Policies
IBIT D -- Initial Budget
IBIT E -- Key Personnel

IBIT F -- Articles of Incorporation

IBIT G -- Bylaws

## **APPLICANT INFORMATION SHEET**

**Request for Approval** 

request.)

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 Washington Yay Ying Public Charter School
Name of Entity Applying for Charter Status Washington Gu Ging Public Charter School
Contact Person Mary Shaffner
Address 1637 Irving St, NW
Daytime Telephone 202 939 0819 Fax 202 536 5904
E-mail mary @ sirendc. Com
Name of Person Authorized to Negotiate Andrea lachenmay
(Must be member of local founding group and not serving as a consultant or affiliated with an educational service provider.)
Authorized Signature Lusy 8 19
Proposed Start Date Sept 4, 2008 Proposed Year One Budget 52, 626, 935
START UP INFORMATION
First-Year Enrollment: From age/grade \( \frac{1}{4} \) to age/grade \( \frac{1}{4} \) Number of students \( \frac{150}{4} \)
Capacity Enrollment: From age/grade $\frac{P+4}{}$ to age/grade $\frac{8}{}$ Number of students $\frac{\sim 700}{}$
Location of school (address or area of city) Ward 1, 2 & 6
Names of Organizations Involved in Planning (if applicable):
Name of Educational Service Provider (if applicable):
TYPE OF APPLICATION (Check One)
☐ Conversion of an Existing Public School ☐ Conversion of an Existing Private School ☐ New Public Charter School
If conversion, name the school being converted:
Do you wish to retain the existing school site? 🔲 Yes 🗅 No

LEA Status: Will the school elect of 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? (A document explaining public charter school LEA status is available upon

# WASHINGTON YU YING PUBLIC CHARTER SCHOOL

# NURTURING EXCELLENCE

### **EXECUTIVE SUMMARY**

### MISSION

"Washington Yu Ying Public Charter School aims to foster the development of a strong social conscience among tomorrow's global leaders by nurturing excellence in our students' intellectual, moral, social, emotional and physical development in an engaging, inquiry-driven, Chinese – English language immersion environment."

### **PHILOSOPHY**

Washington Yu Ying PCS takes its name from a groundbreaking school founded in the early part of the 20th Century in Beijing, China. Founded by a former Imperial Lady-in-Waiting, the Yu Ying School offered classroom education at a time when the centuries-old tutorial system was still the norm in China. Established by a woman, the school was a driving force for change. Its name means, quite simply, nurturing excellence.

Today, our children are growing up in an environment where their only certainty is change. Technology, global economics and political realities have reshaped our world over the past decade. As a result, both the private and public sectors are seeking highly-skilled individuals who are equipped to adapt to the ever-changing economic and social circumstances of the 21st century.

As the connections between the countries of the world become ever closer, we need good global citizens – people with a strong social conscience – who care for and contribute to sustaining the world we live in and everyone who lives in it. Both business and government need workers who understand other cultures and speak their languages. Cognizant of the fact that today's kindergarten students will be the citizens and workforce of 2025, the Washington Yu Ying PCS endeavors to prepare students in the District of Columbia to become the lifelong learners that will thrive as citizens and employees in the constantly changing world of the 21st Century.

Above all, the most important gift we as parents and educators can give to our children is health and happiness. Washington Yu Ying School views education as the development of the whole person intellectually, physically, emotionally and morally.

### **APPROACH**

Washington Yu Ying PCS will be a nurturing environment for educating children as they begin their lifelong educational journeys. In order to ensure that all children start elementary school ready to learn, Washington Yu Ying School includes a pre-K and Kindergarten program which employs the Primary Years Programme inquiry-based curriculum. Because the anticipated student population will at most have limited exposure to Chinese language, language immersion will "level the playing field" for children from different socio-economic backgrounds.

The Primary Years Programme (PYP) curriculum will continue to be used in the 1st through 5th grades. PYP emphasizes communication and collaboration as a means of making sense of the world through its inquiry-based curriculum. Students will learn to understand and rely on each other as they learn the six principal subject areas: language, social studies, mathematics, science and technology and physical education.

In the 6th, 7th and 8th grades, students will "graduate" to the International Baccalaureate Middle Years Programme (MYP) curriculum which focuses on holistic learning in order to build the solid educational background that will allow students to pursue academic success in rigorous secondary programs including the International Baccalaureate Diploma.

With its focus on fostering understanding among young people around the world in an effort to enable future generations to live more peacefully and productively, the International Baccalaureate Organization requires education in at least two languages. The Washington Yu Ying PCS has chosen to offer education in English and Chinese because Chinese is increasingly being identified as an important international language.

In 2005, the National Security Language Initiative designated Chinese as a "critical need" language. The Initiative includes programs aimed at increasing foreign language education from kindergarten through the university level and into the workforce. Chinese language education is particularly well-suited to the early education setting because, as a State Department-graded "level 4" language, it is especially difficult for non-native speakers to master. Washington Yu Ying PCS takes advantage of young children's innate ability to acquire language through early introduction to and immersion in Chinese.

### PRACTICAL MATTERS .

In order to accommodate the increased academic load inherent in learning a new language, Washington Yu Ying PCS will operate on a 10-month academic calendar with an 8 week long summer break, 2 week long winter break, and a 2 week long spring break. The school day will run from 8:30 am to 3:30 pm with an optional extended-day program. Students will have class sessions alternatively in English and Chinese, on a rotating schedule, with mutually-reinforcing (but not duplicative) content in each.

The school is exploring locations in downtown Washington, DC close to the cultural and international resources available in our Nation's Capital. The school is aiming to locate at a site well-served by public transportation. Washington Yu Ying PCS plans to establish two classes per grade and open with pre-K, K and 1st grade. Each year, the school will grow one grade. Because we anticipate some students will not speak English at home, the school intends to provide intensive English as a Second Language support to ensure all students succeed in both Chinese and English.

Our founding board includes three members who are experts in the implementation of International Baccalaureate Programmes. Two members are experts in language immersion while a third is an experienced DC teacher with ESL experience who teaches Chinese to elementary students. Another member is a tenured Special Education professor at George Mason University with 12 years experience as a special ed teacher in public schools. Another has over 15 years experience in early childhood education.

### TABLE OF CONTENTS

i 1	cant Information Sheet	
		· -
Exec	utive Summary	
•		
A.	Educational Plan	
	1. Mission and Purpose	
	2. Academic Design	
	3. Student Performance	29
	4. Support for Learning	35
В.	Business Plan	Tab B
	1. Planning and Establishment	53
	2. Governance and Management	
	3. Finance	65
	4. Facilities	69
•	5. Recruitment and Marketing	71
C.	Plan of Operation	Tab C
• .	1. Student Policies and Procedures	77
	2. Human Resource Information	79
	3. Arrangements for Meeting District and Federal Requirements	84
	4. Implementation of the Charter	
D.	Accountability Plan	Tab D
10	Assurances Form	Tah F
E.	Assurances Form	
F.	Budget	Tab F
~		
G.	Resumes, Board Member Agreements and Statements of Interest an	and the second s
	Qualifications of Founding Members	Tab G

H.	Conf	flict of Interest Forms	Tab H
I.	Dem	nographic Analysis Forms	Tab I
J.	Requ	uired Documents	Tab J
	1.	Charter School Board of Trustee Job Description	Tab J-1
	2.	Charter School Individual Trustee Performance Expectations	Tab J-2
	3.	Articles of Incorporation	Tab J-3
	4.	Amended and Restated Bylaws and Conflict of Interest Policy	Tab J-4
	5.	IRS Letter Recognizing 501(c)(3) Exemption	Tab J-5
	6.	Board Policies :: See See See See See See See See See	Tab J-6
K.	Opti	ional documents	Tab K
	1.	Appendices to the Educational Plan	Tab K-1
	2.	Letters of Support	Tab K-2

### A. EDUCATIONAL PLAN

### MISSION AND PURPOSE

### a. Educational Needs of the Target Student Population

Washington Yu Ying Public Charter School will be a Chinese-English immersion school in Washington, DC. At capacity it will serve 700 students in pre-Kindergarten through 8th grade. By starting at pre-K, Washington Yu Ying PCS will expose children to a concept-driven learning environment early on and develop critical early literacy and numeracy skills in the context of greater understanding while immersing students in Chinese language at a very early age. By welcoming children at an early age and providing the language immersion experience through 8th grade, we endeavor to fill learning gaps that result from student mobility and endow students with biliteracy in an increasingly vital world language.

Washington Yu Ying PCS will also seek inclusion as an International Baccalaureate Organization (IBO) World School. The rigorous IBO curriculum with its emphasis on respect for others is an ideal vehicle for educating students in a city as diverse as Washington, DC. Our decision to develop an IBO World School that employs Chinese-English Language immersion is purposeful. Both the IBO program and Chinese language immersion have educational and cognitive benefits that can help students reach their full potential.

Our nation's capital is home to rich cultural, historic and international resources. As a result, the population of the DC metropolitan region is among the most educated and international in the world. At the same time, 37 percent of adults living in the District of Columbia read at the third grade level, and the District of Columbia has literacy levels substantially lower than the nation overall, Even though the foundation for literacy and numeracy are laid down during the first years of schooling, the elementary schools in the shadow of the nation's Capitol struggle to give the city's children a firm foundation in the skills that will assure academic and vocational success in adulthood.

Recent results of standardized test scores indicate that the students of the District of Columbia are not being served. In 2006, only 14 elementary schools district-wide met federal academic targets in math and reading.<sup>2</sup> This broad-brushed statistic fails to fully illuminate how poorly District school children are performing on tests of reading and math skills. On the DC-CAS tests administered in April, 2006, 19% of elementary students tested below basic in reading and 44% achieved basic reading skills. Only 32% of elementary students tested proficient – the measure indicating grade level performance – while a mere 5% scored in the advanced category. Math skills are similarly low with 36% of District elementary students demonstrating below basic math skills and 43% indicating they had basic math skills. Only 21% of students demonstrated grade level proficiency in math with 5% performing above grade level.<sup>3</sup>

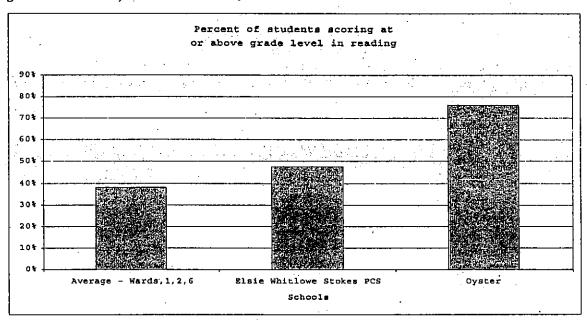
Today's kindergarteners will be the citizens, workforce and scholars of 2025. But, the District of Columbia's school children will be at a distinct disadvantage if the schools fail to educate adequately more than half of them. Using the IBO curriculum, Washington Yu Ying PCS will provide a relevant and engaging educational framework that provides the firmest foundation for success during the critical early school years. IBO programmes are infused with cultural awareness, respect for others and tolerance, and require students study important world languages. As such, the program organically accommodates immersion in Chinese.

<sup>1</sup> D.C. State of the Workforce Report (2003)

<sup>&</sup>lt;sup>2</sup> "Schools Warn of Testing Setback," Washington Post, July 28, 2006. P B01.

<sup>3</sup> http://webb.k12.dc.us/NCLB/dccas\_reportcards.asp

Early language immersion is associated with increased cognitive skills, higher achievement in other academic areas, and higher standardized test scores. <sup>4</sup> And, early immersion produces mental flexibility and a more diversified set of mental abilities. <sup>5</sup> Those benefits are mirrored in student achievement results in Washington, DC, as well. While half a dozen elementary schools now offer immersion in foreign languages (usually Spanish), only two schools, Oyster and Elsie Whitlow Stokes, have been offering an immersion program long enough to have had all their tested students in the immersion program from the beginning of their schooling. In reading, Oyster, with a 50-50 immersion scheme, outperforms Elsie Whitlow Stokes, which employs 15-minute rotating blocks of language immersion. Still, Stokes reading scores outperform the average of the elementary schools in Wards 1, 2 and 6.



The benefits of immersion are seen in math scores as well where 71% of Oyster students and 38% of Stokes students met or exceeded grade levels standards. The Ward 1, 2, and 6 average for students testing at that standard is 26%. By immersing students in Chinese, Washington Yu Ying PCS will take advantage of additional cognitive benefits Chinese language literacy provides with respect to mathematical reasoning.<sup>6</sup> 7 In addition to math benefits, Chinese speakers, unlike English speakers, use both sides of their brain to process speech enhancing the potential for flexible thinking.<sup>8</sup> Very early immersion affords our students the best opportunity to master native pronunciation and achieve fluency in a State Department Level 4 language. <sup>9</sup>

The IBO MYP and PYP curricula emphasizes structured inquiry – an inductive method of teaching which is, in general, more effective than, traditional deductive methods for achieving a broad range of learning outcomes. <sup>10</sup> As estimated from numerous visits to DCPS schools and DC charter schools as well as

<sup>&</sup>lt;sup>4</sup> Stewart, J. H. (2005). Foreign language study in elementary schools: Benefits and implications for achievement in reading and math. Early Childhood Education Journal 33 (1), pp. 11-16.

<sup>&</sup>lt;sup>5</sup>Robinson, W. (1992). The cognitive, academic, and attitudinal benefits of early language learning. In Met, M. (Ed.) Critical Issues in Early Language Learning. White Plains, NY: Longman.

<sup>6</sup> Kelly, Melissa F.; Miller, Kevin F.; Fang, Ge; Feng, Gary (1999)

<sup>&</sup>lt;sup>7</sup> Yiyuan Tang, Wutian Zhang, Kewei Chen, Shigang Feng, Ye Ji, Junxian Shen, Eric M. Reiman, and Yijun Liu (2006)

<sup>8</sup> Wellcome Trust Research (2004)

<sup>9</sup> District Administration (2006). Learning a second language: When and why.

<sup>&</sup>lt;sup>10</sup> Prince and Felder (2006) Inductive teaching and learning methods: Definitions, comparisons, and research bases. Journal of Engineering Education. Education, 95(2), 123–138.

Thomson Elementary (the only DC elementary school to offer Chinese Language education), our prospective student body will be roughly 50 percent African American, 20 percent Latino, 20 percent white and 10 percent Asian and other minorities. We expect around 50 – 60 percent of our students will qualify for free or reduced-priced lunch, 12 percent will be identified as students with special needs and 12 percent will be English Language Learners (ELL). In addition, based on our visits to a number of District of Columbia schools, we anticipate that roughly 35-50 percent of our students will have issues with reading readiness when they start school. The IB emphasis on inductive learning will serve our many students from non-dominant cultures because such students typically learn best with methods based on inductive reasoning and an emphasis on people.<sup>11</sup>

Washington Yu Ying PCS is seeking incubator space in the Ward 1, 2 and 6 regions in order to tap into the rich cultural resources available in the Nation's Capital. We plan to open with two classes of 25 students each in Pre-K 4, Kindergarten and first grade, adding one grade each year. We estimate the incubator space will give us three years to obtain a permanent space.

Washington Yu Ying PCS will compete for enrollment on the basis of quality and uniqueness of curricular options. Many of our prospective locations are served by several school options, but the schools that are viewed as high quality by parents are consistently oversubscribed. Our competitors for enrollment will include schools physically near us, wherever we eventually locate, as well those with similar high quality curricular offerings. The founding board of Yu Ying PCS has attended dozens of open houses and invariably finds that the curricular options we seek are lacking or else the school is vastly oversubscribed. At present, Thomson Elementary does not provide immersion. Several schools (Oyster, LAMB, and DC Bilingual) offer language immersion, but only Spanish language. Finally, there are some other charter schools offering rigorous inquiry-based curricula (Two Rivers, Capital City, and E.L. Haynes), but none offer language immersion.

Even lacking Washington Yu Ying PCS's unique curricula, all of these schools are already oversubscribed. For example, LAMB PCS had more than 100 applications for 15 Pre-K slots as of the most recent open-house, not including the approximately 60 people who were attending the open house and intending to add their names to the wait list. The website for Two Rivers lists the hundreds of applicants at each grade who were not admitted, providing concrete evidence of their limited capacity to meet the parental demand.

### b. Mission and Philosophy

Mission. Washington Yu Ying Public Charter School aims to foster the development of a strong social conscience among tomorrow's global leaders by nurturing excellence in our students' intellectual, moral, social, emotional and physical development in an engaging, inquiry-driven, Chinese – English language immersion environment.

Washington Yu Ying PCS takes its name from a groundbreaking school established in the early part of the 20th Century in Beijing, China. Founded by a former Imperial Lady-in-Waiting, the Yu Ying School offered classroom education at a time when the centuries-old tutorial system was still the norm in China. Established by a woman, the school was a driving force for change. Its name means, quite simply, nurturing excellence.

#### Our Beliefs. We believe that:

- Every child can learn, succeed and attain high levels of academic achievement.
- Learning is an active process of inquiry, not something that passively happens to children.
- Learning is the search for meaning and understanding, not merely the collection of facts and the acquisition of skills.

<sup>11</sup> Irvine, J. J. (1991). Multicultural education: The promises and obstacles. Paper presented at the Sixth Annual Benjamin Matteson Invitational Conference of the State University of New York at New Paltz, New Paltz.

- Language immersion improves a student's academic performance and promotes cultural understanding and awareness.
- Chinese is a rich and vital world language.
- Education can foster understanding among young people, enabling future generations to live more peacefully and productively than before.
- Families are integral to student success.
- We are educating the whole person for a life of active, responsible citizenship.

#### Our Philosophy. As a school community we aim to:

- Develop Flexible Thinkers. Our children are growing up in an environment where their only certainty is change. Technology, global economics, and political realities have reshaped our world over the past decade. The most valued skill today is the ability to think flexibly and adapt to change. Our aim is to develop students who are creative, problem-solvers, good communicators, collaborators, flexible-thinkers and risk-takers.
- Educate Global Citizens. Today, more than ever before, many issues facing young people require collaborative global solutions that extend beyond local and national boundaries. By fostering the development of citizenship in the immediate community, at the broader national level, and in the international arena, while at the same time encouraging students to develop their own sense of identity, we prepare students to relate their learning in the classroom in order to address local and global issues with sensitivity and integrity.
- Develop Chinese and English Biliteracy. Chinese is a critical world language. Almost one fifth of the
  world's population speaks Chinese. Washington Yu Ying PCS students will achieve literacy in two of the
  world's most important and vital languages and develop appreciation for the cultures that speak these
  languages further fulfilling their role as global citizens. Instruction in English and Chinese and high
  expectations for both languages is a cornerstone of our school.
- Educate the Whole Person and Develop Lifelong Learners. Formal education, while fundamental, isn't the sole purpose of education. Washington Yu Ying views education as a lifelong process of development of the whole person intellectually, physically, emotionally and morally.
- Nurture Excellence in a Stable, Secure Environment. The most important gift we as parents and educators can give to our children is health and happiness. Creating a welcoming, respectful and trusting school enables families, teachers, administrators and the community to create the safe atmosphere that will nurture the excellence innate in all of our students.
- Involve the Family. Families are critical to success in education. All of our families must be proactively integrated into our school.

#### c. Educational Focus

The International Baccalaureate. The Washington Yu Ying PCS will employ the Primary Years Programme endorsed by the International Baccalaureate Organization from pre-K through Grade 5 and the Middle Years Programme for Grades 6, 7 and 8. Washington Yu Ying PCS will also seek inclusion as an International Baccalaureate Organization (IBO) World School – a process that takes approximately three years.

The IB programmes provide students with broad academic curricula that emphasize the interrelatedness between subjects. The programs focus on the academic, social, physical, emotional and cultural development needs of children and have at their heart a commitment to structured inquiry as a vehicle to learning. They aim to develop sensitivity to the experience of others and the expectation of socially responsible action as a result of learning experiences.

Central to the process is the IB Learner Profile. IB students are taught to think of themselves as:

Inquirers

Thinkers:

Communicators

Risk takers

Knowledgeable

Reflective

Well-balanced

Open-minded

Caring

Principled

The curriculum reinforces all aspects of the learners profile through its cross-curricular approach placing the student at the center of all teaching and learning. The PYP and MYP draw on research and best practices from a range of national systems and the knowledge and experience of international schools to create a relevant, engaging, challenging, and significant educational framework for all children.

The curriculum explores trans-disciplinary themes, which have been selected on the basis of their relevance and importance within a body of knowledge that has local and global significance. It also develops trans-disciplinary skills, such as the ability to conduct research, communicate effectively, function successfully in different social contexts, manage one's health and life and think critically. It also fosters positive attitudes such as respect, tolerance and responsibility as well as provides opportunities for meaningful action and social service by requiring students to consider ways in which what they have learned can better their community.

IBO programs are often associated with "gifted and talented" or "magnet" schools; however, the PYP and the MYP have been developed expressly as curricula to maximize the potential of all children. The structured inquiry approach to learning employed by these programs emphasizes personalized teaching and creating a productive learning environment. 13

As a result, these programs have been adopted by public and private schools alike. The IBO North America reports that 20 percent of all the elementary schools in the U.S. certified to provide the PYP are Title I schools. A Washington Post review of nearly all authorized IB public elementary schools in the country found that three-fourths made adequate yearly progress under the federal law, based on the last academic year's test results. Further, more than two-thirds of the IB schools designated for federal Title I anti-poverty funding made adequate yearly progress. Andolph Elementary in Arlington, VA, is the nearest public elementary school in the Metropolitan area that is certified to provide PYP, and it is a Title I school excelling in both reading and math. Several DCPS schools have started employing PYP including Thomson Elementary and H.D. Cooke Elementary; however, none have fully implemented the programs.

The PYP program is designed to excite children's interest in learning by focusing on understanding concepts in the process of learning. As an inquiry-based, comprehensive approach to teaching and learning, the PYP focuses on the development of the whole child, addressing the academic, social, physical, emotional and cultural needs of the students. Currently, three public charter schools in the District of Columbia offer the Expeditionary Outward Bound curriculum of inquiry-based learning (Capital City Public Charter School, E.L. Haynes Public Charter School, and Two Rivers Public Charter School). By providing the IBO PYP and MYP, Washington Yu Ying will lay the firmest foundation possible for its students to pursue higher educational opportunities such as the IB Diploma Program, which is currently available at Banneker High School.

Chinese Language Immersion. The teaching and learning of Chinese language hold an increasingly vital place in American education. The emergence of China as a major player on the world scene has created a greater need for understanding the world's most populous nation. Abundant opportunities for government and business careers as well as for scientific, scholarly and cultural exchanges await the student of Chinese.

<sup>12</sup> Tomlinson, C.A. (2001)

<sup>13</sup> Short, K.G. (1997)

<sup>14</sup> Shapira I., Washington Post, December 17, 2006

<sup>15</sup> Ruosso (1984)

In spite of the growing need for fluent Chinese speakers, readers and writers, considerable barriers exist to learning Chinese. First, while the numbers may be increasing, few high schools, let alone elementary schools, offer Chinese language instruction. Second, as a State Department-graded "level 4" language, Chinese is especially difficult for speakers of Indo-European languages, such as English, French and Spanish, to master.

Washington Yu Ying PCS seeks to take advantage of the innate ability of very young children to acquire language<sup>16</sup> and introduce Chinese language immersion at the very earliest ages. Immersion in Chinese from pre-school will afford the students of Washington Yu Ying PCS the best means to achieve biliteracy in Chinese as well as enhancing global language development and increase reading performance.<sup>17</sup> What's more, students coming from low socioeconomic backgrounds see the greatest gains from the immersion experience. Caldras and Boudreaux noted, "Based on our findings, we suggest that school officials may want to explore the possibility of recruiting more low SES (socio economic status) students for language immersion programs. Our findings suggest that in poor schools immersion programs may have even greater potential for raising achievement in the student's first language... Given the great consternation among educators over the poor academic performance of low SES students and low SES schools, foreign language immersion programs may offer school districts another alternative to address the negative academic consequences of poverty." <sup>18</sup>

Most research on immersion programs have focused on students learning two languages, sometimes students enrolled in an immersion program don't speak either the immersion language or English at home and are in fact learning three languages. Recent research indicates that third language learners benefited from observing the English speakers struggle with the immersion language, and they achieved similar proficiencies in English as their peers who weren't in a third language immersion program.<sup>19</sup> In addition, anecdotal experience from H.D. Cooke — a 50/50 Spanish-English immersion elementary school in the District — indicates that Vietnamese and Amharic speakers performed better in the standard immersion program than in one that provided more English education than Spanish education.<sup>20</sup> In addition, the founders have established a partnership with the Center for Applied Linguistics to help us develop best practices for English Language Learners.

We have decided to use a 50-50 model of one-way immersion where all subjects are taught in both English and Chinese. Students will alternate days of English and Chinese instruction Monday through Thursday. Fridays will alternate between the two languages so that in any ten day period, students are receiving equal instruction time in both languages. Alejandra Maudet, one of our founders, uses this model of instruction successfully in French, Spanish and Arabic as the head of the lower school at the private Rock Creek International School which takes a number of voucher students.

#### d. Goals

Drawing from our mission, philosophy, and educational focus of the school, the goals for academic, non-academic, and organizational performance are listed below.

Academic Performance Goals for Students

- Students will achieve literacy in English.
- Students will achieve literacy in Chinese.
- Students will be adept inquirers and flexible thinkers capable of solving problems effectively.
- Students will understand and master increasingly complex mathematical concepts.

<sup>16</sup> Lennenberg, E. (1964)

<sup>17</sup> Białystok, E. (2001)

<sup>18</sup> Caldas, S.J., &Boudreaux, N. (1999)

<sup>19</sup> Rolstad, K. Bilingual Research Journal. Winter 2007, 21(1)

<sup>&</sup>lt;sup>20</sup> Conversation with Principal Rice-Harris

- Students will master the scientific method and apply it.
- Students will be able to relate their learning to the outside world.
- Students will become independent learners and complete independent papers, reports and performances, culminating in a "graduation project" for Grade 8.
- Students will satisfy Washington Yu Ying PCS's requirements for promotion from each grade and upon graduation from Grade 8 be prepared to undertake the most rigorous academic curricula in high school.

#### Non-Academic Performance Goals for Students

- Students will become life-long learners who possess a positive attitude toward school and learning.
- Students will embrace diversity and respect other cultures.
- Students will treat themselves, other students, staff and the physical plant with respect.
- Students will learn to work collaboratively and resolve conflicts effectively and safely.
- Students will embrace the community by contributing to their school and wider community with service projects.

#### Organizational Performance Goals

- The school will create an environment celebrating life-long learning with a welcoming culture for student and adult learning.
- Teachers and staff will be highly qualified, demonstrate high expectations for all students and have a positive attitude toward the school and their colleagues.
- The School will be led by an active Board of Trustees that will work with the Head of School and principal to effectively run the Washington Yu Ying PCS.
- The school will strive to recruit and retain a diverse group of students, teachers, staff, administrators and board members.
- The school will be in sound fiscal health, and the Board of Trustees will ensure the school has the resources it needs to carry out its program.
- The school will be a good citizen and contribute to the local community.

#### 2. ACADEMIC DESIGN

#### a. Student Content and Performance Standards

Washington Yu Ying PCS believes the individual talents of young people need to be developed to their fullest and that the classroom experience should relate to the realities of the world outside. With intellectual rigor and high academic standards, a strong emphasis is placed on the ideals of international understanding and responsible citizenship. These qualities involve students in becoming:

- critical and compassionate thinkers
- lifelong learners
- respectful and informed participants in local and world affairs.

To develop international students, program goals include:

- · the search for understanding
- the acquisition of essential knowledge and skills
- the development of positive attitudes and the opportunity for positive action.

To this end, Washington Yu Ying PCS will use a combination of nationally-acclaimed standards, including the New Standards in English, Standards for Chinese Language Learning from the Chinese Language Association of Secondary-Elementary Schools (CLASS), National Science Education Standards, the National Council for the Teaching of Mathematics Standards, the National Council for the Social Studies Standards, and DCPS Standards to determine academic levels to which students will be taught and by which the students and the school will be assessed. These standards will set high expectations for skills and problem-solving while allowing for content flexibility.

The Standards Selection and Development Process: The founding group of Washington Yu Ying PCS did extensive research of both standards and academic programs compatible with our desire to develop an effective one-way language immersion program as well as a structured inquiry-based program. Through the use of these standards and the IBPYP and IBMYP curriculum documents, Washington Yu Ying PCS will meet early childhood needs, will fully integrate English language learners and students with disabilities, and that educate children successfully in both Chinese and English. Washington Yu Ying PCS will create a coherent program of study that generates the units of inquiry as we develop a community of learners that involves the entire school community. Through the program of study, students will be provided with a shared experience and body of knowledge on which to build and ensuring better continuity of learning by avoiding both redundancy and omissions. The program of study will provide teachers with a focus for collaboration among colleagues, both homeroom and specialists.

The IBO recommends three years of program development prior to authorization. These three years are spent under the guidance of IB consultants with all staff of the school receiving professional development training. Funds for the courses required by IBO have been included in the budget with the understanding that the ongoing training of staff in the structured-inquiry process and Chinese language immersion is integral to the success of the school.

See Appendices to Educational Plan in Tab K-1 for Standards Development Timeline Table and Explanation.

### b. Curriculum

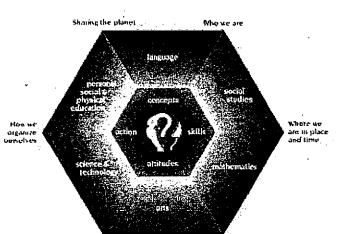
International Baccalaureate Programmes

In grades pre-K through 5, The Washington Yu Ying curricula will be encompassed in the thematic units of the IBO Primary Years Programme (PYP). Curriculum for the PYP is organized into three main components: objectives, application and effective assessment. PYP curriculum components answer three core questions:

What do we want to learn? This is the written curriculum and the identification of student learning within a curriculum framework compiled from well-researched published core subject programs.

How best will we learn? This is the taught curriculum, the theory and application of good instructional practices.

How will we know what we have learned? This is the learned curriculum, the theory and application of effective assessment.



The IBPYP emphasizes five components within all subject areas of the written curriculum. These are:

- Concepts: powerful ideas which have relevance within and across the disciplines and which students must explore and re-explore in order to develop understanding.
- Knowledge: significant, relevant, subject matter students need to explore and know about.

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- Skills: what students need to be able to do to succeed in a changing, challenging world.
- Attitudes: dispositions which are expressions of fundamental values, beliefs and feelings about learning, the environment and people.
- Action: demonstration of deeper learning in responsible behavior through positive action and service.

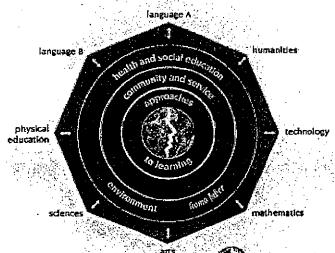
The knowledge component is developed through inquiries into six trans-disciplinary themes of global significance, supported and balanced by six subject areas as seen in the hexagon above.

Lessons in English language arts, Chinese language arts, social studies, mathematics, arts, science and technology, and personal, social and physical education are tackled in the organizing themes: who we are, where we are in place and time, how we express ourselves, how the world works, how we organize ourselves, and sharing the planet. Units of inquiry are developed based on related concepts within the each organizing theme. In pre-K and Kindergarten four units of inquiry are covered each year. In Grades 1 through 5 all six units of inquiry are covered each year. Each unit will be covered for approximately 6-8 weeks, with a week in between for assessment, re-teaching of content, school celebrations or events or other educational needs.

See Appendices to Educational Plan in <u>Tab K-1</u> for an IBPYP sample elementary school articulation of units of inquiry.

The PYP units of inquiry designed within the structure of the IBO's Organizing Themes provide the structure for the school's framework of content and are implemented by grade-level teams comprised of both English and Chinese teachers through collaborative planning. The time for team planning will be scheduled into the school week, with grade level teams given at least 1 hour per week of team meeting time within the school day and 3 hours every other week for planning as a result of an early release day. Grade level teams will fine tune each unit of inquiry approximately six weeks before the unit start date. Collaborating on units of inquiry throughout the year allows each team to tailor the unit of inquiry to the needs of their unique class of diverse learners. All documentation of both planners and academic content will be in English obviating the need to translate planners into Chinese for official use. Chinese teachers may wish to translate these items for their own use. Through our collaborations we have sources of grade level appropriate materials (storybooks, workbooks, math and social studies materials) in Chinese. As a result, we will not need to translate materials from English to Chinese. Should we find the occasional need to translate materials, the Chinese teachers as well as Chinese language students from our collaborations with George Mason University and the University of Maryland can undertake the task. Subtle changes to the units of inquiry each year accommodate Subtle changes to the units of inquiry each year accommodate teacher reflection practices, language learning needs in English and in Chinese, and the individual interests and expertise of teachers. IBO offers training on site as well as through seminars and conferences throughout the year. Every staff member of Washington Yu Ying will take the introductory training in the summer, if not already experienced in PYP. Staff will also participate in an orientation process prior to the school opening to develop a collaborative/team atmosphere and to begin the IB training, creating a Washington Yu Ying PCS language'.

Developing the capacity for critical examination of oneself and one's traditions is the central component of living "the examined life" that Socrates described. As such, the prime objective of assessing students' learning and performance is to give feedback to:



- students—to encourage the start of lifelong learning
- teachers—to support their reflection on what to teach and how to teach it
- parents—to highlight their child's learning and development

Once students reach grade six, the International Baccalaureate Organization's Middle Years Programme curriculum becomes the organizing framework for the study of languages,

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humanities, technology, mathematics, sciences and physical education.

The Middle Years Programme is designed to develop holistic learning, intercultural awareness and communication. Students study subjects from each of the eight subject groups through the five areas of interaction illustrated in the octagon at left: approaches to learning, community and service, homo faber, environment, and health and social education.

Using the Approaches to Learning interaction as the framework, teachers provide students with the tools to enable them to self regulate. This necessary quality for taking responsibility for one's own learning is important to learning success.<sup>21</sup> MYP students develop an awareness of how they learn best.

The Community and Service interaction encourages responsible citizenship by requiring students to take an active part in the communities in which they live. Washington Yu Ying PCS students will have ample opportunities for community service including tutoring younger students, working with youth programs, reaching out to seniors, demonstrating student attitudes, etc.

Homo faber ("Man the Maker") is the interaction that focuses on creativity. Students explore the processes and products of human creativity learning to appreciate and develop in themselves the human capacity to influence, transform, enjoy and improve the quality of life.

The Environment interaction aims to develop students' awareness of their interdependence with the environment so that they understand and accept their responsibilities.

The Health and Social Education interaction area deals with physical, social and emotional health and intelligence – key aspects of development for leading complete and healthy lives.

The IB emphasis on the community of learners as well as the need to develop that community slowly is mirrored in the development of annually improving units of inquiry. By developing structured inquiry with student and teacher involvement, the units of inquiry can be sure to meet the needs of the diverse learners comprising our student population.

Developing, refining and tailoring the curriculum within the PYP and MYP frameworks is an ongoing process that starts prior to the school's opening and continues in a deliberate and measured fashion. This ensures that the school's curriculum meets the needs of the student population rather than those of the chosen instructional model.

Prior to the first year of school operation, Washington Yu Ying will provisionally plan and resource two units of inquiry for pre-K and K, and three units of inquiry for Grade One with an IBPYP trained curriculum consultant: Washington Yu Ying The curriculum consultant will align the Chinese units of inquiry using resources, such as the Confucius, Institute, the Center for Applied Linguistics, the Chinese American International School Institute, and the Center for Advance Research on Language Acquisition. Units of inquiry are designed with an eye to being developmentally appropriate, educationally stimulating and standards-oriented in both, English, and Chinese. The first year, of operation, the emphasis will be on engaging the students in the BPYP structured inquiry with these two three units in English and in Chinese and on language development and mathematical understanding During the first year, staff will plan the frameworks for 2 more units of inquiry in pre-K and K and 3 more units of inquiry in Grade One. Each grade level's next set of units will be taught during the second year of operation. These units of inquiry will round out the IBPYP framework of four or six units of inquiry. The Principal and curriculum coordinator will be responsible for planning 3 units of inquiry for the incoming Grade Two prior to the second year of school operation. This will allow new teachers to the school to have a framework and materials ready for their first year in the school. Each successive year, the Principal and curriculum coordinator will be responsible for planning 3 units of inquiry for the new incoming grade level. In the third year of operation, pre-K, K, Grade One and Grade Two teachers will work with all six units of inquiry throughout the school year. Grade Three

<sup>&</sup>lt;sup>21</sup> Kitsantis (2006)

will work with three units only. This stepwise development of units of inquiry will continue until the school has taught Fifth grade for two successive years.

Language: Language is fundamental to learning. By learning two languages as well as learning about and through languages, we nurture an appreciation of the richness of language and a love of literature. Studies have shown there are particular benefits to students learning a second language<sup>22</sup> including:

- The ability to shift easily between symbol systems—such as mathematics and literacy.
- Higher performance on divergent thinking tasks in comparison to students not learning another language.
- Meta-linguistic awareness this includes phonemic awareness, awareness of language as a tool to communicate, and the understanding that words are arbitrary symbols.
- Higher scores on measures of verbal intelligence in some studies, when compared to non-immersion students.
- Improved overall school performance<sup>23</sup> and superior problem-solving skills.<sup>24</sup>
- Higher scores on standardized tests. Results from the Scholastic Aptitude Test (SAT) show that students
  who had studied a foreign language for four or more years outscored other students on the verbal and
  math portions of the test<sup>25</sup>.
- Students who have already gained significant skills in a second language have the ability to learn other languages more quickly than students who have never had foreign language training.

Washington Yu Ying's use of an early language acquisition strategy is a key feature of the program. Because Chinese is a tonal language with a logographic writing system<sup>26</sup>, not based on the Latin alphabet, it is important to start learning it at a young age, when children are developmentally-attuned to distinguishing tonal and visual variations. Using immersion is an optimal approach because it provides more contact hours for students to achieve proficiency.

Washington Yu Ying will address the needs of all learners of Chinese and English with the following general language outcomes:

#### Students will utilize:

- the reading process
- the writing process
- language effectively as a valuable life skill
- the internal structure of languages
- the complexity of languages
- communicative competence before emphasis on accuracy.

#### In addition, students will demonstrate awareness of:

- language as our major means of reflection
- circumstantial effects/changes (style, audience, purpose)
- the various influences on language (historical, societal, geographical)
- the importance of literature as a way of understanding one's self and others
- differences and similarities in literature (structure, purpose, cultural influence)
- differences and similarities between language dialects.

<sup>&</sup>lt;sup>22</sup> Bamford, K.W., & Mizokawa, D.T. (1991). Additive-bilingual (immersion) education: Cognitive and language development. Language Learning, 41, 413-429.

<sup>&</sup>lt;sup>23</sup> Bamford, K.W., & Mizokawa, D.T. (1991). Additive-bilingual (immersion) education: Cognitive and language development. Language Learning, 41, 413-429.

<sup>24</sup> Discussion in Hakuta, K. (1986). Mirror of language: The debate on bilingualism. New York: Basic Books.

<sup>&</sup>lt;sup>25</sup> The SAT College Board. (2003). College-bound seniors: A profile of SAT program test takers. College Entrance Examination Board. Retrieved October 16, 2003, from http://www.collegeboard.com

<sup>&</sup>lt;sup>26</sup> In total languages, the tone of a word is a high-low pitch pattern permanently associated with it. A change of tone alters the word's meaning. In logographic languages, a single grapheme (an atomic unit in the written language) represents a word or a morpheme (a meaningful unit of language).

The New Standards in English, based on the research of the National Council of Teachers of English and the International Reading Association, align with the higher order thinking goals of Washington Yu Ying and will comprise the bulk of the school's English Standards. The New Standards in English paired with the Language Arts curriculum content of PYP will provide students with learning tools to process and utilize reading skills for comprehensive reading as well as the tools and skills to write creatively and analytically. The Language Arts curriculum will allow students to:

- explore the many uses of language and develop mastery of them
- · experience enthusiasm and success in learning to read, write, speak and listen
- · use reading, writing, speaking and listening as tools for learning
- · practice and enhance vocabulary, language and comprehension skills
- receive effective intervention and remediation programs

Washington Yu Ying PCS will use DCPS standards in World Languages in concert with the Standards for Chinese Language Learning developed in a collaborative effort by the National Standards in Foreign Language Collaborative Project and the Chinese Language Association of Secondary-Elementary Schools (CLASS). Both sets of standards place an emphasis on:

- communicating and interacting
- gaining knowledge of culture and language in the world
- connecting with other disciplines to acquire knowledge
- · developing insight into the nature of language and culture
- participating in multilingual communities.

Reader's and Writer's Workshops: The primary structure for all English and Chinese literacy activities in elementary school will be a balanced literacy approach in the form of Reader's and Writer's workshops derived from the work in Harwayne's Reading With Meaning and Fountas and Pinnell's Phonics Lessons for Grades K-3, Guided Reading, Guiding Readers and Writers, Word Matters, and Interactive Writers.

The focus of a balanced literacy framework is on reading and writing to, with and by students. The goal of a balanced literacy classroom is to help children become strong independent readers and writers. At Washington Yu Ying, reading and writing workshops following the balanced literacy framework will take place in both the English and the Chinese language programs. The teachers in both language programs will create a structure in which the students read and write daily with different levels of support. In order to support the balanced literacy program, each classroom will need a wide variety of print materials both in Chinese and in English. Washington Yu Ying will allocate funds to create classroom libraries which include individual reading books at appropriate levels, a guided reading library with leveled book sets for small reading groups and a school media center.

In addition to the PYP language scope and sequence framework, the school will employ the use of phonemic awareness, phonics-based instruction and language acquisition/vocabulary activities through the Fountas and Pinnell Phonics Lessons for Grades K-3. Pre-K, K and Grade One teachers will also utilize the Reading First guidelines to establish a sound literacy base with our youngest students and effectively meet the needs of the diverse population entering the school: those lagging in speaking, listening and vocabulary skills; those who are English Language Learners; and those who have special learning needs. The guidelines will also help Washington Yu Ying to ensure that all students in the school acquire language skills that will develop reading and writing abilities.

The Chinese language arts program includes CLASS standards as well as the PYP language scope and sequence framework. Where applicable, the *Phonics Lessons for Grades K-3* and the Reading First program provide greater diversity and instructional excellence. The Chinese teachers will make language comprehensible to beginning students using a variety of techniques: they will use visual cues to meaning such as concrete objects, manipulatives, concrete experiences, along with facial gestures and body language to make themselves understood. They will build on background knowledge, using it along with context to

convey meaning. They will use language that is simplified in terms of syntax, speak more slowly, emphasize key vocabulary, and both extend and expand students' limited utterances. As students progress in the language, teachers will use linguistic strategies as well. They will expand the ways in which they make themselves understood including using paraphrasing and exemplification as tools for building language. Students will also gain proficiency by using the language to interact with the teacher and classmates on topics important to the life of the classroom because language "acquisition requires meaningful interaction in the target language - natural communication..."<sup>27</sup>

The teachers in the English and the Chinese pre-K classrooms will engage in a wide variety of language acquisition activities especially focusing on personally meaningful experiences in order to help the students develop vocabulary, comprehension of text, listening and speaking skills. Drawing, scribbling, letter and character formation, modeling of writing through dictation, fine motor control activities (including painting, play dough, cutting and other such activities) and invented spelling (in English) will form the writer's workshop in the pre-K classrooms. Teachers in the pre-K will promote literacy through the acquisition of rich language and beginning literacy concepts and skills. Pre-K teachers will demonstrate a knowledge base of the following in both English and Chinese<sup>28</sup>:

- information about how to provide rich conceptual experiences that promote growth in vocabulary and reasoning skills
- knowledge about word and vocabulary development stages
- knowledge of the early development of speaking and listening comprehension skills and the kinds of syntactic and prose structures that preschool children should be mastering
- information on young children's sense of story
- information on young children's sensitivity to the sounds of language
- information on young children's understanding of concepts of print and the developmental patterns of emergent reading and writing
- information on young children's development of concepts of space, including directionality, knowledge of fine motor development
- knowledge about how to instill motivation to read

When recruiting pre-K teachers, these criteria will be paramount to ensure that the balanced literacy program in the pre-K addresses the needs of every child.

Kindergarten in English and Chinese will continue with the skills and concepts involved in phonemic awareness, morphological awareness, visual processing, phonics and letter/character formation of the pre-K as well as the development of good attitudes and knowledge about literacy. Kindergarten classrooms will explore elements of fluent reading including expression and sight word/character recognition through shared reading lessons. Students at this grade level are preparing for the challenge of reading independently. Toward this end, Washington Yu Ying will work toward the following Kindergarten accomplishments in both English and Chinese<sup>29</sup>:

- Knows the parts of a book and their functions
- Begins to track print when listening to a story or re-reading own writing
- 'Reads' familiar texts emergently
- Recognizes some words/characters by sight
- Uses new vocabulary and grammatical constructions in own speech

<sup>&</sup>lt;sup>27</sup>Krashen, Stephen D. Principles and Practice in Second Language Acquisition. Prentice-Hall International, 1987.

<sup>&</sup>lt;sup>28</sup>National Research Council 2004, NAEYC 2006, CLASS.

<sup>29</sup> Starting Out Right, National Research Council, 2004, CLASS.

- Notices when simple sentences fail to make sense
- Connects information and events in texts to life and life experiences to text
- Retells, reenacts, or dramatizes stories or parts of stories
- Listens attentively to books the teacher reads to class
- Can name some book titles and authors
- Demonstrates familiarity with a number of types or genres of text
- Correctly answers questions about stories read aloud
- Makes predictions based on illustrations or portions of stories
- Demonstrates understanding that spoken words consist of sequences of phonemes
- Can identify sameness, difference and rhyming in spoken words or word sets
- Shows awareness of onset-rime conventions
- Shows awareness of distinction between unconventional and conventional orthography
- Writes own name and the first names of some friends

# In English Only

- Recognizes and can name all uppercase and lowercase letters
- Understands that the sequence of letters in a written word represents a sequence of sounds in a word
- Learns some one-to-one letter-sound correspondences
- Makes appropriate switches from oral to written language styles
- Independently writes most uppercase and lowercase letters
- Uses phonemic awareness and letter knowledge to spell independently (invented or creative spelling)
- Writes (unconventionally) to express own meaning
- Builds a repertoire of conventionally spelled words
- Can write most letters and some words when they are dictated

- Recognizes and can name some common characters
- Demonstrates understanding that Chinese is logographic
- Understands that the sequence of characters in a written text represents a sequence of syllables in a spoken word or a sequence of words in a spoken sentence
- Independently writes some characters
- Builds a repertoire of characters
- Can write some words when they are dictated

First grade is the time for children to bring together the many language and literacy skills developed in pre-K and K. In order to do that, first graders will begin the Guided Reading program which emphasizes the need to begin to recognize words at a glance and to use the conventions of letter-sound correspondences automatically. Intense and intentional instruction on the structure of oral language and on the connections between phonemes and spellings are critical. In order to accomplish these goals, first graders need intensive opportunities to read meaningful and engaging texts both aloud with others and independently.

Children starting school enter a period of verbal language deprivation.<sup>30</sup> <sup>31</sup> It is, therefore, especially important that literacy programs employ "talking to read" and "talking to write strategies." Teachers will

<sup>3030</sup> Wells 1986.

<sup>31</sup> Cazden 1988.

encourage students to engage the text expressively in order to fully comprehend and become deeply involved in the text of the stories. Students will verbally dramatize, critique and/or control the outcome of the story, insert themselves into the story, manipulate story text for their own stories and talk back to the story or characters.

Talking will also be critical as teachers provide ample opportunities and encouragement for first graders to write even if they need to rely on invented spellings in the English classroom. By brainstorming with classmates, conferencing with teachers and sharing their finished writing, students will develop and understanding of the mechanics of writing as well as develop their thoughts and ideas. Talk practices will also allow the teachers to gain better understanding of their students' understanding and thinking processes. At the same time students get a chance to practice, listen and engage in conversations and develop stronger language skills.<sup>32</sup>

Toward this end, Washington Yu Ying will work with first graders to achieve the following accomplishments in both English and Chinese<sup>33</sup>:

#### Student Accomplishments in English and In Chinese

- Makes a transition from emergent to "real" reading.
- Reads aloud with accuracy and comprehension any text that is developmentally appropriate for the first half of grade one.
- Reads and comprehends both fiction and nonfiction that is appropriately designed for the grade level.
- Shows evidence of expanding language repertoire, including increasing appropriate use of standard, more formal language.
- Creates own written texts for others to read.
- Notices when difficulties are encountered in understanding text.
- Reads and understands simple written instructions.
- Predicts and justifies what will happen next in stories.
- Discusses prior knowledge of topics in expository texts.
- Uses how, why, and what-if questions to discuss nonfiction texts.
- Describes new information gained from texts in own words.
- Distinguishes whether simple sentences are incomplete or fail to make sense.
- Can answer simple written comprehension questions based on the material read.
- Can count the number of syllables in a word.
- Composes readable first drafts using appropriate parts of the writing process.
- Can blend or segment the phonemes of most one-syllable words.
- Produces a variety of types of compositions.
- Engages in a variety of literacy activities.

# Accurately decodes orthographically regular, onesyllable words and nonsense words.

- Uses letter-sound correspondence knowledge to sound out words.
- Recognizes common, irregularly spelled words by
- Demonstrates logographic understanding of characters
- Has a reading vocabulary of 100 characters.
- Monitors own reading and self-corrects through use of context.

<sup>32</sup> Cummins 1997.

<sup>33</sup> Preventing Reading Difficulties in Young Children, National Academy Press, 1998, Siok W. and Fletcher, P, 2001.

sight.

- Has a 300 to 500 reading vocabulary.
- Spells correctly three-and four-letter short vowel words.
- Monitors own reading and self-corrects using letter cues and context.
- Uses invented spelling to spell independently, when necessary.
- Shows spelling consciousness or sensitivity to conventional spelling.
- Uses basic punctuation and capitalization.

Shows character consciousness when writing independently.

Careful documentation will provide meaningful information for parents and help teachers plan individual, small group, and whole class lessons. This documentation will follow the Guided Reading guidelines of assessment with teachers recording students' oral reading, word decoding, comprehension and fluency skills as well as writing stages through anecdotal records, such as running records, reading and writing developmental continuums, and the use of standardized assessments such as the DRA and Gates-MacGinitie in English, and SOPA/ELLOPA in Chinese. Teachers will participate in Guided Reading workshops prior to the start of the school year.

In Grades 2-8, the emphasis in literacy shifts from more supportive activities such as guided reading to more independent activities such as literature circles. Literature circles lead students to deeper understanding by engaging students in conversation with their peers and teachers about what they read, reinforcing comprehension skills and building students' abilities to reflect and critique. Washington Yu Ying will continue the Guided Reading programs in Grade 2 and Grade 3 as well as establish Word Study. Making Words, Words Their Way in Grades 2-6. Students in Grades 4-8 will participate in Literature Circles. These research-based literacy programs mesh well with the expectations in the PYP language scope and sequence and also are compatible with Chinese language learning.

PYP expectations are arranged into three main strands: oral communication, written communication and visual communication. These three strands are organized in sub-strands which include listening, speaking, reading, writing, viewing and presenting. These skills are essential for language development, learning and relating to others and are embodied in the targeted objectives of the Reading First program: listening, speaking, reading writing, vocabulary and text comprehension. In the PYP, literature is an integral part of the curriculum. Incorporating content-based instruction into elementary and middle school foreign language classrooms is a way of providing a meaningful context for language instruction while at the same time providing a vehicle for reinforcing academic skills.<sup>34</sup> The PYP classroom is flexible enough to cater to variables in student backgrounds and experiences. The fundamental objectives of responsible, competent and confident communication are the common denominators for all.

See Appendices to Educational Plan in Tab K-1 for Language Scope and Sequence Overview.

Mathematics. Mathematics should be a vital and engaging part of the students' school day. In the elementary grades Washington Yu Ying will build a strong foundation of critical thinking and identifying math in context to the real world by employing inquiry-based methodology. And an entry point for mathematical learning, students will experience what it is like to think and act as mathematicians.

Mathematics, in general, will be taught as a specialized subject outside the PYP units of inquiry. Aspects of math that can be transdisciplinary, such as symmetry when working on an arts project, will be included as much as possible in the PYP units of inquiry. Students will work alone, in pairs, in small groups or as a whole

<sup>34</sup> Curtain, 2001.

class. Teachers will encourage appropriate mathematical discussion among the student mathematicians. Students will record mathematical learning in a variety of ways, including drawing pictures, recording numbers and writing in mathematics journals.

Chinese language learning will also be a featured aspect of Washington Yu Ying's mathematics program. Brain researchers have found that learning Chinese enhances mathematical, musical and artistic skills. This is thought to occur because Chinese is a tonal language with a logographic writing system. Researchers have found there is a higher incidence of perfect pitch<sup>35</sup>, mathematical reasoning skills, and more right-brain stimulation<sup>36</sup> in Chinese speakers.

Mathematics will be taught using the Origo Education program<sup>37</sup> as a text resource as well as Investigations in Number, Data, and Space (INDS).<sup>38</sup> Math Their Way in the early elementary and Math – A Way of Thinking<sup>39</sup> in the upper elementary will round out Washington Yu Ying's mathematics curriculum. These programs are hands-on, manipulative-based conceptual mathematics programs that develop deep understanding of the NCTM standards and offer supplementary resources that provide the practice necessary for automaticity of basic math facts.

Using more than one math text will ensure that there are no gaps in the teaching of mathematics. Students will solve problems in a number of diverse and developmentally appropriate ways and justify their answers. Mathematical ideas will be embedded in daily routines including: morning calendar, visual schedule building, classroom jobs and attendance-taking. Mathematical concepts that are not obviously transdisciplinary such as arithmetic are taught as "stand-alones". Supplementary resources will include Measure Works, a kit for hands-on measurement instruction, Clarifying Activities and Innovations from the Charles A. Dana Center's on-line resources, Mad Minute, and IDEA and KIPP rolling number chants.

Student progress in mathematics will be monitored through teacher-created rubrics and continuums as well as Origo grade-level continuums. In addition, students will participate in the external standardized testing of the DC-CAS from Grade 3 on as well as another external assessment such as Measured Progress for K-8 or Compass Learning's Odyssey for K-8.

The mathematics curriculum will emphasize the following strands:

- Data handling: Data handling allows us to make a summary of what we know about the world and to make inferences about what we do not know.
- Measurement: To measure is to attach a number to a quantity using a chosen unit. Since the attributes being measured are continuous, ways must be found to deal with quantities that fall between numbers. It is important to know how accurate a measurement needs to be or can ever be.
- Shape and space: The regions, paths and boundaries of natural space can be described by shape. An understanding of the interrelationships of shape allows us to interpret, understand and appreciate our two and three-dimensional world.
- Pattern and function: To identify pattern is to begin to understand how mathematics applies to the world in which we live. The repetitive features of patterns can be identified and described as generalized rules called "functions". This builds a foundation for the later study of algebra.
- Number: Our number system is a language for describing quantities and the relationships between quantities. The value attributed to a digit depends on its place within a base system. Numbers are used to

<sup>35</sup> Nov. 15, 2004, Science Daily, "Tone Language Translates To Perfect Pitch: Mandarin Speakers More Likely To Acquire Rare Musical Ability", http://www.sciencedaily.com/releases/2004/11/041114235846.htm.

<sup>36</sup> BBC News, June 30, 2003, "Chinese Takes More Brainpower", http://news.bbc.co.uk/go/pr/fr/-/1/hi/health/3025796.stm.

<sup>&</sup>lt;sup>37</sup> Origo Education, originally developed in Australia and used there as the main mathematics text, combines current educational research with practical classroom application to improve and refine the teaching of mathematics through structured inquiry.

Developed at TERC and funded by the National Science Foundation, these are activity-based investigations that encourage students to think creatively, develop their own problem-solving strategies, and work cooperatively – see <a href="http://www.terc.edu/work/440.html">http://www.terc.edu/work/440.html</a>

<sup>39</sup> These texts were developed using research on success in mathematical understanding and the NCTM standards as the guideline.

interpret information, make decisions and solve problems. The operations of addition, subtraction, multiplication and division are related to one another and are used to process information in order to solve problems. The degree of precision needed in calculating depends on how the result will be used.

Through the use of the materials from all three programs, as well as supplementary resources provided for independent practice, guided instruction and games to develop and reinforce mathematical understanding and strategies, in Chinese and English, grade levels will meet and exceed DCPS and the National Association for the Teaching of Mathematics standards.

See Appendices to Educational Plan in Tab K-1 for Mathematics Scope and Sequence Overview.

Science: Science is fundamental to understanding the world in which we live and work. In the PYP, science is viewed as the exploration of the behaviors of and the interrelationships among the natural, physical and material worlds. Our understanding of science is constantly changing and evolving. The inclusion of science within the curriculum leads learners to an appreciation and awareness of the world as it is viewed from a scientific perspective. It encourages curiosity, develops an understanding of the world and enables individuals to develop a sense of responsibility regarding the impact of their actions on themselves, others and their world. Inquiry is central to scientific investigation and understanding. Students actively construct and challenge their understanding of the world by combining scientific knowledge with reasoning and thinking skills. By engaging in inquiry themselves, teachers will not only achieve a deeper understanding of the scientific issues involved, but also will be a model for their students by assuming the role of "teacher as learner." Scientific knowledge is made relevant through its innumerable applications in the real world.

By encouraging hands-on experience, the scientific process enables the individual to make informed and responsible decisions not only in science but also in other areas of life. The PYP emphasizes science as universal and transcending the boundaries of gender, cultural, linguistic and national biases. Including science within the curriculum develops an understanding of and competence in using the facilities of a rapidly changing scientific and technological world while gaining a positive image of science and its contribution to the quality of life today. The curriculum also highlights the scientific contributions of people from various cultures and backgrounds.

The science curriculum will be taught through units of inquiry. The concepts for science units of inquiry in each grade level will be selected from the following:

Living Things: The study of the characteristics, systems and behaviors of humans and other animals, and of plants; the interactions and relationships between and among them, and with their environment.	Related Concepts: adaptation, animals, biodiversity, biology, classification, conservation, ecosystems, evolution, genetics, growth, habitat, homeostasis, organism, plants, systems (digestive, nervous, reproductive, respiratory).
Earth and Space: The study of planet Earth and its position in the universe, particularly its relationship with the sun; the systems, distinctive features and natural phenomena that shape and identify the planet; the infinite and finite resources of the planet.	Related Concepts: atmosphere, climate, erosion, evidence, geography, geology, gravity, renewable and non-renewable energy sources, resources, seasons, space, sustainability, systems (solar, water cycle, weather), tectonic plate movement, theory of origin.
Materials and Matter: The study of the properties, behaviors and uses of materials, both natural and human-made; the origins of human-made materials and how they are manipulated to suit a purpose.	Related Concepts: changes of state, chemical and physical changes, conduction and convection, density, gases, liquids, properties and uses of materials, solids, structures, sustainability.
Forces and Energy: The study of energy, its origins, storage and transfer, and the work it can do; the study of forces; the application of scientific understanding through inventions and machines.	Related Concepts: conservation of energy, efficiency, equilibrium, forms of energy (electricity, heat, kinetic, light, potential, sound, magnetism, mechanics, physics, pollution, power, technological advances, and transformation of energy.

These concepts correlate well with the National Science Education Standards as well as DCPS standards. The collation of these standards with the program of inquiry from PYP will establish the key concepts for each unit of inquiry to be taught at each grade level. Materials used will include Full Option Science System (FOSS) augmented with FOSS Science Stories. Washington Yu Ying is also considering monitoring student progress with the National Association of Educational Progress external science assessment for grades 4 and 8.

See Appendices to Educational Plan in Tab K-1 for Science Scope and Sequence.

Social Studies: The PYP social studies curriculum is the study of people in relation to their past, their present and their future, their environment and their society. Social studies encourages curiosity and develops an understanding of a rapidly changing world. Through social studies, students develop a deeper understanding of their personal and cultural identities. Students develop the skills and knowledge needed to participate actively in their classroom, their school, their community and the world: to understand themselves in relation to their communities. Social studies provides opportunities for students to look at and think about human behavior and activity realistically, objectively, and with sensitivity. It is essentially about people: how they think, feel and act; how they interact with others; their beliefs, aspirations and pleasures; the problems they have to face; how and where they live (or lived); how they interact with their environment; the work they do; and how they organize themselves. All curriculum areas will provide an opportunity to utilize transdisciplinary skills. The aim of social studies within the PYP is to promote intercultural understanding and respect for individuals and their values and traditions and will serve a central role as Washington Yu Ying PCS students explore Chinese culture. In addition, the social studies component of the PYP curriculum encourages students "to understand that other people, with their differences, can also be right" in an effort to reduce prejudice and discrimination with the classroom, school, community and the world.

Students are encouraged to ask and answer their own questions in order to accommodate various learning styles and language levels. Through their interaction with the resources and dialogue with each other, students consider different points of view; develop skills and attitudes, and gain knowledge and conceptual understanding. Students apply skills and concepts in new contexts as well as transfer new skills and concepts to familiar contexts. The social studies component of the curriculum will provide opportunities for students to:

- learn how to ask compelling and relevant questions that can be researched
- gain a secure understanding of their identities and their place in the world
- develop an understanding of other cultural groups and an appreciation of other ideas and beliefs
- gain knowledge that is of genuine importance in understanding the human condition through the exploration of themes that have significance for all students in all cultures
- gain conceptual understanding through participating in learning experiences that foster sensitivity, creativity and initiative, leading to socially responsible action
- gain a sense of time and place in relation to their experiences and the experiences of other people
- gain an understanding of humankind's role in, and dependence on, the natural and constructed world,
   and learn to apply this knowledge in responsible ways.

As a result of their learning, students share with each other and take action. Students and teachers develop and define clear criteria with which the process and product will be assessed.

The social studies component of the curriculum also provides opportunities for students to:

For information see <u>www.deltaeducation.com</u>. FOSS was developed with a National Science Foundation grant at the Lawrence Hall of Science, University of California at Berkeley. Many of the methodologies and materials were originally developed for students with disabilities in the SAVI/SELPH program during the 1980's. The multi-sensory philosophy serves all students.

- formulate and ask questions about the past, the future, places and society
- · draw information from, and respond to, stories about the past from geographical and societal sources
- use and analyze evidence from a variety of historical, geographical and societal sources
- sequence in chronological order
- orientate in relation to place and time
- identify roles, rights and responsibilities in society
- assess the accuracy, validity and possible bias of sources.

Content is arranged into five strands: human systems and economic activities, social organization and culture, continuity and change through time, human and natural environments and resources and the environment. Although these strands are considered separately, in practice they are inextricably linked. Students will be made aware of the inevitable links to other areas of the curriculum in order to understand the interconnected nature of the subject areas, with one another and with the trans-disciplinary themes.

What do we want students to know?

Human systems and economic activities: The study of how and why people construct organizations and systems, the ways in which people connect locally and globally, and the distribution of power and authority.	Related concepts: communications, conflict cooperation, education, employment, freedom, governments, justice, legislation, production, transportation, truth.
Social organization and culture: The study of people, communities, cultures and societies; the ways in which individuals, groups and societies interact with each other.	Related concepts: artifacts, authority, citizenship, communication, conflict, diversity, family, identity, networks, prejudice, religion, rights, roles, traditions.
Continuity and change through time: The study of the relationships between people and events through time; the past, its influences on the present and its implications for the future; people who have shaped the future through their actions.	Related concepts: chronology, civilizations, conflict, discovery, exploration, history, innovation, migration, progress, revolution.
Human and natural environments: The study of the distinctive features that give a place its identity; how people adapt to and alter their environment; how people experience and represent place; the impact of natural disasters on people and the built environment.	Related concepts: amenities, borders (natural, social and political), dependence, geography, impact, landscape, locality, ownership, population, regions, and settlements.
Resources and the environment: The interaction between people and the environment; the study of how humans allocate and manage resources; the positive and negative effects of this management; the impact of scientific and technological developments on the environment.	Related concepts: conservation, consumption, distribution, ecology, energy, interdependence, pollution, poverty, sustainability, wealth.

These strands collaborate well with the National Council for Social Studies Standards and the DCPS social studies standards. In addition, the IBPYP encourages the use of local resources to teach global concepts, and the District of Columbia is rich with local history, geography and society.

Teaching social studies in both Chinese and English will enhance language learning by placing it in the context of the curriculum.<sup>41</sup> Instruction emphasizing purposeful comprehension and communicative

<sup>41</sup> Brinton, Snow, and Wesche, 1989

production yields superior receptive and expressive accuracy, complexity and fluency. In brief, students who learn language for a purpose learn it better. 42

To this end, students will be involved in designing interviews, interviewing, surveying, taking polls, reading fiction and trade books, making timelines, devising and performing socio-dramas, making charts, completing decision making trees and diagrams, creating geographical and concept maps, interpreting symbols and keys, measuring distance, plotting routes, examining artifacts, listing sources, evaluating sources, working on computer databases, and presenting patterns and trends. Learning materials will reflect positive images of diverse groups. Activities will be selected which directly and most effectively engage students in research, applying and acquiring a variety of thinking and learning skills and address a variety of learning styles and language levels. Culture is an integral part of language learning. Studies show that attitudes about race most often take root between ages four and eight. Furthermore, "the age of ten is a crucial time in the development of attitudes toward nations and groups perceived as 'other' and thus it is important that children begin language and culture study before the age of ten, when they are more open to other ways of being. In early start language and culture programs children view second language learning and the insights gained into another culture as a normal part of their schooling. Through the use of structured inquiry and the concepts of the PYP program of inquiry, Washington Yu Ying students will meet and exceed the DCPS and the National Council for the Social Studies Standards as they construct meaning about questions that are significant and meaningful in their own lives, enhancing the community of learners atmosphere in the school.

See Appendices to Educational Plan in Tab K-1 for Social Studies Scope and Sequence.

Arts: Washington Yu Ying PCS will base its standards on the National Standard for Arts Education, designed by the Consortium of National Arts Education Associations, and the DCPS standards in art and music.

In music Washington Yu Ying students will be able to:

- Listen, analyze, compare, and describe different forms of music
- Evaluate music and music performances
- Identify, investigate and articulate relationships between music, other arts and outside disciplines
- Explore a variety of traditions of many cultures

In visual arts, students will be able to:

- Understand and apply media, techniques and processes;
- Use knowledge of structures and functions;
- Choose and evaluate a range of subject matter;
- Demonstrate an understanding of the visual arts in relation to history and culture;
- Reflect upon and assess the characteristics and merits of one's work and the work of others;
- Make connections between visual arts and other disciplines.

Technology: Based on the framework described in the Massachusetts Technology Standards, students will be able to identify, use and classify natural and mechanical objects. Students at Washington Yu Ying School will use information technology to assist in gathering, analyzing, organizing, and presenting information. Students will learn how to distinguish valid online sources from misleading ones, as well as how to use other electronic databases. Students will produce projects and reports through word processing, graphics and database, and spreadsheet programs. In addition, language support programs such as Rosetta Stone and the BBC's Muzzy will be used to bolster competency in both English and Chinese.

<sup>42</sup> Krueger & Ryan, 1993; Stryker & Leaver, 1997

<sup>43</sup> Curtain, H. and Dahlberg, C.A. (2004), Languages and Children-Making the Match: New Languages for Young Learners, Grades K-8.

Health (Physical and Social Education): Health promotion and wellness at Washington Yu Ying PCS will be based on DCPS standards. Students will be expected to understand, explain and apply concepts related to health promotion and disease prevention in order to achieve and maintain healthy lifestyles. Yu Ying students will be able to access, interpret, evaluate and communicate age-appropriate health information that includes ethnic, media and technological influences. Students will engage in activities using interpersonal communication skills that respect differences among people and demonstrate responsible personal and social behavior. They will be provided regular opportunities for exercise and other healthy recreation.

#### c. Methods of Instruction

All students at Washington Yu Ying are language learners. Therefore, the methods of instruction employed to support ELL students will actually be used across the curriculum to assist all students in learning language.

English and Chinese Language Instruction for English Language Learners: Special attention will be paid to English Language Learners at Washington Yu Ying PCS. Service provision model for these students will be inclusive. We anticipate native Spanish speakers will comprise roughly 10% of our learners, and another 2-3% will speak various other languages at home. In our first year, we will have a full-time ELL teacher/coordinator. Our expectation is that this person will be fluent in Spanish to address the needs of the majority of our ELL families and will work closely with both Chinese and English teachers to deliver instruction jointly to support ELL students, especially in critical literacy areas (language arts, math, science, and social studies). He/she will be provided with technical assistance and training to address the needs of families and students for whom Spanish is not the native language. Our Chinese teachers will also receive training in the needs of ELL students and will have expertise in the area of language acquisition and learning.

The Chinese immersion focus at Washington Yu Ying will be challenging for ELL students, but contrary to conventional assumptions, preliminary research suggests that "third language children [in immersion programs] appear to be developing normally in terms of academics and ethnic identification, and there is no reason to expect that they will not continue to do so." In addition, two promising findings from this study suggest that ELL students in third language immersion programs are academically successful (as measured by Stanford 9 scores) even if they are classified as living in poverty. The PYP program, with its emphasis on cooperative learning, multiple intelligences, global collaboration and attitudes such as "tolerance", "respect" and "empathy", will provide a supportive atmosphere for both ELL students and English speakers to flourish as they tackle an unknown language.

Washington Yu Ying is employing a model developed by the New Teacher Center – a project of the Alliance for Excellent Education – that has been adopted by almost 200 school districts in more than 30 states, including the entire state of Hawaii and all New York City Schools. This resource consists of six research-based strategies identifying effective methods for developing English language learners' content knowledge, use of academic language and interpersonal communication skills. These strategies also help native English speakers learn language that is not part of everyday English such as academic words like algorithm or allegory. We will train all staff at Washington Yu Ying PCS to use this approach to help all students as they learn both Chinese and English.

#### Six Strategies for Teachers of Language Learners 45

Vocabulary and Language Development	Introducing new concepts by discussing key vocabulary words, Exploring specific academic terms like algorithm starts a sequence of lessons on larger math concepts and builds the students' background knowledge.
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<sup>44</sup> Robland, R. (1997). Effects of two-way immersion on the ethnic identification of third language students: An exploratory study. Bilingual Research Journal, 21 (1) pp. 1-15.

<sup>45</sup> Alliance for Excellent Education. (2005). Accelerating academic language development: Six key strategies for teachers of English learners. New Teacher Center at UC Santa Cruz.

Guided Interaction	Structuring lessons so students work together to understand what they read by listening, speaking, reading and writing collaboratively about academic concepts in the text.
Metacognition and Authentic Assessment	Model and explicitly teaching thinking skills crucial to learning concepts, learning second languages and becoming highly proficient readers. Various assessments are employed because students require ways to demonstrate understanding of concepts that aren't reliant on advanced language skills.
Explicit Instruction	Directly teaching concepts, academic language, and reading comprehension strategies needed to complete classroom tasks
Meaning-based Content and Universal Themes	Employing meaningful aspects of students' lives to spur interest in academic concepts. When students can connect concepts to their lives or cultural backgrounds, they are highly motivated and learn better.
Modeling Graphic Organizers and Visuals	Using visual aids including diagrams and charts help all students, but especially ELL students, recognize essential information and its relationship to supporting ideas. Visuals make both language and content more accessible.

In a 50-50 model of immersion, such as we plan to offer, all subjects are taught in both English and Chinese, receiving equal instruction time in both languages. During the English instruction day, ELL learners will receive direct, individualized instruction aimed at developing English fluency by the school's full-time ELL teacher/coordinator Students will also be provided with materials to be used at home (such as book and tape sets, computer programs) designed to further reinforce English skill outside the classroom.

Literacy Instruction: Teachers experienced with literacy practice will accommodate individual learning through the use of a variety of organizationally and educationally sound practices. There will be work with small group instruction suited to the abilities of the students. In addition, children will work in heterogeneous small groups in literacy centers established, developed, changed and modeled over time by the teacher. Volunteers and specialists will work with a single group or one-on-one with children. Whole class activities will be challenging and developmentally appropriate to the diverse population. The following table outlines the grade levels that will employ various aspects of the Reader's and Writer's Workshops.

English and Chinese Literacy	Prè-K	c K	16. 43.65	2	3	1 4	5	6	· 7:::	8
					A	T.		7 4		, B,
Phonics/Phonemic Awareness	, <b>+</b>	+	+	+	100	1	1 1 1 1 1		1.25	<u> </u>
Read Alouds	+	+	+	+	+	+	+	+	+	+
Shared Reading	+	+	+	+					:	
Guided Reading		· ·	+	+	+	+	+			
Independent Reading			: +	j. +. ,.	., <del>+</del> ,	+	+	+	+,	+
Literature Circles					+ ·	+	· +	+	+	+
Independent Writing		-	+	+	+	+	+	+	+	+
Guided Writing	+	+	+	+	+	+	+	+	+	+
Investigative Writing					+	+	+	+	+	. +
Shared Writing	+	+	+	+						
Inventive/Interactive Writing	+	+	+	+			-	,		
Journals (Language, Math, Science)	+	+	+	+ .	+	+	+	+	+	+
Print Rich Environment	+	+	+	+ .	+	+	+	+	+	+

Structured Inquiry: Everyone is committed to learning in a structured inquiry environment. Adults and children are encouraged to ask questions, identify problems and seek solutions in the pursuit of continuous improvement towards common goals. Each classroom operates as a microcosm of the entire school.

A structured inquiry classroom is a place of variety and balance. Balance is seen in the attention given both to the pursuit of understanding and to the acquisition of knowledge and skills. Variety is there because teachers are resourceful professionals who are in command of a range of teaching and grouping strategies. Teachers select appropriately from this repertoire according to school-wide goals and classroom purpose. Students are actively engaged in planning and assessing their own learning. The classroom is characterized by collaborative and purposeful activity. It is an environment in which learning knows no limits.

Teachers of structured inquiry integrate the various disciplines into a cohesive, meaningful whole while ensuring that the essence of each discipline is retained.

Units of Inquiry and Trans-disciplinary Study: The principal means of bringing about integration is through the trans-disciplinary units of inquiry which form the heart of the PYP approach. These units of inquiry comprise a school-wide, thematic program of inquiry which ensures continuity of curriculum for students throughout their elementary career. Through the units of inquiry, students formulate questions, observe, plan, collect data, organize data, interpret data and present findings in mathematics, social studies and science. Language is the medium of inquiry. Literature is an important element in each unit of inquiry throughout the grade levels.

Language, both Chinese and English, will be used both aesthetically and functionally within the units of inquiry. Teachers and students use concepts to generate key questions with which to conduct inquiry into significant content. In the course of inquiry, students acquire essential knowledge and skills and engage in responsible action. With preplanning and initial teaching of each unit, the essential elements are synthesized into key questions which drive inquiry and into the learning outcomes which form the basis for assessment. Using the written standards and learning objectives as primary resources, teachers and students plan a process of structured inquiry involving a range of classroom activities. Assessment, integral to the activities, focuses on both the quality of the learning process and the quality of the learning product.

Differentiated Instruction: The IB curricula focus heavily on differentiated instruction because students learn in a variety of ways. Our teachers will have a solid repertoire of instructional techniques, routines and practices enabling them to match best practices with the instructional needs of students. To provide content-specific instructional knowledge and general instructional skills, teachers will create flexible, heterogeneous groups for small-group instruction and cooperative learning; organize whole-group instruction; model learning aloud; organize independent learning experiences; and provide one-on-one instruction.

The school will also support differentiated instruction with multiple forms of assessment and the constant use of data to inform decisions. The administration will use assessment tools and results to monitor classroom inquiry, to demonstrate program effectiveness, as well as to track student growth. Teachers will use the assessment tools and results:

- to inform better teaching practice
- · to track individual students' learning needs and growth
- to identify students' strengths and weaknesses
- to judge effectiveness of teaching and learning processes
- to adjust planning and program development
- to inform effective reporting to students, parents and administration

The students will use the assessments:

- to develop understanding of their own strengths and weaknesses
- to track their own growth and learning
- to proudly demonstrate learning to parents and also community members through portfolios, showcases, presentations, performances, exhibitions, videos, DVDs, and CD-roms

Student-Centered Learning and Active Engagement: Washington Yu Ying School will employ student-centered learning for all grades. We believe that each child brings unique experiences to the

classroom and activating students' prior knowledge and experiences is the key to their engagement. All students will be expected to learn and retain information, and many skills will be demonstrated in individualized projects. Students will be actively engaged in thematic learning by choosing their own foci for reading, writing, artistic and scientific explorations.

Washington Yu Ying acknowledges that young children need extended periods of time and as much space as possible to explore, investigate and play. The school environment will have a range of clearly defined areas to encourage exploration, investigation and play, both in and out of doors. These may include spaces for reading, writing, art, construction, imaginative play, mathematical exploration, and science investigation.

This effort to support children's construction of meaning from the world around them by drawing on their prior knowledge, providing provocation through new experiences, and providing time and opportunity for reflection and consolidation is key to the IB emphasis on inquiry in young children being demonstrated by wondering, exploring, investigating, synthesizing and theorizing. Their developing theories are applied and verified or modified by expressing their ideas in a variety of media facilitated by the teacher and through play with materials supplied by the teacher and reflection encouraged by the teacher.

Classroom Management: Each classroom at Washington Yu Ying will use antecedent-based strategies and consequence-based strategies. Antecedent-based interventions will include teacher proximity and movement, helping students make smooth transitions, establishing and teaching rules, and facilitating and teaching social skills. Rules will be decided within each classroom at the beginning of each year. Whole school rules will be developed by teachers and administrators at the beginning of the first school year to ensure consistency and community understanding. Rules will stay as consistent as possible from year to year in order to create continuity of school community. Lessons teaching social skills are embedded into the IBO curriculum and the IB learner profile: communicators, principled, caring, open-minded, balanced and reflective.

Consequence-based interventions will include positive reinforcement, contracting and self-management evaluations and plans. Teachers will select their own methods of positive reinforcement. Contracting will be a key element for Washington Yu Ying. Grade levels will collaborate to design age-appropriate contracts that include specific guidelines for behavior improvement, action-appropriate consequences if improvement is not observed, and parental signatures. These contracts will be kept on file as documentation of student behavior and teachers' attempts to resolve behavioral difficulties. Grade levels will also work together to develop self-management documentation resources. We believe that in order for students to become self-regulators and independent thinkers, they must be aware of their actions and be able to evaluate their progress. Self-management evaluations will be kept on file to use by school personnel if necessary.

Gifted and Talented: Because Washington Yu Ying and the PYP curriculum subscribe to the tenets of multiple intelligences, we believe that all students are gifted, all students have special needs and all students should have the supplemental aids and resources to help them achieve to their highest potential. The PYP student profile enables gifts and talents as well as challenges to be identified, and the PYP curriculum is flexible enough to meet the needs of the highest achieving students across academic and social competencies.

#### d. Students with Disabilities

The Washington Yu Ying Public Charter School community believes that its first obligation is to successfully address the instructional needs of ALL students. We believe that, for too long, students with disabilities have been victimized by the "soft tyranny of low expectations." By employing the IB PYP and MYP curricula we will provide differentiated instruction to address how children learn in different ways – with the expectation that they can and will learn to higher standards. In doing so, we will emphasize the concept of "access" for all community members. Students with disabilities will be afforded the supports, instruction and human resources necessary for them to achieve the standards set forth under the No Child Left Behind (NCLB) Act, the District of Columbia Comprehensive Assessment System (DC CAS), and the International Baccalaureate Primary Years Programme (IB PYP) and Middle Years Programme (IB MYP). We propose to embrace one of the principal intents of the Individuals with Disabilities Education

Improvement Act (IDEA 2004) to ensure "early intervening services to reduce the need to label children as disabled in order to address the learning and behavioral needs of such children." 46

The concept of "access" relative to student supports means that before referring students for special education evaluation, extensive pre-referral supports will have been identified, implemented and assessed. For students who have been formally evaluated and found eligible for special education and/or related services, we know that inclusion in the general education classroom is the best way to ensure access to the general curriculum; therefore, general and special educators must collaborate and incorporate discipline-specific techniques into each other's repertoire of skills.

To address the needs of students at risk of special education placement, as well as those already receiving services, Washington Yu Ying proposes to establish a support mechanism that blends elements of traditional consultation efforts such as student assistance teams, teacher assistance teams and instructional consultation teams. This entity, called "STARS" (Student/Teacher Achievement Resource Support) will be composed of representatives from special education, appropriate grade level general education, administration, guidance/social work, and related service and technical assistance providers as necessary. This team, in conjunction with individual classroom teachers, students and parents, will collaborate to design, deliver, and develop capacity to implement evidence-based practices to support students and teachers in inclusive environments.

Access to the general curriculum and standards will be afforded to students with disabilities by ensuring that instruction is designed and evaluated against principles of Universal Design for Learning (UDL) a research-based set of principles that forms a practical framework for using technology to maximize learning opportunities for every student. UDL actualizes the opportunities inherent in two great challenges facing today's educators: the challenge of learner diversity and the challenge of high standards.<sup>47</sup> Washington Yu Ying will also ensure that student assistive technology needs will be considered and implemented as per IDEA requirements to both maintain the least restrictive environment (LRE) and to afford accommodations appropriate under the ADA (Americans with Disabilities Act) and Section 504 of the Rehabilitation Act.

Students with disabilities will receive services from educators and related service providers who are highly qualified (possess or are eligible for DC certification in their endorsement area) under NCLB. In addition, Washington Yu Ying will endeavor to increase the capacity of all the adults working with students with disabilities by emphasizing that special education is a service, not a place, and that every teacher at Washington Yu Ying is a special educator, because ALL students have special needs when in comes to accessing the curriculum. Consistent professional development in the areas of evidence-based practices for learning and behavior, special education law and procedures, IEP development and delivery, and the aforementioned Universal Design for Learning will be a requirement for all teachers. Washington Yu Ying does not envision separating special and general educators for training opportunities. A partnership for training and technical assistance has been established between Washington Yu Ying and The Kellar Institute for Human disAbilities (KIHd) at George Mason University. KIHd is a part of the College of Education & Human Development and combines the resources of GMU with local, state, regional, national, public, and private sector agencies and organizations to develop products, services and programs for persons with disabilities.

Washington Yu Ying is committed to the principles of full inclusion for all students and preference will be for the provision of services to take place within the general classroom, provided this meets the individual IEP goals and LRE needs of students with disabilities. As noted previously, the expectation will be for joint professional development and service delivery by general and special educators. For its first year, Washington Yu Ying will have a full-time special educator on staff who will serve as the primary service provider for grades Pre-K-1, and a half-time Special Education Coordinator, who will conduct education evaluations for special education, chair eligibility committees, inform the school community about Child Find, submit (with

<sup>46</sup> US Department of Education, Office of Special Education Programs Committee Report: Building the Legacy: IDEA 2004

<sup>47 (</sup>David H. Rose & Anne Meyer: Teaching Every Student in the Digital Age: Universal Design for Learning ASCD, 2002

the principal) reports required of all LEAs by IDEA and the School Reform Act, and ensure that all timelines and due process procedures are met for Families and Advocates Partnership for Education (FAPE) provisions.

Washington Yu Ying has elected to be its own LEA for special education purposes, and will therefore be eligible for IDEA Part B funds to defray evaluation and other costs born by LEA-charters. Washington Yu Ying will collaborate with DCPS to ensure continuity in services for students entering the school from another DCPS school.

The special education process at Washington Yu Ying will proceed as it does at any school meeting the provisions of IDEA, with qualitative differences at the pre-referral stage:

Pre-Referral: Students who appear to be experiencing difficulty accessing or meeting the demands of the general education curriculum (be it academically or behaviorally) will be identified and referred to the STARS committee by an educator, administrator, parent, or related service provider. The STARS committee will observe the student, meet with the classroom teacher and other concerned staff to identify current and potential supports and interventions, and then develop an Access Plan that will include needed accommodations, remediation, behavioral or academic supports, teacher training needs, human, technology, and material resources, and finally an assessment plan to monitor and evaluate progress to determine what the next step(s) should be. If, after a mutually agreed upon amount of time, the student is still struggling academically and/or behaviorally, the STARS team will then refer the student for evaluation for special education eligibility (pending parental consent).

Evaluation: Since Washington Yu Ying is an LEA for special education services, it is responsible for ensuring that initial evaluations are conducted by certified providers within proscribed IDEA timelines. Washington Yu Ying will contract with Chesapeake Center for related service (OT, PT, Speech/Language) evaluations, and End-to-End Solutions for the Psychological evaluation. The Special Education Coordinator will conduct the educational testing, and the school social worker will conduct the social case history with the family.

IEP/504 Plans: All students who were referred for special education evaluation will have an eligibility meeting conducted to determine whether the results of the evaluations meet the criteria for special education under one or more of the 13 federal categories. Results of the evaluations will be articulated by providers qualified to interpret evaluations so that parents are informed of the precise nature of their child's disability and educational needs. Upon confirmation of the testing results, an IEP will be developed jointly by the parents and Washington Yu Ying staff, as well as by any needed related service providers. The IEP will specify the student's present level of educational performance, educational and behavioral goals and objectives, nature and amount of service delivery, participation in assessments and needed accommodations, and evaluation methods and criteria. For those students who do not meet federal criteria for special education services, but are in need of educational accommodations due to a disability, a 504 plan will be developed and monitored by the STARS committee.

Implementation of the IEP will be conducted, documented and supervised by the Special Educator and Coordinator in conjunction with the school's administration. Service provision will be implemented in the general education classroom unless LRE dictates otherwise. IEPs will be monitored through anecdotal records, curriculum-based assessments and measurements, and service-delivery logs. Progress on IEP goals will be reviewed monthly by the special education team in collaboration with the STARS committee. Progress on goals and objectives will be reported to parents upon request, or at least as often as progress is reported to parents of children without disabilities, in accordance with IDEA mandates. The highest priority will be give to the protection of Due Process provisions for families and students.

Monitoring Progress: To prevent a disproportionate representation by culturally and linguistically diverse groups, data will be collected to document the number and types of referrals to special education. Quantitative and qualitative analysis of special education processes and services will highlight professional development needs for all school staff, as well as illustrate additional services, supports, and resources Washington Yu Ying will need to provide to ensure equitable access to the curriculum and the achievement of high standards by all its learners.

## e. Strategies for Providing Intensive Academic Support

The following are strategies the Washington Yu Ying PCS will implement to ensure that the needs of all its students are met, that no student suffers from unidentified conditions that could impede his or her academic success, and that are sensitive to the factors that often impact the educational progress of disadvantaged urban children and families.

Health and Wellness: In consultation with area university social work and nursing and medical programs, Washington Yu Ying PCS will connect students and families to area mental and physical health screenings and well-child services to identify potential threats to learning and achievement. The school social worker will be trained to assist parents in getting their children eligible for Medicaid benefits and connected to participating providers or affordable health services through area clinics like La Clinica Del Pueblo. We anticipate that many of our at-risk students will also qualify for free/reduced price meals while at school, so our social worker will also ensure that these students are enrolled if eligible. For any student who comes to school hungry and therefore unready to learn, Washington Yu Ying will ensure that classrooms have nutritious provisions through PTA donations. We will also run an optional before-school breakfast program for all students. Those qualifying for Free and Reduced Lunch (FRL) will be encouraged to attend so as to ensure they begin each day well-nourished. Families with nutritional needs can be referred to area resources such as the Capital Area Food Bank.

Focus on Literacy: Despite research identifying prevention strategies for reading failure, large numbers of students continue to experience literacy difficulties that put them at great risk for school failure. Washington Yu Ying PCS has identified implications for reading instruction that have emerged from the research as common to schools who are successful in teaching children to read and be academically literate, despite conditions of poverty and other environmental barriers to success:<sup>48</sup>

- Accountability for every child. All means All at Washington Yu Ying PCS, and if a child has a label (ELL, Special Education) it does not mean that the classroom teacher has less of a responsibility for his or her progress, or that the rest of the school is not obligated to do whatever it takes to assist that teacher.
- Safety Nets. Tutoring before, during, and/or after school will be provided to at-risk learners to provide "intensive care" for their literacy needs. Family literacy interventions will also be provided: workshops on what parents can do to support literacy, audiobooks so children can practice independently at home with their parents, a lending library of leveled materials so students and parents can read books together at appropriate levels, and connections to resources to build parent and family literacy.
- An Open Literacy Model. Providing a balanced literacy approach eliminates the need to defend one particular model and, instead, embraces techniques originating from diverse sources. Students and teachers will have access to a variety of approaches and materials, such as guided reading and writer's workshop along with a strong emphasis on systematically teaching the alphabetic code through a phonetic approach. Through this, instruction is designed to meet the needs of the child, by instead of asking, "Is phonics a better way to go than a more holistic approach?" we would ask, "What does this child need at this phase of his/her reading development?"
- Regular Assessment and Monitoring of Student Progress. Through formative and summative
  assessments and using curriculum-based measurement, student achievement will be documented on a
  weekly basis to ensure literacy needs are identified and tackled immediately.

Professional Development and Coaching: Through Washington Yu Ying's professional development agenda and the STARS team (Student/Teacher Achievement Resource Support), teachers will receive the initial training and follow-up support critical to building their own capacity to meet students' needs, as well as having additional human resources to assist with individualizing instruction.

<sup>48</sup> Denton, C., Foorman, B., & Mathes, P. (2003) Perspective: Schools that beat the odds. Remedial and Special Education, 24(5). PP. 258-261

Peer Tutoring and Cooperative Learning: Washington Yu Ying PCS makes extensive use of these instructional grouping arrangements for student instruction through the PYP.

Time Provided for Learning for both Students and School Staff: Instructional time, teacher planning time, and professional development time are not just emphasized but protected. Washington Yu Ying administration will ensure that literacy instruction is uninterrupted, and has made adequate provisions for teacher collaboration and training by building it into the master schedule.

An Environment that Values All Students: Washington Yu Ying PCS, through the PYP and MYP curricula, will create an environment that truly let's all students know they are valued, and that despite whatever challenges they have in school, we maintain a zero-reject policy. Once a student becomes part of the Washington Yu Ying family, he/she is important to all the stakeholders in the educational community. Teachers, administrators, and all school staff will know all students by name, and will welcome their families into the community as well. Pressure is not on school community members to assimilate, but to understand, respect, and celebrate culture, abilities, and differences. In this way, all students feel like they belong and that any challenges they may bring to the learning process will only cause them to receive more supports, not threats of rejection or dismissal.

#### 3. STUDENT PERFORMANCE

#### a. Student Assessment

The foundation for high academic achievement begins with a strong literacy program at the primary level. Washington Yu Ying PCS will use a balanced literacy and assessment model to achieve this foundation. Essentially, students will be assessed in all subjects in both English and Chinese. Relying on a range of assessments will allow our students to benefit through demonstration of understanding in a variety of ways.

Assessment tasks may include:

- open-ended investigations
- organized debates
- hands-on experimentation
- analysis
- essay
- reflection
- portfolio presentation

Assessment tools may include:

- rubrics
- benchmark/exemplars
- checklists
- anecdotal records
- continuums
- portfolios

Teachers will assist students in understanding the relationship between reading and writing and encourage students to use knowledge of one to support learning in the other. Our IBPYP teachers will organize continuous assessment over the course of the program taking account of specified criteria that correspond to the objectives for each subject. The IBMYP section offers a criterion-referenced published model of assessment for Grade 6 - 8 pupils' results will be determined by performance against set standards, not by each pupil's position in the overall rank order.

Teachers are responsible for structuring varied and valid assessment tasks that allow students to demonstrate achievement according to the required performance and content objectives within each subject group. Assessments, both quantitative and qualitative, provide feedback on the thinking processes as well as the finished piece of work. Benchmark assessments will be written by our language and curriculum teams to ensure that student progress is monitored in both languages. Formative assessments, to focus on the quality of student learning during the process of inquiry and instruction and summative assessments, a culminating project to demonstrate learning and growth at the end of each unit of inquiry will be documented in each student portfolio. These summative unit assessments may inform instruction through many forms, including self-assessment, peer-assessment, art, essay, research paper, presentation, reflection, science experiment, math reflection, debate, demonstration of problem-solving process, musical performance, drama performance, and portfolio presentation.

English Literacy Assessments: Washington Yu Ying PCS will use the Developmental Reading Assessment (DRA), running records, and Gates MacGinitie, The DRA will be used as a benchmark assessment to establish growth over larger periods of time, which will yield significant results by identifying the instructional level of each student. The DRA will be administered twice each year. On-going running records will also be used to inform instructional grouping, large group instruction and mini-lessons. Individual students' results will be charted to note progress. Running records will be completed on all students a minimum of once every four weeks, more often for those readers who are struggling and/or classified as at-risk. DRA and running records will be included in the data warehouse to ensure that student development can be tracked effectively. The Gates-MacGinitie will be administered once per year beginning in Kindergarten. In addition, students from grades 3 on will participate in the DC-CAS yearly exam.

Chinese Literacy Assessments: In addition to teacher-made assessments, portfolios and unit of inquiry formative and summative assessments throughout the school year, the Washington Yu Ying Chinese teachers will utilize standardized Chinese language tests each year. Despite the limited number of assessment instruments currently available for grade kindergarten through 3 nationally. Washington Yu Ying has chosen the one most appropriate for the younger elementary students. The Early Language Learning Oral Proficiency Assessment (ELLOPA) is a language proficiency assessment, for grades preK – 2, designed to allow young students to demonstrate their highest level of performance in oral fluency, grammar, vocabulary, and listening comprehension. These interactive listening and speaking assessments are designed for young children. The ELLOPA was developed by the Center for Applied Linguistics (CAL), when it became clear that the Student Oral Proficiency Assessment (SOPA) was more appropriate when administered to students after two years of foreign language study (i.e. grades 2-8 at Washington Yu Ying). Also developed by CAL and recently developed for Chinese language assessment the use of the ELLOPA (grades prek-2) and the SOPA (grades 3-8) will ensure progressive data and record keeping on individual children that is aligned. In addition, as new tools that are in development come on line, Washington Yu Ying will consider new assessment tools.

For 3rd-6th graders, Chinese language proficiency will be assessed each spring using the Chinese version of the National Online Early Language Learning Assessment (NOELLA) developed by the Center for Applied Second Language Studies (CASLS). NOELLA is "...universally accessible, and nationally norm-based assessment of proficiency for early language learners... It is tied to the national foreign language standards and the American Council on the Teaching of Foreign Languages (ACTFL) K-12 Proficiency Guidelines." For 7th-8th graders, Chinese language proficiency will be assessed each spring using the Chinese version of the Standards-based Measurement of Proficiency (STAMP) under development by Language Learning Solutions (LLS). The LLS website 1 notes: "STAMP is an entirely Web-based assessment that can be used for placement or as a summative test. It was developed and statistically validated on over 30,000 students by the Center for Applied Second Language Studies (CASLS) at the University of Oregon. The realia-based STAMP test measures interpretational and presentational modes including reading, writing and speaking proficiencies. STAMP benchmarks are standards-based." It is necessary to change the external Chinese exam throughout the Washington Yu Ying school years, as each exam is more appropriate to certain grade levels.

Math and Science Assessments: Washington Yu Ying students will be regularly monitored for mathematical understanding and progress, through math journals, science journals, teacher-created assessments, quizzes, and tests and also through the use of standardized testing. The DC-CAS will be one external exam utilized. Washington Yu Ying is considering the use of another math assessment such as Measured Progress (MP) for K-8, Compass Learning's Odyssey for K-8, and a science assessment such as National Association of Educational Progress (NAEP) for grades 4 and 8.

Standardized Assessment	K	1	7	3	4	Ξ.	6	7	Q
Standardized Assessment	 12.			J	T				

<sup>49</sup> For more information on SOPA and ELLOPA, see http://www.cal.org/ellopa/ACTFL2002/sopaellopa.pdf

<sup>50</sup> For more information on NOELLA, see http://casls.uoregon.edu/NOELLA.php

<sup>51</sup> For more information on STAMP, see http://onlinells.com/stampplace.php

DC-CAS				.*	*	. *	*	*	*
Gates-MacGinitie	*	*	*	*	*	*	*	*	*
DRA	*	*	*	*	*	*			T .
SOPA/ELLOPA	*	*	*		<u> </u>				
NOELLA			i —	*	*	*	*		
STAMP								*	*
Math External Assessment MP or Odyssey	*	*	*	*	*	*	*	*	*
Science External Assessment (NAEP)			1		*			<b>1</b>	*

#### b. Basis for Promotion and Graduation

Promotion will be based on students' meeting grade-level knowledge and content standards and will be determined by a student's assessment information, teacher recommendation and principal approval. Washington Yu Ying PCS anticipates that many students may enter the school below grade level. For this reason, the school will recognize students who have not yet met grade level standards but have demonstrated at least one year's growth or have made growth that puts him/her within 6 months of grade level targets or are in pre-K or K and the classroom teacher and principal recommend promotion. For students to be promoted from K to grade one and from grade one to grade two, students must demonstrate ability to read at a benchmark level to be determined by the faculty of Washington Yu Ying PCS. Washington Yu Ying faculty and staff will also be watchful for emotional, physical or social issues that could be hindering a student's progress. The classroom teachers will then conference with the principal about these issues. As a result, a child might be referred to the school's Counselor or an outside social service agency. The school may also reach out to the child's immediate family for help in addressing the troubles that may be causing problems in learning.

In determining whether the student has reached the standard for the effective grade level and should be promoted, multiple factors will be taken into account, including: ongoing diagnostic assessments to determine a student's mastery of material in each core subject both in Chinese and English, performance on the DC-CAS, the DRA and/or Gates-MacGinitie, the SOPA and/or ELLOPA. NOELLA, and STAMP, the chosen external math assessment, and the NAEP for science and staff assessment of whether the student will be motivated or discouraged by repeating a grade. Students who are at risk of not being promoted will be identified in January, and a conversation with each student's family will take place before March about the possibility of retention. All students who are candidates for retention will have an Individual Learning Plan, be given additional academic support, and be closely monitored. If a student must be retained, then the classroom teacher, the principal, and family will meet to discuss how the upcoming year will offer the student different and sufficient supports to ensure the student's success.

Students will be assessed for promotion and graduation not only based on standardized test scores, but also on summative assessments from PYP units of inquiry and on portfolio evaluations. Both the summative assessments and the portfolio system will be aligned with the curriculum content standards, and students will be required to formally present their portfolios containing several years' work in both Chinese and English in the benchmark years of 2<sup>nd</sup> and 4<sup>th</sup> grade.

In the benchmark years of 5th and 8th grade, the students will be expected to present their portfolios as well as formally present at a 5th grade 'exhibition' and at an 8th grade 'graduation project'. (See International Baccalaureate Program in Methods of Instruction section of Washington Yu Ying PCS application.) In order to pass into the next grade or graduate, students must demonstrate mastery of the major standards in each content area by guiding a panel of educators, parents, and community members through their portfolio and discussing their academic strengths and challenges in both Chinese and English. The 6th grade 'exhibition' is an important element of the IBPYP. A culminating project, the 'exhibition' highlights a student's ability to demonstrate transdisciplinary inquiry with a spirit of personal and shared responsibility. It marks a rite of passage, both symbolic and actual, from the PYP to the MYP. After working with a project advisor to

determine project goals and an action plan, 8th grade students must demonstrate quality of work, creativity of presentation, and the articulation of the value of the project when guiding a panel of educators, parents, and community members through their graduation projects. This final independent project will assist the school community in deciding on a student's preparedness to graduate and go on to a rigorous high school. Completing this assignment will require skills in Chinese and English of reading, writing, public speaking, research, computation, critical thinking, organization, time-management, self-motivation, and diligence — all of which are necessary for Washington Yu Ying's goal of developing life-long learners. Students who present portfolio or project work that does not meet or exceed the standards may not be promoted; the student's teachers and principal will then look at her/his standardized test scores, semester grades, and teacher recommendations to make the final determination.

#### c. Student Intervention

Washington Yu Ying PCS has identified both a mechanism and a research-based model to provide interventions to struggling students in order to avoid retention, dependence on remediation and inappropriate placement in special education. The mechanism will employ the school STARS team (Student/Teacher Achievement Resource Support) which is a combination of three research-based pre-referral interventions: Student Assistance Teams, Teacher Assistance Teams, and Instructional Consultation Teams. The team will employ the Response to Intervention (RTI) model to identify and serve students at risk.

The STARS Team will serve as an interdisciplinary school-based resource to assess, devise interventions for and monitor the needs of students at risk of retention or special education referral. The team is designed to provide turn-around professional development in best practices, academic and behavioral consultation to staff and families, consistent data and assessment analysis and modeling of effective instructional techniques to build capacity. This team is composed of administration, grade level instructional representatives, the special education coordinator, ELL teacher, immersion teachers, social worker, and ad hoc technical assistance providers (for example, faculty from GMU's Kellar Institute for Human disAbilities). This team meets formally on a bi-weekly basis (or more frequently if needed) and members can consult ach other when needed or requested.

The Response to Intervention (RTI) model for school-age children is a three-tiered model emphasizing pre-referral prevention and intervention of learning difficulties that dominates national discussions on the identification of learning disabilities.<sup>52</sup> <sup>53</sup> RTI allows for early and intensive interventions based on learning characteristics and needs rather than waiting for children to fail, and it promotes a collaborative approach to delivering supports and services.<sup>54</sup> <sup>55</sup> Early intervening services can both prevent academic problems for many students who are having learning difficulties and determine which students actually have learning disabilities versus those whose underachievement can be attributed to other factors, such as inadequate instruction. RTI emphasizes the quality of the curriculum and instruction, thereby offering potential benefits to every student.

RTI is based upon three components: (1) the use of multiple tiers of intervention with increasingly intense intervention; (2) a problem-solving approach that provides educators with a step-by-step process to identify and analyze problems, develop a plan, and evaluate the efficacy of interventions; and (3) an integrated data collection/assessment system to guide decision making in each tier of service delivery. <sup>56</sup> <sup>57</sup> <sup>58</sup> <sup>59</sup> <sup>60</sup> <sup>61</sup> In

<sup>52</sup> Learning Disabilities Research and Practice, 2003, Vol. 18, No. 3; Learning Disabilities Quarterly, 2005, Vol. 25, No. 1

<sup>53</sup> Journal of Learning Disabilities, 2005, Vol. 38, No. 6

<sup>54</sup> Vaughn & Fuchs, 2003

<sup>55</sup> Fuchs, 2003

<sup>56</sup> NASDSE, 2005

<sup>57</sup> Blankstein & Cocozzella, 2004

<sup>58</sup> Fuchs, 2003

<sup>59</sup> Kamps & Greenwood, 2005

<sup>60</sup> Marston et al., 2003

recent years, a standard treatment protocol has emerged as an additional RTI practice<sup>62</sup> which uses a particular research-based intervention for a small group of children with similar problems in a given domain.<sup>63</sup> Tiers 1 and 2 are classroom prevention steps and Tier 3 is a combination of prevention and eligibility determination.

At the Tier 1 level, teachers are preventive and proactive by (1) providing high quality instruction as an essential foundation for learning for all students, and (2) determining which students may need additional instructional interventions to make adequate progress. In Tier 1, all students are screened to determine whether the curriculum and instruction offered in the general education classroom are sufficiently supportive to meet the educational needs of most children. If 80% of the children in a particular classroom meet predetermined academic and behavioral benchmarks, then the general education curriculum is presumed to be of sufficient quality. If the 80% criterion is not met, then classroom-level intervention to improve the quality of instruction should be implemented. In Tier 2, targeted group interventions within the general education classroom are used to address the needs of the students who do not make adequate progress in Tier 1, even when the general education curriculum is deemed to be of high quality. Teachers are encouraged to intervene with these students in Tier 2 by using differentiated instructional methods, such as curriculum-modifications, small group instruction or standard treatment protocols. Teachers can anticipate that approximately 15% of the children will make adequate progress as a result of additional instructional support provided in Tier 2. In Tier 3, teachers implement intensive, individualized instruction for students who fail to make adequate progress in Tier 2. The RTI approach assumes that a small proportion of students (perhaps 5%) may continue to make insufficient progress even with the use of intensive individualized instruction. These students may have specific learning disabilities and should be referred for formal evaluation. 64 65 66

Other essential features of RTI include collaboration between classroom teachers and specialists, use of assessment data and continuous progress monitoring to inform instruction at each tier, research-based curriculum and instruction and systematic assessment of the fidelity with which instruction and interventions are implemented.<sup>67</sup> <sup>68</sup> Continuous progress monitoring of student performance permits data-based decisions on the effectiveness of the general education curriculum, the need to provide enhanced instruction for some students and the timing and intensity of these interventions. By monitoring a student's learning and comparing it to that of peers receiving the same instruction, teachers can determine whether the student's academic level and rate of progress warrant further assessment or formal evaluation. Prompted by the growing movement in the learning disabilities field to shift the focus away from the discrepancy model and toward early intervention combined with high quality instruction, the reauthorized IDEA included RTI approach as one option that schools can use to identify students with learning disabilities.

Strategies that might be identified by the STARS team, documented in the student's portfolio and implemented through RTI could be for educational and/or behavioral concerns. To begin to build teacher capacity to implement pre-referral interventions, Washington Yu Ying PCS will provide all educational staff with the Pre-Referral Intervention Manual (PRIM)-Third Edition (2006). Washington Yu Ying will provide in-school and after-school tutoring (tutors will be recruited from area university teacher-preparation programs in exchange for internship credit), small group and individualized instruction and conferences with students and parents at times and locations that meet the needs of families, as well as insist on rigorous documentation

<sup>61</sup> O'Shaughnessy, Lane, Gresham, & Beebe-Frankenberger, 2003

<sup>62</sup> NASDSE, 2005

<sup>63</sup> Fuchs, Mock, Morgan, & Young,-2003

<sup>64</sup> Kamps & Greenwood, 2005

<sup>65</sup> NASDSE, 2005

<sup>66</sup> Reschly, 2005

<sup>67</sup> Fuchs & Fuchs, 2002

<sup>68</sup> Fuchs, Fuchs, & Speece, 2002

and analysis of all interventions to ensure that decisions about student progress are data-driven. Students' portfolios will serve as the document for recording decisions and interventions. Unlike typical "individualized learning plans" which serve to primarily identify student weaknesses and interventions designed to remediate those weaknesses, the student portfolio is a collection of evidence of student work and progress which will ensure that a balanced, holistic portrayal of the whole child is presented so that no student ends up being perceived as a collection of challenges and failures.

An immersion model may present challenges for both special education students and English language learners. The Washington Yu Ying immersion model is designed to give students alternating days of instruction in each language (Chinese and English) so that in any two week period, each student will have 4 ½ days of English instruction, and 4 ½ days of Chinese instruction (1/2 days are to accommodate the once a week early closing for professional development time for staff). The rationale for choosing this model is to meet the needs of students who may be learning both English and Chinese; have language deficits or special needs such as language-based learning disabilities. Our rationale is based on research reported by the Center for Applied Linguistics, and technical interviews with staff from Rock Creek International School, which for 18 years employed this model with its students, including those who were identified with language-based deficits and disabilities.

Washington Yu, Ying will be implementing a partial immersion program, which means instructional time is divided equally between English and the immersion language throughout the grades. In full immersion programs, teachers use no English at all in the early grades, and then in grade 2, 3, or 4, teachers introduce English language arts and reading for one period per day and gradually move toward an even distribution of English and the immersion language by Grade 5 or 6. The decision to use partial immersion vs. full immersion will allow learners with suspected or apparent language-based learning deficits or disabilities to receive compensatory services in English during non-Chinese days, thus giving them a whole school day to receive remediation and accommodation services. This approach also provides a more concentrated dose of language arts activities in English than full immersion programs provide.

Research has shown that the vast majority of immersion programs are open to all students. There are typically no admissions tests or pre-screening processes in these programs. Research findings on the effectiveness of immersion education hold true for a wide range of students, including those from diverse socioeconomic and ethnic backgrounds. As is sometimes, purported these programs are not intended exclusively for middle and upper-class Anglo families. In fact, some recent research indicates that immersion may be an effective program model for children who speak a language other than English or the immersion language at home. It is hypothesized that these learners may benefit from a leveling-of-the-playing-field effect that occurs when all of the students in the class are functioning in a second language. Students who are not native speakers of English are able to be on par with their native-English-speaking peers and enjoy the same kinds of success with learning.

The research does indicate that there are many unanswered questions concerning the suitability of language immersion for children with language-based learning disabilities. Empirical research on this topic is scant. Some researchers and immersion practitioners, argue that children whose first/language acquisition is senduly delayed or who have extend struggles with auditory discrimination skills may be overtaxed in a language immersion program. Students with previously identified language-processing challenges will have

<sup>&</sup>lt;sup>69</sup> Genesee, F. (1992). Second/foreign language immersion and at-risk English-speaking children. Foreign Language Annals, 25(3), 199-213.

<sup>&</sup>lt;sup>70</sup> de Courcy, M., Warren, J., & Burston, M. (2002). Children from diverse backgrounds in an immersion programme. Language and Education, 16(2), 112-127.

<sup>&</sup>lt;sup>71</sup> Genesee, F. (1987). Learning through two languages: Studies of immersion and bilingual education. Rowley, MA: Newbury. (foolnote continued)

their needs addressed as soon as classes start rather than delaying interventions until the child is struggling with the curriculum. Interventions will reflect input from parents, previous service providers. IEP team members, and previous assessment findings. Targeted interventions that may assist students with language based disabilities to access the curriculum and language skills, include auditory discriminations training, alternative materials, curriculum adaptations and accommodations, speech/language services, additional staff support or instructional opportunities, and training in metacognitive strategies.

Still, other researchers find that many children with mild learning disabilities; knowledgeable teachers, and supportive families can and do achieve well in immersion programs and develop proficiency in a second language. Parents and educators need not assume that learning in two languages will overtax these children In fact; many instructional techniques used in immersion are similar to techniques recommended for struggling learners. Understanding how to make language immersion classrooms more inclusive for a broader spectrum of learners is one of many topics of interest to immersion educators, and will be one way in which Washington Yu Ying intends to contribute to the professional research and literature on this subject:

#### 4. SUPPORT FOR LEARNING

#### a. Parent Involvement

Washington Yu Ying PCS will prioritize student success and lifelong learning. These core values serve as milestones for goal setting and are the foundation of our shared commitment with our parents and the community. Washington Yu Ying administration and teachers will work with students and parents to encourage student success and lifelong learning.

A strong core value system builds a strong culture. We are developing the phrases that will embody our school culture and reflect our school's Asian cultural ties. These school phrases will be displayed as large, colorful signs in English and Chinese that students, parents, teachers and community members will see everyday. Classrooms and hallways will showcase student work and projects that connect the school to the community we serve. These displays will also serve as a reminder to students of our shared commitment and progress to date. Students and staff of Washington Yu Ying will be expected to know and live core values and parents are expected to support these values as well.

Parent Orientation. All parents of enrolled students must attend an orientation prior to the beginning of the school year. We will hold two sessions, one in the evening and one on a weekend in August, prior to school opening. In each case, we will introduce the parents to the school, IB programmes, immersion and school policies and culture. As this will be a rigorous academic program, we want parents to understand and commit to the program. The orientation will emphasize the need for school leaders, parents, teachers and students to work together to achieve our mission. Parent orientation provides a basis from which to develop powerful and effective partnerships with all students and parents coming into our community.

Parental Service Opportunities. Service experiences enable the Washington Yu Ying community to connect to the wider community as a whole. Each semester, the entire school will collaborate on a Saturday service project such as working in a community garden or fundraising for national organizations such Paul

Cloud, N. Genesee, F., & Hamayan, E. (2000). Dual language instruction: A handbook for enriched education. Boston: Heinle & Heinle.

Cummins, J. (1981). The role of primary language development in promoting educational success for language minority students. In School and language minority students: A theoretical framework. Los Angeles: California State University; Evaluation, Dissemination, and Assessment Center.

<sup>72</sup> Fortune, T. (2000). Immersion teaching strategies observation checklist. ACIE Newsletter, 4(1), pp. 1-4.

Newman's Hole in the Wall Camps, which provide summer camp experiences for children with life threatening illnesses. Service Learning Events will instill in our parents, students and our community the need to contribute towards our society. Developing these critical relationships between parents, students, teachers and the community will make the mission of the International Baccalaureate Program and Washington Yu Ying PCS come to life. Parents will become familiar with the school mission, the learner profile and the culture of the school and aid in the development of a continuous positive and successful school culture at Washington Yu Ying PCS.

- Volunteering. All parents will be expected to participate in the life of the school. This will provide parents with a tangible connection to the school and its mission. It will also provide much needed assistance in the start up phase of the school. We will ask parents to donate at least 20 hours of service each year. This can take many forms, from helping out with mailing, to setting up for an event, to researching for grants, depending on their availability and skill set. One component of the enrollment will be a form that allows parents to sign up and list how they would like to contribute.
- Committees. Parents will also be invited to participate in numerous standing committees. Facilities, marketing, fundraising, technology and development will all require dedicated individuals to address particular needs within Washington Yu Ying PCS.
- Parent Involvement on the School Board. In accordance with the law, a minimum of two seats will be set aside for parent representatives to contribute to the leadership of Washington Yu Ying on the board of trustees.

Flexibility in Participation. Washington Yu Ying PCS understands parents need options to participate in the life of the school. To that end, a range of conference times will be available to meet work schedules. In addition, child care will be available for parents during conferences.

Communication. In order actively engage our parents and learning community, we will employ a range of communication methods to ensure that parents have all of the pertinent information they need. Newsletters and the school website will be available in a range of languages (such as Spanish, English and Chinese) to ensure that parents are kept up to date.

After Hours Classes and Referrals. Provided we have the funds available, we hope to offer evening conversational Chinese classes to parents and community members who are interested. We are seeking partners who can help us provide or refer interested parents to adult literacy workshops and classes to help them develop skills that will ensure success for their children.

#### b. Community Participation

The community of learners at Washington Yu Ying PCS will strive to support and be supported by the larger community. To that end, we are in the process of forming partnerships with various community organizations to support our mission and provide service opportunities for our students. Our work to build partnerships with various community organizations is ongoing and will intensify during the planning year ahead of the school's envisioned opening in fall 2008.

Organization	Key Contacts	Status	Partnership
IBO North America, 475 Riverside Dr., NY	Ralph Cline, Deputy Regional Director	Support Letter	IBO provides teacher training, curriculum development, and collaboration with IBO schools.
National Capital Language Resource Center	Dr. Jill Robbins, Associate Proj. Director,	Support Letter	NCLRC is DOE sponsored language center dedicated to increasing the nation's capacity to learn and teach foreign languages. NCLRC will provide curriculum and immersion support.
Howard University	Dr. James Davis, Chair Modern Languages	Support Letter	Howard University's Modern Language Department provides links to Chinese language teachers and classroom volunteers. The Education School's Fulbright-Hays Group project our teachers opportunities for

	Ms. Fang Wu School of Education		summer enrichment in China
The Confucius Institute of Maryland	Dr. Chuan Liu Director	Support Letter	Confucius Institute will provide Washington Yu Ying with Chinese language instruction and reference books and multi-media classroom materials, teacher training, and support for cultural events.
U.S. Asian Cultural Academy	Helen Xu, Vice President	Support Letter	USACA will support in developing Chinese language curricular and extracurricular materials and assist with outreach to the Asian community.
Kellar Institute of Human disAbilities	Michael Behrmann, Director	Support Letter	The Kellar Institute will provide professional expertise for special education.
National Council of Negro Woman	Kahlil Bryant, International Development Center; Sylvia Patrick, Bethune Program Center.	In discussion	NCNW supports women of African descent and their families. Links with NCNW's International Development Center, and Bethune Program Center would provide students with speakers programs, mentoring and literacy activities.
CentroNia	Kisha Brown and Irma Rivera, Family Literacy Coordinators	In discussion	We are seeking a partnership with CentroNia's Family Literacy Program.
Asian American LEAD 1323 Girard St. NW	John Brill, Interim Program Director Sandy Dang, Executive Director	In discussion	AALEAD promotes the well-being of Asian American youth and families, through education, leadership development, and community building.

#### c. School Organization and Culture

Washington Yu Ying PCS has an unwavering focus on student achievement and the transmission of a life-long love of learning in order to maximize the full potential of our students. Washington Yu Ying will have a disciplined and positive school culture where students are held responsible for their behavior by the choices they make. The discipline program will be clearly outlined and documented in the student handbook and will be based on making sound choices, with consequences that are meaningful, natural and provide learning opportunities rather than punitive in nature.

We will use the "learner profile" and the 7 R's as the foundation of our efforts to define a structured, respectful, achievement-oriented school culture. All members of the Washington Yu Ying learning community will share the passionate pursuit of dramatic, measurable student achievement. With this in mind the following underpin the key concepts that will drive the development of our school culture.

#### The 7R's / Washington Yu Ying PCS Core Commitments (our Non-Negotiables)

We will be focused upon and dedicated to providing all students an excellent education and immersion experience that prepares them for academic success and instills a life-long love of learning. Teachers and school leaders have extraordinarily high expectations for student conduct, and countless details are intentionally managed to create an overall culture in which achievement and student success is celebrated and valued by students. Washington Yu Ying will use the 7Rs to organize and ignite this effort.

Rigor: Washington Yu Ying PCS will rigorously prepare each student to succeed in academics and in their lives. It is the overriding objective in everything that we do.

- Students will meet or exceed learning of core skills at grade level or above in all subject areas.
- Faculty and staff will exhibit the rigor required to insure actions are based on best practices. There will be a continuous effort to identify these practices, a commitment to clear, timely communication and a willingness to hold oneself and others accountable for reaching established goals.

Relevance: Washington Yu Ying PCS will use a curriculum that is relevant to the lives of our students, teaching them to be world citizens and work together for the greater good.

- Students will learn requisite knowledge and skills while discovering how they fit into an increasingly interconnected world.
- Faculty and staff will seek to understand the relevance of each professional's role in furthering our schools mission and values as evidenced by a visible interest in learning and contributing to the organization.

Relationships: Washington Yu Ying PCS will foster relationships through our small school size and grade-level teams. We will seek and retain the best possible teachers and school leaders that we can.

- Students experience a public school characterized by a strong rapport with faculty enabled by the small school size and small grade level teams. In addition, student cohorts, in grades 6-8, will meet weekly with faculty advisors in even smaller groups.
- Faculty and staff will build relationships that contribute to an environment of integrity and trust, communicate in a clear and professional manner, with timeliness and follow through. Washington Yu Ying teachers will make a commitment to "going the extra mile" for all students.

Responsibility: Washington Yu Ying PCS will expect everyone within our community to maintain high ethical standards in both in their professional responsibilities and in their personal lives.

- Students will learn the relationship between their choices and the resulting consequences. Students will speak respectfully, handle relationships respectfully, dress respectfully, respect other cultures and act respectfully at school events. Our students will learn to accept responsibility for active world citizenship.
- Faculty and staff will assume responsibility for a positive, solutions-based culture and demonstrate shared leadership characterized by interactions and communication that focuses on organizational solutions.
- Students, families and professional staff will make the choice to engage in a Washington Yu Ying education and to maintain high standards of personal responsibility.

Real Time: Washington Yu Ying PCS will be uncompromising in our dedication to making "every second count" when impacting the life of a child. Our focus on real time is an important part of our success to date.

- Students will strive to achieve and excel in our immersion-based environment. Washington Yu Ying PCS
  instruction time will be nearly 20 percent longer than a traditional school day allowing extended reading
  and math instruction every day.
- Faculty and staff dedicate real time on task each day, using data to improve instructional programs and to
  make informed decisions. There is consistent prioritization of actions based on observation, analysis and
  goal setting related to improving organizational and classroom achievement.

Reflection: Washington Yu Ying PCS will continually reflect and improve by sharing our most successful learning approaches while continuing to seek out and refine best educational practices.

- Students will be challenged to engage in a proactive review of their own role in and responsibility for their education, to look at what they are learning from multiple perspectives and to ask questions that lead to deeper levels of understanding.
- Faculty and staff will be asked to place significant priority on researching, planning and analyzing results
  to ensure best teaching practices become universal for continuous improvement. A Washington Yu Ying
  employee is reflective and open to new ideas and circumstances.

Results: Washington Yu Ying PCS will measure and report our results on an ongoing basis to each constituency who has given us their trust.

- Students will make large gains in achievement as they prepare for high school. Common assessment tools
  will be used by all members of our learning community. Everyone will be provided with clearly stated
  learning objectives and monitor their progress toward them.
- Faculty and staff will remain focused on standards of excellence leading to results that support the Washington Yu Ying's Mission.

#### d. Extracurricular Activities

After school opportunities will keep youth safe, provide experiential learning and complement the school day. Through community service, arts education, and integrated curriculum choices Washington Yu Ying PCS children will learn and grow.

Washington Yu Ying PCS will offer a variety of extracurricular activities. Activity goals will include:

- To assist, through facilitated activities, the development of children's talents and skills.
- To promote a positive self-concept in children and youth by providing a supportive environment.
- To promote social growth in children by providing opportunities for sharing experiences with others.
- To promote an appreciation of diversity through selection of activities and materials.
- To promote family-oriented goals.

Mainly including before and after care and our Summer Culture days, the Washington Yu Ying activities will reflect the mission and purpose of the school and reinforce its academic and community goals.

We will offer number of extracurricular activities, some offered by our own teachers, according to their expertise and interest, such as a Reading Club, team sports or Art (such as mask-making), and others offered by outside contractors, parents or community volunteers, for example, Karate (name the contractor), Mad Science, ballet, piano, African drumming, Chinese arts, chorus. Parents will be encouraged to enroll students in these activities as an enriching experience that will further develop social, physical, linguistic and creative skills,

Before-School Breakfast Program. An optional before-school breakfast program will be offered each day school is in session. Students, and especially those qualifying for Free and Reduced Lunch (FRL), will be encouraged to attend to ensure they begin each day well-nourished. The program will be available one hour before the start of school. In addition to breakfast, we will also offer reading and literacy activities during this part of the day. The program will be staffed by school staff and volunteers. Parents will pay for their children to participate on a quarterly basis. We will use a sliding scale based on qualification for FRL.

After-School Program. An after-school program will be offered each afternoon that school is in session from 3:30 to 6pm. The after-school program will be arranged similarly to the quarters in the school year. Each student, with guidance from his/her teacher and parents, will sign up for certain enrichment activities for each period.

Each after school day will begin with a snack and a supervised break to socialize with peers. Then students will go to their enrichment activities. Activities will range from specialized help in certain classroom subject areas to cultural and physical activities such as Tai Chi. Homework study halls will also be offered.

Washington Yu Ying will utilize community facilities in after school programs for theater, recreation and cultural programs. We will also provide strong Asian cultural programming to help create connections to the language.

Washington Yu Ying PCS will fund the program through fees paid by families, public funding and private funding when available. We anticipate our fees will be similar to other programs: E.L. Haynes, LAMB and others. For students who qualify for FRL, we will use the District of Columbia's Office of Early Childhood Development fee structure.

Summer Session "Culture Days". For three weeks each August, Washington Yu Ying will operate a Culture Days program providing intensive English literacy and Chinese Literacy programs with an emphasis

on fun and celebrating culture. The session will be open to all students and required for all new students and those identified as needing extra support. The final week will be required for all students. During this time, students will be introduced to the culture and values of Washington Yu Ying so that parents and students will know what is expected of them.

Harvard Family Research Project (HFRP) research has established that closing the achievement gap and ensuring success for children from birth through adolescence requires more learning supports than what is available during the school day, HFRP suggests that these supports should be linked and should all work toward consistent learning and developmental outcomes for children. This network of supports is called complementary learning. Numerous complementary learning linkages including out-of-school time activities and programs, health and social service agencies, businesses, libraries, museums and other community-based institutions can enrich children's cognitive and social development throughout their school years and beyond. At Washington Yu Ying, we will endeavor to tap those supports as we develop after school and summer culture programs.

#### e. Safety, Order and Student Discipline

Washington Yu Ying PCS intends to adopt policies, procedures and plans to ensure a safe and supportive school environment that:

- Emphasizes care, effective communication and quality relationships based on mutual respect;
- Values effort, presents achievable but challenging expectations, builds self esteem and encourages students to be responsible and independent learners; and
- Promotes the development of knowledgeable, morally and socially responsible citizens who are capable
  of self-fulfillment.

The school will have zero tolerance policies with regard to drugs, weapons, violence and threats of violence. It is our intention that the school culture and student discipline will create an orderly environment in which students can embark on their journeys as lifelong learners.

Washington Yu Ying Administrators will meet with federal and city safety officials and request that the school be updated regularly on security issues and what measures need to be put into place in order to ensure the safety of our students and staff. The school will also ensure that all administrators and designated staff are provided with step-by-step procedures for reporting and handling serious incidents that occur in close proximity to the school. Such incidents will be reported to the Metropolitan Police Department. In addition, all staff will be trained in activating our emergency response plan in the event of an emergency. The school will undertake random drills to test the evacuation plan.

Washington Yu Ying PCS aims to:

- Recognize and promote responsible and positive behavior;
- Provide a consistent approach to managing inappropriate behavior by applying fair and logical consequences;
- Encourage students to take responsibility for their own behavior by teaching and promoting problem solving and conflict management skills.

Washington Yu Ying is a community of learners. Learning, playing together, solving problems and resolving conflict are all seen as opportunities for learning. Washington Yu Ying students, parents, teachers and administrators create a supportive school environment by displaying the attributes of the IB PYP Learner Profile:

In	quirers	Thinkers	Con	nmunicators
Risk takers	Knowledgea	ble	Reflective	Well-balanced
•	Open-minded	Caring	]	Principled

As such students are expected to demonstrate the attributes of the Learner Profile to ensure that they always:

- Foster their own and others' learning;
- Listen to and follow the instructions of staff members;
- Treat themselves and others in a respectful way;
- Attempt to solve their own problems in a responsible way.
- Work, play and move in a way that ensures the safety of themselves, others, and school property.

These expectations apply to all students during all school activities including class, playtime, after-school activities, and other special events.

We believe that our students' parents and guardians play an integral role in creating a Safe and Supportive School Environment:

Parents/guardians have the right to:

- Be a partner in a supportive and safe school environment that fosters quality relationships, mutual respect and effective communication
- See their child experiencing success and pride through meaningful and relevant curriculum
- Feel safe
- Be treated with care, cooperation, courtesy and respect

Parents/guardians have a responsibility to:

- Actively support and contribute to the development of a safe and supportive school environment
- Support and encourage their children to participate to the best of their ability in all aspects of the curriculum
- Behave in a way that respects and supports the safety and well being of self and others
- Treat others with care, cooperation, courtesy and respect.

Parents and Guardians will be encouraged to:

- Inform the school of any situation or information that is relevant and concerns their children's behavior;
- Encourage their children to follow the School Rules and Student Profile;
- Support their children in taking responsibility for their behavior by using problem solving strategies.
- Attend any meetings arranged by the school to discuss their children's behavior; and
- Work in partnership with Washington Yu Ying PCS to develop a safe and supportive school environment.

	CONSEQUENCES TO SUPPORTURA SEHAVIOR CHANGE
LEVEL 1 - Low level, minor, infrequent behaviors that do	LEVEL 1 – Logical and planned
not significantly interrupt the teaching and learning of others	interventions. Least to most intrusive.
Off task	Clear Direction
Not finishing work or homework	Rule Reminder
Non compliance	Choice
Inappropriate moving around the school	Logical Consequence .
Using inappropriate language	Time Out
Chewing gum	
Littering	
Spitting	

INAPPROPRIATE BEHAVIORS	CONSEQUENCES TO SUPPORT
	BEHAVIOR CHANGE
Bringing inappropriate items to school	The second s
Being late	
Being in an inappropriate area	
LEVEL 2 - Persistent behaviors that disrupts the teaching	LEVEL 2 - Planned Team Support which
and learning, or repeated Level 1 Behaviors.	may involve teachers, parents, counselors,
Non compliance	administration and may include:
Defiance or disrespect	.Time out
Swearing or other verbal abuse	Suspension of privileges
Sexual or racial harassment	Time in an alternate 'buddy' classroom
Teasing or bullying	Contracts
Physical abuse, fighting	Family Conference
Unsafe play	Individual Behavior Plan
Theft	Counseling
Vandalism or graffiti	
Leaving school without permission, truancy	
Inappropriate use of computers	,
Cheating	
LEVEL 3 - Repeated Level 2 Behaviors, Extreme Violence,	LEVEL 3 - Planned team support which
Dangerous or Illegal Behaviors while under school	will involve parents, teachers, counselor,
jurisdiction.	administrators and other support agencies
Extreme violence towards self, others or property	as appropriate:
Using, possessing or distributing tobacco, alcohol or other	Family Conference
chemical products.	In-School Suspension
Possessing dangerous items or weapons	Drug testing (urine testing)
Possessing or accessing pornographic material	Suspension
Computer hacking, trashing or interfering in any way with another persons' work or intellectual property	Expulsion

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

Washington Yu Ying PCS school leaders and teachers will enjoy numerous and ongoing professional development opportunities in order to improve performance and provide support to leaders and teachers in their efforts to help each student thrive. Teachers new to the PYP will receive basic training, on site or at an IBO seminar, during the summer before they begin teaching. At the beginning of each school year there will be a week of orientation and professional development to develop knowledge of and skills in immersion and PYP teaching, to develop or revise units of inquiry as needed and to allow team planning across languages by grade, and as language teams.

Weekly planning time for teachers will be made available by scheduling "specials" at the same time for both classes in a team. For example, English and Chinese Kindergarten classes would have Art and Music back to back, with the two groups switching back and forth, so that the classroom teachers will be free for 2 40-minute periods each week

In addition: Washington: Yu. Ying will employ an early release on Wednesdays to provide teachers the opportunity for grade level planning, curricula planning and professional development.

Professional Development Support for Teachers and School Leaders: In order to observe best practices and develop educational partnerships school leaders will be provided the resources professional

development. Early Release Wednesdays accords Washington Yu. Ying staff the time to plan and learn—both of which will be critical in a new school employing an immersion curricula. The following table provides an outline for how such planning will be accomplished:

2008-2009 School Year

Each 4 week month - 2 Grade Level Team Planning; 1 All Staff Curriculum Development, 1 All Staff Professional Development

#### AUGUST 27

#### Grade Level Team Planning

Responsible Grade level teams and Specialists

Possible agenda could include Teams further develop current unit of inquiry, develop next unit of inquiry, discuss daily planning needs, work on assessments, etc. as needed.

# September 10

Grade Level Team Planning

Responsible - Grade level teams and Specialists

Possible agenda could include: Teams further develop current unit of inquity, develop next unit of inquity, discuss daily planning needs, work on assessments; etc. as needed.

#### September 24

Grade Level Team Planning

Responsible - Grade level teams and Specialists

Possible agenda could include: Teams further develop current unit of inquiry, develop next unit of inquiry, discuss daily planning needs, work on assessments, etc. as needed.

# October 8

Grade Level Team Planning

Responsible - Grade level teams and Specialists

Possible agenda could include: I earns further develop current unit of inquiry develop next unit of inquiry discuss daily planning needs, work on assessments, etc.

#### SEPTEMBER 3

Curriculum Development

Responsible - Principal/Head of School and Instructional Leader

Possible agenda could include Vertical Team Curriculum Development, PVP training and methodology development. Immersion training and development, Mathematics curriculum development, Science curriculum development, Social studies curriculum development, Arts curriculum development, Language curriculum development, Discipline,

September 17

Professional Development

Responsible - Principal/Head

Possible agenda could include: Cultural competency/Cultural sensitivity. Staff enrichment, Curriculum enhancement and improvement; Student Assessment, Parent Education, Community Action development, Immersion, IBPYP: English Language Learners, Special needs students, SIS training, Standardized tests training,

# October l

Curriculum Development

Responsible = Principal/Head of School and Instructional Leader

Possible agenda could include: Vertical Team Curriculum Development, PYP training and methodology, development, Immersion training and development. Mathematics curriculum development, Science curriculum development, Science curriculum development, Arts Curriculum development, Arts Curriculum development, Language curriculum development, Discipline.

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Professional Development

Responsible Principal/Head

Possible agenda could include: Cultural competency/Cultural sensitivity, Staff enrichment, Curriculum enhancement and improvement

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Instructional Leader Responsible Puncipal/Head of School and

development, Discipline, curriculum development. Language curriculum Social studies curniculum development, Arts development, Science curriculum development, and development, Mathematics curriculum methodology development, Immersion training Curriculum Development, PYP training and cossiple agenda could include: Verucal Team

Curriculum Development

October 29

Professional Development

Kesponsible Principal/Llead

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students, SIS training, Standardized tests training.

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Curriculum Development

Instructional Leader Responsible - Principal/Head of, School and

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development, Discipline,

Professional Development Decemper 10

Responsible - Principal/Head

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Professional Development

Responsible - Principal/Head

Possible agenda could include: Cultural competency/Cultural sensitivity Staff entichment.

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BPYP, English Langhage Learners, Special needs students, SIS training, Standardized tests training.

Curriculum Development Rebruary 11%

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Professional Development

Responsible Principal/Head

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Responsible Principal/Head of School and Instructional Leader

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Grade Level Team Planning

Responsible - Grade level teams and Specialists

Possible agenda could include: Teams further develop current unit of inquiry, develop next unit of inquiry, discuss daily planning needs, work on assessments, etc. as needed.

April 1

Grade Level Team Planning

Responsible - Grade level teams and Specialists

Possible agenda could include: Teams further develop current unit of inquiry, develop next unit of inquiry, discuss daily planning needs, work on assessments, etc. as needed.

April 29

Grade Level Team Planning

Responsible - Grade level teams and Specialists

Possible agenda could include a Teams further develop current unit of inquiry, develop next unit of inquiry, discuss daily planning needs, work on assessments, etc. as needed.

May 13

Grade Level Team Planning

Responsible - Grade level teams and Specialists

Possible agenda could include: Teams further develop current unit of inquiry, develop next unit of inquiry, discuss daily planning needs, work on assessments, etc. as needed.

May 27 Profession of the Company of

methodology development, Immersion training and development Mathematics curriculum development, Science curriculum development, Social studies curriculum development, Arts curriculum development, Language curriculum development, Discipline,

March 251

Professional Development

Responsible - Principal/Head

Possible agenda could include: Cultural competency/Cultural sensitivity, Staff enrichment, Curriculum enhancement and improvement, Student Assessment, Parent Education; Community Action development; Immersion, IBPYP, English Language Learners, Special needs students, SIS training, Standardized tests training.

April 22

Curriculum Development

Responsible — Principal/Head of School and Instructional Loader

Possible agenda could include: Vertical Team Curriculum Development; PYP training and methodology development. Immersion training and development. Mathematics curriculum development, Science curriculum development, Social studies curriculum development. Arts curriculum development, Language curriculum development, Discipline;

May 6

Professional Development

Responsible - Principal/Head

Possible agenda could include: Cultural competency/Cultural sensitivity, Staff enrichment, Curriculum enhancement and improvement, Student Assessment, Parent Education, Community Action development, Immersion, IBP YP English Language Learners, Special needs students, SIS training, Standardized tests training

Curriculum Development

Responsible—Principal/Head of School and Instructional Leader

Possible agenda could include: Vertical Team Gurnculum Development, PYP training and methodology, development; Immersion training and development, Mathematics curriculum development, Science curriculum development, Arts curriculum development, Arts curriculum development, Discipline,

'June

# Grade Level Team Planning

Responsible - Grade level teams and Specialists

Possible agenda could include: Teams further develop current unit of inquiry, develop next unit of inquiry, discuss daily planning needs, work on assessments, etc. as needed.

#### June 104

Grade Level Team Planning

Responsible - Grade level teams and Specialists

Possible agenda could include Teams further develop current unit of inquiry, develop next unit of inquiry, discuss daily planning needs, work on assessments, etc. as needed.

#### Professional Development

Responsible - Principal/Head

Possible agenda could include: Cultural competency/Cultural sensitivity. Staff enrichment, Curriculum enhancement and improvement, Student: Assessment: Parent Education, Community Action development; Immersion, IBPYP, English Language Learners, Special needs students; SIS training, Standardized tests training.

# Curriculum Development

Responsible - Principal/Head of School and Instructional Leader

Possible agenda could include: Vertical Team Curriculum Development, PYP training and methodology development, Immersion training and development, Mathematics curriculum development, Science curriculum development, Social studies curriculum development, Arts curriculum development, Language curriculum development, Discipline,

Constant learning and continuous improvement are essential to the development of all Washington Yu Ying professionals. For learning and improvement to occur, faculty, school leaders, and support staff will analyze a stream of data from assessments as follows:

- Student Assessment Data: Standardized tests are a vital tool for improvement and Washington Yu
  Ying will develop both its own interim assessments and annual standardized testing to gauge both
  absolute achievement and growth.
- Teacher Performance Assessment Data: A variety of tools will be used across Washington Yu Ying in
  order to assess teacher job performance and success. This data will be used to build a dynamic
  professional development model.
- School Report Cards: A school report card circulated each year for board review articulates the missiondriven performance data for the school each year and helps to assess achievement of school goals in the interim and for the long term.

Data Driven Decision Making and Focused Inquiry. Washington Yu Ying will employ a summative teacher appraisal system in line with that of DCPS. We will also use a formative local feature which captures cognitive and peer coaching attributes. Management evaluations will include surveys of students, teachers and parents, self evaluation, management evaluation and goal setting. Building time into the professional development schedule to ensure that all staff are proficient at building data driven assessments, and understanding how to use the data generated from these assessments will enable teachers maximize the relevance of the assessment process as well as use their planning time productively and efficiently.

Assessment. We believe that all members of the school community are individually and collectively responsible for creating and continuously improving. Washington Yu Ying PCS will make use of a professional development model for assessing job performance within a collaborative system of improvement across three dimensions of performance:

- Substantive achievement on a given set of job performance standards
- Demonstration of professional respect and responsibility

#### • Demonstration of systemic growth and capacity

This process employs both formative and summative assessments. Formative assessment refers to information collected periodically during performance to guide, monitor and support learning. Summative assessment characterizes the quality of all three performance dimensions.

To achieve a balanced system of professional development, the assessments will:

- Use multiple measures to collect evidence for making decisions
- Strive to align assessments both horizontally and vertically across the system
- Collect data related to performance standards, professional skills and growth

#### Achievement of Job Performance Standards.

Dimension I: Commitment to the formation of a learning community where all members focus on achieving their own specific set of performance standards plays a substantive role in the mission achievement.

Dimension II: Professional Respect and Responsibility: Commitment to a school learning community where all members act as a team with personal and professional respect, responsibility and reflection.

Dimension III: Systemic Growth and Capacity: Commitment to support the community with coherent and dynamic systems and resources that serve and continuously improve the capacity of the greater learning community and its mission into the future.

#### Coaching and Mentoring Models.

Coaching	Instructional and leadership coaches foster a comprehensive adult learning environment through observation, goal setting, and reflection
	Teachers and leaders are helped to address specific professional needs with the goal of improved performance
	Coaching is provided in the form of regularly scheduled observation and feedback
	Outside resources are used to help build capacity and growth
Mentoring	School leaders and teachers will be assigned Washington Yu Ying mentors for their first year.
•	School and instructional leaders will mentor a small group of teachers
	Individuals create a strategic plan to secure support for specific job components
	Mentors establish regular meeting times with agendas to review progress
Evaluating	Using the framework described above, evaluators apply a variety of activities, including goal- setting, feedback, and collaborative problem solving aimed at helping new school leaders and teachers function effectively in any work situation

Student Work Analysis: Student work is analyzed and evaluated on an ongoing basis at every level from the classroom to the IB international organization. Data regarding daily observations, class experiences and performance assessments all help to form a complete picture. The discussion of data regarding student progress is a focal point of collaboration between school leaders and teachers and a primary focus of professional development. Teachers are trained to view assessment as a means of identifying strengths and identifying areas that can be further improved.

Conversations before, during and after assessments guide teachers' professional development and planning. Data provides evidence of student learning as well as a picture of teacher strengths and areas for growth. From data analysis teachers can develop action plans involving such things as individual tutorials or re-teaching an objective to a small group. Data can also provide a tool for charting student and teacher growth.

Learning Opportunities for Teachers and School Leaders: All teachers will complete identified strands of common Washington Yu Ying training (Understanding By Design) Guided Reading/Writer's

Workshop, Assessment Training, Systems Training, Professional Learning Communities, Language immersion, Cultural Sensitivity training, and IB training provided by a combination of Washington Yu Ying, IB and relevant entities external to the school.

Learning Opportunities to Deepen Knowledge of Content, Pedagogy and Student Relationship Building: The primary source of learning opportunities is daily interaction with peers and school leaders. As a professional learning community, Washington Yu Ying will offer:

- Collegial and facilitative participation of the principal, who shares leadership and thus, power and authority - through inviting staff input in decision making
- Shared vision developed from staff's unwavering commitment to students' learning that is consistently
  articulated and referenced to the instruction and educational leadership.
- Collective learning among staff and application of that learning to solutions to students' needs
- Visitation and review of each teacher's classroom behavior by peers as a feedback and assistance activity
  to support individual and community improvement.
- Physical conditions and human resources that support such an operation.

Effective Use of Common Planning Time: Common planning time is a key part of the collaboration process and is integral to professional development for school leaders and teachers. Grade and/or subject teams will have time set aside weekly to plan, share common practices and discuss student needs.

Job-Embedded Coaching: Weekly professional development meetings and team meetings provide opportunities for school leaders and faculty members to receive coaching regarding curriculum design and advisory planning. Other areas for growth include teacher evaluations and 2 x 2 evaluations, two areas that are going very well and two areas that need to be improved, that provide opportunities for teachers to identify their own strengths and needs as well as those of the school leader.

# g. Structure of the School Day

School Day Schedule. The school day schedule will vary based on grade level. All classrooms will begin the day with morning meetings, leading to readers' and writers' workshops. The Chinese and English language teachers of each grade level will work to coordinate their schedule so that children will transition languages, but not schedule, every other day. In order to best serve children's needs in a long school day, children in the pre-K class will have more choice and guided play activities that are tied with the curriculum woven into their day as well as a nap/rest time in the after – lunch/afternoon period. Children in the upper primary grades will transition to more emphasis on PYP units of inquiry in their literacy activities.

Sample day for Kindergarten:

Time	Kindergarten English Language day (i.e. Monday, Fridayjof Weekal)	Kindergarten: Chinese Language day care (i.e. Truesday, Thursday, (i.e. Language day)
7:30-8:15	Before Care breakfast and exercise	Before Care breakfast and exercise
8:15	Arrival in classroom	Arrival in classroom
8:15-8:45	Free Choice Play	Free Choice Play
	Children choose from play areas such as building blocks, art, writing, class library, drama, math manipulatives, science exploration, and puzzles.	Children choose from play areas such as building blocks, art, writing, class library, drama, math manipulatives, science exploration, and puzzles.
8:45-8:50	Clean up areas	Clean up areas
8:50-9:25	Circle Meeting	Circle Meeting
	The day's activities are discussed through the reading of a morning message.  The calendar, weather and any other class news or issues are a part of the circle meeting. Songs and movement may also be a part of the circle	The day's activities are discussed through the reading of a morning message. The calendar, weather and any other class news or issues are a part of the circle meeting. Songs and movement may also be a part of the circle meeting. (Note:

Time:	Kindergarien English Language day (i.e. Monday, Friday of Week 1)	Kindergarten-Chinese Language day (1) Kindergarten-Chinese Language day (1) Kindergarten (1
	meeting.	The teacher will speak only in Chinese, with students using Chinese and English depending on their capabilities, the percentage will change as the year progresses.)
9:25-11:00	Snack and Reading/Writing Workshop Children may work as a whole group with the teacher on a literacy lesson and/or children may work with the teacher in a small reading group while the rest of the class participates in center activities geared towards reading and writing development. The children move through the centers at regular intervals throughout the time-period. One center is a snack table, where children serve themselves a snack after reading a picture/word recipe.	Snack and Reading/Writing Workshop Children may work as a whole group with the teacher on a literacy lesson, especially phonemic awareness, vocabulary, and recognition of pictorial Chinese characters, and/or children may work in a small reading group while the rest of the class participates in center activities geared towards reading and writing development. The children move through the centers at regular intervals throughout the timeperiod. One center is a snack table, where children serve themselves a snack after reading a picture/word recipe.
11:00-11:20	Story, Shared Reading	Story, Shared Reading
11:20-11:50	Lunch	Lunch
11:50-12:20	Recess	Recess
12:20- 12:40	Story - PYP related or Math related	Story- PYP related or Math related
12:40- 1:40	PYP units of inquiry activities and projects. These could be whole group, small group, individual and/or in centers.	PYP units of inquiry activities and projects.  These could be whole group, small group, individual and/or in centers.
1:40 2:40	Mathematics activities and projects. These could be whole group, small group, individual and/or in centers.	Mathematics activities and projects. These could be whole group, small group, individual and/or in centers.
2:40-3:00	Clean up areas	Clean up areas
3:05- 3:20	Circle Meeting - Reflection of today, reminders for tomorrow	Circle Meeting - Reflection of today, reminders for tomorrow
3:20-3:40	Dismissal	Dismissal
3:40 - 6:00	After School Activities	After School Activities

Time	Kindergarten – English Language day (Wednesday of Week 1)
7:30-8:15	Before Care breakfast and exercise
8:15	Arrival in classroom
8:15-8:45	Free Choice Play Children choose from play areas such as building blocks, art, writing, class library, drama, math manipulatives, science exploration, and puzzles.
8:45-8:50	Clean up areas
8:50-9:25	Circle Meeting The day's activities are discussed through the reading of a morning message The calendar, weather and any other class news

Time	Kindergarten – English Language day  (Wednesday of Week 1)  or issues are a part of the circle meeting Songs and movement may also be a part of the circle meeting
0.05-911-00	condition from the state of which the state of the state
9:25-11:00	Snack and Reading/Writing Workshop Children may work as a whole group with the teacher on a literacy lesson and/or children may work with the teacher in a small reading group while the rest of the class participates in center activities geared towards reading and writing development. The children move through the centers at regular intervals throughout the time- period. One center is a snack table, where children serve themselves a snack after reading a picture/word recipe.
11:00-11:20	Story, Shared Reading
11:20-11:50	Lunch
11:50-12:50	Mathematics activities and projects. These could be whole group, small group, individual and/or in centers.
12:50-1:00	Dismissal for Teacher Planning
1:00- 6:00	After School Activities

# School-Year Calendar

2008 – 2009 Calendar	Title	Description
August 11th-21st	Teacher Training	Teacher Planning and Training
August 25th	School Starts	First day of school
September 1st	Labor Day	Holiday
September 14 <sup>th</sup>	Mid Autumn Moon Festival	Event & Fundraiser
September 15th & 16th	Parent Conferences	Parent/teacher conferences
October 10th	Student free day	In service day for teachers
October 13th	Columbus Day	Holiday
October 30th & 31st	Student Led Conferences	Parent/student/teacher conferences
November 27th-30th	Thanksgiving break	Thanksgiving holiday
December 12 <sup>th</sup>	Progress Reports	Reports home to parents
December 22nd - January 4th	Winter Break	10 day holiday
January 19 <sup>th</sup>	Martin Luther King Day	Holiday
January 26th	Chinese New Year Festival	School in Session
February 13 <sup>th</sup>	Student Free Day	In service day for teachers
February 16th	President's Day	Holiday
February 26th-27th	Student Led Conferences	Parent/student/teacher
	ANTONIA STATE	Conferences
April 6th-17th	Spring Break	Holidays
April 13th-17th	Student Free week for teachers	In service for teachers

May 25 <sup>th</sup>	Memorial Day	Holiday
June 23 <sup>rd</sup>	Progress Reports	Reports home to parents
June 24th	Last day of School	School year ends
June 25th-26th	End of Year In service	Staff Professional development
June 27th - August 2nd	Summer Holidays	School is closed
2009 – 2010 Calendar Begins		: :
August 3 – 21st	Summer School	Summer School

#### **B. BUSINESS PLAN**

#### 1. PLANNING AND ESTABLISHMENT

The founding board of Washington Yu Ying Public Charter School came together with a strong interest and belief in public education, immersion language programs, Chinese language and culture, and inquiry-based learning. All of the members of the founding group have spent considerable effort researching, planning, meeting, designing and revising the plans for Washington Yu Ying PCS. Beyond secondary research, members of the Founding Group have visited over 30 schools – immersion, Chinese language, DC Public and Charter Schools. The group has also reached out to their network of contacts and the community to obtain their feedback and participation.

The group's varied skills have combined to develop this application and design and build Washington Yu Ying Public Charter School. Each member of the group shares the dream to start a Chinese-Immersion IB World School serving District of Columbia students in Pre-K to eighth grade.

#### a. Founding Board.

The founders include the following individuals:

Alejandra Maudet has over 25 years experience in elementary education, including experience in urban schools with language immersion and the International Baccalaureate Primary Years Programme. She holds a B.A. in Psychology and Fine Arts Teacher Corp and Bilingual Education. She is currently the Director of the Lower School and Deputy Head of School at Rock Creek International School (RCIS), a private dual-language immersion, IBO World School in Washington, DC which serves a number of voucher students. She has extensive administrative experience and training with the International Baccalaureate Primary Years Programme. She is an expert on multicultural education and ESL literacy, and is herself bilingual in English and Spanish.

Amy Quinn has 16 years experience in elementary education. She holds a MS.Ed in Curriculum and Instruction with a minor in Literacy from the University of Kansas and is currently a doctoral student in Education (Early Childhood and Multicultural/Multilingual Studies) at George Mason University, Fairfax, Virginia. She has taught in international schools in a variety of countries and has extensive experience with the International Baccalaureate Primary Years Programme. She has also worked with educators and students to improve their understanding of inquiry-based learning in European, S.E. Asian and African schools. Ms. Quinn is active in the Capitol Hill area, working with the Capitol Hill Foundation and at Payne and Brent Elementary Schools. She is the single mother of a 2-year old son.

Carmen Rioux-Bailey is a faculty member of the College of Education and Human Development at George Mason University. She is an expert on a wide range of issues, including Special Education, mainstreaming students with disabilities, and collaborating and consulting with culturally and linguistically diverse communities and families. Carmen has extensive experience providing training and technical assistance on special education to local and state education agencies. In addition to twelve years as a public school special education teacher, Carmen has worked on OSEP and DOL projects at the state and federal levels. Carmen received a BA in Special Education from Marymount University, a M.Ed. in Education Leadership from George Mason University, and an Ed.S. from The George Washington University. Long-time residents of Adams Morgan, Carmen and her husband are the proud parents of a daughter adopted from China.

Jameelah Muhammed is the founder of the World Language Institute of Washington, a Saturday school immersion language program at Tyler Elementary on Capitol Hill. The school offers Chinese, Spanish, French and Arabic to 3-11 year olds. She taught Spanish in D.C. Public schools for 10 years. She has a B.S. from Iowa State University and a M.A. in Hispanic Linguistics from La Universidad Nacional Autónoma de México in Mexico City, Mexico. Muhammad recently taught for a year in Spain as part of a teacher exchange program, between DC Public Schools and the Spanish Embassy. Muhammad is the mother of two

multilingual children. She is the author of The Global Child: A Parent's Handbook and Resource Guide on Raising Children Bilingually in the Washington, DC Area.

Qinghua Wang teaches Chinese at the Thomson Elementary School in Washington DC. She is fully licensed and is nationally certified as a teacher of Chinese. She has taught in the US for eleven years. She taught at the university level in China for seven years and developed curriculum for a variety of courses. She has a Bachelors Degree in Education, graduate work in child psychology, a DC teaching license, and is certified to teach Chinese by the American Council on the Teaching of Foreign Languages (ACTFL), and is fluent in English and Chinese.

Andrea Lachenmayr, a business and finance attorney, is a senior associate at Thelen Reid Brown Raysman & Steiner LLP, a national law firm, where she specializes in corporate matters and financing transactions involving both business start-ups and large established companies. She has a B.A. in Economics from Wesleyan University and a J.D. from Georgetown University Law Center. A DC resident for almost 15 years, she lives in Crestwood with her husband and four-year old daughter.

Lisa Seachrist Chiu has 15 years experience in journalism, communications and public relations. She is the author of the book "When a Gene Makes You Smell Like a Fish." She has a B.A. in Chemistry from Miami University, a M.A.in Biochemistry from Duke University and a Certificate in Science Communication from UC-Santa Cruz. A longtime resident of Washington, DC, she lives with her husband and daughter in the Logan Circle neighborhood.

Deborah Crane is an International Economist in the Office of International Monetary Policy at the U.S. Treasury Department. Early in her career, she taught English at the East China Polytechnic University in Ma'Anshan China for two years. She has a B.A. in International Relations from Stanford University and a Masters in Public Policy from the Harvard Kennedy School of Government. Deborah is a longtime resident of Adams Morgan, and is active in the Kalorama Citizens Association and Adams Elementary School.

Thesia Garner is a Senior Research Economist at the Bureau of Labor Statistics in the U.S. Department of Labor, where she is an internationally recognized expert on measuring and tracking poverty and inequality. As a single parent of a 3-year-old daughter from China she is also an active member of several local community support groups for families with adopted children. She and her daughter have been studying Chinese with other adoptive families for over a year. Dr. Garner is a longtime resident of Capitol Hill. Dr. Garner received her B.A. from Meredith College in North Carolina, her M.A. from Purdue University, and her Ph.D. from the University of Maryland.

Steven Glazerman, a Senior Research Economist at Mathematica Policy Research, Inc., is a nationally known expert in the evaluation of education programs who specializes in teacher labor markets. He currently directs the Longitudinal Study of the American Board for Certification of Teacher Excellence and is a principal investigator for two major longitudinal studies sponsored by the U.S. Department of Education: the National Evaluation of Teacher Induction Programs and the Preschool Curriculum Evaluation Research (PCER) study. Dr. Glazerman received his B.A. in 1990 from Brown University and his M.P.P. in 1994 and Ph.D. in 1998 from the University of Chicago.

Manisha Modi evaluates education projects at the World Bank. She has a special interest in improving access for girls and low-income children in developing countries. She has a B.A. in Political Economy from UC Berkeley, an M.Sc. in Social Policy and Planning from the London School of Economics and is currently a doctoral student in Education at the University of Chicago. She and her husband live in the U Street neighborhood with their 2-year old son.

Colleen Popson works for the QED Group as a communications and knowledge management specialist. Colleen serves on the American Anthropological Association's Anthropology Education Committee, a group dedicated to developing methods for teaching anthropology in K-12 and promoting the relevance of anthropology as a tool for improving schools and schooling. Colleen holds a B.A. in anthropology from the University of Oregon and an M.A. in anthropology from University at Albany, SUNY. She and her husband, a realtor who speaks Chinese and has lived in China, live in the Brookland neighborhood of Washington, DC.

Mary Shaffner has over a dozen years of experience in business development, management and marketing communications. She is a principal of Siren Digital Communications, a digital media firm located in Adams Morgan, which serves the communication needs of some of the largest associations and non-profits in the District. She has an MBA and a BA in International Affairs from George Washington University. She studied Chinese at GW and spent a year teaching English in Taiwan while studying Chinese. She and her husband have a three-year-old daughter and are longtime DC residents who live in the Mount Pleasant neighborhood.

Jill Eynon is Executive Director of The Hospitality and Information Service, a diplomatic service organization that fosters international understanding through cultural exchange with members of the diplomatic community posted to Washington. She has twenty years of professional experience in the fields of government, politics and fundraising. She served as legislative assistant for education and other issues for Congressman Richard Gephardt and as a corporate fundraiser for the Human Rights Campaign. A long-time District resident, she lives in the Kalorama Heights neighborhood with her partner and son.

The Founding Group has also benefited from consultation with a number of experienced professionals who have agreed to serve in an on-going advisory capacity to the group. These include:

Dr. Jill Robbins, National Capital Language Resource Center, Washington, DC.

Dr. Beverly Hong-Fincher, Founder of the Chinese Program at George Washington University and expert in the area of cross-cultural communications, content-based foreign language teaching and social-linguistics.

Kendra Heffleblower, Third Grade Teacher, Watkins Elementary.

Susan Lamb, Development Director, Human Rights Campaign, Washington, DC (former Development Director for Food & Friends, Washington, DC).

Sean McManus, Head of the Middle & Upper Schools, Deputy Chief Director & Dean of Instruction of the North Hills School in Irving Texas, and IBO consultant.

Charles Wilkes, Founder and Chairman, The Wilkes Company, commercial real-estate developers, Washington, DC (www.thewilkes.company.com).

Chantale Wong, Assistant Director for Performance Budgeting, Department of Treasury

#### b. Planning Process

The Founding Group is comprised of parents, educators and public policy practitioners who:

- Are committed to improving public educational opportunities in Washington, DC
- Believe in primary education in a language immersion environment using the inquiry-based International Baccalaureate curriculum
- Are convinced of the importance of creating global citizens and especially addressing the emergence of the Chinese language and culture

The group coalesced over the past two years initially as a core group of parents committed to living in Washington, who wanted to help meet the significant demand for inquiry-based and language immersion elementary education. They were struck by the success of the Elsie Whitlow Stokes, Capital City, E.L. Haynes, LAMB, and Two Rivers public charter schools, all of which are highly over-subscribed.

The group settled on the inquiry-based International Baccalaureate – Primary Years and Middle Years Programme (PYP and MYP) curriculum because it has an excellent record of supporting student achievement in urban areas. D.C. Public School Superintendent Janey announced his intention to introduce the IB curriculum into a number of elementary and middle schools. Several have started the process including H.D. Cooke and Thomson Elementary. The founding group visited both schools and hopes to share resources as they pursue IB certification as Washington Yu Ying does.

The selection of Chinese as one of the languages of instruction helped generate interest among individuals who eventually joined the founding group – some were attracted by the emergence of China as a significant global economic power, some had experience living and working in China, and others have

children who were adopted from China. While several Founders were motivated by a desire to create a school that their own children might attend, all are motivated by a broader interest in improving educational options for the children of Washington, D.C. The founding group divided into informal working groups to work on various aspects of developing a school from the ground up.

Educational Design Team – Lisa Chiu led the team which included Alejandra Maudet, Amy Quinn, and Carmen-Rioux Bailey, with assistance from Sean McManus in the earliest stages. The group researched numerous models, visited over 30 schools and consulted with experts domestically and internationally to identify appropriate educational models and curricula. The team visited DC Public Charter Schools, immersion schools, DC Public Schools, PYP schools, schools with Chinese language instruction and more.

Lisa Chiu and Mary Shaffner visited Rock Creek International School (RCIS) in the Fall of 2005 where they met Alejandra Maudet, the head of the lower school, and observed a language immersion and the PYP curriculum serving children from a variety of socio-economic backgrounds. That visit galvanized the chosen school model. A visit to Elsie Whitlow Stokes PCS, an urban school implementing French and Spanish immersion with children from various language abilities and socio-economic backgrounds confirmed that choice. Discussion with World Language School of Washington (WLSW) founder Jameelah Muhammed demonstrated parents from all socio-economic, ethnic, and linguistic backgrounds were motivated to have their children learn Chinese; WLSW is a private language school holding classes on weekends.

Educational specialists contributed in their area of expertise: Carmen Rioux-Bailey advised on Special Education and English Language Learning issues; Alejandra Maundet provided expert immersion and PYP experiences; Qinghua Wang and Jameelah Muhammed contributed their knowledge of teaching Chinese to an urban DC population; Amy Quinn developed and advisor Sean McManus contributed much of the IB curriculum sections of the plan.

The founders also met with representatives of many organizations interested in elementary education, the study of foreign languages and the Chinese language. A number of these organizations have offered to assist the school with curriculum and materials including the GW Language Program, the Confucius Institute, the Chinese Embassy and the International Baccalaureate Organization.

Business Team – Mary Shaffner organized the business team which developed the operational and business sections of the application and the initial operational efforts of the school; all of the founders participated in the effort. Andrea Lachenmayr, the lawyer for the team, handled the legal filings, legal review, incorporation and application for non-profit status. Steve Glazerman submitted the DCPS pre-planning grant and the demographic analysis. Colleen Popson managed the facilities effort.

Outreach Team – Thesia Garner and Deborah Crane organized the group's outreach effort. Deborah and Thesia have tirelessly contacted and visited community members, educators, politicians and more. Individual activities have included visiting Thomson Elementary and the World Language School of Washington, speaking to parents about the school, and emailing parent listservs (e.g., Capitol Hill, Parents, Mocha Moms, DC Urban Moms).

Deborah Crane has enlisted the assistance of professional fundraisers and is developing a fundraising plan with founder Jill Eynon to pursue as soon as we receive our 501c3 status. Deborah led our outreach to various community groups and ethnic organizations including: Asian American LEAD, Latin American Youth Center, CentroNía, and Delta Sigma Theta. Thesia Garner served as point person for our outreach to Chinese cultural organizations such as the Confucius Institute. Mary Shaffner spearheaded the communications effort including creating the website, logo and drafting and sending outreach letters.

During the ramp up to the application the whole group has met every two weeks with team meetings in between. In addition, an online project management tool allows us to collaborate daily.

#### c. Corporate Structure and Non-Profit Status of the School

The Founding Group, with the assistance of Thelen Reid Brown Raysman & Steiner LLP, a national, 600-lawyer firm with an office in the District of Columbia, incorporated Washington Yu Ying School, Inc. as a non-profit corporation in the District of Columbia on March 9, 2006, for purpose of organizing the

Washington Yu Ying Public Charter School. The corporate name was changed to Washington Yu Ying Public Charter School, Inc. March 28, 2007.

Recently, pursuant to the Public Charter School Assets and Facilities Preservation Amendment Act of 2006, the District of Columbia Nonprofit Corporation Act was amended to provide for the involuntary dissolution of a nonprofit corporation operating a public charter school when the charter for the school has been revoked, has not been renewed or has been voluntarily relinquished, and to regulate for the distribution of the assets of such nonprofit corporation upon the occurrence of such an event. Consistent with the requirements of such legislation, Washington Yu Ying has amended its articles of incorporation and bylaws of Washington Yu Ying Public Charter School, Inc. to provide that its sole purpose is to operate a District of Columbia Public Charter School, Washington Yu Ying.

Thelen Reid made our Form 1023 filing with the Internal Revenue Service (IRS), for Recognition of Exemption. On July 2, 2007, we were informed that we are exempt from Federal income tax under Section 501(c)(3) of the Internal Revenue Code, which exemption is retroactive to the date that Washington Yu Ying Public Charter School was incorporated, on March, 10, 2006. Thelen Reid has also made the analogous filing with the District of Columbia, Form FR 164, Application for Exemption, and the District of Columbia confirmed on August 2, 2007, our xemption from income, franchise and personal property tax under the District of Columbia Code. Thelen Reid is assisting the Founding group with all other legal aspects of the founding of the school. Andrea Lachenmays, who is an associate at the firm, is acting as legal counsel to Washington Yu Ying.

Included herewith in Tab J are (i) the Articles of Incorporation, as amended through the date hereof, of Washington Yu Ying Public Charter School, Inc.; (ii) the amended and restated bylaws of Washington Yu Ying Public Charter School (the "Bylaws") as currently in effect, (iii) the Conflict of Interest Policy of Washington Yu Ying adopted at the time of its formation, (iv) the working draft of the Board of Trustees' critical Board governance policies, and (v) a copy of the Internal Revenue Service letter confirming tax exempt status under Section 501(c)(3) of the Internal Revenue Code.

#### 2. GOVERNANCE AND MANAGEMENT

#### a. Board of Trustees

The Board of Trustees plays a key role in setting forth the vision for the school and ensuring the school's mission is fulfilled. The Board, as the governing body of Washington Yu Ying, will provide strategic direction for the school, nurture strong school leaders, and ensure adequate financial resources and legal compliance. In doing so, the Board of Trustees will ensure the success of the academic program, faithfulness to the terms of its charter, and longterm viability.

Prior to the submission of this application, the Board of Trustees, which serves the purposes of the Board of Directors of a District of Columbia nonprofit corporation, was comprised of three Trustees, who were members of the Pounding Group: For purposes of enabling the corporate entity to engage in activities required during the pre-charter period; such Trustees have also elected officers. Mary Shaffner is President, Lisa Chiu is Secretary, Manisha Modi is Treasurer.

Recently, the initial three Linstees approved resolutions expanding the number of trustees to nine. Six of these nine seats are currently filled, and five of the six current Trustees are members of the original founding group. Those individuals are Mary Shaffner, who serves as President, Manisha Modi, who serves as Treasurer, Lisa Chiu, who serves as Secretary. Carmen Rioux Bailey, who serves as Vice President, and Jill Eynon. Although other members of the Founding Group are willing to serve as Trustees it requested, as indicated in the Statements of Interest and Qualifications of Founding Members included herewith in Tab G-2, we have decided to fill a number of spots on the Board of Trustees with individuals from outside the Founding Group, both in order to ensure that there will be a possibility that some imembers of the Founding Group will be available to serve as Trustees in the future; (thus promoting a continuity) and to permit the Board of Trustees to benefit from a broader range of experience and skills in the near term (i.e., to ensure

that the Board of Trustees as a whole has expertise in such areas as finance and accounting construction/facilities and human resources). See "Composition of the Final Board", below.

The sixth of the current Trustees is Jordan Schwartz, who is a Senior Infrastructure Specialist in the Sustainable Development Department of the World Bank's Latin American and the Caribbean Region: He works in the field of economic policy, project finance and regulation related to the provision of basic services. Since coming to the World Bank in 1998, Mr. Schwartz has worked on projects and policies for governments throughout Asia, Central Europe, the South Pacific, Africa, Latin American and the Caribbean. Aside from economic and project, work. Jordan has extensive experience in fund management and grant application reviews having served as the acting Manager of the Bank-based Public-Private Infrastructure Advisory Facility (US\$20 million: per: year, multi-donor, rechnical; assistance; program). He is also a member of the executive board of the United Nation's Economic Governance Trust which is a US\$100 million fund for developing basic service provision and regulation in Latin America. China and other selected developing countries. He has written, spoken and provided training on such topics as regulation of basic services, project tinance, postconflict reconstruction, and the governance of public-private partnerships. Prior to joining the World Bank. Mr. Schwartz worked for eight years as a management consultant at Deloitte Touche Tohmatsu and at Booz Allen & Hamilton. As a Senior Manager at Deloitte Emerging Markets, and in strategy consulting at Booz Allen, he'led project work in China-Thailand, Albania, Brazill Colombia and throughout the U.S. Before infrastructure consulting Mr. Schwartz worked for two years as an analyst at the Overseas Development Council, a research institution dedicated to development policy; and for a year in the quality assurance department of an Italian chemical company. After college, Jordan lived in Japan for a year working for the Ministry of Education: He was placed in a district board of education where he was responsible for reviewing the language programs of 40 junior schools:

Mr. Schwartz holds a Masters of Science from Georgetown University's School of Foreign Service where he concentrated his studies in development economics and a Bachelor of Arts magna cum laude from Tufts University! He has lived, worked and studied in Japan, Spain, Italy, UK and Mexico. He is bilingual English and Spanish, has a working level ability in Italian, and has studied Japanese. Portuguese and Romanian. A resident of the District of Columbia, Mr. Schwartz and his wife have a pre-school age daughter, who is being raised to be trilingual. The Founding Group believes that the Board, will benefit tremendously from Mr. Schwart's business expertisem including in particular his knowledge of finance and management, as well as his many connections in the District's internationally-oriented business community.

Composition of the Final Board. The Board will be composed of an odd number of 9-15 members. As noted above, expertise being sought for the Board includes educational experience, including with the International Baccalaureate curriculum and DC inner-city schools; real estate development and facilities management, accounting human resources, community outreach/communication; and fund-raising. The Board will also seek Trustee candidates with contacts in the philanthropic community.

During the first three years of the operation of school, it is anticipated that many of the Founders will remain on the Board of Trustees. This will provide added strength, stability and cohesion of vision, which will be especially important in such early years. The Founding group already has much of the necessary experience, including education, curriculum writing, grant writing, fundraising, business, law, and community outreach.

The original members are in the process, working with other members of the Founding Group and other supporters; of evaluating potential board members who have either volunteered to serve in such role during the course of our outreach activities or have been recommended as desirable candidates for the role of Trustee In addition to seeking. Trustees who are well connected in the community and committed to the mission of Washington Yul Ying Public Charter School, we seek to identify and nurture relationships with potential trustees who have expertise in finance and accounting construction/facilities, and human resources.

The current pool of additional individuals we are considering (beyond the Founding Group), includes among others, individuals with such skills, such as:

Audrey Singer: a Senior Fellow at the Brookings Institution Metropolitan Policy Program. Her areas of expertiser included demography international impration immigration, policy, and urban and metropolitan change, and she has written extensively on U.S. immigration trends; including undocumented migration, U.S. immigration policy; naturalization and citizenship and the changing racial and ethnic composition of the United States. Her addition to the Board would bring it additional expertise in demographics and other important urban issues, as well as contacts in the non-profit community.

Elizabeth Brooks, the Center Manager and Assistant to the Director of the John L. Thornton China Center at the Brookings Institution. From 1998 until 2000, she lived in Beijing China where she worked for the New Zealand and Australian Embassies. Elizabeth subsequently moved to Australia where she helped to establish a national non-profit organization that advocates on behalf of families in all of their forms. She has a Bachelors degree in East Asian Studies from Hamilton College (1998) and a Masters degree in International Affairs from the Australian National University (2001). She speaks Mandarin Chinese. She lives in DC with her husband and two young daughters.

Sally Hoekstra, a Project Executive with Clark Construction, Inc., one of the region's largest construction firms. Ms. Hoekstra focuses her work at Clark on institutional projects and would bring additional expertise in construction and facilities to the Board.

Sheldon Kline a DC-based attorney specializing in labor and employment issues. Mr. Kline has also represented the Board of Education and several schools; including a District of Columbia public schools and a charter, school, on employment matters, and would bring additional expertise in law generally as well as labor, and employment issues more specifically to the Board.

While the current list of individuals who we are considering for addition to the Board of Trustees is drawn from our known supporters we are also seeking to expand this pool through our work with Greater Washington DC Cares (GWDCC), which has selected Washington Yu-Ying Public Gharter School as one of its, nonprofit partners of Librough our partnership while GWDCC and in particular through its Board Leadership program, we expect to have access to individuals throughout the Greater DC area business community who have been trained by GWDCC to serve on a non-profit board of trustees and who are commutted to using their training to advance the work of a non-profit such as Washington Yu-Ying Public Charter Schools We understand based on our initial discussions with GWDCG that GWDCC will engage in a cooperative process with us and with such potential board candidates, to find a good fit between such individuals skills and interests and Washington Yu-Ying Public Charter School's needs and missions.

Because the Board of Trustees is so crucial to the success of the school, the Founding Group believes it is important to identify individuals who are not only appropriately skilled and committed to the mission of Washington Yu-Ying Public Charter School, but who also understand the kind of work that will be required by Trustees. Accordingly, the Founding Group are engageing in a process, to better acquaint potential trustees with the school and the role of the Board as well as to evaluate such potential trustees, by inviting potential Trustees to first work with the Board and members of the Hounding Group less formally, such as through advisory committees, and to contribute financially, and otherwise to the school. In addition, a luncheon event is being planned for October, 2007 for supporters of the school, who are being considered as Trustees and advisors. In this way, we are confident that we are on track with recruitment and development activities in order to build the membership of the Board of Trustees in a timely manner, with a goal to have a full and final Board (of up to 15 Trustees) in place by early 2008.

Parents are expected to play an important tole in strengthening the Board and ensuring that the school's mission remains relevant to the school community. At least two Trustees will be selected from among parents of current students. While we envision that members of the Founding group will make up this Board contingent initially final selection of parents Trustees will take place after the enrollment of students; thus permitting the selection to be made from among a larger group with broader sets of relevant experience and skills and to ensure a better understanding of prospective I tustees commitment to the school's mission. Parent I rustees may be self-nominated or put forward by the Parent Association.

The Head of School will be an ex-office; non-vount member of the Board

Responsibilities of the Board. The Board will be responsible for policy, strategy and oversight, leaving all day-to-day operational matters to the school administration. The specific responsibilities of the Board will be set out in a Board Policy, handbook, a working draft of which is included in Tab J. herewith (the Board Policies.).

Generally, the Board will be responsible for the following:

Determine Mission and Purpose. The Board of Trustees will be responsible for crafting the school's mission and philosophy and ensuring that the school operates in accordance with its mission.

Plan. The Board will review the development of and approve annual strategic plans with concrete and measurable goals to ensure that Washington Yu Ying's programs remain consistent with its mission and successful,

Select, Evaluate and Support the Head of School. The Board will be responsible for hiring and evaluation of the Head of School. The Board will clarify their own functions as distinct from those of the Head of School, recognizing that is the Head of School's exclusive responsibility to select and supervise the school staff. The Board will establish clear objectives and expectations of the Head of School and provide feedback to the Head of School that will support him or her in the fulfillment of his duties.

Ensure Adequate Resources. The Board will set targets and goals for resources. While the Head of School and/or director of development will ultimately be the chief fundraiser and will be responsible for developing budgets, the Board will have the ultimate responsibility for and be accountable for the financial stability and financial future of the school. The Board, through appropriate Committees, will establish targets with respect to fund-raising efforts and otherwise work to ensure the school is in a position to secure appropriate facilities in the short and long term.

Manage Resources Effectively. The Board will ensure that the school's resources are managed effectively through review and approval of the annual budget and monitoring of the financial reports of the Head of School providing for an annual audit by a certified public account in accordance with all applicable law and establishment of appropriate financial controls, all in accordance with requirements of the schools chartered by the PCSB.

Enhance the School's Public Standing. Trustees are ambassadors for Washington Yu Ying. As such, they will promote the mission, enrollment, recruitment and engage in general public relations for the school. They will engage the business community, the government and the DC community as a whole.

Promote Fairness and Maintain Accountability for School Personnel. The Board will adopt guiding principles for all personnel policies and procedures to be developed by the Head of School. To ensure fairness, the Board will be responsible for ensuring adequate grievance protocols and may delineate the Head of School's authority for hiring, promoting, evaluating and releasing staff in a manner that ensures consistency, but the Board will not get involved with individual personnel matters (other than in accordance with an appropriate grievance channel), which are the responsibility of the Head of School.

Ensure a Safe and Respectful Environment in which to Work and to Learn. The Board of Trustees will promote, through the development of policies to ensure compliance with all applicable laws, including in relation to health, safety, and civil rights, that Washington Yu Ying is a safe and respectful environment for its employees, students and visitors.

Recruit, Develop and Assess the Board. The Board will be responsible for assessing their own collective performance, for developing the collective and individual knowledge and awareness of responsibilities among the Trustees, and for ensuring Trustee's adhere to their commitments to Washington Yu Ying. The Board of Trustees will also be responsible for identifying gaps in the expertise of the Board of Trustees and recruiting and training new board members to ensure effectiveness of the Board for years to come.

Additional detail concerning the role of the Board of Trustees is currently being documented as part of the Board Policies.

Selection and Terms of the Board. Trustees will serve for a period of three years or until a successor has been elected. Terms will be staggered to ensure that new Trustees serve alongside experienced Trustees. Trustees may serve no more than two consecutive terms. The current Trustees have been elected to serve for terms of two or three years initially, while the officers of the Board serve as such for one-year (renewable) terms. The Bylaws and the Board Policies set forth the procedures for the pomination and election of Trustees as well as the preconditions to each Trustee's service (including, for example, execution of a Board Member Agreement and adherence to the conflicts of interest policies).

Relationship to the School Constituencies. The Board of Trustees will seek to govern Washington Yu Ying and work with the various school constituencies in a spirit of cooperation and partnership while retaining the ultimate responsibility for policy.

The Board will have at least ten regularly scheduled meetings each school year during the early years of the school's operations; the schedule and agendas for such meetings will be published in a timely manner. The Board and its committees shall also hold additional meetings as needed, after giving appropriate notice as required under the Bylaws and applicable laws. Although the Board of Trustees is not subject to the District of Columbia's open meeting laws, the Board of Trustees shall be mindful of its public accountability as a publicly-funded organization, and shall therefore seek a balance in its governance between the need for the Board to have candid discussion and the obligation to be accesssable and accountable to the public. To that end the Board shall establish policies ensuring that the Board of Trustees shall hold meetings periodically that include a public comment period, notwithstanding its rights to restrict participation in the other portions of such quarterly meetings to the Board of Trustees and its express invitees. The Board will also endeavor to keep the policy-making process for Washington Yu Ying as open and transparent as possible, and will communicate the results of its meetings to the broader school community in a timely manner and will keep minutes and records as required by the Bylaws and applicable law.

Particularly in the early years of the school's operations, Trustees will be expected to take an active role in assisting the school. The Board of Trustees will be expected to work cooperatively with the Head of School in providing strategic vision and oversight while leaving day-to-day operations to the school administration, as further articulated below. The Board will participate in an annual training session that will help integrate new Trustees and provide all Trustees an opportunity to review the mission of the school and the role of the Board as distinct from that of the school administration.

Committees. The Board is expected to form a number of committees to assist the Board as a whole in carrying out its responsibilities and provide guidance to the Board and oversight to the Head of School. These committees will be structured as leanly as is practical.

Such committees would be chaired in each case by a Trustee but would in some cases include as members non-Trustees, such as members of our advisory board and other members of our school community. Each committee will have the authority to act only consistent with the delegated authority to such committee, and committees including non-Trustee members will serve advisory functions in relation to policy. Each Trustee would be expected to serve on at least one committee.

Although the Board of Trustees will refine the Board governance structure once the charter is approved, the Founding Group currently expect to have the following committees.

Executive. This committee, comprised solely of Trustees, will coordinate the work of the Board and be the direct contact with the Head of School. As indicated in the Board Policies, the Executive Committee will not be authorized to act on behalf of the Board with express delegation in specific matters.

Board Development. This Committee coordinates Board recruitment, development, orientation and retention. It facilitates the annual assessment and nomination of officers, articulates the role of individual Trustees and the Board as a whole, and identifies training needs of new and incumbent Trustees.

Finance. The committee will review and advise the Board in relation to the annual budget and other financing matters, including investment policy.

Audit. This committee, distinct from the Finance Committee, will advise the Board regarding the selection of an independent auditor and the adoption of appropriate financial controls and ensure that school finances are regularly audited by an independent auditor.

Facilities and Grounds. This committee will develop and advise the Board in relation to a master plan of facilities and grounds. It will also advise the Finance and Executive Committees of expansion and plant needs.

Community Relations and Fundraising. The Committee will advise the Board and work with the Board as a whole, the administrative staff and other constituencies on fundraising, public relations and community outreach efforts.

Special Programs and Technology. Working with the recommendations of the school's administration and faculty as well as research on trends in other schools and the state of the art, this committee will make recommendations to the Board for procurement/development in areas such the arts, library and technology.

Diversity. This committee will be responsible for assessing the success of the school in relation to diverse student, staff and community populations, and making recommendations to the Board of Trustees on policies critical to the fostering of diversity, respect, global concern, etc. based on input from such constituencies and experts in such fields along with the committee's own research.

All committees will be chaired by a member of the Board of Trustees. Committees serving advisory roles will in many cases draw on the skills of members of the Advisory Board (comprised of individuals with expertise in education, law, management finance and fund-raising; intended to add depth and breadth to the skill set within the Board itself) and members of the Parent Association. In this manner, the Board of Trustees will have access to a greater diversity of experience and viewpoints, which it will use to inform its policy-making, while remaining ultimately and solely responsible for such policy-making.

The Head of School's Role in Relation to the Board. The Board of Trustees will be responsible for governance and policy-making for Washington Yu Ying including the hiring and evaluation of the Head of School. In turn, the Head of School, as the lead administrator of the Washington Yu Ying, will be responsible for implementing school policy in the operations of the school. While the Founders group anticipates a cooperative relationship between the Board of Trustees and the Head of School that functions effectively as a partnership and is enhanced by communication, respect and explicitly assigned roles and areas of focus, the Head of School will be held accountable by and to the Board of Directors for his or her performance as the school's chief administrator.

The differences in the roles of the Board of Trustees and the Head of School are demonstrated by the examples below:

Gehe Boardsoff enistices Roles.  Determine the mission of Washington Yu Ying	回動で語信可能的可能的可能。 Carry out the mission.
Hire, evaluate and terminate the Head of School	Hire, evaluate, and terminate all other staff.
Participate in development of the strategic plan for the school	Participate and implement the strategic plan for the school.
Review and evaluate and approve annual business plan and budget.	Prepare business plan, budgets and information for Board review and approval.
Monitor progress of programs in terms of meeting the goals and mission of Washington Yu Ying.	Manage programs, staff, services and community relations.
Review Board materials; be prepared to make strategic decisions.	Prepare Board materials to facilitate policy- making by the Board.
Establish financial policies and hire certified public accounting firm.	Implement financial policies and work with auditors to facilitate their timely completion of required financial reports.

#### b. Rules and Policies

Certain policies of Washington Yu Ying relating to governance are already set forth in the Bylaws, Conflict of Interest Policy and Board of Trustees Job Descriptions included herein. The Board of Trustees will also adopt rules to facilitate the governance process consistent with the requirements of the Bylaws, Conflict of Interest Policy and Board Job Descriptions and the more general policies articulated in this application. The Board Policies set forth at the end of Tab I hereto represent the Board's working draft of its critical governance policies, which cover such matters as the responsibilities of the Board board training and development the expectations of Trustees, the relationship between the Board and the Head of School, financial policies, conflict of interest policies, and policies regarding meetings of the Board.

The Board Policies currently contemplate that the Board will use Robert's Rules of Order for Board and committee meetings.

In the developing the policies including in the Board Policies to date, the Founding Group has reviewed recommendations of BoardSource and the National Association of Independent Schools as well as the American Bar Association, and has reviewed and adopted with appropriate modifications, model policies being used by other school. On this basis, the Board of Trustees is also in the process of developing policies for the orientation and continued training of all Board members. As set forth in the Board Policies, all new Board members must familiarize themselves with the charter, the charter school agreement, the Bylaws and the Board Policies. All Trustees must also execute the Board member agreements included in this application, acknowledging all of the foregoing, as well as other expectations of individual trustees. In addition, the Board of Trustees will seek to enroll all new Board members in a Board leadership program, such as the training program offered by Greater Washington DC Cares, and will establish policies for ongoing training of all Trustees and the Board as a whole in accordance with recommendations of BoardSource and other similar organizations.

In addition to policies delineating the roles and responsibilities of the Board of Trustees and administration of Washington Yu Ying, the Board of Trustees, working with the Head of School will also responsible for establish high-level policies in areas of personnel, academic program, financial management, student discipline, school operations and other areas as required by District of Columbia or federal law. Over the next 6 months, these policies will be further developed and articulated by drawing on best practices of other successful public charter schools and from independent schools implementing the PYP and MYP curricula and immersion.

The school administration, led by the Head of School will be responsible for the development, articulation and implementation of all operational guidelines and procedures to facilitate the day-to-day operations of the school, and will provide copies of such guidelines and procedures to the Board for its information.

See Section B-2-c, above, "Corporate Structure and Non-profit Status of the School" above relating to the organizational documents of the corporate entity, including its Articles of Incorporation, Bylaws and Conflict of Interest Policy included in Tab J hereto.

#### c. Administrative Structure.

The administrative team will be led by the Head of School and supported by the Principal, who will be hired in year three. The Head of School will also serve in the role of Principal until the third year. The Principal, who will report to the Head, will be responsible for day-to-day academic oversight and faculty development.

Other key administrative positions expected to be filled during the first five years of school operation include: an Instructional Leader, who will report to the Head of School until the Principal is hired; a Business Manager, who will report to the Head of School; and a Development Manager who will also report to the Head. The Instructional Leader is a teaching position in the early years. The Instructional Leader will also

serve as the primary liaison to the Parent Association. He or she will meet regularly with the Head to discuss teacher-related issues and concerns. As the faculty grows, the school will have grade level team representatives, who meet with the Head as above.

Below is an outline of the anticipated roles of the key administrative staff.

	<u> </u>
Head of School	Communicate regularly with the Board chair; coordinate Board meetings; provide timely and relevant input to Board discussions.
	Ensure that overall administrative systems are coordinated; ensure that required federal and district reporting requirements are met.
	Support Principal in the hiring of faculty and monitoring of faculty performance.
	Acquisition and Lease, renovations with the advice of the Business Manager.
•	Represent the school within the Washington DC community and among various external stakeholders. Handle all public relations, including marketing.
	Manage the development and execution of a fund-raising plan; cultivate individual, foundation and corporate supporters.
	Communicate with the Parents Association.
Principal	Work with Head of School to hire faculty. Supervise and evaluate faculty, make recommendations regarding continuing employment of teachers from one year to another.
	Guide the development of curricular content, within the parameters of the PYP and immersion program.
	Implement, in a timely manner, all mandated as well as "developed" assessments, as well as making sure that results will be reported on time to DCPS and other agencies, and implement assessment practices to monitor student achievement.
	Ensure that families and students needs and concerns are considered and addressed on a continuing basis.
Instructional	Identify and address training and staff development needs.
Leader (PYP	In cooperation with faculty, lead the development of curricular materials within the parameters of the PYP and MYP program.
Coordinator)	Supervise the implementation of the PYP and MYP
	Manage the application for and preparation of the IBO Authorization process
Business	Set out finance-related policies; develop the budget; manage financial reporting; monitor
Manager	expenditures and cash flow.
	Accounting, financial reporting, budget execution.
	Manage facilities, including lease, acquisition, renovations and maintenance.
	Management of payroll and benefits.
	Procurement.
·	Preparation of financial reports and compliance reports.
	Management and development of marketing and communications materials.
	Assists the Head of School with the establishment of systems, managing facilities, and other roles.

Parent Association. Washington Yu Ying believes regular communication among the Board of Trustees, administration, faculty and parents is essential to the formation of a strong school community. To facilitate such communication, Washington Yu Ying will establish a Parent Association during the first year of operation. All parents/guardians of enrolled students have automatic membership and will be encouraged to

participate in the activities of the Parent Association. While the Parent Association will not have an administrative role, a representative will be selected to serve as a liaison for communicating with the Board and administration about parent concerns and providing periodic review of school policies and procedures.

#### d. School Management Contracts.

The school does not plan to hire a management company and as such will not engage in school management contracts.

### e. Recruitment of Volunteers and Pro Bono Services.

Washington Yu. Ying Public Charter School already benefits from a large group of supporters who wish to assist in the startup and continued operation of the school, with professional skills ranging from outreach, IT, fundraising, accounting real estate, law and other areas. Washington Yu. Ying Public Charter School is in the process of developing a database to keep track of these volunteers and the services they may be able to provide to Washington Yu. Ying Public Charter School on a pro-bono basis. In addition, the Founding Group and Trustees will continue to mine their respective contacts for such opportunities.

In addition to these efforts, Washington Yu. Ying Public Charter School, as a non-profit partner of Greafer Washington DC Cares, will have access to a network of professionals seeking to contribute their skills and time to worthy non-profit endeavors. Through a needs assessment process with GWDCC (and GWDCC's screening of potential pro bono consultants and other volunteers), the Founding Group and Trustees will seek to identify additional needs of the school and recruit the appropriate volunteers therefor.

#### 3. FINANCE

### a. Anticipated Sources of Funds:

With our anticipated 150 students in 6 classes, Pre-Kindergarten through First Grade, we expect to receive approximately \$2 million in DC public funding our first year of operation. This constitutes 76% of our revenue and includes the per pupil allotment -\$1,384,336, the per pupil facilities allowance - \$480,341, the allocation for special education students - \$108,004 (SpEd 12%), and the allocation for English language learner (ELL 12%) students - \$61,717.

We expect to receive approximately \$377,000 or 14% of income in Federal Funding from entitlements and competitive grants. This includes the NCLB grants - \$120,313, the TitelVb planning grants - \$200,000, and the National Food Program -\$56,489. We expect that 50% of our students will be eligible for Title I, 100% for Title II Parts A & D, and 100% for Title IV. Also included in our budget are a before care program with breakfast, an after care program and three-week summer school. In the first year, we expect approximately \$210,000 or 8% of revenue from our lunch and before and after care programs.

We have applied for and received the PCSB/TitleVb planning grant and have included it in our budget. We will use these monies, and any additional funds to get the school up and running in the first year.

The following chart explains per pupil and anticipated funds in the planning and first two years. For a more detailed income analysis, please see our budget in Tab F.

	Planning Year	Year 1	Year 2
Number of Students		150	200
Per Pupil Allocation		8322	8572
Per Pupil Facilities		3109	3202
Percentage SpEd		12%	12%
Percentage LEP		12%	12%
Per Pupil Revenue			
Total Per Pupil Allocation		1,384,336	1,880,555

Total Facilities		480,341	659,668
Total SpEd Funding		108,004	152,475
Total LEP/NEP Funding		61,717	84,757
Total Per Pupil Summer Allocation			56,284
Total Per Pupil	:	2,034,398	2,833,739
Other Public Revenue			
NCLB Grants		120,313	165,230
Title Vb Planning Grant	120,000	200,000	20,000
National Food Program	·	56,489	77,578
Total Other Public		376,802	262,808
	* -		,
Private Revenue	8,000		4 .
Supplemental Program Fees (BC/AC & Summer)		149,600	184,679
Meals		60,511	83,102
Uniforms		5,625	7,725
Total Private Revenue	8,000	215,736	275,506
<ul> <li>Control of the second of the se</li></ul>	Andrew Stranger		
Total Income	128,000	2,626,936	3,372,053

Contingency Planning. The Trustees of Washington Yu Ying understand that these are aggressive enrollment targets. And although we already have a large list of interested families and steadily growing support in the community, we are planning for the possibility of under enrollment. We are aggressively fundraising to ensure that even if we do not meet enrollment targets, we will be able to adequately support the school.

If our enrollment numbers, and, therefore, anticipated funds, are lower than planned we will make appropriate budgetary adjustments. We created a contingency budget based on the Washington Yu Ying receiving only 75% of its anticipated enrollment. Adjustments made to accommodate this includes: increasing the student per classroom number to 28, not hiring a social worker or literacy specialist, decreasing the textbooks purchased (as PYP does not require many textbooks), decreasing classroom furnishings from \$8,000 to \$5,000, decreased legal fees by \$10,000, as we will rely more on our pro bono law firm, decreasing leasehold improvements by \$10,000. This is demonstrated in our contingency budget, included as Tab F.

As is typical for DC Public Charter Schools, our cash flows show a large negative number in September of the first year. The deficit is between \$150k and \$200k. If we face such a problem, we will resolve this through a combination of the following: First, all payrolls are projected to start on July 1st. In practice, this is never true. Most staff won't start until August or even September. Since payroll is around 50% of expenses, cash flow should not be as difficult as the default conservative scenario would suggest. Second, the school will secure a \$150k line-of-credit from Eagle or City First Bank in July, when the bank accounts will be full and the school will be the most attractive to banks. Third, if needed, the school can stretch (late pay) a number of vendors at the end of September or beginning of October to breach the low cash period.

#### b. Planned Fundraising Efforts

Washington Yu Ying's Chinese and International focus provides a unique model and mission that makes the school appealing to specific corporations and organizations with like foci. We have created a Fundraising Committee who is aggressively targeting potential donors, organizations and corporations.

The Trustees have goal of fundraising approximately 25% of our income per year to support both its capital campaign to purchase a school building and more importantly our 2 teacher per class of 20 class structure.

Washington Yu Ying has a goal of fundraising approximately 25% of our income per year to support both its capital campaign to purchase a school building and more importantly our 2 teacher per class of 20 class structure.

We will apply in a timely manner for all federal monies to which our student population is eligible. We have already applied for the Federal Public Charter Schools Program pre-charter planning grant. We have letters of support from both US Asia Cultural Organization and the Confucius Institute to provide materials, teachers and other assistance that will offset costs. If we are granted a charter, we intend to immediately secure grant-writing services to begin the process of pursuing federal competitive, private and corporate foundation grants. We are in the process of applying for the Walton Family Foundation Charter School Startup grant of \$230,000.

Our Founding Group and advisory board include a number of individuals with significant fundraising and event planning experience, which we will employ to guide the grant application process and to undertake several planned fundraising events during the planning year. We have identified foundations that focus in at least one of the following areas: 1) education; 2) community initiatives in the DC metro area; 3) U.S. relations with Asia; and 4) language immersion programs. We will work closely and creatively with the corporate and local business communities to identify opportunities for sponsorships of certain school facilities (e.g. library, technology center, playground, gym) and community events (e.g. the New Year's and Mid Autumn Festivals). We will explore opportunities for matching grants from the corporate community. We will seek to have our school listed as part of the Combined Federal Campaign, which facilitates charitable giving within the federal government workforce.

The Board committee on Community Relations is responsible for fundraising. This committee will create an information packet on Washington Yu Ying for corporate and foundation donor prospects; strategically target donor prospects; and identify how fundraising goals will be met by corporate sponsorships, foundation grants and individual contributions. This Board committee will be responsible for driving all fundraising efforts for the school.

# Federal Competitive Grants:

- Charter School Planning Grants
- FLAP Foreign Language Assistance Grants
- Enhancing Education through Technology
- E-rate Program
- Reading First\*

\* Note: While we plan to explore possibilities for this grant, we recognize that it may be difficult to reconcile the school's language immersion approach with the requirements of Reading First.)

#### Private Foundations and Organizations:

- Walton Family Foundation: we are applying for the \$230,000 Startup Charter Grant
- We have a relationship with the Confucius Institute of Maryland who has agreed to provide us with teachers and Chinese language books. This will result in significant savings in our budget.
- Annie E. Casey Foundation: supports disadvantaged children and families
- Ford Foundation: education division focuses on increasing educational access and fostering curriculum supportive of inclusion, development and civic life
- Henry Luce Foundation: Asia program supports initiatives that foster understanding of Asia in the U.S.
- Mott Foundation: focus on improving education in low-income areas
- Committee of 100: group of distinguished Chinese-Americans, education initiative supports curriculum development that is inclusive of Asian-American perspectives
- Asia Society: includes support for materials and programs for students and teachers
- Asia Foundation: includes support for Asian-American exchange programs
- U.S. China Education Trust: supports activities which improve U.S.-China relations
- Kinsey Foundation: supports educational and cultural initiatives in the DC metro area

- Morris and Gwendolyn Cafritz Foundation: supports arts, community service, education and health initiatives in the DC metro area
- Meyer Foundation: includes a focus on strengthening communities in the greater DC area
- Hattie M. Strong Foundation: grant program supporting education initiatives, primarily in DC metro area
- Lois and Richard England Foundation: programs in support of children in underserved areas of DC region, includes focus on after-school programs
- Spring Creek Foundation: includes support for education initiatives in the DC area
- KaBOOM!: helps build community playgrounds, includes challenge grants
- Nike's Jordan Fundamentals Grant Program: funding for innovative programs to teach children in need
- Mattel Children's Program: funding for innovative programs for children in need

# Corporations/Corporate Foundations/Business Associations:

AT&T Foundation
Verizon Foundation
Fannie Mae Corporation
Freddie Mac Foundation
Clark Construction
Sprint Nextel
Lockheed Martin

AES Corporation
Capital One
Marriott
Gannet Company
Booz Allen and Hamilton
U.S.-China Business Council

U.S./China/Hong Kong Chamber of Commerce

United Airlines

Individual Giving. Founding members have already donated small amounts of cash and a large amount of in-kind giving. As soon as we receive our non-profit status and Charter, we plan to start fundraising in earnest. Once the school is in operation, we will also welcome those families which are interested in doing so to make donations in cash or in-kind. The Chinese New Year Event in particular will be a community event but also will include a fundraising component such as an auction.

#### c. Financial Management and Accounting

Washington Yu Ying PCS will maintain its financial records in accordance with generally accepted accounting principles (GAAP) as defined by the American Institute of Certified Public Accountants. The school will establish financial management and internal accounting procedures with strong fiscal controls. The business manager will be in charge of establishing the schools financial systems with assistance from the Board and with review by the Head of School.

To mitigate cash flow and management issues associated with only receiving four payments over the course of the year. We expect to develop cash reserves to help manage cash flow and intend to obtain a line of credit from our banker in case our cash reserves are depleted.

Each year the business manager will start with a target budget including all revenues, expenses and savings targets. We will use Quick Books for everyday bookkeeping and will prepare monthly financial reports to ensure that we are meeting our budget: budget-to-actual, income/expense, cash flow and balance sheet. The business manager will be responsible for preparing these reports and presenting them to the Head. The Head will be responsible for preparing summary financial reports for each board meeting. We are considering contracting with GoldStar LLC to handle our accounting, payroll and DCPS reporting needs.

#### d. Civil Liability and Insurance

Washington Yu Ying PCS will secure the following types and levels of insurance coverage. We have contacted three agencies from the Hartford Group of Insurance professionals and are awaiting quotes.

Туре	Estimated Amount	
General Liability	\$1,000,000 per occurrence \$2,000,000 aggregate	
Director and Officers Liability	\$1,000,000	
Educators Legal Liability	\$1,000,000	
Student Accident	Per student basis	
Umbrella Coverage	\$3,000,000	
Property/Lease Insurance	100% of replacement cost	
Boiler and Machinery Insurance	\$1,000,000 (if appropriate or actual loss)	
Auto Liability	\$1,000,000	
Workers Compensation	As required by law	

#### e. Provision for Audit

The Washington Yu Ying board will provide for an annual audit of the school's financial statements. The audit committee of the board will ensure than an annual audit of the finances of Washington Yu Ying PCS is conducted in a timely manner. We will select a Certified Public Accountant licensed in the District of Columbia from the list of DCPCSB approved firms.

#### 4. FACILITIES

#### a. Identification of a Site

Washington Yu Ying Founders take seriously the challenges associated with securing space for a new charter school and have employed a multi-pronged and flexible approach to our facilities search. Current market constraints make it unlikely that we will find a building that the school could grow into and eventually own. We are considering renting an incubator space for as many as the first three years of operation. This temporary space will allow us to minimize economic risk while increasing enrollment and staff, and at the same time, conserving cash needed to purchase or construct a permanent facility capable of accommodating 700 students (roughly 70,000 square feet). During the Years 4 to 13 growth period, we would lease surplus space to another charter school or to organizations with services or programs that complement our vision and mission.

In order to find a creative solution, our list of facilities criteria is short:

Metro Accessible. Because we anticipate serving students from a number of wards (1,2 and 6), access to public transportation will be critical and more important than locating in a specific neighborhood.

Room for Growth. We estimate our minimum space requirement for Year 1 at 15,000 square feet, or 6 classrooms and 2 additional rooms. By Year 3, the space needs will be 25,000 square feet, or 10 classrooms and 2 additional rooms. We would like to move no more than once between years 1 and 6.

Renovations. We will assess the suitability of any incubator space with respect to the costs of bringing the space up to appropriate standards and use estimates of that cost to inform negotiations of lease terms. In addition to classroom space, we will also consider the requirements, as applicable, for non-classroom space, such as nursing stations, lunch-warming areas, restrooms and administrative space.

Costs: We have budgeted \$28/square foot for 24,600 square feet of incubator space, including all applicable management, maintenance and insurance costs.

Safety. The facilities will meet the following criteria: excellent personal safety, excellent building safety, ability to drop off and pick up, access to safe outdoor space, good day-lighting and access to community facilities.

Specifically, the Washington, Yu-Ying facilities committee composed of a group of professional real estate developers agents and motivated parents, are following three primary avenues to ensure. Washington

Yu. Ying finds the most appropriate space available for the students needs: co-location with an underenrolled or occupation of a vacant DCPS school, private development and commercial leasing.

Building Hope, a non-profit organization with an excellent track record for helping charters secure space, has selected us to receive assistance in finding and financing a facility. With advocacy from Kathleen Padian of Building Hope, who has become intimately involved in the DCPS effort to identify schools that would be promising candidates for co-location with charter schools, we have identified and appealed to Chancellor Rhee and other decision-makers within DCPS to consider us for co-location in five DC public schools in Wards 1, 2, and 6 that are currently under-enrolled. Because Washington Yu Ying offers a unique model of education, we feel we would bring many opportunities for cultural enrichment that would complement rather than compete with an existing public school willing to share its space.

Washington Yu Ying is actively exploring co-location at an under-enrolled D.C. Public Schools facility because it offers us the opportunity to lease a facility at a rate far below Washington commercial market rates and save more money for a down payment on a permanent space. Hoever, there are no guarantees that such a facility will be available in time for our opening in fall of 2008. We are also pursuing opportunities to develop privately owned property. Washington Yu Ying is well-positioned to be an active participant in raising funds and cultivating relationships, with non-profit organizations, city agencies and others for public/private development partnerships that have the goal of serving both the local and the wider DC communities. We are currently in the process of procuring the aid of the Charter Schools Development Corporation, non-profit organization that buys and develops space to lease to charter schools. We have begun talks with CSDC and are looking for real estate that meets their criteria.

With the help of commercial realtor Matthew Ward of Studley, we have been actively scouting facilities for six months and have developed a database of site candidates; including several viable backups that can get us through at least the first year and up to the first three years of operation.

As we build this school and search for facilities, we understand how essential it is to get to know the needs of and appeal to the neighbors in the communities and/or the principals, teachers, and parents in the schools in which we hope to locate. For that reason, our facilities and outreach committees are working closely together as we zero in on locations to help us understand the unique challenges and opportunities. Washington Yu Ying and the schools or communities afford each other and how we can work together to leverage the opportunities and find creative solutions to the challenges. By choosing to join the network of International Baccalaureate Schools, the founders of Washington Yu Ying obligated the school to become a thriving community of learners—stretching beyond the students enrolled at Washington Yu Ying—actively engaged in the wider DC community. In this regard, we plan to use our facilities to offer such cultural enrichment activities as language classes summer camp, martial arts, calligraphy, music, dance, and puppetry, as well as programs and services not exclusively tied to Chinese language and culture.

#### b. Site Renovation

Each of the properties currently under consideration by Washington Yu Ying is in a different stage of renovation to accommodate a school. In addition to our relationship with Building Hope, Washington Yu Ying has identified an architect, Milton Shinberg, of Shinberg & Levinas, who can provide guidance on code compliance, design issues and the improvements necessary to create a suitable space for the school. We have contacts with a number of local licensed contractors who can bring the facilities into compliance with all building, zoning and safety codes, although Washington Yu Ying will comply with the applicable requirements for competitive procurements under the DC School Reform Act in contracting for such work.

Before signing a lease, we will consult with an architect and general contractor and arrange for a site inspection. We will coordinate with the architect and contractor to develop a detailed scope of work and timeline for work to be completed no later than April 2008. In negotiating the lease for the incubator space, we may request that the landlord pay for part or all of the work.

### Proposed Timeline:

September 2007: Identify space; Hire inspector, contractor, and architect; Inspection/Walk-through with contractor and architect; Lease negotiation

October 2007: Scope of work for renovation, Obtain building permits; Begin renovation

January 2008: Ability to show space underdevelopment

April 2008: Renovation complete; begin inspections process to obtain occupancy permit

Our selection of a permanent facility will also involve a similar evaluation of the degree and expense of renovation required.

# c. Facilities Financing

Washington Yu Ying PCS has a bank account at Bank of America and anticipates applying for a line of credit at Bank of America once the Charter is established. If obtaining the line at Bank of America proves difficult, we will pursue one of the other banks used by charter schools, Eagle or City First. While developing our curriculum and otherwise planning for the opening of the school, we will use this line of credit to begin to establish a credit history that will bolster our efforts to lease and later purchase or construct a facility.

The most immediate need, however, is to secure financing to lease and renovate an incubator space. Washington Yu Ying will be aided by its relationships with various nonprofits. Building Hope, through its partner American Charter, offers credit enhancements and loan guarantees to new charter schools.

We plan to save on average \$100,000 per year while occupying the incubator space for a down payment to purchase and renovate a permanent facility.

#### d. Building Maintenance

Washington Yu Ying PCS recognizes the importance of a safe, clean environment for its students. In order to ensure such an environment, we will schedule an initial inspection of the space and subsequent quarterly inspections with professional building inspectors to ensure that all codes and standards are met, mechanical systems are operating properly and that HVAC systems are primed for the seasons. A tracking system will monitor maintenance needs and fulfillment, ensure maintenance and repairs are conducted swiftly and cost-effectively, and identify opportunities for increased efficiency. We will contract with appropriate maintenance staff and firms to perform maintenance as needed and in each case subject to any applicable requirements for competitive procurements under the DC School Reform Act.

#### 5. RECRUITMENT AND MARKETING

#### a. Outreach to the Community

Creating strong linkages in the community serves our mission and creates an essential support network for Washington Yu Ying. Our outreach goals are to publicize the school, build community partnerships that can help us meet our goals of the school and determine how we may best serve the community. Washington Yu Ying founders have contacted numerous organizations and individuals in this effort. Many of the organizations submitted letters of support indicating their willingness to work with Washington Yu Ying. In addition to those activities already included in the Education Plan, our activities have included the following:

Organization	Key Contacts	Mission of Org. and Benefits to Washington Yu Ying School/Students
Community Service P	artners:	
National Council of Negro Women 633 Pennsylvania Ave. NW	Kahlil Bryant, International Development Cntr Sylvia Patrick, Bethune	NCNW's supports women of African descent and their families including mentoring and literacy programs for youth Washington chapters provide students with special programs, mentoring and literacy activities.
Delta Sigma Theta Sorority 1707 New Hampshire Ave.	Program Cntr Ella McNair, Director, Programs and Public Relations Nicole Bates, Program	Delta Sigma Theta sorority has a strong history of public service and active programs in the field of education.  Delta Sigma Theta provide opportunities for tutoring and mentoring.

NW	Specialist	
Latin American	Gerry Schaffer,	LAYC offers comprehensive social services to the
Youth Center	Educational	Hispanic community in Washington, DC. We are
1419 Columbia Rd.	Enhancement	
		exploring cooperating with LAYC on after-school
NW	Jeanne Konicki,	programs, tutoring and mentoring, and recruitment.
0 1 37	Americorps Liaison	
CentroNia	Kisha Brown, Family	CentroNia's mission is educating children and youth and
1420 Columbia Rd.	Literacy Director	strengthening families in a bilingual, multicultural
NW	Irma Rivera, Family	community. CentroNia's Family Literacy Program
	Literacy Coordinator	provides students with access to literacy programs and
		their families to information on the integrated social
		services CentroNia provides.
Asian American	John Brill, Interim	AALEAD's mission is to promote the well-being of Asian
LEAD	Program Director	American youth and families, through education,
1323 Girard St. NW	Sandy Dang, Executive	leadership development and community building. We are
	Director	exploring with AALEAD cooperation on recruitment,
	<u> </u>	tutoring, mentoring and after-school programs.
Vietnamese	Hien Vu, President	The Vietnamese American Community Service Center
American		provides comprehensive social support to Vietnamese
Community Service	'	immigrant families in the DC area. Cooperation with
Center	. '	VASC would provide support for Vietnamese speaking
2437 15th Street		students and their families.
	nd Extracurricular Enrichr	· · · · · · · · · · · · · · · · · · ·
Textile Museum	Linda Powell, Curator	The Textile Museum and its hands-on Activity Gallery
2300 S Street NW	of Education	offers students a chance to learn about the
<u> </u>		cultural/practical significance of textile.
National	Kim Hulse, Education	National Geographic will provide curricular materials and
Geographic	and Children's	students with speakers programs and field trip
1145 17th Street NW	Programs	opportunities.
Freer Gallery of	Claire Orologas,	The Freer and Sackler Galleries house world-renowned
Art/Sackler Gallery	Director of Education	collections of Asian art. The galleries can provide
1050 Independence	Maria Williams, Office	curricular materials, field trip opportunities and interactive
Ave.	Manager	art programs.
Meridian Int'l	Ruth Withnell Fitts,	Meridian promotes international understanding through
Center	Director, Educational	outreach, exchanges and arts programs. They provide
1630 Crescent Place,	Outreach Programs	curricular materials and speakers programs.
NW	· · · · · · · · · · · · · · · · · · ·	
Embassy, PR China	Mr. Fang Jun,	The embassy can provide cultural exchanges, access to
Education Office	Counselor for Sino-US	Chinese language teaching materials, and links to networks
2300 Connecticut	Educational Exchange	of Chinese teachers.
Ave. NW	and Chinese Language	·
` <u> </u>	Affairs	
National Capital	Donnie Shaw,	YMCA can provide physical education opportunities and
YMCA	Community	health/wellness programs for after-school programs.
1711 Rhode Island	Development Director	
Avenue		<u> </u>
Hung Tao Choy Mei	Abdur-Rahim	This local Kung Fu Academy provides students with
1351 U Street, NW	Muhammad	opportunities to learn both the physical and cultural
	President/Founder	aspects of the martial arts.
Everhart's Nippon	Robert Everhart,	This martial arts studio will help shape martial arts
Kenpo Karate Do,	Founder and Instructor	programs for the school. Martial arts will help students
	t to the second	1 Food-man and man and man and man and and and and and and and and and a

Whole Foods	Heather Rogers,	Whole Foods' community relations program provides
1500 P Street NW	Community Liaison	students with field trip opportunities and curricular
		material related to food and nutrition.
Washington	Stephanie Wright and	Washington Opera provides access to interactive
National Opera	Rebecca Kirk, Ed. &	presentations and performances and links to the "Family
6925 Willow St. NW	Comm. Programs	Opera Look-In" program.
Other Targeted Outre	ach:	
DC Politicians	Councilman Graham	We met with Councilman Graham who submitted a letter
	and Wells,	of support and also offered to help us especially with the
	Congresswoman	effort to collocate our facility with DCPS. Met with
1 .	Norton, and Mayor	Councilman Wells have initiated contact with
	Fenty	Congresswoman Norton and Mayor Fenty
Listservs	In targeted wards and	DC Urban Morns, Mocha Morns (Southern DC), Families
	for families	with Children from China, MOTHS (Parents on Capitol
		Hill), World School of Washington (Southeast DC),
		Community Listservs in targeted wards, Asian American
·		Community, U Street Tots

We also have a website—www.washingtonyuying.org—which we use to educate people about the school, for hiring purposes and to collect names of interested families via a link to a Google Group.

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

- Creating flyers and other print media in English, Spanish and Chinese and distributing them at community meeting places in Wards 1 2 and 6.
- Holding a Mid Autumn Moon Festival Party in the fall 2007 and a Chinese New Year's event in early 2008 to raise money, promote enrollment, and educate the community about the school.
- Targeting community organizations in Wards 1, 2 and 6, we will ask community groups to include information about Washington Yu Ying in their newsletters. We will also request a few minutes at upcoming events to address members.
- Developing a presentation and holding informational seminars at libraries, churches, daycare centers and community centers in our target Wards and in conjunction with cooperating community groups.

Other initiatives will include prominent signage, investigating advertising in cable or radio, targeted PR releases for local broadcast media. In addition, after school opening, students will be required to wear uniforms (Washington Yu Ying T-shirts and khakis)—150 students, and more the following year, will be walking promotions for the school.

Serving the Community. Washington Yu Ying will be an integral part of the community and will engage in and share with the community as a whole:

- We will share our experiences with other educators in immersion and Chinese: LAMB, Elsie Whitlow Stokes, ABC Bilingual, Thomson.
- We will explore the possibility of cooperating on International Baccalaureate training programs with DC public schools (e.g. Thomson and H.D. Cooke).
- We plan to hold community events to commemorate Asian holidays: Mid Autumn Moon and Chinese New Year's Festival and Fundraiser.
- We will hold lectures on Asian culture with experts and invite community members.
- During off school hours we will provide space for Chinese conversation classes for our parents and interested community members.
- Interested community members.

  During off hours, if possible, we will rent space for Asian cultural activities like Gong Fu and Tai Chi.

#### b. Recruitment of Students

We are aware that an increasing number of public charter schools are available for parents to choose from, particularly at the elementary level and in Ward 1. Therefore, a strong effort will be required to introduce Washington Yu Ying to District families and to emphasize the benefits of the inquiry-based International Baccalaureate PYP curriculum and Chinese language immersion. Particular attention will be paid to introducing the Chinese language element of the program to families, including those for whom English is not the primary language and who might not ordinarily consider a Chinese immersion curriculum for their children. Evidence of young children's capacity for acquisition of second and third languages will be emphasized.

The recruitment process will be an extension of broader community outreach efforts described in the previous section, which are already producing significant interest in Washington Yu Ying among area families. Recruitment efforts will include coordination with other public charter schools in the targeted neighborhoods, such as Elsie Whitlow Stokes, Capital City, E.L. Haynes, and Two Rivers, that are not able to accommodate all interested families. The inquiry-based Primary Years Program of the International Baccalaureate curriculum is similar in some aspects to the Expeditionary Outward Bound curriculum or Language Immersion programs used by the above-mentioned charter schools, and could prove attractive to families of children not gaining admission to those schools.

Washington Yu Ying will also conduct information sessions/presentations at a variety of locations in targeted wards, as detailed above, to inform prospective families of the plans for the school and opportunities for enrollment. A translator will be on site when appropriate. We will also staff information booths at grocery stores and shopping areas to distribute information (in Spanish and English) about the school.

Print and radio advertisements may be employed throughout the District to ensure that a diverse array of families who may have an interest in an inquiry-based, language immersion program for their children have an opportunity to learn about the school and submit an application. All local media outlets will be contacted and invited to the Chinese New Year and Mid Autumn Moon Festival Community Events/Fundraisers.

In general there has been a great deal of interest in the school. This summer we continued to build our list of interested families. Our listsery now includes 130 individuals, most with families in the District and interested in the school. We held two playdates and have created committees around Governance Community Outreach, Fundraising and Facilities that will implement the following: Over 60 people attended both playdates; and they resulted in over 30 families who were will to join committees and help out. We plan to continue to build on this effort to meet our goal of 150 students in 2008.

Summer 2007	Contact of potential community partners, generating interest through listservs, informal discussion, develop community partnerships.	
October	Finalize development of print materials and presentation.	
October – February	Present to community centers, churches, libraries in targeted wards.	
September	Mid Autumn Festival and Fundraiser Event.	
September – March	Ask partners to distribute information to their constituents. Staff informational booths as key grocery stores and shopping areas.	
Early February	PR "blitz" over Chinese New Year. Send press release to all local outlets.	
Continued Activities	Community outreach, information sessions, print and radio advertising.	
Jan. – April 2008	Application forms accepted.	
Mid April, 2008	Public lottery, if needed. Notification of lottery results mailed.	
May 2008	Enrollment confirmation and enrollment packets due; orientation meetings scheduled.	

Washington Yu Ying PCS intends to enroll students in two pre-kindergarten classes, two kindergarten classes, and two 1st grade classes. We anticipate that recruitment will be significantly more difficult for prospective 1st graders as these students will already be enrolled in kindergarten programs at other schools. We will not recruit for students outside of the District.

A public lottery will be held to determine which applicants will be offered enrollment if applications exceed spaces available. Families will be notified immediately of the results of the lottery. Families of students being offered enrollment will be required to confirm their child's enrollment and submit a short enrollment packet which will include important demographic and educational information about their child. Each family will be required to arrange for an individual; or small-group orientation meeting with school leaders. This will be an opportunity for us to demonstrate our commitment to meeting the needs of each student and for parents to understand the commitment required on their part to support their child in a dual-immersion PYP school.

In the case of under-enrollment, we will adjust the number of faculty, and hiring contracts will be contingent on adequate enrollment, and a continued period of recruitment will be implemented in April and May 2008 in an effort to bolster enrollment.

# b. Future Expansion and Improvements.

Five-Year Enrollment Targets by Grade Level and Special Need

					].
	Year 1	Year 2	Year 3	Year 4	Year 5
PreK 4	50	50	50	80	80
Kindergarten	50	50	50	50	80
1st	50	50	50	50	50
2 <sup>nd</sup>	•	50	50	50	50
3rd		1.	46	46	46
4th				42	42
5 <sup>th</sup> .					39
6 <sup>th</sup>					
7th					
8th			· · · · ·		
Total Students	150	200	246	318	387
Special Education 12%	18	24	30	38	46
English Language Learner 12%	18	24	30	38	46

Washington Yu Ying plans to be located at an incubator site for the first three years of operations with the goal of raising sufficient capital and locating an appropriate permanent site by Year 4. We are planning for 25 students per class and two classes per grade while we are in our incubator facility. Once we move to the purchased facility, we will begin to have four classes of 20 per grade in admitting years. The numbers also show an estimated 8% attrition once we stop admitting students in 3rd grade.

The enrollment figures above are estimates, which will be impacted by developments related to facilities, funding and the level of interest for enrollment. We will put forth a vigorous effort for student and faculty recruitment and retention, throughout the growth period and after. The school's full capacity, approximately 700 children, would not be reached until year 13, when all the students will have started in the purchased building, and with four classes of 20 students starting in pre-K.

Should we find that our attrition rates are greater than 8% and budgetary changes fail to address our shortfall, we may need to request an amendment to our charter that would permit admission after 2<sup>nd</sup> grade. Students who enroll at Washington Yu Ying after grade 2, during Chinese language days, will participate in a pull-out program similar to programs used for ELL students.

The program will be organized for intensive vocabulary and basic grammar development. Vocabulary taught will be that which will allow the student to participate in general activities (such as asking for a pencil, to use the restroom) as well as vocabulary specific to the Unit of Inquiry being taught (for example, words relating to Chinese, fairy, tales). This approach will allow students to quickly develop the ability to communicate, albeit at a basic level, with their classmates and their teachers, and to participate in the class activities. Additionally, a "buddy" will be assigned to students new to the language. The buddy will be a student with grade-level fluency who will assist the new student by translating or demonstrating the teacher's instructions and modeling appropriate oral responses.

#### C. PLAN OF OPERATION

#### 1. STUDENT POLICIES AND PROCEDURES

#### a. Timetable for Registering and Admitting

The Founding Board of Washington Yu Ying will actively recruit new students upon final approval of the Charter in September of 2007 and once an application has been developed. The deadline for applications will be April 18, 2008, prior to a lottery, if necessary. If accepted, families will be required to confirm their enrollment, attend an information/orientation meeting, meet with a school administrators, and complete registration and submit all required paperwork by May 2008.

Development of Student Application (one page)
Active recruitment and dissemination of application culminating with Chinese New Years event.
Registration period; all applications due April 18, 2008
Announce lottery date and arrange for public forum (if applicable)
Lottery held (if applicable)
Notices mailed to prospective students and those wait listed (if any)
Intent to enroll forms due.
Any remaining open slots filled according to the waitlist.
Parents complete registration information; Parent/school conferences; verify residency; collect information on special needs students.
Orientation / open house brunch 1;
Orientation/open house brunch 2 for all families.
School year begins.

# b. Policies and Procedures for Selection, Admission, Enrollment, etc.

Application. Any student who is a resident of Washington, DC, is eligible to apply for admission to Washington Yu Ying for their grade level. All applicants must submit a completed, signed application with proof of DC residence. Prospective students will be considered without regard to any measure of aptitude or intellect, language proficiency or any other basis prohibited by law. After the first year of operation, preference will be given to already enrolled students and their siblings. If more students apply than there are spaces available, the selection will by made by a random lottery system with a waiting list, which will also be organized based on the random lottery method. Washington Yu Ying will maintain the waiting list as a part of ongoing recordkeeping for the school year, waitlisted students will be confirmed and sent invitations to apply as student slots become open. The waitlist will be generated anew each year. If, and only it, slots remain unfilled, students from outside DC may apply, these students would be required to pay the applicable annual tuition as set by the DC State Education Office. However, Washington Yu Ying will not advertise to not actively recruit any students from outside the District If the school is under-subscribed at the end of the enrollment period, Washington Yu Ying will continue its recruitment campaign with rolling admissions on a first-come-first-served basis until capacity is reached.

Solely to the extent permitted by recent amendments to the DC School Reform Act, Washington Yu Ying will provide a limited preference in admissions for children of the Founding Board; Washington Yu Ying will develop policies for administering such limited preference in adherence with applicable regulation and in close consultation with the DC Public Charter School Board and other relevant authorities after receiving its charter.

Due to the rigors of a Mandarin Chinese language immersion program, Washington Yu Ying intends to have open enrollment only through Second Grade and ass no students in upper grades.

Admissions Meetings. Once selected, parents and the student will be required to: attend an individual meeting with a school administrator; sign a parent agreement to be engaged with their child's education; confirm residency; submit proof of student immunization and confirm status as other primary caregiver (if applicable). The purpose of the individual meeting is to introduce and ensure that parents (or primary caregivers) understand and agree with Washington Yu Ying's philosophy, curriculum and method of instruction. Although we will not discourage or counsel students against enrollment, we want to ensure both parents and students understand and support the program. The Founding Board believes that such a process is necessary to ensure that parents understand the commitment it takes for a student to become biliterate and the rigors associated with an immersion program in Chinese. In addition, Parents need to understand and embrace the PYP/IB educational model and philosophy.

This meeting is scheduled early on so that staff may prepare class/lesson plans that will best meet the specific needs of enrolled students. If it is deemed that a child is not performing at the pre-enrollment standard, s/he may be required to complete a summer enrichment session and/or be placed in appropriate grade. Students in pre-K through Grade 3 may transfer during the school year to fill open slots. Students transferring before the start of classes will be encouraged to begin after an intensive summer program in Mandarin Chinese. If the students enroll mid-year, every effort will be made to assist their integration into the immersion setting, in the summer, they will be required to attend the intensive Mandarin program.

Other requirements upon enrollment. Parents and/or sending schools will be required to submit student educational records, including results of any screenings/assessments or documentation of special service documents such as IEPs or 504 Plans within 2 weeks of student enrollment in Washington Yu Ying. An informal child study meeting will be conducted by the STARS (Student/Teacher Achievement Resource Support) team to decide whether current IEP goals can be addressed, or whether a new IEP needs to be developed. Accommodations, adaptations and supports will be devised to ensure that students with special needs are afforded a free, appropriate education in the least restrictive environment at Washington Yu Ying.

Our admission policies will be an entirely open enrollment process and no information gathered will serve to differentiate among prospective students.

Withdrawal. A student may withdrawal at any time during the school year. Washington Yu Ying will make every effort to conduct an exit interview with the family in order to understand why the student wishes to leave. This information will be documented and shared with staff in order to address any school shortcomings that resulted in a student's departure. Washington Yu Ying is committed to positive forms of discipline including modeling good behavior and positive reinforcement. We plan to work closely with parents to ensure that children, starting from a young age, learn key values like respect, responsibility and hard work at home and school. With our Asian focus and PYP model, these values will be embedded in all aspects of the student's daily life.

Suspension and Expulsion. The Founding Board is committed to fostering an environment for children where respectful and appropriate behavior is as highly valued as academic achievement. These values will be reinforced at the enrollment meeting and subsequent parent / teacher meetings.

In order to provide a safe, nurturing and appropriate environment that is conducive to learning, Washington Yu Ying will develop a code of conduct and disciplinary policy that clearly defines expected and prohibited behavior. Students whose behavior does not meet the clearly defined standards will not be allowed to disrupt the education of their fellow classmates. In extreme cases, where all other means have been exhausted, sanction for violating the code of conduct will include suspension and expulsion. All students will be treated equitably and fairly in compliance with all relevant laws.

Washington Yu Ying will ensure that all students have a safe and nurturing environment where every second counts, and teachers spend their time planning and instructing a rigorous curriculum. Disruptive behavior will be managed in a proactive manner, and teachers will employ phone calls and email, parent-teacher conferences and counseling to develop child-specific plans with action items for both teachers and parents. Physical violence will not be accepted. A first instance of willful violence will require a telephone call and parent-teacher conference. During this conference an action plan will be agreed upon, and parents will be updated in writing of their child's progress in the classroom. In person parent-teacher conferences will be

required if there is a second instance of willful violence. A third instance of willful violence will lead to suspension with a requirement that the student be evaluated by a therapist, and the evaluation report shared with the DC Authorities.

By involving parents in creating an action plan, Washington Yu Ying anticipates that most students will overcome problems in this area. If such behavior continues, parents would be informed in writing that a fourth incidence of violence will result in expulsion. In the rare event that this does not occur, we anticipate that parents will agree that these behavioral problems warrant an environment that can provide more individual support than is available in a classroom setting; however, if parents are resistant to expulsion, they may appeal this decision to the Board of Trustees. Bullying will be treated in the same manner.

In the event of extreme inappropriate behavior, parents will be required to pick up their child from the school immediately. Failure to do so may result in a same-day suspension or termination from the school. Readmission may occur after counseling and a parent-teacher conference. Extreme behavior could include such things as death threats, weapons, or violence and will be outlined in the student handbook.

The rights of Washington Yu Ying students with an IEP or in need of a review for an IEP are governed by the 1997 amendments to IDEA concerning the suspension of expulsion of students with special education needs (20 U.S.C Section 1415, subsection K.) Washington Yu Ying will follow the IDEA discipline guidelines provided for in subsection K when managing potential suspension of a student with an IEP or a student identified as in need of a review of an IEP.

# c. Development of Student Policies.

A handbook of student policies and procedures will be completed by June, 2008 by the schools administration team. This handbook will clearly explain expected student behavior, discipline and procedures. This handbook will be presented to students and parents in August and reviewed in the first week of school. Moreover, it will be followed by each teacher, parent, student and administrator.

#### 2. HUMAN RESOURCE INFORMATION

#### a. Key Leadership Roles.

Washington, Yu. Ying staffing plan will be arranged to meet the unique structure of the school, which blends the Primary Years Programme (PYP) of the International Baccalaureate (IB) Curriculum with Chinese Language immersion:

Administration: The Interim Head of School is Founder Alejandra Maudet: She is leading the effort to open the school. She is providing instructional and pusiness leadership for the school. She is also leading the recruiting effort for a permanent Head of School.

Instructional Leader: Founder Amy Quinn is serving as the school's PYP coordinator. She is leading the instructional effort and will assist teachers with development of lesson plans.

Business Manager The business manager will run the day-to-day operations of the non-instructional aspects of the school including finance, accounting marketing compliance with regulations, permits and management of facilities. Members of the Board of Trustees will provide lead guidance in this area until a Business Manager has been hired in early 2008.

Legal Counsel. Thelen Reid Brown Raysman & Steiner LLP, a 600-lawyer firm located at 701 Eighth Street, NW in the District, is generously serving as Washington Yu Ying's legal counsel on a pro-bono basis. Andrea Lachenmay, a lawyer in the firm sibusiness department acts as general legal counsel to the Founding Group/Trustees. The firm represents, many firms who do business in China and also has an office in Shanghai. Other lawyers at Thelen Reid have offered assistance to this effort, including attorneys specializing in labor and employment matters, Gerald Towne, a tax; trusts and estates attorney with experience 501(c)(3) tax exempt organizations. James Newland, a construction lawyer, and Mark Jefferson, a business attorney who previously taught at a DC public charter school, to name a few.

# b. Qualifications of School Staff

Washington Yu Ying will strive to assemble a faculty of experienced, highly motivated and culturally diverse staff.

Administration. The Head of School will carry forward the academic vision of the school but will not delve deeply into the day-to-day budget and operational issues. He/she will rely heavily on the business manager and the instructional leader. The business manager will manage the operational aspects of the school. The instructional leader will manage curriculum and staff development and evaluation. As the student population increases, we envision hiring additional staff in the finance/operations area, and a Principal to focus on the instructional leadership of the school.

Head of School. The Head of School will be a visionary leader capable of motivating staff, students and parents, and able to communicate effectively with all of the schools constituents. He or she will have knowledge of educational administration based on academic disciplines as well as applied professional practice. Qualifications will include:

- Experience as a teacher and/or principal
- A minimum of a Master's degree in Education
- Excellent oral communication, writing and organizational skills

Principal. In our start up years, the Head of School will fulfill the Principal's role. These roles will be separated in the third year of operation. The principal's qualifications include experience in:

- Management of operations
- Curriculum Coordination
- Leadership of teaching staff and the ability to build teams
- Dean of Students

Business Manager. The candidate will have experience managing successful businesses accounting, finance, operations and marketing. The candidate will preferably have school experience and an MBA.

Instructional Leader. The instructional leader will be a specialist in PYP. The ideal candidate will be creative, highly motivated and an excellent communicator. He/she will be a senior-level teacher with a range of previous experience in teaching PYP and MYP across grade levels (elementary through middle school). Finally he/she will be a motivated teacher with a positive attitude and a commitment to making learning enjoyable.

Chinese Program Coordinator/Lead Chinese Teacher. Ideal candidates will be native speakers of Chinese with experience teaching Chinese to both native and non-native school-age Chinese speakers. Additionally, the candidate will have experience as a program coordinator and in supervising staff. Candidate should be highly motivated, an excellent communicator and highly creative. The teacher should be a senior level teacher with a range of previous experiences in teaching Chinese to native and non-native speakers. He or she should have teaching experience across grade levels (elementary through high school). Finally, he/she will be a motivated teacher with a positive attitude and a commitment to making learning enjoyable. Lead teachers will be native speakers of the language in which they will teach, hold a bachelor's degree and have extensive experience in their related field.

Teacher Qualifications. We are seeking individuals with a commitment to our mission who have understand and relish the demands of a start-up school. All teachers will have experience in elementary education and a passion for working with children. In addition, they will have a minimum of a bachelor's degree and have passed the appropriate Praxis if applicable. All teachers will be highly qualified as defined by NCLB. Preference will be given to teachers with immersion experience, charter school experience, and/or PYP experience. In addition, we will endeavor to employ only native or native-level speakers of Chinese for the Chinese immersion classes.

Other educational professionals, including the social worker, literacy and math specialist, special education teachers, ELL Coordinator, and others will have appropriate qualification for their role in the school. We also seek highly experienced assistant teachers who have completed an undergraduate degree and are highly motivated to support our teachers and students in the classroom. All faculty members, once hired, will be required to participate in PYP training and immersion methodology.

# c. Recruitment Strategies

The Founding Board is in the process of recruiting a Head of School. The team drafted and posted announcements domestically and internationally for the position. Listings were made on a number of job boards, in local newspapers, with educational job listing publications and with the International Baccalaureate Organization (IBO). The team received many qualified resumes and held seven phone and two in-person interviews. The qualified applicants have a shared interest and experience in PYP and immersion. And they all share in the dream to build a school from the ground up. Because many of the qualified applicants are not local, the team decided to wait until a Charter is granted before finishing the interview process and offering the position to a candidate.

The Founding Board of Washington Yu Ying understands the challenge of recruiting qualified teachers. To that end we have begun building a bank of interested teachers and have contacted the Chinese Embassy, the Chinese government organization Han Ban, which provides Chinese teachers to US schools, and the Confucius Institute for assistance in finding and hiring Chinese teachers. After we receive our Charter, we will begin this effort in earnest. We will advertise nationally and locally, post our positions at local colleges and universities. We will make a particular effort to recruit a diverse teacher population, in particular African American and Latino teachers in our English teacher roles, to ensure that staff are representative of the diversity of the District and of our student population. The Head of School will look at a teacher's previous experience, education and GPA, standardized test scores, rewards, recognitions and community involvement. We will begin interviewing in the winter of 2007-8.

# d. Staffing Plan

Pre-Opening Staff. Washington Yu Ying is in the midst of a search for a Head of School. Our intent is to bring him/her on board on a contract basis by July, 2007 after we receive our Charter. We are in discussions with New Leaders for New Schools, and it is our goal for our applicant to be trained by NLNS during the school year of 2007-8. During this year, the Head of School will also be planning the curriculum, getting the school ready and recruiting the teachers for the school.

We will also hire a business manager on a half-time contract basis in the beginning of 2008. This person will be in charge of setting up the operational and business aspects of the school. Washington Yu Ying will hire an administrative support person in the summer of 2008. We also have budgeted time for the instructional leader to begin work quarter time in the planning year.

Classroom Staff Years 1 - 5. Each class will have a full-time lead (Chinese or English) teacher and an assistant teacher (also English or Chinese speakers) because students benefit from having two-trained adults in the classroom. In the early years of the school, the Instructional Leader and the Chinese Program Coordinator will also be core teachers. Children will receive alternating daily instruction in Chinese and English language. In addition, students will have math, literacy and/or special education support as needed.

Math, Science and Literacy Years 1 - 5. There will be a full-time (2 by year four) literacy specialist/ELL teacher on staff supporting students individually or in small groups in or out of the classroom and supporting teachers through coaching, co-teaching and lesson planning. The literacy specialist is critical to ensure that students have grade-level skills in English. The math / science specialist, beginning in Year 3, will teach these courses in the early years, but will focus on a coaching role for students and teachers in the upper grades.

Before Care / After Care Director. A full-time Director will be hired in Year 1 to manage the before school, after school, lunch and summer programs. The director will be interested in Asian and Chinese culture to weave aspects of this into the children's before and after care curriculum.

Social Worker. A full time social worker will be hired in Year 1. An additional part-time counselor will be added in Year 5 and expansion of these social services will continue as the school grows.

Specialists Teachers for Years 1-5. In Years 1-5 specialist teachers teach music, drama, dance, and or Physical Education. We will require that these people have interest, knowledge and a willingness to learn about and implement programs in Asian arts and physical activities. We have already discussed with area Tai Chi and Kung Fu teachers about teaching such classes.

ELL Coordination for Years 1-5. In Years 1-3, the Literacy Specialist will also be the ELL Coordinator. In Year 4 we will hire a full time ELL Coordinator. The teacher will be fluent in Spanish. We will secure additional expertise to support non-Spanish speaking ELL students.

Special Education Staff. Washington Yu Ying will have a full-time special education coordinator and teachers who will provide direct services to students, support teachers and manage case files, in addition to coordinating any contracted services required in students' IEPs. Special education staff will have at least an undergraduate degree and will be licensed as per DC regulations. The staffing chart below, with fractional numbers for special education teachers, indicates that we may have some part-time assistance from the special education teachers.

Literacy Specialist. Washington Yu Ying will have a full time literacy specialist who will provide direct services to students. Due to the nature of our immersion model as well as our expected number of ELL students, the Literacy expert will focus full time on ensuring and improving English literacy on a student by student basis. The literacy specialist will have a minimum of a bachelor's degree and experience as a literacy specialist or a teacher with a reading specialty endorsement.

Librarian / Media Specialist. Due to the nature of our immersion program, we will provide access to reading materials and other media in both English and Chinese. The librarian/media specialist will be hired in Year 2 and will either be fluent in English and Chinese or will work with the Chinese teachers to choose appropriate materials in Chinese as well as in English.

Administrative Staff for Years 1-5. There will be a full-time Head of School and business manager in Years 1 - 5. The Head of School will be primarily focused on the curriculum, teachers and students. The business manager will focus on the business aspects of the school: operations, facilities, and technology. We will hire a Principal additional administrative staff and development staff in Years 3-5.

	Pre Open :	. Year 12	4Year-21	Year 3	¥Year 4.≋	Year 5
CACADEMICSTRUCES SAID ESSENTIAL			2.0.2	地區等	THE EAST	
Instructional Leader	0.25	1	1	1	1	1
Chinese Program Coordinator/Core Teacher		1	1	1	1	1
Core Teachers (English and Chinese)		4	7	10	14	18
Asst. Teachers		6	8	10	14	18
Before/After Care, Summer Programs Director		1	1	1	1	1
Literacy Specialist / ELL Teacher		1 .	1	1	1	1
Math / Science Specialist				1	1	1
Special Ed Coordinator		1	1	1	1	1
Special Ed Teachers	-	1.23	2,1	2.95	4.08	5.18
Specialist Teachers (Art, Music, PE)		11	1	1	1	3
Social Worker Counselor		1	1	1	2	2
Librarian / Media Specialist			1	1	1	1
ELL Teacher					1	1
ADMINISTRATION STATES AND ASSESSED.			<b>11.00</b> 11.00			<b>李龙尼</b> 华
Head of School	0.5	1	1	1	1	1
Principal				1	1	1
Business Manager	0.25	1	1	1	1	1
Administrative Assistant	1	1	1	1.	2.	_ 2
Development Manager					1.	1
	160 70267	0.01.90°	500	200205	5.500	是"新美路"。

Contract Staff for Extracurricular Programs. We anticipate hiring a number of contract staff to provide education and programs before and after school and during the 3 week summer program. These could include literacy specialists, Chinese conversational teachers, tai chi instructors, Chinese cooking teachers, kung fu instructors, art teachers and so forth.

Below is an estimation of those staff needed, based on a model of 15 students per staff. While we have included these staff in our budget, we anticipate that some may be provided by Chinese cultural organizations and volunteers, increasing our per student ratio.

THE PARTY OF THE PROPERTY OF T	ny vyear-15	Year 23	eSYear 3 €	*Year436	Year 5
Part Time and Contract:					
Summer School (3 Weeks)		3.6	4.8	5.9	7.6
Before/After Care	5	6.67	8.2	10.61	12.91

#### d. Employment Policies

Washington Yu Ying will be a drug free workplace and learning environment. The school will conduct background checks on all employees prior to their hiring using an independent private firm with international search capabilities. Washington Yu Ying will be an Equal Employment Opportunity employer and will not discriminate on the basis of age, sex, race, color, religion, national origin, pregnancy, marital status or disability. In accordance with relevant law, all staff will be required to submit police clearance and proof of Tuberculosis testing. We will verify that the employee is permitted to work in this country and complete Form I-9 for the Immigration and Naturalization Service.

Washington Yu Ying's facility will meet or exceed applicable standards of No Child Left Behind. Washington Yu Ying Board of Trustees will work with the Head of School to develop a comprehensive personnel plan that promotes professionalism, distributed leadership, continuous learning, trust, and motivation within the staff. This will include customized staff contracts, evaluation plans, salary and benefit plans and other policies designed to attract and retain a committed and high qualified faculty and staff. The Head of School, Principal and Board will recruit and hire a group of educators who have strong preparation and experience in their respective grades, language and/or content areas. In addition, we will search for individuals who have familiarity with immersion, PYP and MYP, have taught in elementary schools in an urban environment, have experience and success facilitating the needs of students with disabilities, and an interest in crafting and nurturing the culture of our new school environment.

Salaries and Benefits. Washington Yu Ying compensation packages will be commensurate with the higher level of achievement, experience and education that we will expect from staff. Washington Yu Ying benefits will include health care, dental care, disability and a retirement savings plan. With respect to any teacher hired from the DCPS, Washington Yu Ying will comply with all DCPS requirements to protect certain rights and benefits of such employees.

Initially, Washington Yu Ying employees will be unrepresented for collective bargaining purposes.

Turnover. Since we will place significant effort on recruiting top teachers of the highest caliber, we anticipate that the dismissal of employees would be a rare occurrence. It is anticipated that teachers will work on two year contracts with renewal in February to help us determine vacancies in the upcoming school year.

Staff Evaluation. Staff evaluation procedures will be finalized once key leadership of the school is in place. Staff evaluation at Washington Yu Ying will be a cyclical process that fosters an opportunity for growth and improvement, focused on enhancing rigorous outcome based instruction. The evaluation "system" would include preparation (articulating procedures, policies, and purposes); data collection (using multiple data sources); and follow-up (providing feedback and generating professional growth plans). The evaluation will consist of 360 degree feedback—with each staff member completing a self evaluation as well as receiving evaluation from supervisors, peers, assistants, and, eventually, students (all in a strictly confidential and

professional manner). The process will consist of explicit standards with expectations of staff stated clearly and ratings of "exemplary," "proficient," "progressing," and "not meeting standards."

The staff will discuss the self-assessment with his or her supervisor, identifying areas for improvement. The supervisor's role is to provide candid feedback on the staffperson's self-assessment and also suggest goals for the professional growth plan (which typically includes two to four goals). For each goal, the plan establishes strategies that will be pursued, evidence that will document achievement of the goal, and a timeline. The principal and staff then have periodic conferences to monitor and discuss progress, followed by a summative conference at the end of the evaluation cycle

#### e. Use of Volunteers

Volunteers have already played an extremely valuable role in the creation of Washington Yu Ying. The school has already benefited from pro bono legal assistance, grant writing expertise, marketing and communications, writing and in many other areas.

Washington Yu Ying strongly believes that a rigorous program with high academic standards will attract volunteers who seek to be affiliated with its success. Washington Yu Ying also believes that it has much to gain from volunteers with expertise and experience in various areas. We will seek volunteers from the community, academia, graduate students, retirees as well as students' family members.

Parents will be asked to volunteer at least 30 hours a year similar to the Latin American Montessori Bilingual and Capital City PCS models. Upon admission, parents will submit their requested area to volunteer. The Head of School and later Principal will be responsible for identifying volunteer activities/needs; a volunteer coordinator (parent) will serve on a rotating annual basis, reporting to the Head of School. Washington Yu Ying envisions recruiting volunteers in the following areas:

Volumeer/VS	Activity of the state of the st
English- and Chinese- Speaking	Pre-K, K: Reading stories; oral history (English) and culture (Chinese) instruction
Retirees	Grades 1, 2, 3, 4: Tutoring reading; oral history (English) and culture (Chinese)
	instruction; instruction in basic etiquette
Graduate Students .	Special Assistants to Principal, Head of School, Business Manager, ECD
(Education/Chinese Programs)	Coordinator, Chinese Coordinator; Volunteer Coordinator
Community Stakeholders	Fundraising Events
Parents/Families	Assist in school/classroom management; fundraising events, docents, tutoring, etc

Any students, parents, retirees or others who come into contact and interact with students will be required to attend a extensive weekend training session and be supervised by Washington Yu Ying staff at all times of interaction with children. All volunteers that deal directly with students will be required to have a background check from a private firm that conducts national searches and a Tuberculosis test.

In addition to the above, Washington Yu Ying will continue to recruit and benefit from volunteer services for a variety of business areas: legal, public relations, communications (print and web), fundraising, banking and other fields.

#### 2. ARRANGEMENTS FOR MEETING DISTRICT AND FEDERAL REQUIREMENTS

Washington Yu Ying will comply with all applicable federal and District of Columbia laws in carrying out its mission. Below is a summary of Washington Yu Ying's plans for complying with certain of such laws. Although not exhaustive and cognizant of the fact that such law and regulations are subject to change, Washington Yu Ying will seek, through the selection of qualified and knowledgeable Trustees, administrators and other staff, and through continuing education of such persons in applicable requirements, as well as through consultation with relevant legal regulatory authorities and relevant associations, review of practices of similar schools and advice of legal counsel, as appropriate, to ensure compliance with all applicable law, whether or not described below.

# a. Health and Safety.

To ensure the health and safety of students, employees, and guests of the school, as required by Section 2202(11) of the DC School Reform Act<sup>73</sup>. Washington Yu Ying will comply with all applicable federal and District of Columbia health and safety regulation and any applicable requirements of the Occupational Safety and Health Administration.

As required by Section 2204(c)(4) of the DC School Reform Act<sup>74</sup>,, furthermore, Washington Yu Ying will submit, before September 16 of each year, a report to the District of Columbia Public Charter School Board and, in each control year to the District of Columbia Financial Responsibility and Management Assistance Authority, a report that documents that Washington Yu Ying's facilities comply with the applicable health and safety laws and regulations of the federal government and the District of Columbia, (including the District of Columbia Fire Prevention Code, DC Code §6-701.01 et seq. (D.C. Fire Code). The report shall be open to public inspection and available upon request. In addition, Washington Yu Ying will submit to all applicable health and safety inspections by government officials, and take all appropriate steps to ensure appropriate air quality/ventilation, building condition, cleanliness, temperature control, and absence of pests/infestation in compliance with applicable health and safety and building regulation.

In addition to maintaining a safe facility, Washington Yu Ying will take steps to provide required and appropriate health and safety training to its staff. For example, staff may be required to complete annual courses in preventing, recognizing, and providing basic care for injuries and sudden illnesses until advanced medical personnel arrive. Other training alternatives, as may be required or be customary for urban elementary schools, will be explored. The school will be equipped with appropriate first aid kits, and Washington Yu Ying will consider, in its selection of a facility and allocation of space within such facility, the applicable requirements for obtaining nursing services from the District of Columbia, including the availability of an appropriately-equipped on-site health unit.

In accordance with the DC Code §38-501 et seq. and applicable requirements of the District of Columbia Department of Health, Washington Yu Ying will also require evidence of students' required immunizations and provide information to parents on such requirements in a timely manner.

#### b. Fire Safety

Washington Yu Ying will ensure that the facility meets all requirements of the DC Fire Code for fire safety. In addition, Washington Yu Ying will provide training to staff and students, develop fire evacuation and safety plans, and plan and execute fire and emergency drills in accordance with all such requirements. Emergency routes will be mapped and posted in each room and fire drills will be performed at random on a monthly basis.

#### d. Facility Access

Washington Yu Ying, as a local educational agency (LEA) for purposes of Part B of the Individuals with Disabilities Education Act (20 U.S.C. 1411 et seq.) (IDEA) and Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) (Rehabilitation Act), will be subject to the Section 504 of the Rehabilitation Act and Title II of the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.) (ADA) with respect to access. We will carefully consider such requirements in the selection, configuration or alteration of any existing facility and the planning and construction of any new facility.

### e. Transportation

Washington Yu Ying will inform and assist students in applying for reduced Metro fares and obtaining other public transportation benefits available to students of District of Columbia public charter schools under

<sup>73</sup> DC Code §38-1802.11.

<sup>74</sup> DC Code §38-1802.04(c)(4).

Title 35, Subtitle 1, Chapter 2 of the DC Code. If necessary, to ensure the safety of our students arriving at school or departing from school by foot, Washington Yu Ying will seek assignment of a crossing guard or guards through the Metropolitan Police Department and will consider using volunteers in such role.

#### f. Enrollment Policies.

Washington Yu Ying 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, as required under Section 2206 of the DC School Reform Act<sup>75</sup> and as described in greater detail under Section C.1. of this application. As prohibited by Section 2204(c)(2) of the DC School Reform Act<sup>76</sup>, Washington Yu Yung 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.

#### g. Enrollment Data

Washington Yu Ying will collect and maintain enrollment data as required pursuant to §2204(c)(12) of the DC School Reform Act<sup>77</sup> for submission to the Office of Chief Financial Officer and the District of Columbia Public Schools Office of Categorical Programs, Residency information shall be verified and included in such data in accordance with the applicable requirements.

# Maintenance and Dissemination of Student Records

Washington Yu Ying will maintain student records in accordance with the requirements of the DC School Reform Act and other applicable laws, including with respect to enrollment, attendance, the District of Columbia Compulsory Attendance Act of 1990, as amended (DC Code §38-201 et seq.) and DC Code §38-301 et seq. (regarding residency requirements and nonresident tuition) and DC Code §38-501 et seq. (regarding required immunizations). Washington Yu Ying will utilized a web-based application that would give users varying degrees of access; data entry and application would allow for real-time use of information for classroom/school management.

#### i. Compulsory attendance laws

Washington Yu Ying will abide by the District of Columbia Compulsory Attendance Act of 1990, as amended (DC Code §38-201 et seq.). Washington Yu Ying will maintain attendance records and take appropriate steps to remedy persistent absence and/or tardiness. All attendance data shall be collected, recorded and reported using attendance management reporting software as may be required by the District of Columbia Public Charter School Board.

#### IDEA and Rehabilitation Act

Washington Yu Ying will operate as a LEA in accordance with Subchapter B of IDEA and Section 504 of the Rehabilitation Act. The school's special education program will be developed by our administration with the assistance of specialized expertise in this area, as further discussed in section xx of this application.

#### k. Title I of the No Child Left Behind Act

Although it is not yet known if Washington Yu Ying will qualify for Title I funding; we assume that Washington Yu Ying will qualify and that these funds will be used to provide intensive academic support programs within the school. Consequently, we will also comply with federal and District of Columbia regulations applicable thereto, including No Child Left Behind Act's regulations regarding teacher

<sup>75</sup> DC Códe §38-1802.06.

<sup>76</sup> DC Code §38-1802.04(c)(2).

<sup>77</sup> DC Code §38-1802.04(c)(12).

qualifications, adequate yearly progress and reporting thereon and parent notification, as further discussed in Section xx of this application.

# 1. English Language Learners; Elementary and Secondary Education Act of 1965

Washington Yu Ying will provide assistance to students who are limited-English proficient (LEP), as discussed in further Section A.4 of this application, and will seek guidance from organizations such as the Center for Applied Linguistics in designing such assistance. Although it is not yet known if Washington Yu Ying will qualify as a LEA for purposes of part A of title I of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq.) (ESEA), if it does so qualify, then all funding thereunder will be applied by Washington Yu Ying in accordance with the requirements of the ESEA. Similarly, Washington Yu Ying will apply any Title VII funds received under the ESEA to the purposes required thereby.

# m. Civil Rights Statutes and Regulations of the Federal Government and the District of Columbia

Washington Yu Ying will comply with Sections 2202(11) and 2204(c)(5) of the DC School Reform Act<sup>78</sup> as well as all applicable federal and district civil rights laws, including applicable provisions of Title VI of the Civil Rights Act of 1964 (42 U.S.C §2000d et seq.), which prohibits discrimination on the basis of race, color or national origin, and Title IX of the Education Amendments of 1972 (20 U.S.C. Sections 1681 et seq.), which prohibits discrimination on the basis of sex in education programs, Section 504 of the Rehabilitation Act and Title II of the ADA, which prohibit discrimination on the basis of disability, and the Age Discrimination Act of 1975 (42 U.S.C. 12101 et seq.), which prohibits discrimination on the basis of age, and other applicable federal and District of Columbia laws and regulations promulgated thereunder, to avoid unlawful discrimination against any student, employee (as further discussed in Section xx of this application) or volunteer. As discussed in further detail in Section 2 of the Business Plan, Washington Yu Ying's Board of Trustees will establish a diversity committee, which will advise the Board as a whole with respect to the adoption of policies to ensure such compliance, among other things

#### n Other

Employment Law. Washington Yu Ying will apply with all other applicable federal and district employment, labor and benefits laws, as more fully described above in Section C.2.d of this application. Washington Yu Ying will also be aware of and comply with applicable immigration law and related requirements in connection with its employment practices, including in relation to its hiring of foreign nationals as faculty members.

Procurement. Washington Yu Ying shall establish a contracting and procurement policy consistent with the requirements of Section 2204(c)(1) of the DC School Reform Act<sup>79</sup>.

Grievances. In accordance with Section 2204(c)(13) of the DC School Reform Act<sup>80</sup>, Washington Yu Ying will establish a an informal complaint resolution process not later than two months prior to the first date on which instruction commences.

Other Reporting, Access to Charter Authority. In addition the data and reporting noted above, Washington Yu Ying shall submit such reports and other data as the District of Columbia Public Charter School Board may require, including financial statements, audited annually in accordance with Government Auditing Standards by a Certified Public Accountant listed in the Approved Auditor List for charter schools. In addition, Washington Yu Ying will provide the District of Columbia Charter School Board with access and the right to examine all records related to the award of its charter, and all documents including audit findings needed to determine the performance of Washington Yu Ying in accordance with its charter.

<sup>78</sup> DC Code \$\\$38-1802.02(11) and 1802.04(c)(5).

<sup>79</sup> DC Code §38-1802.04(c)(1).

<sup>80</sup> DC Code §38-1802.04(c)(13).

Nonprofit-Corporation. Washington Yu Ying will continue to hold non-profit status under the terms stated in the District of Columbia Nonprofit Corporation Act, as amended, (DC Code §29-301.01 et seq.) prior to and after receiving its charter and to act in accordance with the requirements of such law. As required under the terms thereof, the sole purpose of the Washington Yu Ying Public Charter School corporate entity shall be the operation of a charter school.

Other Applicable District of Columbia Requirement. Washington Yu Ying will review and comply with all other applicable District of Columbia requirements, including under the District of Columbia Municipal Code, such as rules establishing the requirements for facility occupancy, food service and playground and similar facilities.

# 4. IMPLEMENTATION OF THE CHARTER

# a. Timetable and Tasks for Implementation of Charter

The table below visually describes the implementation plan for Washington Yu Ying. The grey bars indicate during which quarter of the planning year each task will occur. "Done" indicates that this item has already

been completed prior to submission of the charter application.

been completed prior to submission of the charter application.			<del>,</del>		
	]	6/07-	9/07-	1/08-	4/08-
	Begun	8/07	12/07	3/08	8/08
4.4			14 S		
A. Accountability	enchaster of	90 St 2007 St. 20	Liver Grant Andrews	Solom on surely	
Develop a comprehensive accountability plan					<u></u>
Develop 1 and 5 year academic and non academic goals and outcomes	ALL CHEZOE		14 mg		
Determine Data collection needs and reporting requirements	. 10		44	27000	<u> </u>
Select and purchase software for student, staff and school assessment					
instruments - academic and non-academic	a la manage de la companya de la co				
Identify, research and purchase hardware and software for managing			1.00	医动脉系	
student personnel and financial info, and reporting requirements		<u> </u>			<u> </u>
Finalize Student records and forms templates	<u> </u>				
Establish suspension and expulsion policies				·	
	1			1	
B. Admissions				· .	
Collect sample applications and registration forms and design	]				
Washington Yu Ying forms					
Establish actual student application period		-25		<u> </u>	
Establish an impartial lottery procedure for selecting students if	1				1
applications exceed available seats					17 : 1
Develop confidentiality policy for student records	·				
Collect sample student/parent handbooks and design Washington Yu	]	İ .			
Ying version	]				· 20
Accept Student Applications and acknowledge receipt					
Enter application info into student info system					
Establish and adhere to application deadline					
Conduct Lottery and establish waitlists (if applicable)					
Send confirmation of admission or waitlist status; notify parents of					
deadline for completing registration	1	•			
Move applicants of waitlist into accepted status and continue					
registration until school is fully enrolled					
Create letter for requesting records from previous schools and begin				-	7
requests as students enroll		ļ	ļ		
Hold Open House and Parent and Student Orientation					
Establish plan for recording and Compiling Attendance Information					
Develop Parent Student Handbook	1				
Establish system for recording and compiling enrollment and attendance					
information					

	Begun	6/07- 8/07	9/07- 12/07	1/08- 3/08	4/08- 8/08
C. Board of Directors Organization and Procedures	Deguii	0,0.	12,07	3700	0,00.
Create By-laws, Conflict of Interest documents	Done	<del> </del>			
Schedule first annual Board of Trustees Meeting		<del> </del>			
Conduct elections/selection of remaining board members				3440	1.00
Establish plan for transition from start-up board to ongoing governance	<del> </del>	· · · · · · · · · · · · · · · · · · ·		70 5 Y Y	
body	}				Fr til
Hold First Board Retreat to establish: Roles & Responsibilities Board,			<del></del>	2 2 3	CHARLE
Governance, Relationship to Principal	1	i	} .	非货物的	36.00
Review and revise Governance Documents	1		<del>-</del>		
	†				
D. Communication & Marketing					n.
Develop Communication plan for outreach to DC parents,				<b># 17 3 5</b>	7.71
communities, organizations, and businesses and execute activities					
Outreach to Community through Local Listserv		新學術		30 B	各种技术
Develop Identity and Website	Done				
Develop Print Materials: Brochure and Flyers and grow Web Presence				302 de S	
Contact Key Community Stakeholders	28 A 40			1 9 2 2	
Develop Base of Volunteers	100 A			19-18-18-18-18-18-18-18-18-18-18-18-18-18-	4.50
Hold Community Meetings	M	24.5			
Developing Group of Interested Parents / Volunteers	1300				2000
Press Release about school and press follow up	763		100		and the second
Staff Information Booths at Local Shopping Areas	-			7.2	
Fundraising / Enrollment / Outreach Events - Mid Autumn Moon &	<u> </u>				3.00
Chinese New Years				1, 0	***
Hold Open House		11. T. T. T.	784 G.C		
Run ads, distribute literature			<b>建筑</b>		1000
E. Recruitment			100		Marie II.
Hire Principal					A C
Hire Teachers & Other staff					
Hire Business Manager					
			11 74 1	- 18 E	
F. Development					
Continue to identify and apply for private, corporate, foundation and					i cata
government grants and support					
				10 ATA 40 C	
G. Educational Program Development					
Continue to develop educational program to assure program aligned					
with educational goals and accountability	<u> </u>			36 (1) (1) (2) (3) (3) (4)	
Continue to develop enrichment, after school and summer programs			1		
Encourage and support ongoing reading and research among faculty,					
professional development and the acquisition of materials	*:	yela.			
Hold Summer Training of New Staff Team	<del></del>		72.50		
PYP Training					
L. Racilities			. :		
H. Facilities  Identify and Select a School Site		J. 1900 120			
Lease Negotiation and Finalization					
Identify and address all zoning requirements or restriction on the	<del>-</del> -	医保护性	n general state	-	
building we expect to occupy or build					
For renovation:					· · · · · · ·
a) secure loan or grant to finance build out					
b) Commence construction documents and issue RFPs	1		1.0	****	<u> </u>
c) Select contractor(s) and finalize plans	777				
f)Establish a deadline for deciding if facilities are ready					
THE STADUST A DESCRIPTION DECICING IT TACHINGS ARE TEADY	<u> </u>	2	7 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 -	<u> </u>	*

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	~	6/07-	9/07-	1/08-	4/08-
	Begun	8/07	12/07	3/08	8/08
e) Create contingency plans.	<del> </del>				
Complete all inspections-fire code, health & safety, ADA, asbestos, etc	ļ				TO BE ASSESSED.
Obtain certificate of occupancy Acquire furniture and materials	<u> </u>				
			<del>}</del>	<del></del>	
Procure and manage communication lines	<del> </del>		<del>                                     </del>	+	
Technology installation	<del> </del>	<del> </del>	ļ	<del> </del>	
Move in furniture & arrange classrooms and other spaces  Open buildings for public access	<del> </del>	-	<u> </u>		
If building will not be ready prior to school opening, secure space for	<del> </del>	<del> </del>	<del> </del>		
staff training					8
Ensure punch list is created and completed	-		<del>                                     </del>	**************************************	
Hire custodial staff, engineering	<del> </del> -		<del>                                     </del>		
Time custodiar starr, engineering				<del> </del>	
I. Financial Management	1		1	-	
Transfer responsibility for managing, administering, accounting for and	<del>  - · · ·</del>		<del> </del>	100000	
reporting on initial grant funds, other revenues and disbursements to					tenera.
Head.					
Develop Year 1-5 operating and capital budget for Board approval	1	<del></del>	(28) (5) (3)		
Establish school bank account	Done	<del>  .</del>			:
Make financing and banking arrangements and get letter of credit	1 2 3 3 3 3	<del> </del>			
Develop financial management systems, policies and establish internal	<del> </del>	-			
controls	1				
Determine insurance needs and obtain policies		25.5			<u> </u>
Contract with payroll firm	Demokrati Asteritor	Series Series			
Develop internal accounting, monitoring and financial reporting systems	<del> </del>	<del> </del>	2 May 12		
or choose vendor (ie Gold Star)					
Identify and procure software for generating monthly financial reports	1			" 第二十二十二	·
and all other required reports	1 .				
Select independent auditor			<u> </u>		
*.		·			
J. Food Service	<u> </u>		<u> </u>	<u> </u>	<u> </u>
Select a Food Services Vendor					
Ensure facility meets any food service requirements	T				
Ensure staff members acquire safe food handler training					
K. Governance					
Establish Board of Trustees					
Advisory Board					
Establish School Planning Team					
Establish Academic and Social Student Support Team	1		. :		
Establish Instructional Leadership Team					
K. Health and Safety	<u> </u>				
Acquire medical and health forms, including most recent physical exam,	1				
TB tests, immunization records	<u> </u>		<u> </u>		
Check medical and health forms for completeness and conduct follow			Ι΄		1
up	<u> </u>		<u> </u>	<u> </u>	
Establish policy for addressing noncompliance by parents or guardians					
in ensuring school receives all medical and health information required	1		1		
by statue regulation	<u> </u>	<u> </u>	ļ	<b>_</b>	
Provide all staff with first aid training and ensure school has adequate	1				(* g./
first aid supplies	<b> </b>	_	1	<b>_</b>	
Establish evacuation routes and procedures and schedule fire drills	ļ		·	*. *	
Provide staff and students with orientation on code of conduct,	.				
suspension an expulsion policies, behavioral requirements, and					15 14

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	10 -	6/07-	9/07-	1/08-	4/08-
	Begun	8/07	12/07	3/08	8/08
prohibition of weapons on school property		ļ ·	ļ.— <u> </u>		
Create risk management plan for emergencies / disasters	<del> </del>	1			
Orient families and staff on code of conduct, behavior requirements,					
suspension and expulsion policies	<del> </del>	<del> </del>	<u> </u>		
NOT LET LOUISIERIE LE			İ		
M. Legal and Organizational  Receive approval of charter application					<del></del>
	<del> </del> -			<del> </del>	
Negotiate and sign contract with chartering authority  File application for IRS 501c3	Done				ļ <u>.</u>
File application for state tax exempts status	Done				<del></del>
Obtain licenses.	DOILE TO THE	Suppose.	n de la company		
Obtain itemses.				<del></del>	
N. Parent Involvement					
Ensure ongoing and meaningful involvement of parents in school	<del> </del>		<u> </u>	<del></del>	
governance, committees, classrooms, fundraising, and other areas	ł				
Establish and carry out process for choosing parent trustees				40.440	
Distribution and carry our parents for discount parents tradiced	<del> </del>		<del></del>		
O. Procurement	1	] .		7	
Order and manage delivery of textbooks and instructional materials	<del>                                     </del>			-	
Order and manage delivery of desks, furniture and classroom equipment	<del> </del>	<del> </del>	····	<del> </del>	
Order and manage delivery of office equipment and supplies	1				<b>新建筑</b>
Order and manage deliver of computers and other technology			· ·		and the same
Order and manage deliver of kitchen/cafeteria, gymnasium/recreation					
and other equipment and supplies.					
	<b>†</b>				
P. Special Education					
Obtain cumulative files (including existing IEPs) & suspension reports					Theat
for all students from previous schools					
ID students with IEPs					
Create SPED recordkeeping process, ensuring confidential records are					
kept in locked cabinet	ļ			W. W.	42
Hire full-time staff, contract with outside provider, and or enter into					
agreement with school district for appropriate SPED service delivery					20.8
Establish pre-referral and referral process for students with potential					
special needs	ļ <u>-</u>			1 7 7 7	
Develop a description of the schools special ed program and service			17		<b>-</b>
deliver approach for parents and external entities (i.e. chartering					
authority, SPED monitoring entity)	<del> </del>				·
O. B	]				_
O. Personnel					
Collect sample personnel policies and handbooks and develop		1		*** · ·	
Washington Yu Ying versions		7		40.4	
Develop benefits package					
Determine Staffing needs, including needs for multilingual counseling					
and social services and other staff  Collect samples and design Washington Yu Ying employment					,
applications and contracts				3	
Develop job descriptions and timeline for hiring Administrators,	<del> </del>				<u>·</u>
teachers and staff. Advertise and hire.					
Research requirements for background checks					
Research policies for staff taking leave from DCPS	<del>  </del>				
Develop staff professional development plan and schedule for year,					
including pre-opening activities	\				j.
Establish salary scale / comp structure			of grant and angel		
Conduct background check as required	<del>                                     </del>				
Contract Dackground check as required			المدكنة فيعم		

		6/07-	9/07-	1/08-	4/08-
	Begun	8/07	12/07	3/08	8/08
Create personnel files					
Assign classrooms and distribute curricular materials, furniture, supplies,					
etc					
Conduct employee orientation and pre-opening professional					
development activities					
Distribute employee handbooks					The state of
Establish staff evaluation policies and forms					
Assign staff to committees as outlined in governance plan					
Distribute class lists and cumulative records to teachers as appropriate			<u> </u>		
,					
R. Technology					
Determine computer and other technical procurement for Year 1					
Purchase PCs and other technology					

The board currently uses an online project management tool to distribute messages, track milestones, monitor timelines, and assign tasks within the groups. All of the items indicated as occurring pre-Charter are already being tracked. We have found it to be a very useful tool for monitoring and driving implementation and will continue to use it to manage the creation of the school.

# b. Major Contracts Planned

Washington Yu Ying's major contracts will be carefully designed to enhance the goals of the school. The following major contracts are planned.

Contracts 5 20 58 4	Service Provided Services	Estimated Costs
TBD	Lease	\$ 29 per sq. ft. p.a.
International	Staff Development	\$ 3,580 per annum plus \$525 per staff p.a.
Baccalaureate Primary		
Years Program		<u>'</u>
TBD	Foodservice	\$4.00 per student per lunch and breakfast
TBD	Contracted Building Services	\$30,000 p.a.
Gold Star LLC	Accounting/Payroll/Reporting	\$60,000 p.a.
(tentative)		

The full costs of theses items per year are included in the budget. At this time we have not entered into any contracts but we are in the process of selecting and identifying vendors for many of the above services. We are working with Building Hope for facilities, and we plan to work with Gold Star for accounting, payroll and reporting. In addition, we have been compiling recommendations from fellow charter school administrators with respect to contracted services and vendors. Once the Charter has been approved we will begin securing contracts.

Other contract services that might be necessary include: financing, architectural, construction and renovation, financing, and student supplies. All contracts and procurement will be in accordance with District of Columbia law and with regard to proper public notice and DCPCSB review, with publication of a request for proposal as required.

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

Faculty Orientation: Faculty will spend 2 weeks in August 2008, and in subsequent years, in an intensive School Planning session:

Week 1:	Participate in team building exercises; discussion of school philosophy, PYP method of
	instruction, and discipline policies and procedures; begin training on computerized school
	records software program. Begin discussion/coordination of immersion program.

Week 2:	Continue coordination of immersion program and PYP instruction; complete training on
•	computerized school records software program; coordinate extracurricular activities.
	Individual classroom preparation and lesson planning; teachers identify any outstanding
}	classroom needs; teachers ensure that classroom computers are configured as per their
İ	needs.

Parent Orientation. Washington Yu Ying's unique curriculum and method of instruction will require intensive initial and ongoing parental orientation. All applicants will receive a copy of the School Handbook with the application. We will conduct two information sessions after the enrollment period to overview the school philosophy and education models and present topics covered in the School Handbook. During the admissions process (April 2008), we will also conduct an open house meetings with prospective parents. We will provide an overview of the school and parents will be allowed to ask questions. Two Family Orientation meetings will be held over the summer so that parents and students may familiarize themselves with the facilities, teachers, and other staff.

Community Orientation. Washington Yu Ying will place significant emphasis on the importance of community making community involvement critical. Similarly, Washington Yu Ying will strive to involve the community and set an exemplary standard in order to sensitize the community to the importance of schools in the community. Washington Yu Ying will invite community members to back to school night and will hold an annual "Mid Autumn Moon Festival" in the early fall to celebrate autumn, back to school and introduce the community to the Asian culture and focus of the school.

#### 5. SERVICES SOUGHT FROM DCPS

Washington Yu Ying does not foresee seeking services from DCPS.

# D. ACCOUNTABILITY PLAN

Developed within the guidelines of the mission, philosophy and educational focus of Washington Yu Ying PCS, the goals for students' academic performance, students' non-academic performance, and the school's organizational performance are listed below. All individuals associated with the school, therefore within the school community, will support each other in achieving goals. Progress toward goal achievement will be regularly assessed in order to determine the school's level of success and need for improvement. Each goal listed below has associated performance indicators, assessment tools, baseline data, annual and five-year targets, and strategies for attainment, as indicated in the Accountability Plan.

# 1. GOALS AGAINST WHICH THE SCHOOL'S SUCCESS WILL BE JUDGED

### a. Academic Performance Goals for Students

- Students will achieve literacy in English.
- Students will achieve literacy in Chinese.
- Students will be adept inquirers and flexible thinkers capable of solving problems effectively.
- Students will understand and master increasingly complex mathematical concepts.
- Students will master the scientific method and apply it.
- Students will be able to relate their learning to the outside world.
- Students will become independent learners and complete independent papers, reports and performances, culminating in a "graduation project" for Grade 8.
- Students will satisfy Washington Yu Ying School's requirements for promotion from each grade and upon graduation from Grade 8 be prepared to undertake the most rigorous academic curricula in high school.

# b. Non-Academic Performance Goals for Students

- Students will become life-long learners who possess a positive attitude toward school and learning.
- Students will embrace diversity and respect other cultures.
- Students will treat themselves, other students, staff and the physical plant with respect.
- Students will learn to work collaboratively and resolve conflicts effectively and safely.
- Students will embrace the community by contributing to their school and wider community with service projects.

#### c. Organizational Performance Goals

- The school will create an environment celebrating life-long learning with a welcoming culture for student and adult learning.
- Teachers and staff will be highly qualified, demonstrate high expectations for all students and have a
  positive attitude toward the school and their colleagues.
- The School will be led by an active Board of Trustees that will work with the Head of School and principal to effectively run the Washington Yu Ying School.
- The school will strive to recruit and retain a diverse group of students, teachers, staff, administrators and board members.
- The school will be in sound fiscal health, and the Board of Trustees will ensure the school has the resources it needs to carry out its program.
- The school will be a good citizen and contribute to the local community.

#### 2. INDICATORS OF PERFORMANCE

The founding group of the Washington Yu Ying Public Charter School is committed to thoughtfully and effectively guiding students through five essential elements of learning: the understanding of concepts, the acquisition of knowledge, the mastering of skills, the development of attitudes and the decision to take action. Assessment is integral to all teaching and learning. To that end, we have developed indicators of performance for all of our goals-academic, non-academic and organizational- to ensure that we can achieve our mission.

Through professional development resourced by International Baccalaureate North America, Washington Yu Ying will educate its staff on methods of data collection regarding student achievement. These professional development seminars will take place before and throughout the school year. Teacher-created formative, both formal and informal, and summative assessments, including portfolios, projects, presentations and tests will be our primary methods of routinely assessing students academic achievement. We will use surveys, self-assessments and reflection rubrics to assess non-academic goals. We will also participate in norm and criterion-referenced assessment, including the DC-CAS.

Being an educational organization, it is the school's mandate to improve student learning. Every student will enter the school with a distinctive set of skills and talents; it is our task to ensure that they all leave with their own talents enhanced and further developed, as well as the skills and knowledge necessary to excel in a rigorous high school academic program. With this in mind, it is vital that we determine and understand the value that Washington Yu Ying adds to each child's education, so that we can continuously adjust our program accordingly to meet the needs of every individual student.

To achieve this, Washington Yu Ying will operate with a modern Web-based system for warehousing data, such as Cognos Corporation, to organize, analyze and monitor data in all areas of the school. This system will allowing us to assess our progress toward our goals. An essential element in the system will be the use of Value Added Analysis or Accountability. VAA performance data will play a role in more effectively aligning district level policies, resources and instructional strategies with Washington Yu Ying's needs.

#### 3. BASELINE PERFORMANCE

Washington Yu Ying will use the first month of the school year to emphasize Chinese and English language and the structured inquiry approach. This period will allow students to acclimate to the immersion program as well as the school environment. During this month, classroom teachers and specialists at Washington Yu Ying will administer diagnostic assessments in Chinese, English, and math to every student. These assessments will be chosen for their analytical quality as well as their quick determination of results. Teachers will use the results immediately to adjust lesson planning in order to meet the needs of students.

Anecdotal records of student progress will be sustained by all teachers. These records will be started at the beginning of the school year to create baseline data and maintained at regular intervals throughout the year. Future reviews of both academic and non-academic goals will utilize the data collected by teachers. In addition, surveys of staff, parents, students and community will be administered at the beginning and end of every school year. These will develop baseline information and follow-through information for school leader's to use in reviewing organizational goals progress, both the first year and in following years.

#### 4. TARGETS

Based on federal mandates, District of Columbia requirements, and experiences in teaching, Washington Yu Ying has set annual as well five year targets for our students, staff, and board of trustees. As our student population will begin with preK, K and grade 1, we will not be utilizing DC-CAS to satisfy the adequate yearly progress (AYP) provisions of No Child Left Behind for the first two years, 2008-2009 and 2009-2010, of the school in operation. However, we will utilize Reading First criterion and Language Assessment Scales (LAS) to monitor our young children's progress. With the addition of third grade, beginning in the school year 2010-2011, 60% of our students must achieve proficiency on the DC-CAS in both math and reading to satisfy AYP provisions of NCLB. Washington Yu Ying will continue to work with students each consecutive year to bring the percentage up, thereby having all students proficient by 2017.

#### 5. ASSESSMENT TOOLS

Washington Yu Ying endeavors to be a valuable asset to the community through the proficient, professional, and effective teaching and assessment methods utilized. Washington Yu Ying plans to implement a Web-based data warehousing system, in addition to the process of value-added analysis. The costs of such a system have been considered and included in our budget. This system will allow us to organize, analyze and monitor progress through the results of the wide variety of assessment tools used by our students, staff and administration.

Academic performance goals: A variety of tools will be used to assess our students' progress in the areas of academic development and language acquisition of Chinese and English. Tools to assess and monitor both academic development and language acquisition will include: the DC-CAS; Language Assessment Scales (LAS), administered once per year in the spring, including the SOPA and/or ELLOPA, the NOELLA, the STAMP for Chinese and the Gates-MacGinitie for English; interim assessments developed utilizing the Standards for Chinese Language Learning; teacher-created assessments (e.g. homework, tests); checklists; rubrics; essential agreements; benchmarks/exemplars; portfolios; and anecdotal records. At the end of the fifth grade year, students will participate in the PYP exhibition, an extended collaborative inquiry in both Chinese and English which will be the end-of-PYP summative assessment. At the culmination of the eighth grade year, students will participate in the graduation project, an extended individual inquiry in both Chinese and English, which will demonstrate each students learning from a school career at Washington Yu Ying. All results from the recording and tracking of these tools in the data-management system will allow Washington Yu Ying to identify learning trends and the efficacy of the program for both the individual student and the student body.

Non-Academic performance goals: In order to assess the non-academic performance goals, the students will regularly reflect on their attitudes and actions through self-reflection tools (e.g. rubrics, journal reflections, drawing). In addition, teachers will keep anecdotal records of students' responses and actions within the community. Surveys are another valuable tool that will be utilized at Washington Yu Ying. In order to gather information on students, families, the school community and the community at-large, students in Grade 3 and above will participate in student survey process twice a year.

Organizational goals: Administrative, staff, family and community surveys will give us important feedback on the progress of the school in meeting our organizational goals. Attendance data, staff attrition data, and collaborative staff meeting times and data will also contribute to the overall understanding of the success of Washington Yu Ying Amongst the roles of successful governance and strategic planning, an important role will include to ensure successful articulation and alignment of Washington Yu Ying's overall mission and goals. Board meeting minutes and records, maintaining thorough annual audit records and establishing enrollment data and targets will be essential elements in an active and responsible board of trustees. The recruiting, nurturing and retaining of excellent teachers dedicated to our mission and the school will be an important accomplishment; the aforementioned data as well as the results of surveys will help Washington Yu Ying to achieve all of its' high aspirations.

#### 6. REPORTING PERFORMANCE AND PROGRESS

Semester report cards will be sent to students' families to update them on their children's progress toward the learning goals. Teachers will send home forms and/or call parents to report both student difficulties and outstanding success. Parents/guardians will be invited to an initial Parent/Teacher conference within the first 8 weeks of the school year. The purpose of this meeting will be to simply establish a common bond, discuss individual children's adjustment to the school and the school year, and share results from initial screening. Parents/guardians will be invited to student-led (3 way Student/Parent/Teacher) conferences during the year. In addition, parents/guardians can contact their students' teachers for conferences or discussions at any time throughout the school year.

During their annual performance reviews, the DC Public Charter School Board will be able to view school data; the school's annual audit; and student, staff, family and community-at-large surveys to determine the progress Washington Yu Ying has made toward the goals expressed in the accountability plan.

As our own LEA, Washington Yu Ying will report the students' Adequate Yearly Progress annually by August 1. We will make the AYP progress report via newsletters, website updates and parent meetings. In addition, Washington Yu Ying will publicize the performance of subgroups, by August 1 annually, which contain more than 10 students to retain anonymity, and thus will comply with No Child Left Behind.

# Washington Yu Ying Public Charter School Accountability Plan

Students will achieve Literacy in English	Reriomance Indicators  Students will demonstrate proficiency in reading and writing.	Gates- MacGinitie Reading Assessment Test DC-CAS Value-Added assessments Teacher-created norm-referenced assessments DRA	Data Data gathered through teacher observation and teacher- created assessments.	95% of eligible students participating in DC-CAS Students in each grade and each disaggregated subgroup meet AYP goal of proficient or above in reading and in writing. In the first year, the target will be 50% of each grade level.	60% of 3rd graders who have attended the school for at least 2 years will achieve proficiency on DC-CAS Reading. 70% of students who have attended the school for at least 2 years will be at grade level on school reading assessments. Each subgroup make significant gains toward its AYP goal.	Students will engage in 60-90 minutes of literacy, through reading and writing workshops, daily. Grades preK-1 will be language acquisition environments with an emphasis on developing strong language skills. Students will have access to reading and writing materials in each classroom.
Students will achieve Literacy in Chinese	Students will demonstrate proficiency in reading and writing.	Value-Added assessments Teacher-created norm-referenced assessments Spring 2009 SOPA and/or ELLOPA (Grades K-1 only, Grades K-2 following years)	Data gathered through teacher observation and teacher- created assessments.	Students in each grade and each disaggregated subgroup meet AYP goal of proficient or above in reading and in writing. In the first year, the target will be 50% of each grade level.	70% of students who have attended the school for at least 2 years will be at grade level on school reading assessments.  Each subgroup make significant gains toward its AYP goal	Students will engage in 60-90 minutes of literacy, through reading and writing workshops, daily.  Grades preK-1 will be language acquisition environments with an emphasis on developing strong language skills.  Students will have access to reading and writing materials in each classroom.

Academic Performance Coals	Reirformance Incicators	Assessment Tools  NOELLA (Grades 3-6 only) STAMP (Grades 7-8 only)	Baseline Dara	Antival Larget	Ewe Vear Target	Strategies (Stratiment)
Students will be adept inquirers and flexible thinkers capable of solving problems effectively.	Students will demonstrate tenacity and perseverance when presented with problems to solve. Students will demonstrate the ability to ask critical questions. Students will demonstrate ability to address critical questions through research.	Teacher-created norm-referenced assessments. Portfolio assessments. Anecdotal records. Student self-assessments.	Data gathered through teacher observation and teacher- created assessments	All students will be involved in PYP units of inquiry.	All students who have attended the school for at least 3 years will be able to ask effective questions which demonstrate critical thinking skills. All students who have attended the school for at least 3 years will be able to demonstrate research abilities through a completed inquiry project.	Development of critical thinking skills in all classrooms.  Explicit teaching of inquiry, learning through inquiry and understanding of self as a learner.  PYP units of inquiry.
Students will understand and master increasingly complex mathematical concepts.	Students will demonstrate proficiency in math.	DC-CAS Value-Added assessments Teacher-created norm-referenced assessments Anecdotal records Measured Progress or Odyssey	Data gathered through teacher observation and teacher- created assessments.	95% of eligible students participating in DC-CAS. Students in each grade and each disaggregated subgroup meet AYP goal of proficient or above in math. In the first year,	60% of 3rd graders who have attended the school for at least 2 years will achieve proficiency on DC-CAS Math. 70% of students who have attended the school for at least 2 years will be at grade level on school math	Students will use manipulatives, technology, and problem-solving techniques to explore a wide range of mathematical concepts, within a variety of learning styles. Students will participate in 'real-life' mathematical situations. Students will explore

Avademic;	Renormance	Assessment	Baseline :	Annual Target	Five Year Agiget '>	Strategiesdor Attainment
Persenance Soals	Indicators	Tools 1	Data			. de.
				the target will be 50% of each grade level.	assessments. Each subgroup will make significant gains toward its AYP goal	mathematical concepts through PYP units of inquiry. Students will be given opportunities to reflect on and demonstrate math learning in math journals.
Students will master the scientific method and apply it.	Students will demonstrate proficiency in science. Students will participate in one 'science exhibition or fair' each school year.	Teacher-created norm-referenced assessments. Anecdotal records. Portfolio assessments. Student self-assessments. NAEP (Grades 4 & 8)	Data gathered through teacher observation and teacher- created assessments. Participation in grade level 'science exhibition or fair'.	All students will participate in the exploration of science concepts and the scientific method through PYP units of inquiry.	70% of students who have attended the school for at least 2 years will be at grade level in school science assessments.	Explicit teaching of scientific method through PYP units of inquiry.  Involvement and exploration of critical thinking and development of greater understanding through PYP units of inquiry.  Exploration of science concepts through PYP units of inquiry.  Opportunities to reflect on and demonstrate science learning through self-assessments.
Students will be able to relate their learning to the outside world.	Students will demonstrate proficiency in social studies. Students will participate in action component of PYP units of inquiry. Students will participate in community service projects.	Teacher-created norm-referenced assessments. Anecdotal records. Portfolio assessments. Student self-assessments.	Data from teacher observation; teacher assessments. Participation in grade level service projects. Participation in grade level units of	All students will participate in the learning of social studies concepts. All students will participate in the exploration of the local and international implications through PYP units of inquiry.	70% of students who have attended the school for at least 2 years will be at grade level in school social studies assessments.	Explicit teaching of social studies concepts through PYP units of inquiry. Involvement and exploration of critical thinking and development of greater understanding through PYP units of inquiry. Students will be given opportunities to reflect on and demonstrate social studies learning through self-

A cademig Renormance Goals	Retrogrance Indicators	Assessment Tools	Baseline Data	Annual Target	,[Eive-Vear≰Latget	. httategieskorAttaunnent
	Students will contribute to PYP units of inquiry with topic specific ideas, questions, materials and objects from the outside world.		inquiry action components. Participation in classroom discussions, explorations and inquiry.		·	assessments.
Students will become independent learners and complete independent papers, reports and performances, culminating in a "graduation project" for Grade 8.	Students demonstrate responsible learning behaviors when working independently. Students complete papers, reports and performances in a timely fashion. Students participate in the Grade 8 "graduation project".	Teacher-created norm-referenced assessments. Anecdotal records. Portfolio assessments. Student self-assessments.	Data gathered through teacher observation and teacher- created assessments.	Students will participate in a learning environment that values independence and responsible behavior.  Students will develop a repertoire of work.	All students who have attended the school for at least 3 years will demonstrate independence in work.  All students will participate in a "graduation project" at the culmination of Grade 8.	Participation in independent learning centers.  Participation in cooperative learning groups.  Participation in a variety projects, research, reports, demonstrations, and performances to develop experience and confidence.
Students will satisfy school's requirements for promotion from each grade and upon graduation from Grade 8 be prepared to undertake the most	Students demonstrate proficiency in all core subject areas. Students participate in cultural and arts experiences.	Annual report cards. Anecdotal records.	Data gathered through teacher observation and teacher- created assessments.	65% of students will demonstrate proficiency in all core subject areas. 80% of students will participate in cultural and arts experiences.	70% of students will demonstrate proficiency in all core subject areas. 95% of students will participate in cultural and arts experiences.	Participation in classroom activities.  Participation in formative and summative PYP and MYP assessments.  Participation in standardized tests in core subject areas.  Exposure to a variety of classroom and school cultural and arts experiences.

Accdemic Restormants Coals	Renformance Indicators	Assessment liggis	Baseling 74. Data	Apidualifiarget	Hive Near Warge	Stratebies/Louily/Hanmeht
rigorous academic curricula in high school.						
Students will become life-long learners who possess a positive attitude toward school and learning.	Students participate in classroom and school activities. Students demonstrate enthusiasm for learning activities.	Anecdotal records. Student surveys and self-assessments.	Data gathered through teacher observation. Portfolios. Student-led conferences.	Students will be involved in a school wide community service project	Students will exhibit the traits of the learner profile	Implementation of the PYP program  Annual training and professional development for all staff and faculty
Students will embrace diversity and respect other cultures.	Students demonstrate interest in and respect for other cultures. Students demonstrate proficiency in oral communication in Chinese and English.	Anecdotal records. Teacher-modified language acquisition and communication skills rubrics. Student surveys; self-assessments.	Data gathered through teacher observation.	Students will participate in a range of international festivals and activities that celebrate multicultural beliefs.	Students and faculty will develop a week long festival of international activities, events, educational seminars and cultural events	Develop a steering committee to begin planning. Include this as a target in the strategic plan Recruit volunteers, board and community members to plan and run the event
Students will treat themselves, other students, staff and the physical plant with respect.	Students will treat themselves, one another, school staff and school visitors with respect, regardless of race ethnicity, origin, gender, religion ability or orientation. Students will treat the school physical	Anecdotal records. Student, parent and staff surveys.	Data gathered from teacher observation.	Students reach a satisfactory level of understanding on the survey and self reflection	Students attain a good level of understand on the student survey and self reflection	Build a survey tool that students can understand and answer accurately

Academic Performance Goals	Refformance 3-4 Indicators plant with respect.	Assessment Tools	Baseline Data	Annual Carget	Everyear Wreet	Strategies for Attainment
Students will learn to work collaboratively and resolve conflicts effectively and safely.	Students will participate in group projects.  Students will demonstrate ability to settle conflicts with respect for themselves and others.	Anecdotal records. Student surveys. Student self- assessment.	Data gathered from teacher observation.	Students will participate in character coaching and on an annual basis	Review the positive effects of the program on student behavior and revise the program as needed	School Councilor will develop and implement character education sessions for students
Students will embrace the community by contributing to their school and wider community with service projects.	Students will participate in community service projects that make a difference in the school and wider community.	Anecdotal records. Community survey data.	Data gathered from teacher observation.	Students will raise funds / collect items for local, national, and international charities and donate them	School will track the volume of goods collected for charity, hours donated and \$ raised	Team leaders will work with their classes and students to plan community service projects
The school will create an environment celebrating life-long learning with a welcoming culture for student and adult learning.	Students will demonstrate their own learning. Students, families and school staff will participate in celebrations of learning (e.g. exhibitions, performances). Teachers will share knowledge with one another in both	Anecdotal records. Student self-assessments. Student surveys. Student-led conferences. Family surveys. Teacher team meeting minutes. Teacher surveys.	Data collected through student, family and teacher surveys. Teachers' satisfaction with the professional expectations of the school and the level	Teachers spend increasing amount of time at team meetings looking at student work, collaborating on units of inquiry and core subject lesson plans, and sharing instructional methods.  The percentage	80% of teacher meetings are about instruction and not about other issues. 75% of families have regular contact with their students' teachers regarding student progress.	Student learning is celebrated through display, emphasis on process as well as product and school-wide appreciation.  Teachers are given time within the weekly schedule for team meetings related to instruction.  Teachers and staff are given time within the school week for meetings related to professional development.

Reachers and	formal professional development and informally in team collaboration of knowledge.  Teachers will attend	Assessment Tools	of collaboration continues to increase. All teachers attend at least one professional development activity. The	of families involved with student learning and volunteering continues to increase.	Five Year Alsarget	Strategiesztor Attautment
staff will be highly qualified, demonstrate high expectations for all students and have a positive attitude toward the school and their colleagues.	team meetings. Staff will participate in school and community events. Teachers will attend weekly staff meetings.	meeting minutes. Teacher attendance data. Staff meeting minutes.	percentage of satisfied students, family and teachers continues to increase.	attend all staff meetings. All teachers will meet weekly within grade level teams. There will be an obvious active presence of teachers and staff at all school and community events.	attend all staff meetings. All teachers will attend and demonstrate input in grade level meetings. 80% of teachers and staff will be actively	develop and enhance curriculum in a collaborative team environment.  School leadership empowers staff to help make decisions and to have a positive impact on the school, academically, non-academically, and organizationally.
The school will be led by an active Board of Trustees that will work with the head of school and	The board will evaluate the head of school and the principal annually, following guidelines established in the Board Policy Manual.	Staff attrition data. Staff survey data. Community survey data.	Data gathered through teacher and community surveys.	A decrease in the rate of staff attrition. Teachers' satisfaction with the school leadership and professional	Less than 10% turnover of staff each year. A great majority of the staff, including administration, are satisfied with the professional	The board seeks advice from the administration on a range of school performance and development issues.  Administration seeks opinions from the staff on school issues when going through the decision making process.

Academic Leriomance Goals	Refformatice Indicators	Assessment Fools	Baseline Data	Approval Target	Five-Year Carget	Strategies for Attainment
principal to effectively run the Washington Yu Ying Public Charter School.	The Board, the head of school and the principal will annually have a retreat or special Board meeting for the purposes of setting Board goals for the next year.  Annually, the Board, the head of school and the principal will evaluate the board's progress in meeting it's goals.			environment. Administrations' satisfaction with the collaborative leadership of the Board of Trustees.	environment in the school and the level of collaboration.	
The school will strive to recruit and retain a diverse group of students, teachers, staff, administrators and board members.	The school will recruit teachers and staff internationally, nationally and locally. Teachers will remain at the school year after year because of the positive, challenging, and stimulating professional environment.	The percentage of teachers continuing to remain at the school increases	Recruit teachers from a diverse range of backgrounds that are highly qualified and contribute to the full life of the school	Retain 100% of the founding group of staff for The second year of the schools operations	Retain 90% of staff on an annual basis	The Head of School will conduct exit interviews with staff not returning to the school to ensure that the school and the administration does all it can to retain and attract staff of the highest caliber.
The school will be in sound fiscal health, and the Board of Trustees will ensure the	The board will keep financial records in a timely fashion. School enrollment will be high, and the school will have a	Board meeting records. Annual audit records. Enrollment data and projected	Financial records from audit in 2008-2009. Monthly balance sheets	Quarterly reports on finances to the Board will be up-to-date. Annual audit will have no findings and will indicate	All quarterly reports on finances to the Board will be up-to-date for every year. All annual audits will have no findings and will	The head of school will work with members of the Founding Group to ensure sound fiscal practices are in place before school opens.  Conservative financial

school has the resources it needs to carry out its program.	Waitlist. An annual independent audit will indicate sound financial practices and no significant findings.	enrollment data. Waitlist data.	reflecting positive bank balance. Student enrollment and waitlist data for each year for first four years of operation.	positive fiscal outlook. Student enrollment will be within 10% or less of target.	indicate positive fiscal outlook. Student enrollment will be within 5% or less of target every year.	estimations are utilized. Founding Group (prior to the first year) and subsequently the administration will thoroughly consider and research all expenditures. Training for all staff involved in financial record keeping.
The school will be a good citizen and contribute to the local community.	Students, staff and families will participate in community events. The community will embrace the school as an asset to the community.	Data on level of involvement in community activities will be gathered	Review learner profile surveys; community service projects	An annual review of community involvement	An increase in involvement in the community each year as the school grows	Each year the school board and the Head of School will review the schools involvement in community and service related activities

#### F. Budget

The Washington Yu Ying budget is included in this section. The chart and table, Five Year Snapshot provides an overview of the budget for the first five years. The final table Five Year Forecast (Detailed) provides a detailed budget for the five-year period and is what the remaining spreadsheets have been constructed from.

We have also included an additional spreadsheet in our budget, F.6. IBO Fee Schedule.: Included is the original detail from the Yu Ying budget with one addition, \$4300 in IBO fees that we will pay in the planning years. In the first five years, our IBO fees range from \$9,500 to \$30,000.

Washington Yu Ying's budget in each of the first five years shows a surplus as demonstrated in the Five-Year snapshot.

Due to the reimbursable nature of the Title V monies, we have already faced cash flow issues. In response, Trustees have raised \$30,000 in donations (\$8,000) and interest free personal loans. The Trustees are also actively fundraising and anticipate receiving the Walton Pamily Foundation Grant (\$230,000) this year. This will provide more flexibility and improve our surplus and overall program. It will also help us in addition to the Letter of Credit, get through the cash flow issues in September of the opening year.

### F.1.Pre-opening Expenses

The Pre-opening Expenses Chart provides detailed overview of our planning year budget. As is typical for DC Public Charter Schools, our cash flows show a large negative number in September of the first year. The deficit is between \$150k and \$200k. If we face such a problem, we will resolve this through a combination of the following: First, all payrolls are projected to start on July 1st. In practice, this is never true. Most staff won't start until August or even September. Since payroll is around 50% of expenses, cash flow should not be as difficult as the default conservative scenario would suggest. Second, the school will secure a \$150k line-of-credit from Eagle or City First Bank in July, when the bank accounts will be full and the school will be the most attractive to banks; 3. If needed, the school can stretch (late pay) a number of vendors at the end of September or beginning of October to breach the low cash period.

#### F.2. Two-Year Operating Budget, and 3. Five-Year Budget Projections

The Two-Year Operating Budget and Five-Year Budget Projections show revenues and expenses in those periods. The revenue includes the per pupil revenue, public grants and private revenue detailed in the Finance Section of the business plan. The expenses include salaries and expenses for Washington Yu Ying staff, direct student expenses, office expenses and business expenses. For salaries we used amounts appropriate to the position and experience. For expenses, we started with average DC public charter school expenses and then tailored them to our specific circumstances. For example: our facilities expense at \$29 a square foot is higher than the average, as our target wards have higher rents; our direct student costs are lower because text books are not used as frequently with our educations model; our staff development budget is higher as we will need to pay for PYP training.

#### F.4. Capital Budget

The chart includes a detailed look at our capital budget: classroom computers, classroom furnishings, office furnishings and equipment, and leasehold improvements in the first 2 years.

# F.5. Cash Flow Projection for Year 1

These two charts: Cash Flow SY07-08 & SY 08-09 PCSB-Formatted Cash Flow detail our monthly cash flow projection for these two years.

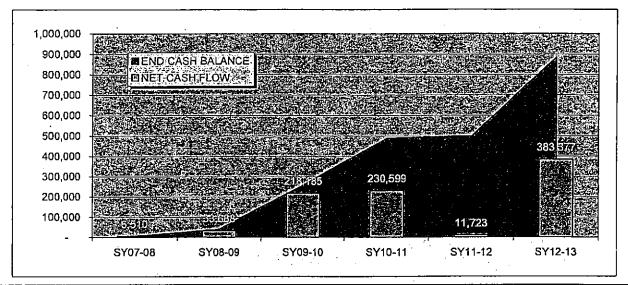
# F.6. Contingency Budgets

If our enrollment numbers, and, therefore, anticipated funds, are lower than planned we will make appropriate budgetary adjustments. We created a contingency budget based on the Washington Yu Ying receiving only 75% of its anticipated enrollment in the first year. Adjustments made to accommodate this includes: increasing the student per classroom number to 28, not hiring a social worker or literacy specialist, decreasing the textbooks purchased (as PYP does not require many textbooks), decreasing classroom furnishings from \$8 to \$5,000, decreased legal fees by \$10,000 as we will rely more on our pro bono law firm, and decreasing leasehold improvements by \$10,000. Contingency versions of the Two-Year Operating Budget, Five-Year Budget Projections and Cash Flow Projections are included.

2. Washington Yu Ying Budget

# F. Five-Year Snapshot

Washington Yu Ying



150	200	246		
150	200	246		
		240	318	387
,034,397	2,833,739	3,580,958	4,780,179	5,964,469
376,802	262,808	307,614	409,989	513,738
215,736	275,506	334,276	426,089	519,166
,626,935	3,372,053	4,222,847	5,616,256	6,997,372
,262,014	1,757,207	2,330,606	3,210,960	3,992,219
691,590	722,343	753,478	1,230,142	1,282,099
517,526	643,173	794,293	1,040,203	1,270,107
,471,130	3,122,723	3,878,377	5,481,305	6,544,424
155,805	249,330	344,470	134,951	452,948
		•		
(122,118)	(31,145)	(113,871)	(123,228)	(69,571)
33,688	218,185	230,599	11,723	383,377
6,510	40,198	258,383	488,982	500,705
33,688	218,185	230,599	11,723	383,377
	258,383	488,982	500,705	884,082
	•	33,688 218,185	33,688 218,185 230,599	33,688 218,185 230,599 11,723

# F1. Planning Year - Pre-opening Expenses

Washington Yu Ying
UPDATED

		SY07-08
REVENUE .		
04 · Per-Pupil	Revenue	
	400 · Per-Pupil Operating Revenue	
	4000 ⋅ Per-pupil alloc	-
	4010 · Per-pupil special ed fund	ding -
	4020 · Per-pupil LEP/NEP fund	ling -
	4030 · Per-pupil summer alloc	•
	4040 · Per-pupil enhancement	-
	4050 · Per-pupil adjustment	
	Total 400 · Per-Pupil Operating	Rev -
	410 · Per-Pupil Facility Revenue	
	4100 · Per-pupil facility alloc	•
	Total 410 · Per-Pupil Facility Re	even -
	Total 04 · Per-Pupil Revenue	•
5 · Other Pub	olic Revenue	
	500 · Public Grants	
	5000 · NCLB grants	•
	5010 · Title Vb grants	120,00
	5020 · Supplemental grants	٠.
	5030 · Competitive public grant	ts
	Total 500 · Public Grants	120,00
	510 · Public Programs	
	5100 · National food program	-
	5110 · E-rate program	
	T : 1 5 10 0 1 11 0	
	Total 510 · Public Programs	
	Total 510 · Public Programs  Total 05 · Other Public Revenue	120,00
06 ⋅ Private Re	Total 05 · Other Public Revenue	120,00
06 · Private Re	Total 05 · Other Public Revenue	120,00
06 · Prívate Ro	Total 05 · Other Public Revenue evenue	
06 · Private Re	Total 05 · Other Public Revenue evenue 600 · Private Grants	8,00
06 - Private Re	Total 05 · Other Public Revenue evenue 600 · Private Grants 6000 · Individual grants	8,00
06 ∙ Private Re	Total 05 · Other Public Revenue avenue 600 · Private Grants 6000 · Individual grants 6010 · Corporate/business gran	8,00
06 - Private Ro	Total 05 · Other Public Revenue evenue 600 · Private Grants 6000 · Individual grants 6010 · Corporate/business gran 6020 · Foundation/trust grants	8,00
06 • Private Ro	Total 05 · Other Public Revenue  avenue  600 · Private Grants  6000 · Individual grants  6010 · Corporate/business grants  6020 · Foundation/trust grants  Total 600 · Private Grants	8,00
06 • Private Ro	Total 05 · Other Public Revenue  avenue  600 · Private Grants  6000 · Individual grants  6010 · Corporate/business grant  6020 · Foundation/trust grants  Total 600 · Private Grants  610 · Released From Restriction	8,00 nts - -
06 · Private Ro	Total 05 · Other Public Revenue  avenue  600 · Private Grants  6000 · Individual grants  6010 · Corporate/business grant  6020 · Foundation/trust grants  Total 600 · Private Grants  610 · Released From Restriction  6100 · Use restriction satisfied	8,00 nts - - -
06 • Private Ro	Total 05 · Other Public Revenue  avenue  600 · Private Grants  6000 · Individual grants  6010 · Corporate/business grante  6020 · Foundation/trust grants  Total 600 · Private Grants  610 · Released From Restriction  6100 · Use restriction satisfied  6110 · Time restriction satisfied	8,00 nts - - - - 1 -
06 · Private Ro	Total 05 · Other Public Revenue  600 · Private Grants  6000 · Individual grants  6000 · Corporate/business grant  6020 · Foundation/trust grants  Total 600 · Private Grants  610 · Released From Restriction  6100 · Use restriction satisfied  6110 · Time restriction satisfied	8,00 nts - - - - 1 -
06 • Private Ro	Total 05 · Other Public Revenue  avenue  600 · Private Grants  6000 · Individual grants  6010 · Corporate/business grants  6020 · Foundation/trust grants  Total 600 · Private Grants  610 · Released From Restriction  6100 · Use restriction satisfied  6110 · Time restriction satisfied  6120 · Asset restriction satisfied  Total 610 · Released From Res	8,00 nts - - - - 1 -
06 - Private Ro	Total 05 · Other Public Revenue  600 · Private Grants  6000 · Individual grants  6010 · Corporate/business grants  6020 · Foundation/trust grants  Total 600 · Private Grants  610 · Released From Restriction  6100 · Use restriction satisfied  6110 · Time restriction satisfied  6120 · Asset restriction satisfied  Total 610 · Released From Res  620 · Private Contributions  6200 · Individual contributions	8,00 nts - - - - 1 -
06 · Private Ro	Total 05 · Other Public Revenue  600 · Private Grants  6000 · Individual grants  6010 · Corporate/business grants  6020 · Foundation/trust grants  Total 600 · Private Grants  610 · Released From Restriction  6100 · Use restriction satisfied  6110 · Time restriction satisfied  6120 · Asset restriction satisfied  Total 610 · Released From Res	8,00 
06 · Private Ro	Total 05 · Other Public Revenue  600 · Private Grants  6000 · Individual grants  6010 · Corporate/business grants  6020 · Foundation/trust grants  Total 600 · Private Grants  610 · Released From Restriction  6100 · Use restriction satisfied  6110 · Time restriction satisfied  6120 · Asset restriction satisfied  6120 · Asset restriction satisfied  620 · Private Contributions  620 · Individual contributions  6210 · Corporate contributions  6220 · Foundation contributions	8,000
06 · Private Ro	Total 05 · Other Public Revenue  avenue  600 · Private Grants  6000 · Individual grants  6010 · Corporate/business grants  6020 · Foundation/trust grants  Total 600 · Private Grants  610 · Released From Restriction  6100 · Use restriction satisfied  6110 · Time restriction satisfied  6120 · Asset restriction satisfied  610 · Released From Res  620 · Private Contributions  620 · Individual contributions  6210 · Corporate contributions  6220 · Foundation contributions  6230 · Special event contributions	8,00
06 · Private Ro	Total 05 · Other Public Revenue  600 · Private Grants  6000 · Individual grants  6010 · Corporate/business grants  6020 · Foundation/trust grants  Total 600 · Private Grants  610 · Released From Restriction  6100 · Use restriction satisfied  6110 · Time restriction satisfied  6120 · Asset restriction satisfied  6120 · Asset restriction satisfied  620 · Private Contributions  620 · Individual contributions  6210 · Corporate contributions  6220 · Foundation contributions	8,000  ints -  -  I -  d -  stricti -  ons -  outio -
06 · Private Re	Total 05 · Other Public Revenue  800 · Private Grants  6000 · Individual grants  6010 · Corporate/business grant  6020 · Foundation/trust grants  Total 600 · Private Grants  610 · Released From Restriction  6100 · Use restriction satisfied  6110 · Time restriction satisfied  6120 · Asset restriction satisfied  6120 · Asset restriction satisfied  620 · Private Contributions  620 · Individual contributions  6210 · Corporate contributions  6220 · Foundation contributions  6230 · Special event contributions  6250 · Capital campaign contributions	8,000  nts -  -  I -  d -  stricti -  sons -  putio -
06 · Private Ro	Total 05 · Other Public Revenue  600 · Private Grants  6000 · Individual grants  6010 · Corporate/business grants  6020 · Foundation/trust grants  Total 600 · Private Grants  610 · Released From Restriction  6100 · Use restriction satisfied  6110 · Time restriction satisfied  6120 · Asset restriction satisfied  6100 · Private Contributions  6200 · Individual contributions  6210 · Corporate contributions  6220 · Foundation contributions  6230 · Special event contributions	stricti

		Total 630 · Activity Fees	•	
	640 - School Sa	les .		
ı		6400 · Paid meals sales	-	
		6410 · School store sales	-	
•		6420 · Student fundraising sales	. •	· ·
		6430 · Student uniform sales	<u>.</u> ·	
		Total 640 · School Sales	-	
	650 · Additional	Revenue		
		6500 · Short-term investments	-	
		6510 · Dividends & interest securitie	-	
		6520 · Rental revenue		
		6530 · Realized gains/losses	-	
		6540 · Unrealized gains/losses		
		6550 · Advertising revenue	-	
		6560 · Miscellaneous revenue	-	
		Total 650 · Additional Revenue	•	1
	670 - Donated R	Revenue		
1		6700 · Donated services revenue	-	
		6710 Donated products/goods rev	-	
		Total 670 · Donated Revenue		
'	Total 06 · Priva	te Revenue		
TOTAL REVENU	E		128,000	
		•		
ORDINARY EXP	ENSE			
07 · Staff-Related	l Expense			
	700 · Curricular	Salaries		
		7000 · Leadership salaries	· -	
			40.050	Instructional Leader on a
		7010 · Teacher salaries	13,350	contract basis - 25%
		7020 · Teacher aides salaries	•	
		7030 · Other curricular salaries	40.250	
		Total 700 · Curricular Salaries	13,350	
l	710 · Suppleme	Total 700 · Curricular Salaries ntal Service Salaries	13,350	
	710 · Suppleme	Total 700 · Curricular Salaries ntal Service Salaries 7100 · Student support salaries	13,350	
	710 · Suppleme	Total 700 · Curricular Salaries ntal Service Salaries 7100 · Student support salaries 7110 · Instr staff support salaries	13,350	
	710 · Suppleme	Total 700 · Curricular Salaries ntal Service Salaries 7100 · Student support salaries 7110 · Instr staff support salaries 7120 · Front office staff salaries	• • •	,
	710 · Suppleme	Total 700 · Curricular Salaries ntal Service Salaries 7100 · Student support salaries 7110 · Instr staff support salaries 7120 · Front office staff salaries 7130 · Business, operations salaries	13,350 - - - - 16,990	
	710 · Suppleme	Total 700 · Curricular Salaries  ntal Service Salaries  7100 · Student support salaries  7110 · Instr staff support salaries  7120 · Front office staff salaries  7130 · Business, operations salaries  7140 · Maintenance/custodial salari	• • •	
	710 · Suppleme	Total 700 · Curricular Salaries  ntal Service Salaries  7100 · Student support salaries  7110 · Instr staff support salaries  7120 · Front office staff salaries  7130 · Business, operations salaries  7140 · Maintenance/custodial salari  7150 · Security salaries	• • •	,
	710 · Suppleme	Total 700 · Curricular Salaries  ntal Service Salaries  7100 · Student support salaries  7110 · Instr staff support salaries  7120 · Front office staff salaries  7130 · Business, operations salaries  7140 · Maintenance/custodial salari	• • •	Business manager on a contract
	710 · Suppleme	Total 700 · Curricular Salaries  ntal Service Salaries  7100 · Student support salaries  7110 · Instr staff support salaries  7120 · Front office staff salaries  7130 · Business, operations salarier  7140 · Maintenance/custodial salari  7150 · Security salaries  7160 · Other service salaries	• • •	Business manager on a contract basis 25%
	·	Total 700 · Curricular Salaries  ntal Service Salaries  7100 · Student support salaries  7110 · Instr staff support salaries  7120 · Front office staff salaries  7130 · Business, operations salaries  7140 · Maintenance/custodial salari  7150 · Security salaries  7160 · Other service salaries  Total 710 · Supplemental Service S	- - 16,990 - - -	
	·	Total 700 · Curricular Salaries  ntal Service Salaries  7100 · Student support salaries  7110 · Instr staff support salaries  7120 · Front office staff salaries  7130 · Business, operations salaries  7140 · Maintenance/custodial salari  7150 · Security salaries  7160 · Other service salaries  Total 710 · Supplemental Service S  ntal Program Salaries	- - 16,990 - - -	
	·	Total 700 · Curricular Salaries  ntal Service Salaries  7100 · Student support salaries  7110 · Instr staff support salaries  7120 · Front office staff salaries  7130 · Business, operations salaries  7140 · Maintenance/custodial salari  7150 · Security salaries  7160 · Other service salaries  Total 710 · Supplemental Service S  ntal Program Salaries  7200 · Program director salaries	- - 16,990 - - -	
	·	Total 700 · Curricular Salaries  ntal Service Salaries  7100 · Student support salaries  7110 · Instr staff support salaries  7120 · Front office staff salaries  7130 · Business, operations salaries  7140 · Maintenance/custodial salari  7150 · Security salaries  7160 · Other service salaries  Total 710 · Supplemental Service S  ntal Program Salaries  7200 · Program director salaries  7210 · Other program salaries	- - 16,990 - - -	
	·	Total 700 · Curricular Salaries  ntal Service Salaries  7100 · Student support salaries  7110 · Instr staff support salaries  7120 · Front office staff salaries  7130 · Business, operations salarie:  7140 · Maintenance/custodial salari  7150 · Security salaries  7160 · Other service salaries  Total 710 · Supplemental Service S  ntal Program Salaries  7200 · Program director salaries  7210 · Other program salaries  7220 · Staff program stipends	16,990 - - - - 16,990	
	720 · Suppleme	Total 700 · Curricular Salaries  ntal Service Salaries  7100 · Student support salaries  7110 · Instr staff support salaries  7120 · Front office staff salaries  7130 · Business, operations salaries  7140 · Maintenance/custodial salari  7150 · Security salaries  7160 · Other service salaries  Total 710 · Supplemental Service S  ntal Program Salaries  7200 · Program director salaries  7210 · Other program salaries  7220 · Staff program stipends  Total 720 · Supplemental Program !	16,990 - - - - 16,990	
	720 · Suppleme	Total 700 · Curricular Salaries  ntal Service Salaries  7100 · Student support salaries  7110 · Instr staff support salaries  7120 · Front office staff salaries  7130 · Business, operations salarie:  7140 · Maintenance/custodial salari  7150 · Security salaries  7160 · Other service salaries  Total 710 · Supplemental Service S  ntal Program Salaries  7200 · Program director salaries  7210 · Other program salaries  7220 · Staff program stipends	16,990 - - - 16,990 - - -	basis 25%  Head of school on a contract
	720 · Suppleme	Total 700 · Curricular Salaries  ntal Service Salaries  7100 · Student support salaries  7110 · Instr staff support salaries  7120 · Front office staff salaries  7130 · Business, operations salaries  7140 · Maintenance/custodial salari  7150 · Security salaries  7160 · Other service salaries  Total 710 · Supplemental Service S  ntal Program Salaries  7200 · Program director salaries  7210 · Other program salaries  7220 · Staff program stipends  Total 720 · Supplemental Program !	16,990 - - - 16,990 - - -	basis 25%
	720 · Suppleme	Total 700 · Curricular Salaries  ntal Service Salaries  7100 · Student support salaries  7110 · Instr staff support salaries  7120 · Front office staff salaries  7130 · Business, operations salarier  7140 · Maintenance/custodial salari  7150 · Security salaries  7160 · Other service salaries  Total 710 · Supplemental Service S  ntal Program Salaries  7200 · Program director salaries  7210 · Other program salaries  7220 · Staff program stipends  Total 720 · Supplemental Program !  ent/Development Salaries	16,990 - - - 16,990 - - -	basis 25%  Head of school on a contract
	720 · Suppleme	Total 700 · Curricular Salaries  ntal Service Salaries  7100 · Student support salaries  7110 · Instr staff support salaries  7120 · Front office staff salaries  7130 · Business, operations salaries  7140 · Maintenance/custodial salari  7150 · Security salaries  7160 · Other service salaries  Total 710 · Supplemental Service S  ntal Program Salaries  7200 · Program director salaries  7210 · Other program salaries  7220 · Staff program stipends  Total 720 · Supplemental Program !  ent/Development Salaries	16,990 - - - 16,990 - - -	basis 25%  Head of school on a contract

	mployee Benefits	'	
, –	7400 · Retirement plan contrib	•	
	7410 · Health insurance	•	
	7420 · Life and disability insurance	-	
	7430 · Section 125 plan	-	
	7440 · Travel stipends	-	
	7450 · Bonuses		
	Total 740 · Employee Benefits	-	
750 · P	Payroll Taxes		
, , , , , , , , , , , , , , , , , , , ,	7500 · Social security & medicare		
	7510 · State unemployment tax	250	
	7520 · Workers' comp insurance	_	,
	7530 · FUTA	_	
·	Total 750 · Payroll Taxes	250	
760 · P	Professional Development		
700-1	7600 · Staff development (non-trave	4.300	1BO Fees
•	7610 · Staff development travel	.,	
	Total 760 · Professional Developme		
. 770.0	Contracted Staff		
170.0	7700 · Substitute teachers	_	
	7710 · Temporary contract help	2,000	٠,
	Total 770 · Contracted Staff	2,000	
700.0	Other Staff Expense	2,000	
780.0	7800 Staff recruiting	1,000	
	7810 · Staff background checks	150	
	7820 · Staff meals, events, & award	-	
	7830 · Staff travel (non-developmer		
		1 150	
	Total 780 · Other Staff Expense	1,150	
1	Total 780 · Other Staff Expense 77 · Staff-Related Expense	1,150 80,540	
08 · Occupancy Expens	Total 780 · Other Staff Expense 27 · Staff-Related Expense se		
08 · Occupancy Expens	Total 780 · Other Staff Expense  77 · Staff-Related Expense  se  Occupancy Rent Expense		
08 · Occupancy Expens	Total 780 · Other Staff Expense  77 · Staff-Related Expense se Docupancy Rent Expense 8000 · Rent		
08 · Occupancy Expens	Total 780 · Other Staff Expense  77 · Staff-Related Expense  58  Occupancy Rent Expense  8000 · Rent  8010 · Supplemental rent		
08 · Occupancy Expens	Total 780 · Other Staff Expense  77 · Staff-Related Expense  80 · Occupancy Rent Expense  8000 · Rent  8010 · Supplemental rent  8020 · Real estate taxes		
08 · Occupancy Expens 800 · C	Total 780 · Other Staff Expense  27 · Staff-Related Expense  38 · Occupancy Rent Expense  8000 · Rent  8010 · Supplemental rent  8020 · Real estate taxes  Total 800 · Occupancy Rent Expens		
08 · Occupancy Expens 800 · C	Total 780 · Other Staff Expense  27 · Staff-Related Expense  38 · Occupancy Rent Expense  8000 · Rent  8010 · Supplemental rent  8020 · Real estate taxes  Total 800 · Occupancy Rent Expense  Occupancy Service Expense		
08 · Occupancy Expens 800 · C	Total 780 · Other Staff Expense  77 · Staff-Related Expense  80 · Cocupancy Rent Expense  8000 · Rent  8010 · Supplemental rent  8020 · Real estate taxes  Total 800 · Occupancy Rent Expense  8100 · Utilities & garbage removal		
08 · Occupancy Expens 800 · C	Total 780 · Other Staff Expense  27 · Staff-Related Expense  Se  Doccupancy Rent Expense  8000 · Rent  8010 · Supplemental rent  8020 · Real estate taxes  Total 800 · Occupancy Rent Expens  Doccupancy Service Expense  8100 · Utilities & garbage removal  8110 · Contracted building services		
08 · Occupancy Expens 800 · C	Total 780 · Other Staff Expense  27 · Staff-Related Expense  38 · Occupancy Rent Expense  8000 · Rent  8010 · Supplemental rent  8020 · Real estate taxes  Total 800 · Occupancy Rent Expens  Occupancy Service Expense  8100 · Utilities & garbage removal  8110 · Contracted building services  8120 · Maintenance and repairs		
08 · Occupancy Expens 800 · C	Total 780 · Other Staff Expense  27 · Staff-Related Expense  38 · Occupancy Rent Expense  8000 · Rent  8010 · Supplemental rent  8020 · Real estate taxes  Total 800 · Occupancy Rent Expense  8100 · Utilities & garbage removal  8110 · Contracted building services  8120 · Maintenance and repairs  8130 · Janitorial supplies		
08 · Occupancy Expens 800 · C	Total 780 · Other Staff Expense  27 · Staff-Related Expense  38 · Occupancy Rent Expense  8000 · Rent  8010 · Supplemental rent  8020 · Real estate taxes  Total 800 · Occupancy Rent Expens  Occupancy Service Expense  8100 · Utilities & garbage removal  8110 · Contracted building services  8120 · Maintenance and repairs  8130 · Janitorial supplies  8140 · Facility consulting fees		
08 · Occupancy Expens	Total 780 · Other Staff Expense  27 · Staff-Related Expense  38  39  300 · Rent  300 · Rent  300 · Real estate taxes  Total 800 · Occupancy Rent Expense  3000 · Occupancy Rent Expense  3000 · Occupancy Rent Expense  3000 · Utilities & garbage removal  3110 · Contracted building services  3120 · Maintenance and repairs  3130 · Janitorial supplies  3140 · Facility consulting fees  Total 810 · Occupancy Service Expense	80,540 - - - - - -	
08 · Occupancy Expens 800 · C	Total 780 · Other Staff Expense  27 · Staff-Related Expense  38 · Occupancy Rent Expense  8000 · Rent  8010 · Supplemental rent  8020 · Real estate taxes  Total 800 · Occupancy Rent Expense  8100 · Utilities & garbage removal  8110 · Contracted building services  8120 · Maintenance and repairs  8130 · Janitorial supplies  8140 · Facility consulting fees  Total 810 · Occupancy Service Expense  08 · Occupancy Expense	80,540 - - - - - -	
08 · Occupancy Expense 800 · C	Total 780 · Other Staff Expense  27 · Staff-Related Expense  38 · Occupancy Rent Expense  8000 · Rent  8010 · Supplemental rent  8020 · Real estate taxes  Total 800 · Occupancy Rent Expens  Occupancy Service Expense  8100 · Utilities & garbage removal  8110 · Contracted building services  8120 · Maintenance and repairs  8130 · Janitorial supplies  8140 · Facility consulting fees  Total 810 · Occupancy Service Expense  88 · Occupancy Expense	80,540 - - - - - -	
08 · Occupancy Expense 800 · C	Total 780 · Other Staff Expense  77 · Staff-Related Expense  80 · Occupancy Rent Expense  8000 · Rent  8010 · Supplemental rent  8020 · Real estate taxes  Total 800 · Occupancy Rent Expense  8100 · Utilities & garbage removal  8110 · Contracted building services  8120 · Maintenance and repairs  8130 · Janitorial supplies  8140 · Facility consulting fees  Total 810 · Occupancy Service Expense  8 · Occupancy Expense	80,540 - - - - - -	
08 · Occupancy Expense 800 · C	Total 780 · Other Staff Expense  27 · Staff-Related Expense  38 · Occupancy Rent Expense  8000 · Rent  8010 · Supplemental rent  8020 · Real estate taxes  Total 800 · Occupancy Rent Expens  Occupancy Service Expense  8100 · Utilities & garbage removal  8110 · Contracted building services  8120 · Maintenance and repairs  8130 · Janitorial supplies  8140 · Facility consulting fees  Total 810 · Occupancy Service Expense  9000 · Student supplies, snacks	80,540 - - - - - -	
08 · Occupancy Expense 800 · C	Total 780 · Other Staff Expense  27 · Staff-Related Expense  38 · Occupancy Rent Expense  8000 · Rent  8010 · Supplemental rent  8020 · Real estate taxes  Total 800 · Occupancy Rent Expens  Occupancy Service Expense  8100 · Utilities & garbage removal  8110 · Contracted building services  8120 · Maintenance and repairs  8130 · Janitorial supplies  8140 · Facility consulting fees  Total 810 · Occupancy Service Expense  9000 · Student supplies, snacks  9010 · Student assessment materia	80,540 - - - - - -	
08 · Occupancy Expense 800 · C	Total 780 · Other Staff Expense  27 · Staff-Related Expense  38 · Occupancy Rent Expense  8000 · Rent  8010 · Supplemental rent  8020 · Real estate taxes  Total 800 · Occupancy Rent Expense  8100 · Utilities & garbage removal  8110 · Contracted building services  8120 · Maintenance and repairs  8130 · Janitorial supplies  8140 · Facility consulting fees  Total 810 · Occupancy Service Expense  900 · Student supplies, snacks  9010 · Student assessment materia  9020 · Student textbooks	80,540 - - - - - -	·
08 · Occupancy Expense 800 · C	Total 780 · Other Staff Expense  27 · Staff-Related Expense  38 · Occupancy Rent Expense  8000 · Rent  8010 · Supplemental rent  8020 · Real estate taxes  Total 800 · Occupancy Rent Expens  Occupancy Service Expense  8100 · Utilities & garbage removal  8110 · Contracted building services  8120 · Maintenance and repairs  8130 · Janitorial supplies  8140 · Facility consulting fees  Total 810 · Occupancy Service Expense  908 · Occupancy Expense  9000 · Student supplies, snacks  9010 · Student assessment materia  9020 · Student textbooks  9030 · Student uniforms	80,540 - - - - - -	
08 · Occupancy Expense 800 · C	Total 780 · Other Staff Expense  27 · Staff-Related Expense  38 · Occupancy Rent Expense  8000 · Rent  8010 · Supplemental rent  8020 · Real estate taxes  Total 800 · Occupancy Rent Expense  8100 · Utilities & garbage removal  8110 · Contracted building services  8120 · Maintenance and repairs  8130 · Janitorial supplies  8140 · Facility consulting fees  Total 810 · Occupancy Service Expense  900 · Student supplies, snacks  9010 · Student assessment materia  9020 · Student textbooks	80,540 - - - - - -	

	9060 · Food service fees	-	
	9070 · Student travel / field trips	•	
			Flyers and other expense not
	9080 · Student recruiting	10,000	donated by Founding Board
	9090 · Other student expenses		
	Total 900 · Direct Student Expense	10,000	
910 · Office	•		
	9100 · Office supplies	=	
	9110 Equipment rent & maintenan		
•	9120 · Telephone & telecommunica	3,000	
	9130 · Postage, shipping, delivery	1,000	
	9140 · Printing & duplication	2,000	
	Total 910 · Office Expense	6,000	
920 · Busine	ess Expense		· ·
	9200 · Business insurance	1,500	Ì
•	9210 - Authorizer fees	-	ļ
	9220 · Management fees	~	
	9230 · Accounting, auditing, payroll	18,500	Reporting, accounting
	9240 · Legal fees	•	ļ
	9250 · Instr design & eval fees	•	İ
	9260 Computer support fees	-	)
	9270 · Fundraising fees	•	
	9280 · Other professional fees	-	}
	9290 · Other expenses	<u> </u>	
	Total 920 · Business Expense	20,000	
930 - Dues,	Fees, & Losses		
	9300 · Dues, fees, and fines	-	
	9310 · Loss/theft of asset	-	ł
,	9320 Bad debts, pledges		
	Total 930 · Dues, Fees, & Losses	-	Į
940 · Donat	ed Expense		ļ
	9400 · Donated services expense	-	Ì
	9410 · Donated products/goods exp		
	Total 940 · Donated Products and S	•	1
990 · Opera	iting Contingency		i I
	9900 · Unforeseen expenses	1,950	·
	Total 990 · Operating Contingency	1,950	
Total 09 · A	dditional Expense	42,250	ļ
TOTAL ORDINARY EXPENS	E .	118,490	
NET ORDINARY INCOME		9,510	
	11000 · Depreciation Expense	-	
	12000 · Interest payments		
NET INCOME		9,510	
			=

# F2. Two-Year PCSB-Formatted Budget, v1.5

•	Operating	Operating
	Year 1	Year 2
	SY08-09	SY09-10
REVENUE	· · · · · · ·	
01. Per Pupil Charter Payments	1,554,057	2,174,071
02. Per Pupil Facilities Allowance	480,341	659,668
03, Federal Entitlements	320,313	185,230
04. Other Government Funding/Grants	56,489	77,578
05. Private Grants and Donations		_
06. Activity Fees	149,600	184,679
07. Other Income (please describe in footnote)	66,136	90,827
TOTAL REVENUES	2,626,935	3,372,053
		. ,
ORDINARY EXPENSE	-	•
Personnel Salaries and Benefits		
08. Principal/Executive Salary	87,550	90,177
09. Teachers Salaries	370,250	584,783
10. Teacher Aides/Assistance Salaries	210,000	288,400
11. Other Education Professionals Salaries	165,125	250,150
12. Business/Operations Salaries	70,000 ·	72,100
13. Clerical Salaries	30,000	30,900
14, Custodial Salaries	-	•
15. Other Staff Salaries	55,000	71,255
16. Employee Benefits	155,778	219,946
17. Contracted Staff	81,000	111,240
18. Staff Development Expense	23,148	27,283
Subtotal: Personnel Expense	1,247,851	1,746,232
Direct Student Expense		
19. Textbooks	37,500	12,875
20. Student Supplies and Materials	44,250	60,770
21. Library and Media Center Materials	-	-
22. Student Assessment Materials	11,250	15,450
23. Contracted Student Services	45,000	61,800
24. Miscellaneous Student Expense **	7,500	2,575
Subtotal: Direct Student Expense	145,500	153,470
·	•	
Occupancy Expenses		
25. Rent	615,000	633,450
26. Building Maintenance and Repairs	9,840	9,840
27. Utilities	30,750	31,673
28. Janitorial Supplies	6,000	6,180
29. Contracted Building Services	30,000	41,200
Subtotal: Occupancy Expenses	691,590	722,343
Office Expenses		
30. Office Supplies and Materials	28,500	39,140
31. Office Equipment Rental and Maintenance	10,800	16,686
•		

	32. Telephone/Telecommunications	5,400	5,562
	33. Legal, Accounting and Payroll Services	97,017	109,871
	34. Printing and Copying	3,750	5,150
	35. Postage and Shipping	2,250	3,090
	36. Other	17,879	15,904
	Subtotal: Office Expenses	165,596	195,402
		1	
Gen	eral Expenses		
	37. Insurance	15,000	20,600
	38. Transportation	28,534	56,871
	39. Food Service	117,000	160,680
	40. Administration Fee (to PCSB)	10,172	14,169
	41. Management Fee	-	-
	42. Other General Expense	-	-
	43. Unforeseen Expenses	49,887	52,955
	Subtotal: General Expenses	220,593	305,276
	TOTAL ORDINARY EXPENSES	2,471,130	3,122,723
Net	Ordinary Income	155,805	249,330
٠.		-	
Add	itional Cash Flow Adjustments / Capital Budget		
	(Incr) / Decr in Computers and Materials	(43,350)	(12,231)
	(Incr) / Decr in Classroom Furnishings and Supplies	(48,000)	(16,480)
	(Incr) / Decr in Office Furnishings and Equipment	(5,768)	(2,433)
	(Incr) / Decr in Renovations/Leasehold Improvement	(25,000)	<u>-</u>
	Subtotal: Additional Cash Flow Adjustments	(122,118)	(31,145)
NET	CASH FLOW	33,688	218,185
	·		
Ass	umptions		
	Student Enrollment	150	200
	Facility Size (square footage)	24,600	24,600
	Average Teacher Salary	52,893	53,162
	Number of Teachers	7	11
	Student / Teacher Ratio	21 to 1	18 to 1
	•		

# F.3 Five-Year PCSB-Formatted Budget

Washington Yu Ying

UPDATED

	Planning	Operating	Operating	Operating	Operating	Operating
	Year	Year 1	Year 2	Үеаг 3	Year 4	Year 5
•	'SY07-08	SY08-09	SY09-10	SY10-11	SY11-12	SY12-13
REVENUE		-				
01. Per Pupil Charter Payments	-	1,554,057	2,174,071	2,745,225	3,666,311	4,568,733
02. Per Pupil Facilities Allowance	-	480,341	659,668	835,733	1,113,868	1,395,736
03. Federal Entitlements	120,000	320,313	185,230	209,330	. 278,995	349,596
04. Other Government Funding/Grants	-	56,489	77,578	98,284	130,993	164,141
05. Private Grants and Donations	· -	-	<b>-</b> .	-	-	-
06. Activity Fees	-	149,600	184,679	219,207	272,725	326,993
07. Other Income (please describe in footnote)	8,000	66,136	90,827	115,068	153,363	192,173
TOTAL REVENUES	128,000	2,626,935	3,372,053	4,222,847	5,616,256	6,997,372
			-			
ORDINARY EXPENSE						
Personnel Expense	79,390	1,247,851	1,746,232	2,317,279	3,191,840	3,971,996
Direct Student Expense	10,000	145,500	153,470	189,498	256,759	315,301
Occupancy Expenses	-	691,590	722,343	753,478	1,230,142	1,282,099
Office Expenses	25,650	165,596	195,402	234,188	284,893	339,439
General Expenses	3,450	220,593	305,276	383,934	517,671	635,590
TOTAL ORDINARY EXPENSES	118,490	2,471,130	3,122,723	3,878,377	5,481,305	6,544,424
•						
NET ORDINARY INCOME	9,510	155,805	249,330	344,470	134,951	452,948
Fixed Asset Purchases	(3,000)	(122,118)	(31,145)	(113,871)	(123,228)	(69,571)
NET CASH FLOW	6,510	33,688	218,185	230,599	11,723	383,377
•			•			
Assumptions						
Student Enrollment	-	150	200	246	318	387
Facility Size (square footage)	-	24,600	24,600	24 600	38,725	38,725
Average Teacher Salary	53,398	52,893	53,162	54,831	56,664	57,412
Number of Teachers	0	7	11	15	19	25
Student / Teacher Ratio		21 to 1	18 to 1	16 to 1	17 to 1	15 to 1

# F4. Capital Budget

	SY08-09	SY09-10								
Classroom Computers (Capital Budget)										
Student computer	1,200	1,236	Avg DCPCS, Incr by Infl							
Computers / computer lab	-	-								
1620 : Computers - Classroom	30.54		(\$/computer) x (#computers)							
1620 Computers - Classroom - 1620 Computers - Classroom		<b>建一种企业</b>								
Teacher computers	2,500	2,575	Avg DCPCS, Incr by Infl							
New Teachers	7	4	#New Teachers							
1620 Computers - Classroom	16,875	10,300	(\$/computer) x (#new teacher)							
1620 Computers - Classroom	24.44		7.33 3 year reup							
TOTAL - Staff Computers	16,875	10,300-								
TOTAL: Classroo -	16,875	10,300								

Furniture \$ / New Classroo	om	8,000	8,240	Avg DCPCS, Incr by I	nfl
New Classrooms 1600 · FF&E - Classroom		6 18,000,4	2 .16,480	#Classrooms (\$/Classroom) x (#cla	ssrooms)

Furniture / new Stf		300	309	Avg DCPCS, Incr by Infl
1610: FF&E Administration	in the	5,768	2,433	た。こ(\$ //staff) x (# new staff) (また)
Computer / Stf		1,000	1,030	Avg DCPCS, Incr by Infl
New Staff, less new T, TA		6	2	
1630 Computers - Admini	strati 🛠	6,475	₹ 1,931 ×	(\$ / computer) x (# new staff)
				AVG DCPCS for PBX, Network
1630 Computers 3	,000 Y Z			AVG DCPCS for 2 startup lapto
TOTAL: Office Fu 3	,000	32,243	4,365	······································

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easehold improvemen	t. % of Re	nt	•	,		
930 Lescabold impr	Ovements	ີ້ 25 ດິດກ <i>ີ</i> ໂ		Prices Tunio	al Depersion	ete William
030 Leasenoid Impi		here we will also				313
140: Pacility consult	ng rees :	2 10 45 77	P . 41, 4(2) 15 (4)	Tar to the second	在各 电分子	有一个一个

### SY07-08 PCSB-Formatted Cash Flow

F (NOT UPDATED)

Property   Property														<del></del>
10, 1 pr Age   Charles Preprinties   2,000   20,000   2	REVENUE	Jul	Aug	Spt	Oct	Nov	Dec	Jen	Feb	Mar	Apr	Mey	Jun ·	TOTAL
13.   Section   13.			-		-		-			_	_			.
A. Chee Government Profitigopitaries		-		-		-					-			
50, Protein Grantes of Discussion   10, Charloting Chaines (Information)   1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1,	03. Federal Entitlements	•	•	•	-	-	-	20,000	20,000	20,000	20,000	20,000	20,000	120,000
St. Actor   Team   Team   St. Actor   Team   Team   St. Actor   Team		•	•	•	•	-	-	-	•	•	-	•		
## Description of Comment (Comment (Com		-	-	•	-	-	-	•	-	•	•	-	-	
TOTAL REVENUES   \$2,000 \$2,0	•	•	•	•	•	-	-	•	•	•	-	•	•	٠.
ORIGINATY EXPENSE			<u> </u>	<u> </u>		<del></del>						<del></del>		
Personnel Salarier and Paerolits	IOTAL REVENUES	•	•	•	•	•	•	20,000	20,000	20,000	20,000	20,000	20,000	120,000
Personnel Salarier and Paerolits	ORDINARY EXPENSE													1
10. Processor Salary   7,000									•					•
10. Technic Alkadrikations (Storles   17. Biomser Objections Statifies   17. Biomser Objections Statifies   17. Biomser Objections Statifies   18. Calcified Statifies   18. Calcified Statifies   18. Calcified Statifies   18. Calcified Statifies   18. Calcified Statifies   18. Calcified Statifies   18. Calcified Statifies   18. Calcified Statifies   18. Calcified Statifies   18. Calcified Statifies   18. Calcified Statifies   18. Calcified Statifies   18. Calcified Statifies   18. Calcified Statifies   18. Calcified Statifies   18. Statifies Calcified Statifies   18. Statifies Calcified Statifies   18. Statifies Calcified Statifies   18. Statifies Calcified Statifies   18. Statifies Calcified Statifies   18. Statifies Calcified Statifies   18. Statifies Calcified Statifies   18. Statifies Calcified Statifies   18. Statifies Calcified Statifies   18. Statifies Calcified Statifies   18. Statifies Calcified Statifies   18. Statifies Calcified Statifies Calcified Statifies   18. Statifies Calcified Statifies Calcified Statifies   18. Statifies Calcified Statifies Calcified Statifies   18. Statifies Calcified Statifies Calcified Statifies   18. Statifies Calcified Statifies Calcified Statifies   18. Statifies Calcified Statifies Calcified Statifies   18. Statified Statifies Calcified Statifies   18. Statifies Calcified Statifies Calcified Statifies   18. S		-	-	-	-			7,083	7,083	7,083	7.083	7,083	7,083	42,500
11. Open Education Professions Statisties   2,832	09. Teachers Saleries	٠-	-	-	-	+	•	2,225	2,225	2,225	2,225	2,225	2,225	13,350
12. Statement Companies   2.832   2.		•	-	-	-	•	•	•	•	-	-	-		٠.
13. Circios Station		•	•	•	-	-	-							-
1.1. Control and Selection   1.2.		•	-	•	-		-	2,832	2,832	2,832	2,832	2,832	2.832	16,990
15. One Staff Salarian   16. Employee Boreline   2.000   1.0		•	•	•	•	•	-	•	•	•	-	•	•	•
1.6. Employee Benefite	•	-	-	•		•	•	-	-	•	•	•		`
1. Staff   1. Staff		-	_						42	47	42	. 42	42	250
18. Stuffour/ personnel Expenses		-	-	-					-		-	-	76	
Description   Expense										-				-,000
Discriptions   Page	Subtotal: Personnel Expense	•	•		•	•		14,182	12,182	12,182	12,152	12,182	12,182	75,090
18. Tethbooks												•		
28. Suddent Supplies and Materials														
23. Library and Media Carbine Malerine		•	-	-	•	•	•	-	•	-	•	-	•	•
22. Suderial Assessment Mainersiale	**	-	-	-	•	•	•	•	•	-	-	-	-	•
32. Contraction Student Expense*   1.667   1	•				-			•	•	•	-	-	-	_
24. Miscellamous Sludent Expense   1.667   1						_	-							
Subtolatic Direct Student Expenses   1,667		.*		-				1.667	1,667	1,667	1,667	1,667	1,667	10,000
25, Realing Maintenance and Regalre 27. Utilities 28. Justicolni Supplies 29. Contigrated Building Services 30. Utilise Supplies and Materials 31. Office Expenses 31. Office Expenses 32. Telephonal Recommendations 31. Office Expenses 32. Telephonal Recommendations 33. Office Expenses 33. Office Expenses 34. Printing and Copyling 35. Postage and Shippling 36. Office Supplies and Materials 37. Insurance 38. Utilises Supplies and Materials 38. Telephonal Recommendations 39. Office Expenses 30. Store Service 30. Store Service 30. Store Service 30. Store Service 30. Store Service 30. Store Service 30. Store Service 30. Store Service 30. Store Service 30. Store Service 30. Store Service 30. Store Service 30. Store Service 30. Store Service 30. Store Service 30. Administration Fee (to PCSB) 41. Management Fee 42. Other General Expenses 37. Insurance 38. Telephonal Expenses 39. Store Service 40. Other General Expenses 40. Other General Expenses 40. Other General Expenses 40. Other General Expenses 40. Other General Expenses 40. Utilises Service 40. Other General Expenses 40. Other General Exp	Subtotal: Direct Student Expense	-	•	•	•	•	•	1,667	1,667	1,667	1,667	1,667	1,667	
25, Realing Maintenance and Regalre 27. Utilities 28. Justicolni Supplies 29. Contigrated Building Services 30. Utilise Supplies and Materials 31. Office Expenses 31. Office Expenses 32. Telephonal Recommendations 31. Office Expenses 32. Telephonal Recommendations 33. Office Expenses 33. Office Expenses 34. Printing and Copyling 35. Postage and Shippling 36. Office Supplies and Materials 37. Insurance 38. Utilises Supplies and Materials 38. Telephonal Recommendations 39. Office Expenses 30. Store Service 30. Store Service 30. Store Service 30. Store Service 30. Store Service 30. Store Service 30. Store Service 30. Store Service 30. Store Service 30. Store Service 30. Store Service 30. Store Service 30. Store Service 30. Store Service 30. Store Service 30. Administration Fee (to PCSB) 41. Management Fee 42. Other General Expenses 37. Insurance 38. Telephonal Expenses 39. Store Service 40. Other General Expenses 40. Other General Expenses 40. Other General Expenses 40. Other General Expenses 40. Other General Expenses 40. Utilises Service 40. Other General Expenses 40. Other General Exp														
28.   Building Mainteances and Repairs				·										
22. Dillitian		•	•	•	-	-	•	•	•	•	•	•	- 1	•
22. Janifords Supplies		•	•	•	•	-	-	•	•	•	•	•	- 1	•
25 Contracted Building Sevices		-	-			:			-	-	-		_ [ ]	
Substalat: Occupancy Expenses   Substalat: Occupancy Expense   Substalat: Occupancy Expenses   Substalat: Occupancy Expense   Substalat: Occupancy	• • • • • • • • • • • • • • • • • • • •		-	-	_								.	
30. Office Supplies and Meterlates 31. Office Equipment Rental and Melineannee 32. Telephonard Felecommunicatione 500 500 500 500 500 500 500 3,000 32. Telephonard Felecommunicatione 32. Telephonard Felecommunicatione 33. 0,003 3,003		•								•				
30. Office Supplies and Meterlates 31. Office Equipment Rental and Melineannee 32. Telephonard Felecommunicatione 500 500 500 500 500 500 500 3,000 32. Telephonard Felecommunicatione 32. Telephonard Felecommunicatione 33. 0,003 3,003														
33.   Transportation														
32. Telephone/Telecommunications 3. Lagai, Accounting and Payroll Services 3. Sagai, Accounting and Payroll Services 3. A. Printing and Capyring 3. Communications 3. Lagai, Accounting and Payroll Services 3. A. Printing and Capyring 3. Communications 3. Descriptions 3. Lagai, Accounting and Payroll Services 3. Sagain Services 3. Subtoral; Office Expanses 3. Communications 3. Communications 3. Communications 3. Lagain Accounting and Payroll Services 3. Communications 3. Commun			•	•	•	•	•	-	•	•	•	-	-	•
33. Legal, Accounting and Payroll Services  34. Printing and Capyring  35. Postage and Shipping  36. Other  37. Instrumence  38. Control Expenses  37. Instrumence  38. Transportation  38. Transportation  38. Postage and Shipping  39. Administration Fise (to PCSB)  40. Administration Fise (to PCSB)  41. Menagement Fee  42. Other General Expenses  43. Underseem Expenses  43. Underseem Expenses  44. Other General Expenses  45. Underseem Expenses  46. Other General Expenses  47. Instrumence  48. Other General Expenses  48. Other General Expenses  49. Administration Fise (to PCSB)  40. Administration Fise (to PCSB)  41. Menagement Fee  42. Other General Expenses  43. Underseem Expenses  43. Underseem Expenses  44. Other General Expenses  45. Underseem Expenses  46. Other General Expenses  47. Indicate Fise Administration  48. Other General Expenses  49. Administration Fise (to PCSB)  40. Administration Fise (to PCSB)  41. Menagement Fise  42. Other General Expenses  43. Underseem Expenses  44. Other General Expenses  45. Underseem Expenses  46. Other General Expenses  47. Indicate Fise Administration Fise (to PCSB)  48. Other General Expenses  49. Other General Expenses  49. Other General Expenses  40. Other General Exp	· · · · · · · · · · · · · · · · · · ·	•	. •	-	•	•	•	-	-	•		-	[	•
34. Pérhing end Copying 35. Postage and Shipping 36. Other  167 167 167 167 167 167 167 167 167 167		:		•	-	-	•						1	
35. Postage and Shipping 36. Other 37. Incorporate Systems						-		-					- 1	
36. Other   192   192   192   192   192   192   192   192   192   192   192   192   193													1	
Subtotal; Office Expenses  General Expenses  37. Insurance	-		-	-				192	192	192	192	192	192	
37. Insurance	Subtotal: Office Expenses	-		-		-	•	4,275	4,275	4,275	4,275	4,275	4,275	
37. Insurance														
38. Transportation 39. Food Service 40. Administration Fee (to PCSB) 41. Management Fee 42. Other General Expense 42. Other General Expense 43. Unforgesent Expensee 44. Unforgesent Expensee 45. Unforgesent Expensee 46. Other General Expensee 47. Other General Expensee 48. Unforgesent Expensee 49. Unforgesent Expenses 40. Other General Expensee 41. Management Fee 42. Other General Expenses 43. Unforgesent Expenses 44. Unforgesent Expenses 45. Unforgesent Expenses 46. Unforgesent Expenses 47. Unforgesent Expenses 48. Unforgesent Expenses 49. Unforgesent Expenses 49. Unforgesent Expenses 40. Unforgesent Expenses 40. Unforgesent Expenses 40. Unforgesent Expenses 40. Unforgesent Expenses 41. Management Expenses 42. Other General Expenses 43. Unforgesent Expenses 44. Unforgesent Expenses 45. Unforgesent Expenses 46. Unforgesent Expenses 46. Unforgesent Expenses 47. Unforgesent Expenses 48. Unforgesent Expenses 49.														
39, Food Service 40, Administration Fee (to PCSB) 41. Management Fee 42. Other General Expense 43. Unforeseen Expensee 43. Unforeseen Expensee 43. Unforeseen Expenses 5ubtotel: General Expenses 6			•	•	•	•	•	250	250	250	,	250		1,500
40. Administration Fee (to PCSB) 41. Management Fee 42. Other General Expense 42. Other General Expense 43. Uniquesen Expense 43. Uniquesen Expenses 43. Uniquesen Expenses 44. Other General Expenses 45. Uniquesen Expenses 46. Other General Expenses 47. Other General Expenses 48. Uniquesen Expenses 49. Other General Expenses 40. Other General Expenses 40. Other General Expenses 41. Management Expenses 40. Other General Expenses 41. Management Expenses 42. Uniquesen Expenses 43. Uniquesen Expenses 45. Uniquesen Expenses 46. Other General Expenses 46. Other General Expenses 47. Other General Expenses 48. Uniquesen Expenses 49. Other General Expenses 49. Other Gene		-		•	•	•	•	-	•	•	•	•	·	•
41. Managament Fee  42. Other General Expense  43. Unforcesen Expense  43. Unforcesen Expense  43. Unforcesen Expense  43. Unforcesen Expense  44. Other General Expense  45. Unforcesen Expense  46. Unforcesen Expense  47. Unforcesen Expense  48. Unforcesen Expense  49. Unforcesen Expense  40. Unforcesen Expense  41. Managament Fee  42. Unforcesen Expense  43. Unforcesen Expense  44. Unforcesen Expense  45. Unforcesen Expense  46. Unforcesen Expense  47. Unforcesen Expense  48. Unforcesen Expense  48. Unforcesen Expense  48. Unforcesen Expense  48. Unforcesen Expense  49. 250 250 250 250 220 3,450  250 2200 3,450  250 250 250 250 2200 3,450  250 250 250 250 250  250 250 250 250 250  250 250 250 250 250  250 250 250 250  250 250 250 250  250 250 250 250  250 250 250 250  250 250 250 250  250 250 250 250  250 250 250 250  250 250 250 250  250 250 250 250  250 250 250		_	_	_					·					-
42. Other General Expenses			-	-	-	-							- 1	-
Subtote : General Expensea		-	•		•	-	-	•	-	-			-	-
TOTAL ORDINARY EXPENSES 20,373 18,373 18,373 18,373 18,373 20,323 114,190  Net Ordinary Income (373) 1,627 1,627 1,627 1,627 1,627 (323) 5,810  Additional Cash Flow Adjustments / Capital Budget  (Incr) / Decr in Computers and Meterials (500) (5	43. Unforesen Expensee		•							•	<u> </u>	,	1,950	1,950
Net Ordinary Income			•				<u> </u>							
Additional Cash Flow Adjustments / Capital Budget (Incr) / Decr in Computers and Materials		<del>-</del>		<u> </u>	<u> </u>					_				
(Incr) / Decr in Computers and Materials	Net Ordinary Income	•	•	•	•	•	•	(373)	1,627	1,627	1,627	1,627	(323)	5,810
(Incr) / Decr in Computers and Materials	Additional Carb Slow Adjusts and J Paniel Posts 4													
(Incr) / Decr in Office Furnishings and Supplies		_	_		_	_	_	(500)	(500)	(600)	(500)	(500)	(sno)	(3.000)
(incr) / Derr in Office Furnishings and Equipment				-	-	•	•		(2001	(300)	(300)	(2001	(300)	(3.000)
(Incr) / Deer in Renovatione/Leasehold Improvemen (500) (5						-	-					-	. 1	•
Subtotal: Additional Cash Flow Adjustments         -         -         (500)										•	,	<del>-</del>		
NET CASH FLOW (873) 1,127 1,127 1,127 (823) 2,810								(500)	(500)	(500)	(500)	(500)	(500)	(3,000)
CASH BALANCE (873) 253 1,380 2,507 3,633 2,810								(873)	1,127		1,127	1,127	(823)	
	CASH BALANCE	•	-	-	•	-	•	(873)	253	1,380	2,507	3,633	2,810	

### SY08-09 PCSB-Formatted Cash Flow

-	Jul	Aug	Spl	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	TOTAL
REVENUE .													<u> </u>
01, Per Pupil Charter Payments -	388,514	-	-	388,514	-	-	388,514	•		388,514	•	•	1,554,057
02. Per Pupil Facilities Allowance	120,085	-		360,255	•	-	-	-	•	•	•	-	480,341
03, Federal Enlittements	-	•	-	35,590		35,590	35,590	35,590	35,590	35,590	35,590	35,590	320,313
04, Other Government Funding/Grants	-	•	6,277	6,277	6,277	6,277	6,277	6,277	6,277	6,277	6,277	•	56,489
05. Private Grants and Donallons	•	•	-	-		-	-			46.000	40.000	-	****
06. Activity Fees	•	•	16,622 7,348	18,622 7,348		16,622	16,622 7,348	16,622 7,348	16,622 7,348	16,622 7,348	16,622 7,348	•	149,600 66,136
07. Other Income (please describe in footnote) TOTAL REVENUES	508,599	<u> </u>	30,247	814,6D7	65,838	7,348	454,352	65,838	65,838	454,352	65,838	35,590	2,626,935
IOTAL REVERGES	. 100,555		30,24,	014,007		47,050	434,552	45,656	00,000	404,002	45,000	00,000	1,020,000
ORDINARY EXPENSE													ì
Personnel Salaries and Benefits													
08. Principal/Executive Salary	7,296	7,296	7,296	7,296	7,296	7,296	7,296	7,296	7,296	7,296	7,296	7,296	67,550
09. Teachers Salaries .	30,854	30,854	30,854	30,854	30,854	30,854	30,854	30,854	30.854	30,854	30,854	30,654	370,250
10. Teacher Aides/Assistance Salaries	17,500	17,500	17,500	17,500	17,500	17,500	17,500	17,500	17,500	17,500	17,500	17,500	210,000
11. Other Education Professionals Salaries	13,760	13,760	13,760	13.760		13,760	13,760	13,760	13,760	13,760	13,760	13,760	165,125
12. Business/Operations Salaries	5,833	5,833	5,833	5,833		5,833	5,833	5,833	5,833	5,833	5,833	5,633	70,000
13. Clerical Salaries	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	30,000
14, Custodial Salaries	4,583	4,583	4,583	4,583		4,583	4,583	4,583	4,583	4,583	4,583	4,583	55,000
15, Other Staff Salaries 16. Employee Benefits	12,981	12,981	12,981	12,981	12,981	12,981	12,981	12,981	12,981	12,981	12,981	12,981	155,778
17. Contracted Staff	6,750	6,750	6,750	6,750	6,750	6,750	6,750	6,750	8,750	6,750	6,750	6,750	81,000
18. Staff Davelopment Expansa	9,568	13,580		-	-	-	-	-	•		•		23,148
Subtotal: Personnel Expense	111,627	115,639	102,059	102,059	102,059	102,059	102,059	102,059	102,059	102,059	102,053	102,059	1,247,851
													,
Direct Student Expense													ł
19. Textbooks	37,500	-	•	-	•	•	•	•	-	-	-		37,500
20. Student Supplies and Materials	3,688	3,688	3,688	3,686	3,688	3,688	3,688	3,688	3,688	3,688	3,688	3,688	44,250
21. Library and Media Center Materials		-	•	-	•	•	•	•	•	•	•	•	11,250
22, Student Assessment Materials 23, Contracted Student Services	11,250		5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5.000	•	45,000
23. Contracted Student Services 24. Miscellaneous Student Expense **	625	625	625	625	625	625	625	625	625	. 625	625	625	7,500
Subtotal: Direct Student Expense	53,063	4,313	9,313	9,313	9,313	9,313	9,313	9,313	9,313	9,313	9,313	4,313	145,500
								.,					<u> </u>
Occupancy Expenses												-	ŀ
25. Rent	51,250	51,250	51,250	51,250	51,250	51,250	51,250	51,250	51,250	51,250	51.250	- 51,250	615,000
26. Building Maintenance and Repairs	620	820	820	820	820	820	820	820	820	820	820	820	9,840
· 27. U明iles	2,563	2,563	2,563	2,563	2,563	2,563	2,563	2,563	2.563	2,563	2,563	2,563	30,750
28. Janiforial Supplies	500	. 500	500	500	500 2,500	500 2,500	500 2,500	500 2,500	500 2,500	500 2,500	500 2,500	500 2,500	6,000 30,000
29. Contracted Building Services Subtotal: Occupancy Expenses	2,500 57,633	2,500 57,633	2,500 57,633	2,500 57,633	57,633	57,633	57,633	57,633	57,533	57,633	57.633	57,633	591,590
Squarer, Goodpaney Expenses	07,000	01,000	6.11000	•/,	0.,	01,000	01,100	0.10-0	,	,	2.,,222	***	]
Office Expenses													ļ
30. Office Supplies and Materials	2,375	2,375	2,375	2,375	2,375	2,375	2,375	2,375	2,375	2,375	2,375	2,375	28,500
31. Office Equipment Rental and Maintenance	900	900	900	900	900	900	900	900	900	900	900	900	10,800
32. Telephone/Telecommunications	450	450	450	450	450	450	450	450	450	450	450	450	5,400
33. Legal, Accounting and Payroll Services	4,710	4,710	4,710	4,710	10,210	4,710	10,543	10,543	10,543	10,543	10,543	10,543	97,017
34. Printing and Copying	313	313	313	313	313	313	313	313	313	313	313	313	3,750
35, Poatage and Shipping	188	188	188	188	188	188	188	188	188	188	188	188	2,250
36. Other	927 9,862	1,541	1,541 10,476	1,541 10,476	1,541 15,976	1,541 10,476	1.541 16,309	1,541 16,309	1,541	1,541	1,541 16,309	1,541	17,879 . 165,596
Subtotal: Office Expenses	3,002	14,710	14/414		13/310	.0,470	, 0,503	10,508	1 0,503	. 4,303	,,,,,,,,		. , ,
General Expenses													
37. Insurance	1,250	1,250	1,250	1,250	1.250	1,250	1,250	1,250	1,250	1.250	1,250	1,250	15,000
38. Transportation	-		3,170	3,170	3,170	3,170	3,170	3,170	3,170	3,170	3,170	-	28,534
39, Food Service	•	-	13,000	13,000	13,000	13,000	13,000	13,000	13,000	13,000	13,000	-	117,000
40. Administration Fee (to PCSB)	2,543	•	•	2,543	-	•	2,543	•	-	2,543	•	-	10,172
41. Management Fee	. •	-	•	•		-	-	-	•	•	•	•	-
42. Other General Expansa	-	-	-	•	-	•	•	•	•	-	•	45.000	
43. Unforeseen Expenses	3,793	1,250	17,420	19,963	17,420	17,420	19,963	17,420	17,420	19,963	17,420	49,887 51,137	49.687 220,593
Subtotal: General Expenses TOTAL ORDINARY EXPENSES	235,977	189,309	195,900	199,443	202,400	196,900	205,276	202,733	202,733	205,276	202,733	231,450	2,471,130
Net Ordinary Income	272,622	(189,309)	(166,653)	615,164	[136,562]		249,076	(136,896)		249,076	(136,896)	(195,860)	155,805
Hat Circum, Mercum		1,,,-	(,	2,0,121	(10-10-0)	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	2.2,070	(,,	(,,	,	1.4417	,,	
Additional Cash Flow Adjustments / Capital Budget													
(Incr) / Decr in Computers and Materials	(43,350)	. •	-	•		•	-	-	•	•	-	•	(43,350)
(Incr) / Decr in Classroom Furnishings and Supplies	(46,000)	•	-	-	-	-	-		•	•	•	-	(48,000)
(Incr) / Decr in Office Furnishings and Equipment	(5,768)	-		•	-	•	•	•	•	-	•	-	(5,768)
(Incr) / Decr in Renovations/Leasehold Improvemen		(25,000)	•	<u>:</u>	<u> </u>		·	<u> </u>	:_	<del>-</del>	<del></del>		(25.000)
Subtotal: Additional Cash Flow Adjustments	(97,118)	(25,000)	1400	645.450	/43E 555"	(434.055)	240.076	(475 505)	(428 4061	249 075	1476 1051	(496 850)	(122,118)
NET CASH FLOW	175,505	(214,309) (35,994)	(166,653) (202,647)	615,164 412,518	(136,562) 275,955	(131,062) 144,893	249,076 393,969	(136,896) 257,073	(136,896) 120,177	249,076 369,253	(136,896) 232,358	(195,850) 36,498	33,688
ÇASH BALANCE	178,315	(20,224)	(ent/241)	7 * 4,3 10	519333	127,083	201,203	2011013	100,111	303,233	-4-,350	201420	

# Five-Year Forecast (Detailed)

	SY07-08	SY08-09	SY09-10	SY10-11	SY11-12	SY12-13
REVENUE		•				
4 · Per-Pupil Revenue						
400 · Per-Pupil Operating Revenue						
4000 · Per-pupil alloc	-	1,384,336	1,880,555	2,367,834	3,164,029	3,932,68
4010 · Per-pupil special ed funding	-	108,004	152,475	194,606	261,983	328,01
4020 Per-pupil LEP/NEP funding		61,717	84,757	105,488	142,372	177,51
4030 · Per-pupil summer alloc	-		56,284	77,297	97,928	130,51
Total 400 · Per-Pupil Operating Revenue	-	1,554,057	2,174,071	2,745,225	3,666,311	4,568,73
410 · Per-Pupil Facility Revenue		•		•	·	
4100 · Per-pupil facility alloc	-	480,341	659,668	835,733	1,113,868	1,395,73
Total 410 · Per-Pupil Facility Revenue	-	480,341	659,668	835,733	1,113,868	1,395,73
Total 04 · Per-Pupil Revenue	-	2,034,397	2,833,739	3,580,958	4,780,179	5,964,46
5 · Other Public Revenue					•	
500 · Public Grants						
5000 · NCLB grants		120,313	165,230	209,330	278,995	349,59
5010 · Title Vb grants	120,000	200,000	20,000	•	-	-
Total 500 · Public Grants	120,000	320,313	185,230	209,330	278,995	349,59
510 · Public Programs			•			
5100 · National food program	•	56,489	77,578	98,284	130,993	164,14
Total 510 · Public Programs	- `	56,489	77,578	98,284	130,993	164.1
Total 05 · Other Public Revenue	120,000	376,802	262,808	307,614	409,989	513,7
6 · Private Revenue			•			
630 · Activity Fees		•			•	
6300 · Supplemental program fees		149,600	184,679	219,207	272,725	326,9
Total 630 · Activity Fees	-	149,600	184,67 <del>9</del>	219,207	272,725	326,99
640 - School Sales						
6400 · Paid meals sales	• `	60,511	83,102	105,282	140,320	175,82
6430 · Student uniform sales	-	5,625	7,725	9,787	13,044	16,34
Total 640 School Sales	<del>-</del>	66,136	90,827	115,068	153,363	192,1
Total 06 · Private Revenue	8,000	215,736	275,506	334,276	426,089	519,16
OTAL REVENUE	128,000	2,626,935	3,372,053	4,222,847	5,616,256	6,997,37
RDINARY EXPENSE						
7 · Staff-Related Expense						
700 · Curricular Salaries						•
7000 Leadership salaries	-	-	-	81,955	84,413	86,94
7010 · Teacher sataries	13,350	370,250	584,783	822,463	1,076,609	1,435,30
7030 · Other curricular salaries	-	165,125	250,150	299,679	475,230	547,18
Total 700 · Curricular Salaries	13,350	745,375	1,123,333	1,575,411	2,171,689	2,778,50
710 · Supplemental Service Salaries						
7120 · Front office staff salaries		30,000	30,900	31,827	65,564	67,53
7130 · Business, operations salaries	16,990	70,000	72,100	74,263	76,491	78,78
7160 Other service salaries	<del>-</del>	<u> </u>	•		-	
Total 710 · Supplemental Service Salaries	16,990	100,000	103,000	106,090	142,055	146,31
730 · Management/Development Salaries					-	
	10.500	07.550	00.477	02.002	95,668	98,53
7300 · Executive salaries	42,500	87,550	90,177	92,882	20,000	50,00

	SY07-08	SY08-09	SY09-10	SY10-11	SY11-12	SY12-13
Total 730 · Management/Development Sala	42,500	87,550	90,177	92,882	161,232	166,069
740 · Employee Benefits				•		
7400 · Retirement plan contrib		29,638	41,633	55,585	76,819	95,589
7410 · Health insurance	-	45,506	65,122	85,814	120,658	152,387
Total 740 · Employee Benefits	-	75,144	106,755	141,399	197,477	247,976
750 · Payroll Taxes						
7500 Social security & medicare	-	75,577	106,165	141,742	195,889	243,752
7510 · State unemployment tax	250	5,056	7,025	8,988	12,269	15,044
Total 750 · Payroll Taxes	250	80,634	113,190	150,730	208,158	258,796
760 · Professional Development				• •		
7600 · Staff development (non-travel)	-	23,148	27,283	31,404	37,769	43,597
Total 760 · Professional Development	-	23,148	27,283	31,404	37,769	43,597
770 · Contracted Staff				٠.	•	
7710 Temporary contract help	2,000	81,000	111,240	140,930	187,832	235,363
Total 770 · Contracted Staff	2,000	81,000	111,240	140,930	187,832	235,363
780 · Other Staff Expense						
7800 Staff recruiting	1,000	9,613	3,938	. 3,925	6,563	5,550
7810 · Staff background checks	150	1,517	2,696	3,681	4,513	4,513
7830 · Staff travel (non-development)	_	3,034	4,341	5,721	8,044	10,159
Total 780 · Other Staff Expense	1,150	14,163	10,975	13,327	19,119	20,222
Total 07 · Staff-Related Expense	76,240	1,262,014	1,757,207	2,330,606	3,210,960	3,992,219
08 · Occupancy Expense						
800 - Occupancy Rent Expense	•					
8000 · Rent	_ •	615,000	633,450	652,454	1,084,312	1,116,842
Total 800 · Occupancy Rent Expense	-	615,000	633,450	652,454	1,084,312	1,116,842
810 · Occupancy Service Expense						
8100 · Utilities & garbage removal	<u>-</u> :	30,750	31,673	32,623	54,216	55,842
8110 · Contracted building services	-	30,000	41,200	52,196	69,567	87,172
8120 · Maintenance and repairs	-	9,840	9,840	9,840	15,490	15,490
8130 · Janitorial supplies	<del>-</del>	6,000	6,180_	6,365	6,556	6,753
Total 810 · Occupancy Service Expense		76,590	88,893	101,024	145,830	165,257
Total 08 · Occupancy Expense	-	691,590	· 722,343	753,478	1,230,142	1,282,099
09 · Additional Expense						
900 · Direct Student Expense		-				
9000 · Student supplies, snacks	•	33,000	45,320	57,416	76,524	95,889
9010 · Student assessment materials	•	11,250	15,450	19,574	26,088	32,689
9020 · Student textbooks	. •	37,500	12,875	12,200	19,757	19,397
9030 · Student uniforms	-	11,250	15,450	19,574	26,088	32,689
9050 · Contracted instruction fees	-	45,000	61,800	78,294	104,351	130,757
9060 · Food service fees	-	117,000	160,680	203,565	271,313	339,969
9070 · Student travel / field trips	-	25,500	52,530	66,550	88,698	111,144
9080 · Student recruiting	10,000	7,500	2,575	2,440	3,951	3,879
	10,000					
9090 · Other student expenses		<u> </u>	-		-	-
9090 · Other student expenses  Total 900 · Direct Student Expense	10,000	288,000	366,680	459,614	616,770	766,414
	-	288,000	366,680	459,614	616,770	766,414
Total 900 · Direct Student Expense	-	288,000 28,500	366,680 39,140	459,614 49,586	- 616,770 66,089	766,414 82,813

	SY07-08	SY08-09	SY09-10	SY10-11	SY11-12	SY12-13
9120 · Telephone & telecommunications	3,000	5,400	5,562	5,729	5,901	6,078
9130 Postage, shipping, delivery	1,000	2,250	3,090	3,915	5,218	6,538
9140 Printing & duplication	2,000	3,750	5,150	6,525	8,696	10,896
Total 910 · Office Expense	6,000	50,700	69,628	88,670	115,407	142,792
920 - Business Expense				•		
9200 · Business insurance	1,500	15,000	20,600	26,098	34,784	43,586
9210 · Authorizer fees	_	10,172	14,169	17,905	23,901	29,822
9230 · Accounting, auditing, payroll	18,500	62,017	73,821	76,660	80,035	83,373
9240 · Legal fees	_	35,000	36,050	49,509	62,723	83,597
9260 Computer support fees	-	6,750	9,270	11,744	15,653	19,614
Total 920 Business Expense	20,000	128,939	153,909	181,916	217,095	259,992
990 · Operating Contingency						
9900 · Unforeseen expenses	. 1,950	49,887	52,955	64,094	90,931	100,909
Total 990 · Operating Contingency	1,950	49,887	52,955	64,094	90,931	100,909
Total 09 · Additional Expense	37,950	517,526	643,173	794,293	1,040,203	1,270,107
TOTAL ORDINARY EXPENSE	114,190	2,471,130	3,122,723	3,878,377	5,481,305	6,544,424
NET ORDINARY INCOME	5,810	155,805	249,330	344,470	134,951	452,948
11000 · Depreciation Expense	-	-		•	-	<b>-</b>
12000 Interest payments	-		•	-	-	· -
NET INCOME	13,810	155,805	249,330	344,470	134,951	452,948
CASH FLOW ADJUSTMENTS			•			
(Incr) / Decr in Net Fixed Assets						
(Incr) / Decr in Operating Net Fixed Assets						
1600 · FF&E - Classroom	-	(48,000)	(16,480)	(16,974)	(34,967)	(36,016)
1610 · FF&E - Administration	-	(5,768)	(2,433)	(2,498)	(4,303)	(3,748)
1620 · Computers - Classroom	-	(16,875)	(10,300)	(42,436)	(49,657)	(27,207)
1630 · Computers - Administration	(3,000)	(26,475)	(1,931)	(1,963)	(34,301)	(2,600)
Total (Incr) / Decr in Operating Net Fixed	(3,000)	(97,118)	(31,145)	(63,871)	(123,228)	(69,571)
(Incr) / Decr in Facilities Net Fixed Assets						
1830 · Leasehold improvements	•	(25,000)	-	(50,000)	•	•
Total (incr) / Decr in Facilities Net Fixed	· -	(25,000)	<u> </u>	(50,000)	-	-
Total (Incr) / Decr in Net Fixed Assets	(3,000)	(122,118)	(31,145)	(113,871)	(123,228)	(69,571)
TOTAL CASH FLOW ADJUSTMENTS	(3,000)	(122,118)	(31,145)	(113,871)	(123,228)	(69,571)
Beginning Cash Balance	-	2,810	36,498	254,683	485,282	497,005
NET CASH FLOW	10,810	33,688	218,185	230,599	11,723	383,377
END CASH BALANCE	10,810	36,498	254,683	485,282	497,005	880,382

# F.6.Personnel Salaries and Benefits,

# Excerpt - Staff Development Costs, IBO Fee Schedule - Budget Detail

Washington Yu Ying FALSE

LINE 18: Staff Development Costs									
v1.2 - Added International Baccalau	reate details			•					.,
nternational Baccalaureate : 7600/2Staff development (non	4,300	3,580	3,580	3,580	3,580	3,580	Annually	<b>4万里的</b> 的事	( <b>P</b> 1)
Staff Development: PD Staff	<b>不是公共的</b>	∑: 525."	525	525	525	525			
PD Staff		18	26	34	46				
7,600 Staff development (non-trave	a) ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( ) (	9,568	13,703	17,824	24,189	30,017			池
Additional Staff Development			•	• • •					
7600 Staff development (nor 🍪 🖽		يَّ جَ احْمِ 10,000 (10 هَـُــــُوْ	10,000	10,000差点人	10,000	10,000	Annually		
Staff Recruiting: /NY Emp	500 .	10,000 500 9,613	500	500	500	500 500	Annually Avg DCP(		
Staff Recruiting: /NY Emp 7800 Staff recruiting Staff Sackground Checks: /NY I		500		500	500	500			
7600 Staff development (nor put) Staff Recruiting: /NY Emp 7800 Staff recruiting Staff Background Checks: /NY   7810 Staff background checks:	500 .	500 9,613	500 <b>4 3,938</b>	500 3,925	500 6,563	500			
Staff Recruiting: /NY Emp 7800 - Staff recruiting Staff Background Checks: /NY I 7810 - Staff background checks: /Staff Meals: /Emp	500 75 508	500 9,613 75 1,517)	500 3,938 75.00 2,696	500 3,925 75.00 3,681	500 6,563 75.00 4,513	500 75,550 75.00 4,513	Avg DCP(	CS Exp	
Staff Recruiting: /NY Emp 7800; Staff recruiting Staff Background Checks: /NY	500 75 508	500 9,613 75 1,517)	500 3,938 75.00 2,696	500 3,925 75.00	500 6,563 75.00 4,513	500 75,550 75.00 4,513	Avg DCP(	CS Exp	

3. Washington Yu Ying Contingency Budget

# Two-Year PCSB-Formatted Budget, (Contingency)

	Planning	Operating	Operating
•	Year	Year 1	Year 2
	SY07-08	SY08-09	SY09-10
REVENUE		,	
01. Per Pupil Charter Payments	, <del>-</del>	1,180,672	2,159,813
02. Per Pupil Facilities Allowance	-	358,654	659,668
03. Federal Entitlements	120,000	289,834	185,230
04. Other Government Funding/Grants	-	42,179	77,578
05. Private Grants and Donations	- ,	-	-
06. Activity Fees	٠ ـــ	127,028	184,679
07. Other Income (please describe in footnote)		49,382	90,827
TOTAL REVENUES	120,000	2,047,748	3,357,794
ODDINARY EVRENCE	,	•	
ORDINARY EXPENSE Personnel Salaries and Benefits			•
08. Principal/Executive Salary	42,500	87,550	90,177
09. Teachers Salaries	13,350	215,250	584,783
10. Teacher Aides/Assistance Salaries	13,330	140,000	288,400
11. Other Education Professionals Salaries	_	93,750	250,150
12. Business/Operations Salaries	16,990	70,000	72,100
13. Clerical Salaries	10,330	30,000	30,900
14, Custodial Salaries	_	30,000	30,300
15. Other Staff Salaries	_ ]	55,000	67,555
16. Employee Benefits	250	108,026	219,552
17. Contracted Staff	2,000	. 60,480	111,240
18. Staff Development Expense		19,749	27,283
Subtotal: Personnel Expense	75,090	879,805	1,742,138
•	ì		•
Direct Student Expense		,	•
19. Textbooks	-	11,200	9,064
20. Student Supplies and Materials	-	33,040	60,770
21. Library and Media Center Materials	٠	•	-
22. Student Assessment Materials	-	8,400	15,450
23. Contracted Student Services	-	33,600	61,800
24. Miscellaneous Student Expense **	10,000	5,600	4,532
Subtotal: Direct Student Expense	10,000	91,840	151,616
Occupancy Expenses			• •
25. Rent		615,000	633,450
26. Building Maintenance and Repairs	_	9,840	9,840
27. Utilities	-	30,750	31,673
28. Janitorial Supplies	- 1	6,000	6,180
29. Contracted Building Services		22,400	41,200
Subtotal: Occupancy Expenses		683,990	722,343
	-		
Office Expenses	. 1	84. 555	<b>A</b>
30. Office Supplies and Materials	`-	21,280	39,140
31. Office Equipment Rental and Maintenance	- 1	10,800	16,686

	• • • •			•
	32. Telephone/Telecommunications	3,000	5,400	5,562
	33. Legal, Accounting and Payroll Services	18,500	86,531	99,571
	34. Printing and Copying	. 2,000	2,800	5,150
	35. Postage and Shipping	1,000	1,680	3,090
	36. Other	1,150	12,446	19,141
	Subtotal: Office Expenses	25,650	140,938	188,340
Ge	neral Expenses		;	
	37. Insurance	1,500	11,200	20,600
	38. Transportation		21,103	56,871
	39. Food Service	· • [	87,360	160,680
	40. Administration Fee (to PCSB)		7,697	14,097
•	41: Management Fee	· " .	-	
	42. Other General Expense	-		•
	43. Unforeseen Expenses	1,950	41,516	53,112
	Subtotal: General Expenses	3,450	168,875	305,361
	TOTAL ORDINARY EXPENSES	114,190	1,965,448	3,109,798
Net	Ordinary Income	5,810	82,300	247,996
		. ]	•	
Add	ditional Cash Flow Adjustments / Capital Budget			
	(Incr) / Decr in Computers and Materials	(3,000)	(34,375)	(21,476)
	(Incr) / Decr in Classroom Furnishings and Supplies	-	(20,000)	(20,600)
	(Incr) / Decr in Office Furnishings and Equipment		(3,825)	(4,434)
•	(Incr) / Decr in Renovations/Leasehold Improvement		(15,000)	
	Subtotal: Additional Cash Flow Adjustments	(3,000)	(73,200)	(46,510)
NET	CASH FLOW	2,810 .	9,100	201,486
	•			•
Ass	umptions .	.		
	Student Enrollment	- }	112	200
	Facility Size (square footage)	{	24,600	24,600
	Average Teacher Salary	53,398	53,813	53,162
	Number of Teachers	. 0	4	11
	Student / Teacher Ratio	#VALUE!	28 to 1	18 to 1

# Five-Year PCSB-Formatted Budget, (Contingency)

	•	Planning	Operating	Operating	Operating	Operating	Operating
		Year	Year 1	Year 2	Year 3	Year 4	Year 5
•		SY07-08	SY08-09	SY09-10	SY10-11	SY11-12 ·	SY12-13
REVENUE		` `				- · ·	
01. Per Pup	oil Charter Payments	-	1,180,672	2,159,813	2,745,225	3,666,311	4,568,733
	oil Facilities Allowance		358, <del>6</del> 54	659,668	835,733	1,113,868	1,395,736
03. Federal	Entitlements	120,000	289,834	185,230	209,330	278,995	349,596
04. Other G	Sovernment Funding/Grants	- *	42,179	77,578	98,284	130,993	164,141
05. Private	Grants and Donations	-	-	<b>-</b> .	-	-	• •
06. Activity	Fees	<b>-</b> .	127,028	184,679	219,207	272,725	326,993
07. Other In	ncome (please describe in footnote)	<u>-</u>	49,382	90,827	115,068	153,363	192,173
TOTAL RE	VENUES	120,000	2,047,748	3,357,794	4,222,847	5,616,256	6,997,372
		•					
ORDINARY EXP	PENSE				-	•	
Personnel E	Expense	75,090	879,805	1,742,138	2,317,279	3,191,840	3,971,996
Direct Stude	ent Expense	10,000	91,840	151,616	182,178	244,905	303,663
Occupancy	Expenses	-	683,990	722,343	753,478	1,230,142	1,282,099
Office Expe	nses	25,650	140,938	188,340	232,041	282,173	335,813
General Exp	penses	3,450	168,875	305,361	383,142	515,912	634,538
TOTAL OR	DINARY EXPENSES	114,190	1,965,448	3,109,798	3,868,118	5,464,972	6,528,109
		.					
NET ORDINARY	INCOME	5,810	82,300	247,996	354,729	151,284	469,263
Fixed Asset	Purchases	(3,000)	(73,200)	(46,510)	(107,506)	(102,615)	(63,790)
NET CASH FLO	W	2,810	9,100	201,486	247,223	48,669	405,474
Assumptions				•	•	-	
Student Enr	ollment ·	-	112	200	246	318	387
Facility Size	(square footage)	-	24,600	24,600	24,600	38,725	38,725
Average Tea	acher Salary	53,398	53,813	53,162	54,831	56,664	57,412
Number of 7	Teachers .	0	4	11	15	19	25
Student / Te	eacher Ratio	#VALUE!	28 to 1	18 to 1	16 to 1	17 to 1.	15 to 1

### SY07-08 PCSB-Formatted Cash Flow, (Contingency)

•							•						<del>,</del>
	Jul	Aug	Spt	Oct	Nov	. Dec	Jan	Feb	Mar	Apr .	May	Jun	TOTAL
REVENUE										,			
01. Per Pupil Charter Payments	-	-		-	-	•	•	-	-	-	-	-	
02, Per Pupil Facilities Allowance	-	-	-	-	-							-	
03. Federal Entitlements	-						20,000	20,000	20,000	20,000	20,000	20,000	120,000
04. Other Government Funding/Grants		_		-		_		· <u>-</u>	_			_	
05, Private Grants and Donations							_	_		_		_	l .
06. Activity Feet		_				_	_		_	_			[
07. Other income (please describe in footnote)				,		_					•		· ·
	<del></del>		<del></del>				20,000	20,000	20,000	20,000	20,000	20,000	120,000
TOTAL REVENUES	-	•	-	•	•	•	20,000	20,000	20,000	. 20,000	20,000	50,000	120,000
				•									
ORDINARY EXPENSE						•							1
Personnel Salaries and Benefits			•	•									
08. Principel/Executive Salary	-	-	. •	. •	•	•	7,083	7,083	7,083	7,083	7,083	7,083	42,500
09. Teachera Salaries	-	· -	-	• .	•	-	2,225	2,225	2,225	2,225	2,225	2,225	13,350
. 10, Teacher Aides/Assistance Salaries	-		-	•	٠.	-	· . •		•			. •	`~
11. Other Education Professionals Salaries		• •	. • ′	•	•		•	•	-	-	•	-	•
12, Business/Operations Selaries	•				•	-	2.832	2,832	2,832	2,832	2.832	2,832	16,990
13. Clericel Salaries	-	•		•		-	•		-	´ 、 <del>.</del>	-	-	
14, Custodial Salaries	-		٠ -	- "		•	-	_		-	-	• 1	
15, Other Staff Salaries			•	-		-		· -	-	-	-		
15. Employee Benefits			÷				42	42	42	42	42	42	250
17. Contracted Staff				-		٠.	2,000			• •			2,000
16. Staff Development Expense					•.	٠.	.,		•		-		
Subtotal: Personnel Expense				<del></del>			14,182	12,182	12,182	12,182	12,182	12,182	75,090
	-	-	-	-	-		,,,,,,,						, 5,000
Direct Student Expense			•		•							•	
19, Textbooks					_	_		_	_				
20. Student Supplies and Materials				-		-	-	-	-	-	-		
21. Library and Media Center Materials	•	-	•	· ;	•		•	•	•	•	•	•	
•	-	•		-	•	•	• .	•	•		•	•	•
22. Student Assessment Materials		•		•		-	-	•	•		•	•	~
23. Contracted Student Services	•	•	•	-	•	•		-					
24. Miscellaneous Student Expense **	<del></del>	<del></del>	<del>-</del>		<del>.</del> _	:_	1,667	1,667	1,687	1,867	1,667	1,667	10,000
Subtotal: Direct Student Expense	•	-	•	•	•	•	1,667	1,667	1,667	1,667	1,667	1,667	10,900
								÷				,	•
Occupancy Expenses												٠, ,	
25, Rent	-	<b>-</b> .	-	•	-	-	-	-	-	·	-	- 1	
26. Building Maintenance and Repairs	-	•	-	-	•	-	• •	:	•	•	-		•
27. Utillies -	-	•	•		-	-	•	<b>'-</b>		•	•	-	-
28. Janitorial Supplies	-	-	-	•	-					-	•	-	
29. Contracted Building Services		-	-	-	_	-					•		•
Subtotal: Occupancy Expenses				-			-	-			-		
Office Expenses		-		•									
30, Office Supplies and Materials	-	-			'						~		_
31. Office Equipment Rental and Maintenance		-	_		_	_							
32. Telephone/Telecommunications			_				500	500	50D	500	500	500	3,000
33, Legal, Accounting and Payroll Services			_	_		_	3,083	3,083	3,DB3	3,083	3,083	3.083	18,500
	_		•	-	-	•	333		333	333 .	333		
34. Printing and Copying	•	-		•	•	•		333				333	2,000
35. Postage and Shipping	-	-				•	167	167	167	167	167	167	1,000
35. Other	<del></del>					<del></del> _	192	192	192	192	192	192	1,150
Subtotal: Office Expenses	•	•	. •	-	-	•	4,275	4,275	4,275	4,275	4,275	4,275	25,659
'													
General Expenses			-								•	- 1	
37. Insurance	•		•	•	· •	• .	500	500	500	-	•	- 1	1,500
38. Transportation	- '	•	•	•	-	•	•	•	•	•	~	. • 1	•
39. Food Service		•	•	-	-	•	•	٠ ــــــــــــــــــــــــــــــــــــ	. • •	-	. • .	. • }	-
40. Administration Fee (to PCSB)	·	-	-	• .	-	•	•			-	-	-	
41. Management Fee	•	-	-	· -	• .	. •	•	•	•	-	-	·-	· -
42, Other General Expense	•		•	-	. <u>.</u>	•	•*	•		-	•	-	-
43. Unforeseen Expenses	•								_ •			1,950	1.950
Subtotal: General Expenses	•	•		<u> </u>			500	500	500 .	· .		1,950	3,450
TOTAL ORDINARY EXPENSES	<u> </u>			<u> </u>	-		20,623	18,623	18,623	18,123	18,123	20,073	114,190
Net Ordinary Income	·-	·		•			(623)	1,377	1,377	1,877	1,877	(73)	5,810
						•	,,					''	
Additional Cash Flow Adjustments / Capital Sudget										-		ł	
(Inor) / Decr in Computers and Materials			_			_	(3,000)	:			_		(3,000)
(incr) / Decr in Classroom Furnishings and Supplier	, -	-	_	-	_	_	(	-		-	-	_ [ ]	(~,000)
(Incr) / Decr in Office Furnishings and Equipment	-	-	-	•	-	-	-	-			-	. '	•
	•	•	•	•	•	•	•	•	-	-		' - I	
(inor) / Decr in Renovationa/Lessehold Improvemen	_ ·	<u> </u>	<del></del>	<del></del> -	<del></del> -	<del></del>	In cons	<del></del> -	<del></del> -		<del></del> -	<del>-</del> _	/2
Subtotal: Additional Cash Flow Adjustments	:	<del>.</del>	:	<del></del> -		<del></del>	(3,000)	4 577	4 5 7 7	4 ===			(3,000)
NET CASH FLOW	•	_ <del>-</del> -	<u> </u>	<u> </u>	<u> </u>	<u> </u>	(3,623)	1,377	1,377	1,877	1,877	(73)	2,810 .
CASH BALANCE	-	. •	•	•	•	•	(3,623)	(2,247)	, (B7O)	1,007	2,883	2,810	

# SY08-09 PCSB-Formatted Cash Flow,(Contingency)

• •	. •												
* *	Jul	Aug	Spt	Det	Nov	Dac	Jan	Feb	hšar	Apri	May	Jun	TOTAL
REVENUE													l
01, Per Pupil Charter Payments	295,168		• .	295,168		-	295,168	•	• .	295,168	•	-	1,180,672
02. Per Pupil Facilities Allowance	89,664	•	•	268,991		•	•	•	•		· . •	-	358,654
03. Federal Entifements	•	•	•	32,204		32,204	32,204		•	32,204	32,204	32,204	289,834
04, Other Government Funding/Grants	•	•	4,687	4,687	4,687	4,687	4,687	4,687	4,587	4,687	4,687		42,179
05. Private Grants and Donations .	•	•	•	-	-	•	-	•		•	•		1
06. Activity Fees	-	•	14,114	14,114		14,114	14,114	14,114		14,114	14,114	-	127,028
07. Other income (please describe in footnole)			5,487	5,487	5,487	5,487	5,487	5,487	5,487	5,487	5,487	<u>-</u>	49,382
TOTAL REVENUES	384,832	•	24,288	620,650	56,491	56,491	351,659	56,491	56,491	351,659	56,491	32,204	2,047,748
•													1
ORDINARY EXPENSE											,		1
Personnel Salaries and Benefits				•									1
08. Principal/Executive Salary	7,296	7,296	7,296	7,296	7,296	7,296	7,296	7,296	7,295	, 7,296	7,296	7,296	87,550
09. Teachers Salaries	17,938	17,938	17,938	17,938	17,938	17,938	17,938	17,938	17,938	17,938	17,938	17,938	215,250
10, Teacher Aides/Assistance Seleries	11,667	11,667	11.667	11,667	11,667	11,667	. 11,667	11,867	11,667	11,667	11,667	11,667	140,000
11. Other Education Professionals Salaries	7,813	7,813	7,813	7,813	7,813	7,613	` 7,813	7,813	7,813	7,613	7,813	7,813	93,750
12, Business/Operations Salaries	5,833	5,833	- 5,833	5,833	5,833	5,833	5,633	5,833	5,833	5,833.	5,833	5.633	70,000
13. Clarical Salaries	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	30,000
14, Custodial Salaries				-		_	-	-	•	-			
15. Other Staff Salaries	4,583	4,583	4,583	4,583	4,5B3	4,583	4,583	4,583	4,583	4,583	4,583	4,583	55,000
16, Employee Benefits	9,002			9,002		9.002	9,002		9,002	9,002	9,002	9,002	108,026
17, Contracted Staff	5,040	-		5,040		5,040	5,040			5,040	5,040	5,040	60,480
18. Staff Development Expense	1,646			1,646		1,646	1,646	1,646	1,646	1.646	1,646	1,646	19,749
Subtotal: Personnel Expense	73,317	73,317	73,317	73,317		73,317	73,317	73,317	73,317	73,317	· 73,317	73,317	879,805
			-,•	-,	,		1	, •	,		,,		
Direct Student Expense		•				٠.							1 .
•	11,200	•									_		11,200
20. Student Supplies and Meterials	33,040								-		-	_	33,040
21, Library and Media Center Meterials	33,040	-	_	_	-		-			<u>.</u> .		-	] 33,040
22. Student Assessment Materials	•		_	•	-		8,400		•	-		' <del>-</del> '	8,400
23. Contracted Student Services			3,733	3,733	. 3,733	3,733	3,733	3,733	3.733	3,733	3,733	•	
	1,567	1.867	1,867	2,133	. 3,7 33	3,133	3,740	3,733	3,133	3,733	3,733	-	33,600
24. Miscellaneous Student Expense **				2 777	3,733					<del></del>	<del></del>	<del></del>	5,600
Subtotal: Direct Student Expense .	46,107	1,667	5,600	3,733	4,144	3,733	12,133	3,733	3,733	3,733	3,733	-	91,840
	•								•				
Occupancy Expenses		** ***					54 BED	e4 nee					
25, Reni	51,250	51,250	51,250	51,250		51,250	51,250	51,250	51,250	51,250	51,250	51,250	615,000
26, Building Maintenance and Repairs	820	820	820	820	820	820	B20	820	820	B20	820	820	9,840
27, Utilities	2,563	2.583	2,563	2,563	2,563	2,563	2,563	2,563	2,563	2,563	2,563	2,563	30,750
28. Janitorial Supplies	500	500	500	500	500	500	500	500	500	500	500	500	6,000
29, Contracted Building Services	1,867	1,867	1,867	1,867	1,867	1,867	1,867	1,867	1,867	1,067	1.867	1.867	22,400
Subtotal: Occupancy Expenses	56,999	56,999	56,999	56,999	5 <b>6,999</b>	56,999	56,999	56,99 <b>9</b>	56,999	56,999	56,999	56,999	683,990
•			•									•	l
Office Expenses												•	ı
30, Office Supplies and Materials	-	1,935	1,935	1,935	1,935	1.935	1,935	1,935	, 1,935	1,935	1,935	1,935	21,280
31, Office Equipment Rental and Maintenance	-	982	982	. 982	982	962	982	982	982	982	982	982	10,800
32. Telephone/Telecommunications		491	. 491	491	491	491	491	491	491	491	491	491	5,400
33, Legal, Accounting and Payroll Services	4,669	4,658	4,669	4,669	10,169	4,669	8,836	, 8,836	8,836	8,838	8,836	8,836	86,531
34. Printing and Copying	233	· · 233	233	233	233	233	233	233	233	233	233	233	2,800
35. Postage and Shipping	140	140	140	140	140	140 -	140	140	140	140	140	. 140	1,680
38. Other	617	1.075	1.075	1,075	1,075	1.075	1,075	1,075	1,075	1,075	1,075	1,075	12,445
Subtotal: Office Expenses	5,660	3,525	9,525	9,525	15,025	9,525	13,692	13,692	13,692	13,692	13,692	13,692	140,938
		•										•	
General Expenses													
37. Insurance	3,733	3,733	3,733			•	-	•			-		11,200
38. Transportation	-		. 2,345	2,345	2,345	2,345	2,345	. 2,345	2,345	2,345	2,345	.	21,103
39, Food Service ,		•	9,707	9,707	9,707	9,707	9,707	9,707	9,707	9,707	9,707		87,360
40. Administration Fee (to PCSB)	1,924	·	_	1,924	-		1,924			1,924			7,697
41. Management Fee				-	<i>:</i>			-		-		·	
42. Other General Expense		-		• •	٠.			٠.	1 2	_	_	.	
43. Unforessen Expenses		_			٠.			_	_	_	_	41,516	41,516
Subtotal: General Expenses	5,657	3,733	15,785	13,976	12,051	12,051	13,576	12,051	12,051	13,976	12,051	41,516	168,875
TOTAL ORDINARY EXPENSES	187,740	145,441	161,226	157,550	161,126	155,626	170,117	159,793	159,793	161,717	159,793	185,524	1,965,448
			(135,939)	463,100									
Net Ordinary Income	197,091	(145,441)	(124/222)	-63, 100	(104,635)	( <del>99</del> ,135)	181,542	(103,302)	(103,302)	189,942	(103,302)	(153,321)	82,300
د معدد د برو شور مدد سدد	,									•	•		
Additional Cash Flow Adjustments / Capital Budget		10	(A								•	1	l
(Incr) / Decr in Computers and Materials	(17,708)	(8,333)	(8,333)	•	•	•	•	•	•	•	•	•	(34,375)
(Incr) / Decr in Classroom Furnishings and Supplies	(20,000)			• .	-	. •	•	-	•	•	•	• ]	(20,000)
(incr) / Decr in Office Furnishings and Equipment	(1,275)	(1,275)	[1,275]	'	-	•	•	-	-	•	• .	- 1	(3,825)
						_	_	_	-	-			. (15,000)
(Incr) / Decr in Renovationa/Lassehold Improvemen		(15,000)	<del></del> -										
Subtotal: Additional Cash Flow Adjustments	(38,983)	(24,608)	(9,608)	<u> </u>				·					(73,200)
<del></del>	(38,983) 158,108		(9,608) (146,547)	463,100	(104,635)	(99,135)	181,542	(103,302)	(103,302)	189,542	(103,302) 185,231	(153,321)	

## F. BUDGET

- 1. Budget Narrative
- 2. Washington Yu Ying Budget
- 3. Washington Yu Ying Contingency Budget

# G. RESUMES, BOARD MEMBER AGREEMENTS, STATEMENTS OF INTEREST AND QUALIFICATIONS

- 1) Form of Board Member Agreement to be Executed by Each Trustee
- 2) Resumes and Statements of Interest for each Member of the Founding Group

### In alphabetical order.

- Lisa (Seachrist) Chiu
- Deborah M. Crane
- Jill Eynon
- Thesia I. Garner
- Steven Glazerman
- Andrea Lachenmayr
- Alejandra Maudet
- Manisha J. Modi
- Jameelah S. Muhammad
- Colleen Popson
- Amy Quinn
- Carmen Rioux-Bailey
- Mary Shaffner
- Qinghua Wang

### WASHINGTON YU YING PUBLIC CHARTER SCHOOL

# Board of Trustees Job Description

### General Responsibilities:

The Board of Trustees plays a key role in setting forth the vision for the school and ensuring the school's mission is fulfilled. The Board, as the governing body of Washington Yu Ying, will provide strategic direction for the school, nurture strong school leaders, and ensure adequate financial resources and legal compliance. In doing so, the Board of Trustees will ensure the success of the academic program, faithfulness to the terms of its charter, and long-term viability.

### Specific Responsibilities:

- Determine Mission and Purpose. The Board of Trustees will be responsible for shaping the school's mission and philosophy and ensuring that the school operates in accordance with its mission.
- Plan. The Board will review the development of, approve and oversee implementation of annual strategic plans with concrete and measurable goals to ensure that Washington Yu Ying's programs remain consistent with its mission and successful.
- Select. Evaluate and Support the Head of School. The Board will be responsible for hiring and evaluation of the Head of School. The Board will clarify their own functions as distinct from those of the Head of School, recognizing that is the Head of School's exclusive responsibility to select and supervise the school staff. The Board will establish clear objectives and expectations of the Head of School and will evaluate the Head of School with respect to these objectives and expectations and provide feedback to the Head of School that will support him or her in the fulfillment of his duties to Washington Yu Ying.
- Ensure Adequate Resources. The Board will set targets and goals for resources. While the Head of School and/or director of development will ultimately be the chief fundraiser, the Board will oversee these efforts, with individual Trustees expected to assist in such efforts as appropriate. The Board will have the ultimate responsibility for and be accountable for the financial stability and financial future of the school. The Board, through appropriate Committees, will establish targets with respect to fund-raising efforts and otherwise work to ensure the school is in a position to secure appropriate facilities in the short and long term.
- Manage Resources Effectively. The Board will ensure that the school's resources are managed effectively through review and approval of the annual budget and monitoring of

monthly financial reports, providing for an annual audit by a certified public account in accordance with all applicable law and establishment of appropriate financial controls.

- Enhance the School's Public Standing. Trustees are ambassadors for Washington Yu Ying. As such, they will promote the mission, enrollment, recruitment and engage in general public relations for the school. They will engage the business community, the government and the DC community as a whole. The Board will set the goals of the school's community outreach program.
- Promote Fairness and Maintain Accountability Among School Personnel. The Board will adopt guiding principal for all personnel policies and procedures to be developed by the Head of School. To ensure fairness, the Board will be responsible for ensuring adequate grievance protocols, and will delineate the Head of School's authority for hiring, developing, evaluating and releasing staff, thus ensuring consistent treatment of all personnel in such processes while promoting effective performance by all.
- Ensure a Safe and Respectful Environment in which to Work and to Learn. The Board of Trustees will promote, through the development of policies to ensure compliance with all applicable laws, including in relation to health, safety, and civil rights, that Washington Yu Ying is safe and respectful environment for its employees, students and visitors.
- Recruit and Assess the Board. The Board will be responsible for assessing their own collective performance, for developing the collective and individual knowledge and awareness of responsibilities among the Trustees, and for ensuring Trustee's adhere to their commitments to Washington Yu Ying. The Board of Trustees will also be responsible for identifying gaps in the expertise of the Board of Trustees and recruiting and training new board members to ensure that the Board continues to perform its duties to Washington Yu Ying in years to come.

## WASHINGTON YU YING PUBLIC CHARTER SCHOOL

# Trustee Job Description

### General Responsibilities:

Responsible for actively participating in the work of the Washington Yu Ying Public Charter School (Washington Yu Ying) 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 to a prospective Trustee nominee prior to his or her nomination. The Washington Yu Ying Board of Trustees' Board Development Committee will nominate the candidate only after he or she 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 ambassador for the values, mission, and vision of Washington Yu Ying.
- 2. Work with fellow Trustees to fulfill the obligations of Board membership.
- 3. Behave in ways that clearly contribute to the effective operation of the Board of Trustees:
  - Focus on the good of the Washington Yu Ying, not on personal agenda
  - Support Board decisions once they are made in accordance with the Board's decision-making process
  - Participate in an honest appraisal of one's own performance as a Trustee and the performance of the Board as a whole
  - Understand and promote adherence of the Board to a role of governance and policy-making rather than administration and management
- 4. Regularly attend Board and committee meetings in accordance with the Board attendance policy. Prepare for meetings by reviewing materials and bringing the materials to meetings.
- 5. Keep informed about the school and its issues by reviewing materials, participating in discussions, and asking strategic-questions.
- 6. Use personal and professional contacts and expertise for the benefit of the school.
- 7. Serve as a member or chair of at least one committee or task force.
- 8. Actively participate in one or more fund-raising events annually, and give an annual financial contribution and support capital campaigns at a level that is personally meaningful.
- 9. Inform the Board of Trustees of Washington Yu Ying of any potential conflicts of interest, whether real or perceived, and abide by the decision of the Board related to the situation.
- 10. Understand, adhere to and promote the fiduciary duties of Trustees as individuals and the Board as a whole to Washington Yu Ying and their respective obligations to other members of the Washington Yu Ying community, seeking legal advice and professional development opportunities to enhance this understanding.

### LISA (SEACHRIST) CHIU

1448 Q Street, NW Washington, DC 20009 (202) 483-2535

Email: LChiu@nasw.org

### SUMMARY.

Author of When a Gene Makes You Smell Like a Fish...and Other Amazing Tales of the Genes in Your Body. Over 15 years experience as a Science Writer/Editor for a variety of news outlets including magazines, newspapers, wire services, and web sites.

### PROFESSIONAL EXPERIENCE

### FREELANCE SCIENCE EDITOR/WRITER, Washington, DC

2001 - 2007

Business has included the following clients:

- Oxford University Press, When a Gene Makes You Smell Like a Fish...and Other Amazing Tales of the Genes in Your Body a book describing the newest genetic discoveries for a lay audience.
- Pew Initiative on Food and Biotechnology, Editor and Developer of the AgBiotech Buzz, the monthly electronic newsletter--a forum for in-depth and thoughtful exploration of the science and policy issues surrounding the agricultural biotechnology industry. Duties included working with PIFB staff and managing and editing freelance writers, graphic designers and programmers.
- Howard Hughes Medical Institute Bulletin, providing science stories and biomedical researcher profiles for the Institute's quarterly magazine and web site.
- Palladian Partners, providing writing, editing, and public relations services for various government clients including NCI, Walter Reed Army Institute of Research, and CDC.
- National Institute of Standards and Technology. Provided writing and editing services for profiles of the Malcolm Balridge award winners.

### DISCOVERY COMMUNICATIONS, INC., Bethesda, MD

2000

### Senior News Producer

Produced timely science news features for the Discovery.com web site. Topics covered a wide range of scientific disciplines for a general audience.

- Produced and edited science news feature packages employing text, graphics, video, interactives and sound to tell the story. Features generated high user traffic for the Discovery.com web site.
- Directed a news features team consisting of writers, designers and programmers.

### Web Stories:

http://www.discovery.com/news/features/aurora/aurora.html http://www.discovery.com/news/features/genome/genome.html http://www.discovery.com/news/features/monarch/monarch.html

### BIOWORLD TODAY, Washington, DC

1996-2000

### Washington Editor

Covered daily biotechnology news and policy issues in Washington, DC for the daily newspaper of record of the biotechnology and genomics industries.

- Developed the Washington news budget for BioWorld Today. Stories covered biotechnology advances as well as business, policy, and ethical issues surrounding those advances.
- Covered Congressional hearings, FDA Advisory Panels hearings and National Bioethics Advisory Commission meetings on daily deadline.
- Wrote comprehensive news sections for BioWorld Today's two yearly books: Genomics Review and State of the Industry Report.
- Contributed daily stories to the BioWorld.com web site.

### SCIENCE NEWS, Washington, DC

1995-1996

### Biomedicine Editor

Directed the biomedical news coverage for a weekly, general audience science magazine.

- Wrote short turnaround news stories on breaking biomedical advances as well as comprehensive features on topics ranging from genetics to cancer.
- Developed story ideas by attending scientific meetings and conferences and keeping current with a number of scientific journals.

# UNITED PRESS INTERNATIONAL, Washington, DC

1994-1995

### Science Writer

Covered general science and health news for an international news service.

- Developed story ideas by reading scientific journals and attending news conferences. Produced stories under immediate deadline pressure.
- Produced science pieces for UPI Radio.

### SCIENCE MAGAZINE, Washington, DC Science Writing Intern

1994

Researched and wrote science policy and news stories as part of the news team.

- Covered scientific conferences, congressional hearings and scientific journals. Wrote both news and feature stories for the news section of Science.
- Solicited, wrote and edited stories for the "Random Samples" page.

### **EDUCATION**

Certificate in Science Writing – University of California, Santa Cruz, CA – 1993

M.A., ABD in Biochemistry, Teaching Assistant – Duke University, Durham, NC – 1991

- Taught Undergraduate Human Genetics Course
- Tutored High School and College Students in Chemistry

### B.A. Chemistry, Magna Cum Laude - Miami University, Oxford, OH - 1987

- Directed Undergraduate Chemistry Tutoring Program
- Tutored College, High School and Junior High Students in Chemistry and Basic Sciences

### PROFESSIONAL DEVELOPMENT

Presenting Data Seminar – 2000 Marine Biological Laboratory at Woods Hole Science Writing Fellowship – 1996 American Chemical Society Science Reporters Workshop – 1994 AAAS Mass Media Fellowship – 1991

### TECHNICAL SKILLS

Computer literate – MAC & PC
Proficient in Microsoft Office programs including Word, Power Point, Access, Publisher,
Proficient in other software programs including Word Perfect, Lotus Notes, Dreamweaver and
Photoshop

### **HONORS & ORGANIZATIONS**

Phi Beta Kappa
Winner American Tentative Society Essay Contest – 1993
Haseltine Fellow
National Association of Science Writers



March 22, 2007

Thomas A. Nida, Chair District of Columbia Public Charter School Board 3333 14th Street, NW Suite 210 Washington, DC 20010

re:

Statement of Interest and Qualifications for Washington Yu Ying Public Charter School

Dear Chairman Nida and Members of the Board:

I am pleased to declare my commitment and support to Washington Yu Ying Public Charter School.

As a member of the founding group, I have worked collaboratively with other founding members in various capacities associated with producing the application, including conducting research, writing sections of the charter application, editing the application and meeting with my founding colleagues on a regular basis to plan and accomplish the application for Washington Yu Ying Public Charter School. If our charter is granted, I will continue to work collaboratively with other founding members on the tasks that need to be accomplished prior to opening in September of 2008.

I have over 15 years as a writer and communications specialist. My work with Washington Yu Ying Public Charter School stems from a lifelong interest in education. I truly believe that Washington Yu Ying's plan to employ the International Baccalaureate's Primary Years Programme in a Chinese language immersion environment will serve the students of the District of Columbia by lighting an unquenchable fire of curiosity and providing them with fluency in an increasingly important world language. I anticipate that my role with our charter school over the next 18 months will continue to be primarily as a communications specialist, and in particular I expect to write and edit promotional items and develop community outreach materials.

The founding group has yet to determine who will be invited to join the Board of Trustees. However, I have reviewed the responsibilities of the Board and of each Trustee individually, as described in the Washington Yu Ying Public Charter School application and would enthusiastically agree to serve on the Board if asked.

Sincerely, .

Lisa Seachrist Chiu and apendance of another gate transfer of the gate of the

Washington, DC 20009 The safety of the properties for the party of the safety of the s

A Chinese Immersion, IBO World Candidate, Public Charter School in the Nation's Capital

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### Deborah M. Crane

2022 Columbia Road NW, #310 Washington, DC 20009 202-265-8556 (h); 202-622-0748 (w)

### Experience

U.S. Treasury Department

Washington, D.C.

1997 - present

International Economist, Office of International Monetary Policy (2004 - present). Provide analysis and policy recommendations to senior Treasury officials and the Office of the U.S. Executive Director of the International Monetary Fund (IMF) on IMF policy issues. Present portfolio includes: the role of the IMF in low-income countries, particularly Africa; IMF budget and financing issues; addressing financial arrears to the IMF, particularly in Liberia and Zimbabwe.

Country Desk Economist, Office of East Asian Nations (1999 - 2003). Office of Middle East, Central and South Asian Nations (1997-1998). Analyzed macroeconomic and financial developments and international financial institution programs in countries of responsibility (Turkey, Pakistan, Central Asia, China, Vietnam, Cambodia, Laos). Provided briefings and policy recommendations to senior Treasury officials on U.S. economic policy toward these countries. Played key role in the formulation of U.S. economic policy in response to Pakistan's nuclear testing in 1998. Organized and staffed trip to China for the Secretary of the Treasury, October 1999. Secretary's Certificate, May 2000 (for work on U.S.-China)

U.S. Agency for International Development Washington, D.C. 1991 - 1997 Program Analyst, Bureau for Europe and the New Independent States (1993 - 1997). Analyzed economic and political trends in Eastern European and NIS countries and made recommendations on U.S. economic assistance policy, with special responsibility for the \$200 million program for Bosnia. Formulated and defended the Administration's appropriation requests from Congress for Eastern European aid. Briefed executive and legislative branch officials on U.S. assistance policies and programs.

Presidential Management Intern (1991-1993). Reviewed World Bank and Inter-American Development Bank loans in the Office of Donor Coordination. Monitored on-going projects and reviewed new projects for Nicaragua, Costa Rica, and Eastern Caribbean in the Office of Project Development, Bureau for Latin America and the Caribbean. Monitored in-country economic assistance activities in Bratislava, Slovakia.

Jeffrey Sachs Associates

Ulan Bator, Mongolia

Summer 1901

Consultant, Economic College of Mongolia. Designed and taught a course in market economics and provided advisory services to the College administration.

Volunteers in Asia

Ma'Anshan, Anhui, PRC

1987 - 1989

English Teacher, East China Metallurgy Institute. Designed and taught English courses. Provided recommendations on the English curriculum. Gave public lectures on American history and culture.

### Education

Harvard University

Cambridge, MA

1989 - 1991

Masters in Public Policy with a concentration in International Development and Economics (Teaching Assistantship in Economics).

Stanford University

Palo Alto, CA

1983 - 1987

BA in International Relations with a concentration in U.S. relations with developing countries. Graduated with Distinction. Cap and Gown Women's Honor Society. Stanford in Italy Program, 1985.

Languages: Mandarin Chinese, French, Italian



March 23, 2007

Thomas A. Nida, Chair
District of Columbia Public Charter School Board
3333 14th Street, NW
Suite 210
Washington, DC 20010

re:

Statement of Interest and Qualifications for Washington Yu Ying Public Charter School

Dear Chairman Nida and Members of the Board:

I am pleased to declare my commitment and support to Washington Yu Ying Public Charter School.

As a member of the founding group, I have worked collaboratively with other founding members in various capacities associated with producing the application, including conducting research, producing early drafts of sections of the business plan, assisting on outreach and development of fund-raising strategies, networking, and meeting with my founding colleagues on a regular basis to plan and accomplish the various required tasks. If our charter is granted, I will continue to work collaboratively with other founding members on the tasks that need to be accomplished prior to opening in September of 2008.

My area of expertise is in the fields of public policy and international finance. I have 15 years of experience in my field. I am also active within my community. I have served as a volunteer tutor to DC public school children, organized book drives for the Adams Elementary school, and attended numerous community meetings on public education as a parent and active member of the Kalorama Citizens Association. I anticipate that my role with our charter school over the next 18 months will continue to be primarily related to outreach, and in particular I expect to help strengthen the school's partnerships with community groups, cultural institutions, local businesses, civic and political leaders, and private and corporate foundations.

Sincerely,

Deborah Crane

A Chinese Immersion, IBO World Candidate, Public Charter School in the Nation's Capital

cloral M. Cran

### JILL E. EYNON

2202 Decatur Place, NW Washington, DC 20008 202.288.7068 jeynon@meridian.org

### WORK EXPERIENCE

### The Hospitality and Information Service Meridian International Center

2006 - present

### Executive Director

Oversee all activities for diplomatic service organization including fundraising, outreach and public relations. Manage staff, coordinate the administration, communications, and logistics for the programs (cultural, historical, educational, and governmental) and services (greeting and welcoming, embassy liaison, foreign language and special interest groups, and social interaction events) offered to the diplomatic community. Ensure communication between and among various elements of the organization, including the Advisory Board, the Executive and Steering Committees, and the broader volunteer membership of 400, and maintain the bonds with THIS' sister organization Meridian International Center.

Responsible for the accuracy, content and layout of all major THIS documents, and the preparation and/or supervision of all correspondence including editing the Volunteer Newsletter, producing and updating the Volunteer Handbook/Directory, and updating the Office Manual. Edit the quarterly THIS Calendar of Events, in conjunction with the Volunteer Calendar Editor, and supervising its distribution to over 4,000 diplomats and 400 volunteers.

### Human Rights Campaign

2001 - 2006

### Associate Director for Corporate Relations

Managed million dollar sponsorship program for national civil rights organization. Recruited new sponsors from Fortune 500 companies to donate between \$50,000 and \$150,000 for annual sponsorship of the organization. Executed all benefits fulfillment and deliverables for sponsorships. Managed budgetary allocations for the program. Maintained frequent liaison with corporate sponsors, mid to high level executives in Fortune 500 companies. Supervised staff person for two years. ACCOMPLISHMENT: As charged, grew the program substantially from eight national sponsors to our current number, 17. Revenues increased steadily during my tenure, from \$482,000 when I began the job to \$660,650 after my first full year on the job. During my second year in the position the actual revenues for the program were \$1,021,000, exceeding substantially our budget of \$872,760.

MSNBC 1999 - 2001

### Hardball with Chris Matthews

### Contributing Producer and Assistant to Chris Matthews

Managed all professional activities for Chris Matthews, host of CNBC and MSNBC's Hardball with Chris Matthews, syndicated columnist and author of Hardball and Kennedy & Nixon. Provided fourteen years' experience in politics and government to leading television show covering national political scene and current events. Advised on political issues and newsmakers. Worked closely with executive producer and staff to coordinate schedule of Hardball; producers of the Today Show and Weekend Today for Matthews' frequent appearances as guest commentator and substitute host; and producers at the Tonight Show with Jay Leno. Decided with media relations director on print, radio and other media requests for Matthews. Worked with reporters, writers and other members of the media for Matthews' appearances and interviews for feature articles or commentary. Planned and arranged all travel needs. ACCOMPLISHMENT: Set up and managed successful 1999 book tour and organized public relations events for the book.

### U.S. Department of State

### International Joint Commission, United States and Canada

1996 - 1999

Special Assistant

Served the Secretary, the Chairman and two U.S. Commissioners in bi-national organization dedicated to preventing and resolving environmental disputes along the U.S-Canadian border. Provided advice and guidance to the Secretary and three Commissioners related to the IJC operational and programmatic issues and policies. Provided oral and written reports and briefings on issues and programs. Provided support in the planning, development and implementation of IJC policies and programs. Assisted in the development of a new program to meet changing political situations in the two countries. Established, maintained and provided liaison with Congressional staff members, personnel at the EPA, the White House, various offices within the State Department and other federal and state agencies and Canadian agencies. Shared duties in the public affairs activities of the Commission. Obtained secret security clearance.

### American International Health Alliance

1995

Conference Coordinator

Directed two staff and managed all logistics for St. Petersburg, Russia conference to foster partnerships among 500 health care providers from the U.S. and the New Independent States of the former Soviet Union (NIS). Managed and coordinated issues related to hotel, speakers, international travel, translation, conference program and registration, and special events. ACCOMPLISHMENT: Negotiated first afterhours private visit of the Hermitage museum for conference participants, guided by art academia and historians, through meetings with local contacts at the Hermitage museum.

# Congressman Richard A. Gephardt

1990 - 1995

Legislative Assistant

Monitored legislative activity and advised the Congressman on voting decisions. Formulated policy and provided guidance on responses to constituent correspondence. Wrote speeches, floor statements, hearing testimony and press releases. Intervened before federal agencies on behalf of the State of Missouri, local governments and constituents. ACCOMPLISHMENT: Drafted legislation, which was signed into law, to facilitate local governments' housing buyout programs following the Midwest Floods of 1993. Coordinated relief efforts over six months with HUD, FEMA and DOT for flood-affected communities. Areas of responsibility included: Health care, education, civil rights, women's and minority issues, international social issues. ACCOMPLISHMENT: Guided bill which mandated payments of restitution to Japanese Americans interned during World War II through legislative process. Signed into law by President George H.W. Bush.

### U.S. Department of State

1986 - 1987

Management Assistant (1986-1987)

Formulated management policy and assisted in its implementation. Obtained secret security clearance. Edited departmental newsletter, GSO Newsline.

### OTHER EXPERIENCE

### Presidential Advance

November, 1998

State Administrative Support

Tokyo, Japan

Served in the White House Office at on site headquarters in preparation for overseas visit by President Clinton.

### Presidential Advance

April, 1998

State Administrative Support

Santiago, Chile

Served in the White House Office and Senior Staff Office at on site headquarters in preparation for

# **EDUCATION**

Kent State University
B.A. in Psychology, minor in Political Science

1986



April 5, 2007

Thomas A. Nida, Chair District of Columbia Public Charter School Board 3333 14th Street, NW Suite 210 Washington, DC 20010

re:

Statement of Interest and Qualifications
for Washington Yu Ying Public Charter School

Dear Chairman Nida and Members of the Board:

I am pleased to declare my commitment and support to Washington Yu Ying Public Charter School.

As a member of the founding group, I have worked collaboratively with other founding members in various capacities associated with producing the application, including conducting research, writing sections of the charter application, networking, and meeting with my founding colleagues on a regular basis to plan and accomplish the various required tasks. If our charter is granted, I will continue to work collaboratively with other founding members on the tasks that need to be accomplished prior to opening in September of 2008.

My area of expertise is in the field of fundraising, government and international exchange. I have five years' professional experience in corporate fundraising and currently am Executive Director of an international exchange organization. I was an exchange student in high school and know first hand the importance and value of our children learning about foreign cultures and language. I anticipate that my role with our charter school over the next 18 months will continue to be primarily fundraising and outreach to the community, and in particular I expect to establish a fundraising plan, research donor prospects, create a packet for prospects, and identify community resources for the school.

As indicated in the Washington Yu Ying Public Charter School application, the founding group of Washington Yu Ying Public Charter School has not yet determined who will be invited to join the initial Board of Trustees. However, I have reviewed the responsibilities of the Board of Trustee and each Trustee individually, as described in the Washington Yu Ying Public Charter School application and the attached job descriptions for the Board of Trustees and individual trustees, and I would enthusiastically agree to serve in this role if requested by the founding group.

Sincerely,

A Chinese Immersion, IBO World Candidate, Public Charter School in the Nation's Capital

### THESIA I. GARNER

HOME:

145 E Street S.E.

Washington, D. C. 20003 Evening: (202) 544-5906 OFFICE:

Bureau of Labor Statistics

Postal Square Building Room 3105

2 Mass. Ave., N. E. Washington, D.C. 20212 Day: (202) 691-6576

FAX: (202) 691-6583

Email: Garner.Thesia@BLS.GOV

CITIZENSHIP:

**United States** 

### PROFESSIONAL EXPERIENCE:

Senior Research Economist, Division of Price and Index Number Research, U.S. Department of Labor, Washington, DC, April 1984 to present

### Expert on Household Expenditures and Consumption

Director of Statistics Office, International Labour Office, Geneva, Switzerland March-April 2003 (2 weeks total), on loan from the BLS

### Fulbright Senior Research Scholar in Economics

Institute of Sociology, Czech Academy of Sciences, Prague, Czech Republic, December 1992-June 2, 1994

### **EDUCATION:**

Ph.D.

University of Maryland, College Park, Maryland, May 1984 Major: Applied Microeconomics and Consumer Economics

M.S.

Purdue University, West Lafayette, Indiana, August 1978 Major: Applied Microeconomics and Consumer Economics

Minor Concentration: Communications

B.A.

Meredith College, Raleigh, North Carolina, May 1975

Major: Home Economics

Minor Concentration: Business and Accounting

### FIELDS OF EXPERTISE:

Analytic Models of Expenditure Behavior, Measurement of Economic Well-being, Poverty and Inequality, Subjective Measures, Consumer Price Indexes, Economies in Transition, Health Economics, Household Survey Research, Social Policy, Consumer Expenditure Surveys, and International Comparisons of Income and Expenditures

### JOURNAL ARTICLES AND PUBLICATIONS HAVE BEEN APPEARED IN THE FOLLOWING:

American Economic Review (Papers and Proceedings)

Czech Republic and Economic Transition in Eastern Europe

Economics of Transition

Encyclopedia of Aging

Experimental Poverty Measures: 1990 to 1997

Family Economics Review

Focus

Inequality, Welfare and Poverty: Theory and Measurement

Journal of Consumer Research, 18, December 1991, pp. 368-379.

Journal of Economic and Social Measurement

Journal of Human Resources

Journal of Income Distribution Journal of Official Statistics

Journal of Population Economics

Medical Care

Models and Measurement of Welfare and Inequality

Monthly Labor Review

National Income Accounts and Data Systems

Price and Productivity Measurement,

Review of Income and Wealth

Southern Economic Journal

Studies in Contemporary Economics: Income and Wealth Distribution, Inequality and Poverty

Studies on Economic Well-being: Essays in the Honor of John P. Formby

Studies in Household and Family Formation

The Distribution of Welfare and Household Production: International Perspectives

The Review of Economics and Statistics

### **COMMUNITY ACTIVITIES:**

Board Member, Thurgood Marshall Child Development Center, Washington, DC, October 2004-October 2006.

Community Services Committee, Capitol Hill Day School, Washington, DC, October 2006-persent.

Founder, Washington Yu Ying Public Charter School, Washington, DC, October 2005-present.

Thomas A. Nida, Chair
District of Columbia Public Charter School Board
3333 14th Street, NW
Suite 210
Washington, DC 20010

re:

Statement of Interest and Qualifications for Washington Yu Ying Public Charter School

Dear Chairman Nida and Members of the Board:

I am pleased to declare my commitment and support to Washington Yu Ying Public Charter School.

As a member of the founding group, I have worked collaboratively with other founding members in various capacities associated with producing the application, including conducting research, networking, and meeting with my founding colleagues on a regular basis to plan and accomplish the various required tasks. If our charter is granted, I will continue to work collaboratively with other founding members on the tasks that need to be accomplished prior to opening in September of 2008.

My area of expertise is in the field of economics; I have been working in this field as a researcher for over 20 years and am currently a senior research economist at the U.S. Department of Labor. I conduct research on economic well-being measurement, including poverty and inequality. Since 2003, I have become involved in activities related to the education of children, first serving on the Board of Directors of the Thurgood Marshall Child Development Center when my daughter was a toddler. Then, about two years ago, I began working with the founding group of the Washington Yu Ying Public Charter School. These two experiences have helped me formulate my views on education and how important educational foundations are.

I also am the mother to a daughter whom I adopted from China in September 2003. Since that wonderful moment when my daughter and I became a family, I have become quite involved in the community of families with children adopted from China in the Washington metropolitan area. Also, my daughter and I have been studying Mandarin for over 2 years along with other families with children from China who live on Capitol Hill, our neighborhood.

I anticipate that my role with our charter school over the next 18 months will continue to be primarily networking, particularly with the Chinese community and business organizations and with families with children from China. In particular I expect to work with business leaders and educators to further develop our relationships and to assist them as they support and work with our school. I also expect to be quite involved in the creation of the after school program and programs that support the parents and families of the children attending the school as a new language is acquired.

As indicated in the Washington Yu Ying Public Charter School application, the founding group of the Washington Yu Ying Public Charter School has not yet determined who will be invited to join the initial Board of Trustees. However, I have reviewed the responsibilities of the Board of Trustees and each Trustee individually, as described in the Washington Yu Ying Public Charter School application and the attached job descriptions for the Board of Trustees and individual trustees, and I would enthusiastically agree to serve in this role if requested by the founding group.

Sincerely,

Thesia I. Garner, Ph.D.

145 E Street, SE

Washington, DC 20003

Home phone: (202) 544 - 5906

#### STEVEN GLAZERMAN

Home:

2130 13<sup>th</sup> St. NW Washington, DC 20009 (202) 986-7838 Work:

600 Maryland Ave. SW Washington, DC 20024 (202) 484-4834

#### **EDUCATION**

1998

Ph.D., Public Policy, University of Chicago

Fields: Economics of Education, Econometrics

Thesis: Determinants and Consequences of Parental School Choice

1990

B.A., Political Science, magna cum laude, Brown University

#### **POSITIONS**

1998 -

Mathematica Policy Research, Inc.

2002 -1998 - 2002 Senior Economist Research Economist

1992 - 1998

University of Chicago

1998

Teaching Assistant, Department of Statistics

1990

Teaching Assistant, Harris School of Public Policy

1993 - 1996 1992 - 1996

Research Assistant, Center for Social Program Evaluation

1990 - 1992

U.S. Congressional Budget Office, Assistant Analyst

#### RECENT RESEARCH

#### AS PRINCIPAL INVESTIGATOR OR PROJECT DIRECTOR:

Evaluation of the Teacher Advancement Program in the Chicago Public Schools (2007 -). Lead a five-year study of a program that provides teacher professional development, evaluation, career growth opportunities, and performance-based compensation in a large urban school district.

Evaluation of the Missouri Teacher Career Ladder Program (2007 – ). Lead a study of a statewide program offering incentives for teachers to take on additional responsibilities.

Longitudinal Study of American Board for Certification of Teacher Excellence (ABCTE) Passport to Teaching (2005 -). Lead this five-year study of alternative teacher certification programs for the ABCTE. Overseeing all aspects of the project including design, data collection, and analysis.

Impact Evaluation of Teacher Induction Programs (2004 -). For the U.S. Department of Education (ED), Institute of Education Sciences (IES), oversee a four-year longitudinal random-assignment impact evaluation of programs that provide high intensity induction support to new teachers. The study involves approximately 1,000 teachers in 400 schools in 17 large urban districts.

Preschool Curriculum Evaluation Research (PCER) (2003 -). For ED, IES, coordinate this multisite, random-assignment evaluation of the impact of preschool curricula on child outcomes. Responsible for evaluation design, implementation, and monitoring of random assignment, as well as for data analysis and report writing.

Teacher Compensation Reform, Feasibility Study (2005 - 2007). For ED, oversaw a feasibility study to plan quasi-experimental research on the effects of teacher incentive programs on the recruitment, retention, and productivity of teachers.

Design of Evaluation of Education Interventions (2002 - 2005). Helped ED, IES design rigorous experiments to test the effectiveness of reading comprehension interventions, mathematics curricula, and teacher professional development implemented under Title I of the No Child Left Behind (NCLB) Act.

#### AS RESEARCHER:

National Evaluation of Teach For America (2001 - 2004). Conducted a random-assignment study of the impact of the Teach For America program on elementary students' math and reading skills. Helped recruit the sample of school districts in six regions, with 100 classrooms and approximately 2,000 students, to participate in this study. Also responsible for designing and implementing random assignment, analyzing student test score data, and writing reports.

Impact Evaluation Design for Study of Teacher Preparation and Alternative Certification (2003). Helped ED design an evaluation of alternative pathways to teaching.

#### SELECTED PUBLICATIONS

- "Teacher Licensure Exams: How Do They Compare?" Report submitted to the American Board for Certification of Teacher Excellence, Washington, DC: Mathematica Policy Research, Inc., March 2007 (with Duncan Chaplin, Gail Baxter, and Elizabeth Seif).
- "Alternative Routes to Teaching: The Impacts of Teach For America on Student Achievement and Other Outcomes." Journal of Policy Analysis and Management, vol. 25, 2006 (with Daniel Mayer and Paul Decker).
- "School Principals' Perspective on the Passport to Teaching." Report submitted to the American Board for Certification of Teacher Excellence. Washington, DC: Mathematica Policy Research, Inc., June 28, 2006 (with Christina Tuttle and Gail Baxter).
- "Preschool Curriculum Evaluation Research (PCER) Data Collection Methodology Technical Report: The Pre-K and Kindergarten Years of the PCER 2003 Study Cohort." Report the U.S. Department of Education. Princeton, NJ: Mathematica Policy Research, Inc., May 2, 2006 (with Susan Sprachman, Cassandra Rowand, Lindsay Crozier, Sarah Avellar, and John Love).
- "Options for Studying Teacher Pay Reform Using Natural Experiments." Report submitted to the U.S. Department of Education. Washington, DC: Mathematica Policy Research, Inc., March 30, 2006 (with Tim Silva, Nii Addy, Sarah Avellar, Jeffrey Max, Allison McKie, Brenda Natzke, Michael Puma, Patrick Wolf, and Rachel Ungerer Greszler).
- "Quality in the Classroom: How Does Teach For America Measure Up?" Trends in Education Research, no. 1. Princeton, NJ: Mathematica Policy Research, Inc., August 2004 (with Paul Decker and Daniel Mayer).

#### SELECTED PUBLICATIONS (continued)

- "Assessing the Effectiveness of Education Interventions: Issues and Recommendations for the Title I Evaluation." Washington, DC: Mathematica Policy Research, Inc., May 17, 2004 (with David Myers).
- "Teacher Compensation Reform: Promising Strategies and Feasible Methods to Rigorously Study Them."
  Commissioned paper. Washington, DC: Mathematica Policy Research, Inc., January 2004.
- "Identifying Alternative Certification Programs for an Impact Evaluation of Teacher Preparation." Final report. Cambridge, MA: Mathematica Policy Research, Inc., April 2003 (with Daniel Mayer, Paul Decker, and Tim Silva).
- "Strategies for Measuring the Impacts of Federal Reading Programs on Reading Achievement." Final report. Washington, DC: Mathematica Policy Research, Inc., May 2002 (with John Mullens, Angie Kewalramani, and David Myers).
- "Does Job Corps Work? Summary of the National Job Corps Study." Final report. Princeton, NJ: Mathematica Policy Research, Inc., June 2001 (with John Burghardt, Peter Schochet, Sheena McConnell, and others).
- "Closing the Research-to-Practice Gap: Strategies for Knowledge Mobilization, Dissemination, and Use in Education." Final report. Princeton, NJ: Mathematica Policy Research, Inc., December 1999 (with Mary Moore, Marsha Silverberg, and Ali Stieglitz).
- "Sorting Effects of Family School Choice: When Parents Choose, Do Taxpayers Lose?" Chicago Policy Review I, vol. 2, May 1997.

#### SELECTED PRESENTATIONS

- "Evaluation of the Teach For America (TFA) Program." Presented to the American Educational Research Association Annual Meeting, Montreal, April 2005.
- "Evaluation of Teach For America: Lessons from a Randomized Field Trial in Education." Presented to the Leadership Conference on Civil Rights Education Fund, Washington, DC, March 2005.
- "What Counts as Evidence in Evidence-Based Practice?" Paper presented to the fall research conference of the Association of Public Policy Analysis and Management, Dallas, November 8, 2003.
- "What Do We Know About the Performance of Quasi-Experimental Methods?" Paper presented to the Third Colloquium of the International Campbell Collaboration, Stockholm, Sweden, February 27, 2003.
- "Benefits and Costs of Job Corps." Paper presented at the University of Pennsylvania, Philadelphia, October 31, 2001.
- "What Do School Report Cards Really Measure? Can We Do Better?" Paper presented at the annual research conference of the Association for Public Policy Analysis and Management, Washington, DC, November 6, 1999.

#### STEVEN GLAZERMAN Page 4

#### SELECTED PRESENTATIONS (continued)

- "Evidence for Evaluating Education Reforms: Simulation of School Choice Outcomes." Paper presented at the annual research conference of the Association for Public Policy Analysis and Management, New York, October 31, 1998.
- "Determinants and Consequences of Parental School Choice." Paper presented at the Midwest Economics Association Annual Meeting, Chicago, March 19-21, 1998.
- "A Conditional Logit Model of Elementary School Choice: What Do Parents Value?" Paper presented at the Annual Research Conference of the Association for Public Policy Analysis and Management, Washington, DC, November 6-8, 1997.
- "Racial Integration, Social Stratification, and Public School Choice." Paper presented at the Annual Meeting of the American Educational Research Association, Washington, DC, April 1997 (with Robert Meyer).
- "Fair Measurement of School Effects: Value-Added Models for Student Achievement." Professional development and training workshop given at the Annual Meeting of the American Educational Research Association, New York, April 6-8, 1996 (with Robert Meyer and William Brown).

#### PROFESSIONAL ACTIVITIES

Referee, Economics of Education Review, Journal of Policy Analysis and Management, Educational Researcher, American Journal of Sociology

Proposal reviewer, Smith Richardson Foundation, National Science Foundation, Economics Program,
American Education Research Association



March 23, 2007

Thomas A. Nida, Chair District of Columbia Public Charter School Board 3333 14th Street, NW, Suite 210 Washington, DC 20010

#### Statement of Interest and Qualifications for Washington Yu Ying Public Charter School

Dear Chairman Nida and Members of the Board:

I am pleased to declare my unqualified support to Washington Yu Ying Public Charter School.

As a member of the founding group, I have worked collaboratively with other founding members in various capacities associated with producing the application, including conducting research, writing sections of the charter application and the Title V charter subgrant application, networking, and meeting with my founding colleagues regularly to plan and complete the required tasks. If our charter is granted, I will continue to work together with other founding members on the tasks that need to be accomplished prior to opening in September of 2008.

My expertise is in the field of evaluation of education programs. As a senior economist at Mathematica Policy Research, and formerly as a research associate of the University of Chicago Center for Social Program Evaluation I have been conducting education policy and evaluation research for over 10 years. My recent research focuses on teacher issues, including teacher preparation, certification, and compensation. I have served as principal investigator for major federal studies, including one on the impacts of preschool curriculum on child cognitive and social-emotional outcomes. I anticipate that my role with our charter school over the next 18 months will include providing input on policies regarding the selection, hiring, evaluation, and compensation of teachers and other educational staff and helping with accountability and test score analysis, areas in which I have extensive professional and technical expertise.

As indicated in the Washington Yu Ying Public Charter School application, the founding group of Washington Yu Ying Public Charter School has not yet determined who will be invited to join the initial Board of Trustees. However, I have reviewed the responsibilities of the Board of Trustee and each Trustee individually, as described in the Washington Yu Ying Public Charter School application and the attached job descriptions for the Board of Trustees and individual trustees, and I would be happy to serve in this role if requested by the founding group.

Sincerely,

Steven Glazerman

A Chinese Immersion, IBO World Candidate, Public Charter School in the Nation's Capital

Work: 701 Eighth Street NW Washington, DC 20001 202-508-4079

Home: 1715 Upshur St, NW Washington, District of Columbia 20011 202-882-6632

#### **Andrea Lachenmayr**

alachenmayr@thelen.com

#### **Professional Experience**

Thelen Reid Brown Raysman & Steiner LLP, Washington, DC Associate, 1999-Present

- Advises entities ranging from small business start-ups to large public companies on governance, financing and contractual matters.
- Negotiates on behalf of borrowers in complex, secured and unsecured loan transactions.
- Represents both issuers and investors in private equity offerings, and buyers and sellers in asset sales.
- Prepares disclosure documents and assists clients in compliance with federal securities reporting obligations.

Energetics, Inc., Washington, DC *Analyst*, 1992-1996

- Supported the United States Department of Energy programs in energy efficiency, renewable energy and clean coal technologies.
- Analyzed trends in energy consumption and efficiency and barriers to competitiveness of advanced energy technologies.

Martech Europa, Budapest, Hungary

Business Development Intern, 1990-1991

Developed business plan for biomass energy project in rural Hungary.

Budapest Economics University, Budapest Hungary Research Assistant, 1990-1991

• Researched joint ventures for use in new business economics textbook.

#### Education

J.D., with Honors, 1999.

Georgetown University Law Center, Washington, DC

- Participant in Institute for Public Representation clinic, with focus on environmental issues.
- Research assistant to Professor Edith Brown Weiss international environmental law.

B.A., Economics, 1992.

Wesleyan University, Middletown, CT

- Teaching Assistant in Economics Department
- Editor-in-Chief, the Wesleyan Argus

#### **Bar Memberships**

New York, District of Columbia



April 4, 2007

Thomas A. Nida, Chair District of Columbia Public Charter School Board 3333 14th Street, NW Suite 210 Washington, DC 20010

re:

Statement of Interest and Qualifications for Washington Yu Ying Public Charter School

Dear Chairman Nida and Members of the Board:

I am pleased to declare my commitment and support to Washington Yu Ying Public Charter School.

As a member of the founding group, I have worked with other founding members in various capacities associated with incorporating Washington Yu Ying Public Charter School, producing the charter application and developing its governance structure. If our charter is granted, I will continue to work collaboratively with other founding members on the tasks that need to be accomplished prior to opening in September of 2008, primarily focusing on legal matters.

I am a senior associate at Thelen Reid Brown Raysman & Steiner LLP, a large national law firm with an office in, and strong commitment to, the District. Over the past year, I have advised the founding group with respect to a variety of legal matters on a pro bono basis and, if the charter is granted, I expect to continue to work with Washington Yu Ying Public Charter School in such manner. As an attorney, I have relevant experience advising entities ranging from start-up business to large, publicly-traded corporations on matters of governance, finance and contractual issues. I also have access, through my firm, to expertise in many of the fields relevant to Washington Yu Ying Public Charter School's organization and operation, including nonprofit organizations, employment, construction, real estate leasing and finance, tax, and others.

As indicated in the Washington Yu Ying Public Charter School application, the founding group of Washington Yu Ying Public Charter School has not yet determined who will be invited to join the initial Board of Trustees. However, I am very familiar the responsibilities of the Board of Trustee and each Trustee individually, as described in the Washington Yu Ying Public Charter School application and the attached job descriptions for the Board of Trustees and individual trustees, and I would enthusiastically agree to serve in this role if requested by the founding group.

Singerely,

Andrea Lachenmayr

A Chinese Immersion, IBO World Candidate, Public Charter School in the Nation's Capital

#### ALEJANDRA MAUDET

1280 21<sup>st</sup> STREET, NW WASHINGTON, D.C. 20036 Tel: 202.271-9271 ■ amaudet53@yahoo.com

#### WORK EXPERIENCE:

# 1999- Present Director of the Lower School and Deputy Head of School Rock Creek International School, a dual-language immersion, IBO World School Washington, DC

- Began as Assistant Director of Admission and Financial Assistance, promoted to Director in first year
- Responsible for marketing, publicity, all aspects of Admissions and Financial Assistance.
- Increased enrollment from 155 to 246 in 6 years, notwithstanding a 10%-20% loss of re-enrollees each year.
- Developed and annually lead a 10-day, science-based trip to Costa Rica for fifth grade students. The trip became the model for additional curriculum-based trips for sixth, seventh and eighth grades.
- Became Director of Admission and Pre-Primary School, in addition to responsibilities as Director of Admission, supervised 8 pre-primary teachers and 70 students ages three to five.
- Named Director of the Lower School and Deputy Head of School. As Director of the Lower School,
   I supervised 20 teachers and staff.

#### 1995-1999 Assistant Director, Hispanic Studies Program, Spanish Department University of Virginia, Charlottesville, Virginia

- Evaluated hundreds of applicants yearly for overseas language study program in Valencia, Spain
- Evaluated requests for financial assistance and worked with the Director to select award recipients
- Responsible for marketing and publicity
- Maintained communication and relationships with universities in the U.S. and the University of Valencia
- Coordinated travel arrangements and documentation of participants
- Responsible for transcripts and record keeping
- Served as interpreter for participants' families and Spanish medical personnel as needed in case of emergency

#### 1990 - 1995 Second-grade teacher and team leader, Burnley-Moran Elementary School Charlottesville Public Schools, Charlottesville, Virginia

- Clinical instructor, University of Virginia Curry School of Education Division social studies curriculum committee
- School district leadership council on multicultural education
- Developed a two-week integrated curriculum unit on Mexico for use in second grade throughout the school district
- Recipient of University of Virginia fellowship to create an integrated art/multicultural education program

### 1990 Kindergarten teacher Lincoln American School International dual language American Argentine school, Buenos Aires, Argentina

- · Chair, mathematics committee
- Early childhood education team leader
- Member of Principal's Advisory Committee

# 1987-1990 1st and 2nd grade teacher, Logan Elementary School, Bilingual, year-round, literature/writing magnet, San Diego, California

- San Diego State University clinical instructor
- Principal's Advisory Committee
- · Chair, Student Health Committee
- Developed a two-week bilingual integrated literature/writing unit for use in first-grade bilingual classrooms throughout the school district

### 1975-1978 Preschool and kindergarten teacher, Ruben Salazar School, Experimental bilingual community school, Chicago, Illinois

- Chair, Parent Counseling Committee
- Student Health Committee

#### OTHER WORK HISTORY:

- 2006 Consultant, Educational Programs, Beth El Congregation of Baltimore, Baltimore, Maryland
- 2005 Translator, Psichometrics International, LLC, Atlanta, Georgia
- 2004 Consultant
- 1998 Interpreter, Peace Nobel Prize Winners Conference, University of Virginia, Charlottesville, Virginia
- 1997-1998 Interpreter, University of Virginia Hospital, Charlottesville, Virginia
- 1996 Editor of the Spanish translation of "Guide to El Salvador", On Your Own Publications, Ltd.
- 1978-1979 Student teacher supervisor and teaching assistant, U.C.L.A, Spanish Department, Los Angeles, California

  Curriculum development, teacher's edition of "Mexico Visto por sus Niños", Luis

  Guillermo Piazza, Editorial Navaro
- 1978-1979 Teacher, English as a Second Language for Adults, Los Angeles Public Schools, Adult Education, L. A, California

  Teacher, Conversational Spanish for Adults, San Pedro Public Schools, San Pedro, California
- 1972 Co-developer and teacher of a 20-week program of conversational Spanish for professionals. Private Instruction, El Centro, California

#### Professional Education

International Baccalaureate Organization, Primary Years Programme Advanced Teacher Training Workshop; PYP Coordinator Training

Association of Independent Schools of Greater Washington, Development and Admission: Working Together on Communications Strategies; Conflict Management Skills

National Association of Independent Schools, School Leadership Institute
The Lab School of Washington, Ability Testing: What Admission Directors Need to Know

ISM Summer Institute, Marketing Your School: Student Recruitment and Retention; Strategic Plan DevelopmentWorkshop

Great Books Foundation, Shared Inquiry: An Introduction to Junior Great Books Program for Educational Leaders

JTWack & Company, The Eighth Annual Marketing Institute: Ideas, Strategies and Tools for Advancing Full and for Filling Schools

DEAK Group, Gender and the Brain: Girls and Boys are Different, Implications for Schools

The Human Relations Service, The Human Side of School Relations

Rock Creek International School, The Responsive Classroom, Emotional Intelligence for Personal Leadership

#### **EDUCATION:**

1975- San Diego State University, San Diego, California, B.A, Psychology and Fine Arts Teacher Corps, Bilingual Elementary Education

#### SKILLS:

- Proficient in Windows and Apple operating systems; Microsoft Office Applications: Word, Excel,
   PowerPoint, Outlook; graphic design and desktop publishing
- Native Spanish speaker, fluent English speaker

March 20, 2007

Thomas A. Nida, Chair District of Columbia Public Charter School Board 3333 14th Street, NW Suite 210 Washington, DC 20010

2029658973

Statement of Interest and Qualifications for Washington Yu Ying Public Charter School

Dear Chairman Nida and Members of the Board:

I am pleased to declare my commitment and support to Washington Yu Ying Public Charter School.

As a member of the founding group, I have worked collaboratively with other founding members in various capacities associated with producing the application, including editing sections of the charter application, networking, and meeting with my founding colleagues on a regular basis to plan and accomplish the various required tasks. If our charter is granted, I will continue to work collaboratively with other founding members on the tasks that need to be accomplished prior to opening in September of 2008.

My area of expertise is in the field of foreign language immersion, early childhood, grade school and international education, bilingual programs and school administration, I have a total of 30 years experience in the areas mentioned above. During those years I have been a teacher in inner city schools, have developed bilingual as well as English only curriculum, have taught abroad and have been an independent school administrator. I anticipate that my role with our charter school over the next 18 months will continue to be primarily as an advisor for the immersion and early childhood education portions of the application and implementation, and in addition I also expect to review and advise regarding staffing and scheduling

As indicated in the Washington Yu Ying Public Charter School application, the founding group of Washington Yu Ying Public Charter School has not yet determined the who will be invited to join the initial Board of Trustees. However, I have reviewed the responsibilities of the Board of Trustee and each Trustee individually, as described in the Washington Yu Ying Public Charter School application and the attached job descriptions for the Board of Trustees and individual trustees, and I would agree to serve in this role if requested by the founding group.

Sincerely,

signatud Mandet

Washington Yu Ying Public Charter School Statement of Interest and Qualifications

#### MANISHA J. MODI

2130 13<sup>th</sup> Street NW

Washington, DC 20009, USA

mjmodi@hotmail.com

(202) 986-7838

#### **EDUCATION:**

#### The University of Chicago, Social Science Division

Ph.D. Candidate in Comparative Education; Administrative, Institutional and Policy Studies.

Course work includes Economics of Education; Statistics; Demographic Methods; Hierarchical Linear Models (HLM); Education & Public Policy; Education & Social Transition; Population and Development.

\*dissertation in progress

#### The London School of Economics and Political Science

M.Sc. in Social Policy and Planning in Developing Countries

Elective courses: Education, Gender

Title of dissertation: Islam, Women, & Public Policy; Family Planning Programs in Pakistan and Indonesia

October 1995

#### The University of California at Berkeley

B.A. in Political Economy of Industrial Societies; Minor program in Rhetoric.

May 1993

#### EMPLOYMENT HISTORY:

#### The World Bank, Independent Evaluation Group. Consultant:

I collaborated on analytic strategies, workplans, data analysis and writing of background reports, case studies, and the final report <u>From Schooling Access to Learning Outcomes. An Unfinished Agenda</u>. I am currently working on a review of the World Bank's assistance for health, population, and nutrition in developing countries. In addition, I evaluate individual health and education projects. Supervisors: Dean Nielsen, Martha Ainsworth (July 2003-present)

#### Princeton University Survey Research Center, Senior Research Associate:

Collaborated on survey design; managed phone center; prepared data for analysis. Recruited, trained, and supervised all interviewers. Supervisors: Edward Freeland & Jeffrey Kling. (October, 2000-June 2001)

#### The Aga Khan Foundation, Research Fellow:

Authored two studies, for the USAID/AKF Pakistan NGO Initiatives Project. One study evaluated various models community-managed schools in the Northern Areas of Pakistan. The second documented the approach of an intensive teacher training program in Sindh province. Also trained several junior researchers. Supervisor: Iffat Farah, Aga Khan University Institute for Educational Development, Pakistan. (Summer 1998; July 1999-December 1999)

#### The World Bank, Human Development Department, Education Division. Summer Intern:

Co-authored a literature review on the differential effects of school quality on girls' educational access, persistence, and achievement worldwide. Supervisor: Carolyn Winter. (June-September 1997)

#### The University of Chicago, Department of Education. Research Assistant:

Co-authored studies on determinants of academic giftedness among American high school and junior high school students. Supervisor: Larry V. Hedges. (July 1996-June 1997; October 1997-May 1998)

#### The University of Chicago, Center for Health Administration Studies. Research Assistant:

Editorial assistance for pending publications; research and writing assistance for grant proposals. Supervisor: Meei-Shia Chen. (March 1996-December 1996)

#### The World Bank, Africa Technical Department, Human Resources Division. Summer Intern:

Reviewed World Bank policy and surveyed higher-level staff to develop recommendations for a region-wide training strategy for Population and Human Resources staff in Africa. Supervisor: Nat Colletta. (July-August 1995)

#### MANISHA J. MODI

2130 13<sup>th</sup> Street NW

Washington, DC 20009, USA

mjmodi@uchicago.edu (202) 986-7838

#### **'UBLICATIONS, PRESENTATIONS:**

- Constantopoulos, S., Modi, M., and Hedges, L.V. 2001. Who are America's Gifted? *American Journal of Education*. 109:344-382.
- Modi, M. 2007. Evaluation of World Bank Assistance for Primary Education in Pakistan. Paper presented at the annual meeting of the Comparative and International Education Society, February 28, 2007.
- Modi, M. and J Kling. 2000. Surveys Measuring Child Well-Being. Internet document: http://www.wws.princeton.edu/~kling/surveys/index.html
- Modi, M., Konstantopoulos, S., and Hedges, L.V. 1998. Predictors of Academic Talent Among U.S. High School Students: Evidence from a Nationally Representative Multivariate Analysis. Paper presented at the Annual Meeting of the American Educational Research Association. San Diego, CA, April, 14, 1998.
- Modi, M., Williams, J., and Winter, C. 1998. Girls and school quality: Research, policy, and next steps. World Bank internal report, 1997.

#### FELLOWSHIPS

Committee on Southern Asian Studies, The University of Chicago Fellowship for graduate study.

Tuition and stipend awards for doctoral study. (January 2000-June 2001).

#### AERA/Spencer Doctoral Research Fellowship

Stipend and travel awards for doctoral study (September 1998-August 1999).

LAS Fellowship, Division of the Social Sciences and South Asian Area Center, University of Chicago.

Tuition and stipend for modern foreign language and area studies. (Summer 1994, and academic year 1996-97)

Iniversity of Chicago Division of the Social Sciences and Department of Education Fellowship.

Tuition and stipend awards for doctoral study. (October 1993-June 1994, and October 1995-June 1998)

#### THER ACTIVITIES

#### Cardozo-Shaw Neighborhood Association (CSNA)

Secretary. CSNA facilitates partnerships between local institutions, government agencies, and the business community to promote economic development & preserve the historic community. (January 2002-December 2003)

#### **1merican Journal of Education**

Member of student editorial board (May 1998-January 1999)

#### Sourth World Conference on Women, and NGO Forum on Women in Beijing, China.

Attended the conferences as a member of a delegation from the British NGO Change. (September 1995)

#### LANGUAGES:

English (native)

French (S:F, R:F, W:F)

Hindi (S:G, R:F, W:F)

Urdu (S:G, R: none, W: none)

Guiarati (S:G, R:F, W:F)

#### REFERENCES

Dean Nielsen - Independent Evaluation Group, World Bank.

Phone: (202) 458-5358. Email: dnielsen@worldbank.org

Edward Freeland, Associate Director, Princeton University Survey Research Center.

Phone: (609) 258-1854. Email: efreelan@princeton.edu

Larry Hedges, Departments of Sociology and Psychology, and the Harris School of Public Policy. The University of

Chicago. Phone: (773) 702-8680. Email: hedge@src.uchicago.edu



March 30, 2007

Thomas A. Nida, Chair District of Columbia Public Charter School Board 3333 14th Street, NW, Suite 210 Washington, DC 20010

#### Statement of Interest and Qualifications for Washington Yu Ying Public Charter School

Dear Chairman Nida and Members of the Board:

I am pleased to declare my commitment and support to Washington Yu Ying Public Charter School.

As a member of the founding group, I have worked collaboratively with other founding members in various capacities associated with producing the application, including conducting research, writing sections of the charter application and the Title V charter subgrant application, networking, and meeting with my founding colleagues on a regular basis to plan and accomplish the various required tasks. If our charter is granted, I will continue to work with other founding prior to the opening of the school in September 2008.

My area of expertise is in the field of evaluating education and health programs in developing countries. As a consultant at the World Bank Independent Evaluation Group, I have worked on evaluations of primary education and basic health programs for over three years. In addition to my current position, I have been working on my own doctoral research on access to primary education for poor minority girls in Pakistan. Both as a professional and as a mother, I am highly motivated to provide equal access to quality education for all children. I anticipate my role with Yu Ying over the next 18 months will include outreach to families and community groups; helping to find temporary and permanent space for the school, and fundraising.

As indicated in the Washington Yu Ying Public Charter School application, the founding group of Washington Yu Ying Public Charter School has not yet determined who will be invited to join the initial Board of Trustees. However, I have reviewed the responsibilities of the Board of Trustee and each Trustee individually, as described in the Washington Yu Ying Public Charter School application and the attached job descriptions for the Board of Trustees and individual trustees, and I would be happy to serve in this role if requested.

Sincerely,

Manisha Modi

A Chinese Immersion, IBO World Candidate, Public Charter School in the Nation's Capital

#### Jameelah S. Muhammad

921 N. Carolina Ave. SE, Washington, DC 20003 202-547-7736 jameelah\_muhammad@yahoo.com

#### **Career Summary**

- Spanish teacher with 12 years experience in preschool-12.
- Administrator, and curriculum developer for afterschool enrichment, Saturday and summer camp language programs.
- Produced reference guides on language learning materials for the classroom and the home.

#### Education

Bachelors of Science, Hospitality Management, 1989

Minor: Spanish

Iowa State University, Ames, Iowa

Master's of Arts /Hispanic Linguistics, 2001 Universidad Nacional Autónoma de México, Mexico City, Mexico

#### Certification

District of Columbia Certificate

# Professional Experience

Spanish Teacher Grades Preschool-Kindergarten
Eagle Academy Public Charter School, Washington, DC, 9/2003Present

Teaches children ages 2.5-5 the Spanish language through song, movement, games and literature. School has a multicultural student body.

Spanish Teacher Grades 7-9 Hine Junior High School, Washington, DC 8/93 – 6/03

Taught beginning and Level I Spanish to grades 7th and 9th.

Participated in teacher exchange program in Aranda de Duero, Spain. Sponsored a student trip abroad to Venezuela to participate in a Conference on Africans in the Americas. Led the Spanish Club.

**Spanish Tutor.** Responsible for tutoring Spanish at all levels. Georgetown University, 1993-1996.

#### Overseas Teaching Experience

English as a Second Language Teacher, Escuela de Idiomas, Aranda de Duero, Burgos, Spain, 1999-2000

Participated in a teacher exchange program sponsored by the District of Columbia Public Schools and the Embassy of Spain in Washington, DC. Taught beginning to advanced levels.

# Out of School Experience

Founding Director, World Language School of Washington, 2004-Present.

Responsible for the entire operation of a Saturday language immersion school including hiring, teacher training, curriculum development and finances and management.

Afterschool Spanish Teacher, Clara Muhammad School, 2005-Present

21<sup>st</sup> Century Community Learning Center Grant Project Summer Camp Spanish Teacher, Clara Muhammad School. 21<sup>st</sup> Century Community Learning Center Grant Project

Designed curriculum, coordinate and supervise both enrichment programs.

**Spanish Teacher,** Upward Bound, Howard University Summer of 2003.

Conducted classes for college bound high school students from the Washington, DC area.

#### Other Professional Accomplishments

Author of the book, The Global Child: A Parent's Handbook and Resource Guide on Raising Children Bilingually in the Washington, DC Area, BEE Books, 2003 and contributing author of No Longer Invisible: Afro-Latinos Today, Mexico, Minority Rights Group, 1995.

Panelist for the Foreign Service Institute in Washington, DC, 2004-Present. Advised American parents who work for the Foreign Service Department going abroad on strategies and tools they can use to raise their children bilingually.

Presenter for the District of Columbia Public Schools. Conducted several curriculum related workshops entitled *Children's Literature* at the Center of Thematic Units, 2006

Member of American Council on Teaching of Foreign Languages (ACTFL)

#### Professional Organizations Personal

References

American, Single. Health – excellent.

Wellington Wilder, Assistant Principal Hine Junior High School Washington, DC Tel: (202) 672-7233

Nancy Rhodes Center for Applied Linguistics 4646 40th Street NW Washington DC 20016-1859 Tel: (202)-362-0700

Elsa Greno, Program's Assistant World Language School of Washington Washington, DC 20003 Tel: (301) 335-8069

## Jameelah S. Muhammad 202-547-7736 jameelah muhammad@yahoo.com



April 5, 2007

Thomas A. Nida, Chair District of Columbia Public Charter School Board 3333 14th Street, NW Suite 210 Washington, DC 20010

re:

Statement of Interest and Qualifications for Washington Yu Ying Public Charter School

Dear Chairman Nida and Members of the Board:

I am pleased to declare my commitment and support to Washington Yu Ying Public Charter School.

As a member of the founding group, I have worked with other founding members in various capacities associated with producing the application, including teaching the Chinese Language in general and to urban DC students. If our charter is granted, I will continue to work collaboratively with other founding members on the tasks that need to be accomplished prior to opening in September of 2008.

I have taught Spanish in the DC public schools and DC public charter schools for 12 years. Having raised two multilingual children, I am an advocate for early language learning and have written a book: The Global Child: A Parent's Handbook and Resource Guide on Raising Children Bilingually in the Washington, DC Area (2003) which not only provides parents with language learning resources but encourages them to raise their children bilingually.

In the summer of 2004, a group of 5 bilingual families from southeast Washington and I founded the World Language School of Washington (WLSW). WLSW is a non-profit, parent supported Saturday language school that provides instruction in Arabic, Mandarin Chinese, French and Spanish. WLW is the only school of its kind that offers 2 critical languages to students has young as three years old.

I am excited about being a part of this school and look forward to bringing the Chinese language and culture to the children of Washington, DC.

A Chinese Immersion, IBO World Candidate, Public Charter School in the Nation's Capital



Sincerely,

Jameelah Muhammad 921 N. Carolina Ave. SE Washington, DC 20003 202-547-7736

E-mail: jameelah36@hotmail.org

COLLEEN POPSON 2007 Taylor Street, NE Washington, DC 202-215-0888 cpopson@gmail.com

#### Professional Experience:

#### Freelance Activities

Ongoing

- ♦ Founder and creator of AnthroQuest, a website providing educational activities and games in the field of anthropology, for students, grades 6 and up (in development)
- Write/edit articles in area of ancient history and archaeology for *Dig* (archaeology magazine for children 9 and older), *Appleseeds* (social studies magazine for children, ages 8-11), and *World Book Encyclopedia* (in press), and am a contributing editor for *Archaeology* magazine
- Member of the Anthropology Education Committee, a subcommittee of the American Anthropological Association, charged with, among other responsibilities, 1) identifying, developing, and promoting high quality curriculum and effective methods for the teaching of anthropology in K-12 and 2) promoting the relevance of anthropology as a tool for understanding and improving schools and schooling

The QED Group, LLC, Level II Communications Specialist, USAID AMAP Knowledge Management and Communications, January 4, 2006 to Present

- Develops the monthly microLINKS Connections e-newsletter
- ♦ Compiles and develops print and web communications products, including marketing materials, website content, research briefs, and other products, to share knowledge and best practice with a diverse set of microenterprise development practitioners across the globe
- Ensures publications support overall communications and knowledge management strategies, are engaging, of the highest quality, and in accordance with all USAID policies and federal regulations
- Support conferences and events, with the design and production of materials

#### AARP (via EEI Communications), Washington, DC

Project Manager, Creative Initiatives, April 2005 to present

- Managed web designers to create innovative and interactive online learning tools and games to communicate AARP messages
- ♦ Contributed to curriculum materials for the Smithsonian Institution Traveling Exhibition Service's "381 Days: The Montgomery Bus Boycott Story"
- Provided/edited materials incorporated into teaching materials for the History Channel documentary, "Save Our History: Voices of Civil Rights"
- Contributed to development and writing of the 2006 Member Value Operational Plan
- Strategic planning of large-scale, creative, multimedia communications projects aimed at attracting and retaining new members

Research Chief/Project Liaison, Voices of Civil Rights Project, May 2004 to April 2005

♦ Wrote scripts and developed programs for Civil Rights-focused events at the Library of Congress, the AARP National Event in Las Vegas, and cultural venues in Washington, DC area

- Coordinated logistics for 70-day bus tour through 23 states and 40 cities with 12 journalists, including videographers with the History Channel
- Lead research team
- Helped design a photo exhibit for the Library of Congress
- Wrote and edited press releases, web copy, and programs
- Documented and archived thousands of written stories and audio and video interviews now housed at the Library of Congress
- Conducted oral history interviews
- Voices of Civil Rights website won more than twenty awards, including the coveted Webby award for best event site

#### Archaeology Magazine, Long Island City, NY

Associate Editor, June 2001 to September 2003

- Wrote, commissioned, edited, and researched feature articles, news, reviews, Q&As for print and web
- Arranged and edited Interactive Digs, online excavations and opportunities to communicate with archaeologists in the field
- Followed current news and openings at art and anthropological museums
- Attended conferences to research stories and cultivate relationships with authors, sources
- Wrote press releases of coming articles and conducted radio interviews to promote a book published by the magazine

#### R. Christopher Goodwin and Associates (contract archaeology), Frederick, MD

Assistant Project Manager/Editor, May 2000 to May 2001

- Supervised archaeological fieldwork and lab work
- Conducted documentary research via the Internet, at the National Archives and Records Administration, the Library of Congress, and the Smithsonian Institution
- Complied with cultural resources laws and regulations
- Wrote, copyedited, proofread, and prepared technical reports
- Planned, supervised, conducted, and reported results of survey and excavation in Vieques, Puerto Rico, in anticipation of the U.S. Navy's departure.

#### Hartgen Archeological Associates, Inc. (contract archaeology), Rensselaer, NY

Junior Project Director, June 1999 to February 2000

- Wrote and prepared technical reports and proposals for contracts
- Complied with cultural resources laws and regulations
- Conducted documentary research
- Supervised teams and participate in archaeological fieldwork

#### Maya Research Program, Blue Creek Site, Belize

Staff Archaeologist, summers 1997 to 1999

- Designed a research project, including all aspects of research, excavation, and analysis toward completion of my master's thesis
- Trained students and volunteers in archaeological methods
- Conducted and supervised fieldwork and lab work
- Presented lectures on Maya archaeology
- Published results in annual reports and presented at the annual meeting of the Society for American Archaeology



March 22, 2007

Thomas A. Nida, Chair District of Columbia Public Charter School Board 3333 14th Street, NW Suite 210 Washington, DC 20010

re:

Statement of Interest and Qualifications for Washington Yu Ying Public Charter School

Dear Chairman Nida and Members of the Board:

I am pleased to declare my commitment and support to Washington Yu Ying Public Charter School.

As a member of the founding group, I have worked collaboratively with other founding members in various capacities associated with producing the application, including conducting research of facilities and facilities management, writing sections of the charter application, networking, and meeting with my founding colleagues to plan and accomplish the various required tasks. If our charter is granted, I will continue to work collaboratively with other founding members on the tasks that need to be accomplished prior to opening in September of 2008.

My area of expertise is in the field of communications and anthropology with a focus on education. My husband, a real estate agent, and I have been investing in real estate for several years and have a strong sense of the steps required to find, finance, and rehab property. I anticipate that my role with our charter school over the next 18 months will continue to be primarily facilities coordination and related activities.

As indicated in the Washington Yu Ying Public Charter School application, the founding group of Washington Yu Ying Public Charter School has not yet determined who will be invited to join the initial Board of Trustees. However, I have reviewed the responsibilities of the Board of Trustee and each Trustee, as described in the Washington Yu Ying Public Charter School application and the attached job descriptions for the Board of Trustees and individual trustees, and I would enthusiastically agree to serve in this role if requested by the founding group.

Sincerely,

Colleen Popson

A Chinese Immersion, IBO World Candidate, Public Charter School in the Nation's Capital

#### Education:

University at Albany, SUNY; Albany, NY M.A., Anthropology, 2000, Presidential Fellowship

University of Oregon; Eugene, OR B.A., Anthropology, 1997, Clark Honors College

University College Cork; Cork, Ireland Junior year abroad, 1995-96, Irish archaeology, Celtic folklore

#### Memberships:

- ♦ American Anthropological Association
- National Council for the Social Studies
- National Science Teachers Association
- ♦ National Center for Science Education
- ♦ Society for American Archaeology

#### Computer Skills (PC and Mac):

Microsoft Word, Microsoft Excel (statistics, spreadsheets, charts), Adobe Acrobat, Adobe Photoshop, Dreamweaver, Adobe GoLive, Adobe InDesign, Adobe Illustrator, Sony Sound Forge, Microsoft PowerPoint, Tomoye Simplify, some HTML.

#### Amy Quinn

1 Walter Houp Ct. N.E. Washington, D.C., 20002, U.S.A.

T 202-546-4361 C 202-557-6631 F 202-546-4361

amyaquinn@mac.com.

#### PROFILE

I am an international school teacher, passionate about teaching using inquiry-based learning in the classroom. I have taught in the early childhood section of primary/elementary schools for 18 years. In addition to full-time teaching responsibilities, I took on coordinator and team lead responsibilities in many schools. Working with teachers and students as a collaborative team, helping parents, teacher and students to come to greater understandings and love of learning about our world and facilitating well-designed inquiry have been extremely challenging and fulfilling experiences.

#### CURRENT POSITION

Since September 2004, I have been a stay at home mother. My son, Maloy, was born in November of 2004. During this important time with him, I have been able to volunteer with the School Libraries Project, a part of the Capitol Hill Foundation, which is working to renovate public school libraries on Capitol Hill, Washington D.C. I have also worked as a consultant, founder and advisor to the Washington Yu Ying School. The Washington Yu Ying School is in the application stage as a charter school within the DC public school system. The school is applying to be a Chinese language immersion/bilingual school with the International Baccalaureate Primary Years Programme (IBPYP) curriculum model. A grant has already been awarded, the final application will be placed in April of 2007.

#### PROFESSIONAL EXPERIENCE

Teacher and Early Childhood Coordinator, St. Andrew's School, Nassau, Bahamas - 2001-2004

Teacher of Reception (ages 4 1/2-5 1/2) - Full-time classroom teacher. Early Childhood Coordinator/Team Leader- Responsible for coordinating teachers, parents and students in the Early Learning Center (Pre-Reception and Reception grade levels), including parent education, teacher support, parent support, budget handling, administrative decisions, scheduling, facilitating planning for IBPYP program, modeling of inquiry methodology, curriculum development and implementation. Accreditation Committee Chairperson - Responsible for assessment committee report in CIS accreditation application. School Curriculum/Program Implementation - Coordinated the implementation of an assessment program including student led conferencing and student portfolios in grades Pre-Reception through 2, collaborated on the development and implementation of the guided reading language arts program in grades Reception through 2.

Teacher, Early Childhood Coordinator and IBPYP Coordinator, Bavarian International School, Haimhausen (Munich), Germany — 1999-2001
Teacher of Pre-Reception (ages 4 1/2-5 1/2) - Full-time classroom teacher.
Early Childhood Coordinator (January 2000-July 2001) - Responsible for coordination of teachers, parents and students from Pre-Reception through grade 2, including parent education, teacher support, budget handling, administrative decisions, scheduling and student observation. IBPYP Coordinator (March 2000-July 2001) - Coordinator of IB Primary Years Program, including weekly planning, curriculum development, teacher training, parent education and development of an assessment program for the primary school. Presenter - Collaborative Assessment, a primary school assessment and reporting system at ECIS conference in Nice, France (Nov. 2000). Lunch Time Activities - Sewing, Cooking, Clay Modeling.

Teacher, International School of Monagas, Maturin, Venezuela — 1998-1999 Teacher of Grade One (ages 6-7) - Full-time classroom teacher. Curriculum Development - IB FYP for grade 1, Mathematics curriculum for grades Kindergarten through 12. After School Activities - Jr. Drama, Clay Modeling.

Teacher and Grade Level Coordinator, Jakarta International School, Jakarta, Indonesia- 1993-1998

Teacher of grade 1 (ages 6-7) - Full-time classroom teacher from 1993-1996.
Teacher of Prep Senior (ages 5-6) - Full-time classroom teacher from 1996-1998.
Grade Level Coordinator (Both in grade 1 and Prep Senior) - Responsible for curriculum development, team planning, budget handling, administrative decisions, implementation of curriculum and parent education. Committee Member - Member of Maths Curriculum Committee for the Elementary section, member of Science Curriculum Committee for the Elementary section, including curriculum development and in-service. Presenter - Science and ISCP (International Schools Curriculum Project) Planning for Elementary School Teachers, J.I.S., ESOL in the Classroom, J.I.S. After School Activities - Cooking, Clay Works, Soccer (ages 5-6).

Teacher, American School of Milan, Milan, Italy—1991-1993
Teacher of Kindergarten 2 (ages 5-6) - Full-time classroom teacher. Curriculum Development - Curriculum writing for Kindergarten 2 and grade 1, all subject areas. Tutor - Responsible for tutoring students in Math and Science in grades 4, 5 and 6. Presenter - Participant of Horace Mann Grant program including two in-service presentations: Journals and The Writing Process, Author of the Month and Reader's Theater. Coach - High School Girls Soccer Club.

Teacher, Pinckney Elementary School, Lawrence, Kansas, USA—1987-1991
Teacher of Kindergarten (ages 5-6) - Full-time classroom teacher. Presenter - Math Their Way, Hands-On Mathematics for Elementary School, Lawrence School District. Representative - Represented Elementary Educators on the University of Kansas/Kansas Board of Education Teacher Education Council. After School Activities - Cooking, Masks, Sharing Nature.

Teacher, Sherwood Elementary School, Lawrence Kansas, USA- Dec. 1996-June 1987 Teacher of grade 6 (ages 11-12) - Full-time classroom teacher (full-time substitute for contracted teacher).

#### EDUCATION

Master of Science in Education/Curriculum and Instruction (emphasis on Language Arts, thesis on Early Literacy) - University of Kansas, October 1991

Bachelor of Science in Elementary Education (emphasis on English and History) - University of Kansas, January 1987

Certified at Elementary K-8 Level in Missouri, U.S.A., Lifetime Certification. Expired certification from Kansas, U.S.A.

#### INTERESTS AND ACTIVITIES

Reading, Writing, Travel, Cooking, Languages, Art, Music, Cultures, Bicycling, Yoga.

Languages: English (Native Language), Indonesian (Semi-fluent), Spanish (Semi-fluent), Italian (Moderately-fluent), American Sign Language (Learning).



April 3, 2007

Thomas A. Nida, Chair District of Columbia Public Charter School Board 3333 14th Street, NW Suite 210 Washington, DC 20010

re:

Statement of Interest and Qualifications for Washington Yu Ying Public Charter School

Dear Chairman Nida and Members of the Board:

I am pleased to declare my commitment and support to Washington Yu Ying Public Charter School.

As a member of the founding group, I have worked collaboratively with other founding members in various capacities associated with producing the application, including conducting research, writing sections of the charter application, networking, and meeting with my founding colleagues on a regular basis to plan and accomplish the various required tasks. If our charter is granted, I will continue to work collaboratively with other founding members on the tasks that need to be accomplished prior to opening in September of 2008.

My area of expertise is in the field of education. I have 20 years experience in education, with over 10 years using the structured inquiry methodology of the IBPYP. I am currently working towards my PhD in Early Childhood Education with a minor in multicultural/multilingual education. I anticipate that my role with our charter school over the next 18 months will continue to be primarily in the area of curriculum and instruction, with an emphasis on the development of the early childhood program.

As indicated in the Washington Yu Ying Public Charter School application, the founding group of Washington Yu Ying Public Charter School has not yet determined who will be invited to join the initial Board of Trustees. However, I have reviewed the responsibilities of the Board of Trustee and each Trustee individually, as described in the Washington Yu Ying Public Charter School application and the attached job descriptions for the Board of Trustees and individual



trustees, and I would enthusiastically agree to serve in this role if requested by the founding group.

Sincerely,

Amy Quinn

3 Walter Houp Ct. N.E.

Washington, D.C. 20002

#### Carmen F. Rioux-Bailey

2817 18<sup>th</sup> Street NW Washington, DC 20009 Home: 202-483-0225 criouxba@gmu.edu

#### **EDUCATION**

2003 Ed.S. The George Washington University, Washington, DC Special Education Leadership: Systems Change

1997 M.Ed. George Mason University, Fairfax, VA Education Leadership

1986 B.A. Marymount University, Arlington, VA Special Education

#### PROFESSIONAL EXPERIENCE

# 2005-Present Special Education Instructional Faculty, George Mason University, College of Education and Human Development

- Full-time Instructional Faculty in Fall, 2006
- Teach graduate and undergraduate GMU students both on-campus and in Outreach Cohorts.
- Courses taught: EDSE 501, 540, 442, 542, 428, 628, 629, 661 and 662

#### 2003-2005 Project Director, GMU LIFE Program, and SELF Outreach Faculty

Kellar Institute for Human disAbilities, George Mason University, Fairfax, Virginia

- Responsible for all aspects of defining and operating a model demonstration program of Graduate School of Education to provide students with significant disabilities with a postsecondary program
- Train and supervise Graduate Research Assistants
- Promote, publicize, and develop program capacity, including securing funding, donations, and community investment
- Teach graduate-level special education courses to pre-service and inservice educators

#### 2002-2003 Project Coordinator

Academy for Educational Development, Disabilities Studies and Services Center Washington, DC

- Responsible for overall coordination of the following federally-funded projects: The National Collaborative on Workforce and Disability for Youth, and the Study on the Alignment of General and Special Education Reform in CSRD-Funded Title I Schoolwide Programs.
- Organize and maintain schedules for deliverables and coordinate the task-specific activities of projects to ensure
  quality publications, reports, evaluations, and case studies.
- Facilitate communication and coordination of activities among project staff, lead staff at partnering entities, and advisory groups and funders to ensure quality and consistent progress in projects' work scopes.
- Plan and develop qualitative studies, website content and processes, research, write, and edit products and

proposals.

• Develop and provide training and presentations, provide technical assistance and dissemination.

#### 1997 - 2002 Training and Technical Assistance Specialist

Kellar Institute for Human dis Abilities, Region IV Training and Technical Assistance Center, George Mason University, Fairfax, Virginia

- Grant-funded GMU Faculty position through the Virginia Department of Education
- Provide training and technical assistance to professionals who serve individuals with disabilities in all disability areas (from birth to age 22) in nineteen Virginia city and county public school systems
- Provide individual, school-wide, and system-wide consultation in the areas of Curriculum and Instruction, Inclusion, and Transition
- Deliver workshop and inservice training for educators/service providers at the request of Local Education Agencies and Community Service Providers
- Train LEAs on Virginia Department of Education initiatives
- Write research-based articles for professional newsletter
- Establish and facilitate system change initiatives by forming outreach coalitions and interagency teams for all aspects of Transition
- Maintain leadership roles with state, regional and local organizations, committees, and task forces

#### 1999-2005 Adjunct Professor

Graduate School of Education, George Mason University

- EDSE 544 Adaptive Methods and Postsecondary Transition
- EDSE 629 Secondary Curriculum and Strategies for Students with Mild Disabilities
- EDSE 628 Elementary Reading/Curriculum Strategies for Mild Disabilities

#### 1986-1997 Teacher, Special Education

Fairfax County Public Schools

Fairfax County, Virginia

- Educator for elementary and middle school students with disabilities
- Implemented inclusion with co-teaching model
- Wrote and received grant funding for portable technology for students with written language disabilities
- Wrote and received grant funding for Teacher Assistance Team model

#### PROFESSIONAL ASSOCIATIONS AND COMMITTEES

Council for Exceptional Children (CEC)

- Division of Career Development and Transition
- Division for Learning Disabilities
- Division on Developmental Disabilities
- Teacher Education Division

National Association of Workforce Development Professionals

Future Ouest Conference Committee Member (1997-2002)

Langley Residential Services Board Member (1997-1999)

Fairfax County Schools Transition Task Force (1997-998)

#### SELECTED CONFERENCE PRESENTATIONS

VAVESNP annual conference: Teaching Students with Disabilities about Adult Rights and Responsibilities (2004)

The ARC 2<sup>nd</sup> Annual Parent/Professional Symposium: Sibling Issues (2003)

Virginia Transition Forum: Virginia's Diploma Options, Graduation Requirements, and Transition (2002)

VA CEC: Best Practices in Transition Planning (2002)

DEC's Families Are Special Too Conference: Self-Determination Across the Life Span (2001)

Virginia Transition Forum: Self-Determination: What Students Need to Know (2000/2001)

DCDT Summer Institute: Cognitive Strategy Instruction for Secondary Learners (2000)

#### SELECTED PUBLICATIONS

Relish is for More than Hot Dogs: Helping Students Make Their Own Sweet Success. (2004). Washington, DC: National Information Center for Children and Youth with Disabilities

Students with Disabilities and Access to Community Colleges. (2004). Washington, DC: HEATH Resource Center

Virginia's College Guide for Students with Disabilities (1993) Virginia Department of Education



March 23, 2007

Thomas A. Nida, Chair District of Columbia Public Charter School Board 3333 14th Street, NW Suite 210 Washington, DC 20010

Re: Statement of Interest and Qualifications for Washington Yu Ying Public Charter School

Dear Chairman Nida and Members of the Board:

I am pleased to declare my commitment and support to Washington Yu Ying Public Charter School.

As a member of the founding group, I have worked collaboratively with other founding members in various capacities associated with producing the application, including conducting research, writing sections of the charter application, networking with potential supporters and advisors, and meeting with my founding colleagues on a regular basis to plan and accomplish the various required tasks. If our charter is granted, I will continue to work collaboratively with other founding members on the tasks that need to be accomplished prior to opening in September of 2008.

My areas of expertise are in the field of Special Education, teacher preparation, working with culturally and linguistically diverse youth and their families, and both K-12 and higher education. I have over 25 years of experience in education, and am on the faculty of a local university. I anticipate that my role with our charter school over the next 18 months will continue to be primarily in an advisory and research capacity, and in particular I expect to assist the school in its mission of providing a highly quality education to a diverse population by collaborating with faculty from George Mason University and availing itself of our many resources.

As indicated in the Washington Yu Ying Public Charter School application, the founding group of Washington Yu Ying Public Charter School has not yet determined who will be invited to join the initial Board of Trustees. However, I have reviewed the responsibilities of the Board of Trustee and each Trustee individually, as described in the Washington Yu Ying Public Charter School application and the attached job descriptions for the Board of Trustees and individual trustees, and I would be honored to serve in this role if requested by the founding group

Sincerely,

Carmen Rioux-Bailey, Ed.S.

Instructional Faculty, George Mason University

A Chinese Immersion, IBO World Candidate, Public Charter School in the Nation's Capital

Washington, DC

USA

www.washingtonyuying.org

Telephone +1 202.285.9613

Fax +1 202.536.5904

Email mary@sirendc.com

#### **Professional Experience**

#### Principal 7/02 - present

Siren Digital Communications, LLC, Washington, DC. (www.sirendc.com) SirenDC produces new media that tells our client's story. We design, build, and implement interactives, websites, videos kiosks, presentations, DVDs.

I am the financial and operations manager, business developer, and marketing manager. Our clients are businesses, and some of the largest organizations in the DC area. The company has grown significantly over the last five years

#### Director of Business Development 2/01 – 7/02

Schott Applied Power Corporation, Rocklin, CA. SAPC is a distributor and integrator of photovoltaic (solar-electric) equipment.

Responsibilities and results: Developing and executing marketing strategy for SAPC and working as liaison for parent company's solar sales effort worldwide.

- Developed and implemented SAPC marketing strategy, tracked \$600,000 budget, built unified marketing effort, and remotely managed three staff.
- Increased SAPC visibility dramatically through clear literature, frequent press releases, trademarked product line, brand management.
- Executed various marketing activities: developed the website www.schottappliedpower.com; wrote press releases, created sales presentations, developed messaging, etc.
- Assisted in the creation of a worldwide sales force for Schott solar effort through strategy development, training, and research activities.

#### Director of Renewable Energy Projects 2/98 – 1/00

Trace Engineering, Arlington, WA. Trace Engineering, now a division of Xantrex, manufactures inverters for the renewable energy industry.

Responsibilities and results: Established the East Coast marketing presence for Trace Engineering, which included managing all Trace's East Coast client accounts, government and special projects throughout the country and overseas.

- Instituted account management for Trace's East Coast distributors.
- From 1998-9 East Coast client sales increased by 108%.
- Appointed as account manager for Trace's largest client, BP Solar.
- Created and delivered training and marketing presentations to dealers and distributors throughout the country and overseas.
- Represented Trace in a variety of government groups, non-governmental organizations, and standards organizations.
- Managed and executed a range marketing activities: public relations campaigns, proposal writing, business planning, trade shows, and collateral creation.

#### Acting and Associate Director PV Programs 7/96 – 2/98

Solar Energy Industries Association, Washington, DC. SEIA is the trade association of the US solar energy industry.

Responsibilities and results: Managed member activities and US government contracts for the Photovoltaics Division that focused on marketing, education and awareness projects.

- Managed \$500,000, ¼ of all SEIA revenue, of US Department of Energy funded contracts. All contract deliverables were produced on time and under budget.
- Built consensus within the membership and coordinated membership input to US Department of Energy programs.
- Researched and produced a biweekly service that provided members with time sensitive trade leads, news and market research.

#### Manager of Business Development

Information Concepts, Inc., Washington, DC. Information Concepts is a software development firm.

1/94 - 8/94 6/95 - 7/96

Responsibilities and results: Promoted from Marketing Coordinator to Project Manager to Manager of Business Development.

- Managed software projects that were delivered on time and on budget.
- Designed software, managed up to five programmers, wrote documentation, maintained client relationships, managed time lines and trained users.
- Developed, wrote, designed and produced all company brochures, sales presentations, project descriptions and other sales literature.
- Managed three person sales staff.

#### Personal Experience

Founding Board 10/05 to Present	I am on the Founding Board of the Washington Yu Ying Public Charter School.
Invertebrate Interpreter 1/01 to 1/04	Volunteer/docent at the National Zoo in the Invertebrate House
Masters of Business Administration 2003	George Washington University, Washington, DC. Specialization: Environmental Entrepreneurship. Completed Spring of 2003.
Millennium Snapshot 2/00 – 11/00	Traveled for nine months throughout Asia. Produced a website with articles and photos from the trip – <a href="www.millenniumsnapshot.com">www.millenniumsnapshot.com</a> Contracted with Trace Engineering to deliver sales presentations and gather intelligence.
Bachelor of Arts 1992	George Washington University, Washington, DC. Major: International Affairs. Minors: Economics, German. Internships: Overseas Private Investment Corporation and American Council of Young Political Leaders
International Experience	Have lived overseas for five years, traveled to over 50 countries for pleasure or work, and speak functional Mandarin Chinese and German.



March 31, 2007

Thomas A. Nida, Chair District of Columbia Public Charter School Board 3333 14th Street, NW, Suite 210 Washington, DC 20010

re:

Statement of Interest and Qualifications for Washington Yu Ying Public Charter School

Dear Chairman Nida and Members of the Board:

I am pleased to declare my commitment and support to Washington Yu Ying Public Charter School.

As a member of the founding group, I have worked collaboratively with other founding members in various capacities associated with producing the application, including writing sections of the business and operations plans, visiting a number of elementary and charter schools and interviewing their Principals, doing the budget, hiring, recruiting new founders, researching grants, outreach and more. My firm, Siren Digital Communications, LLC also created the Washington Yu Ying PCS logo and website. If our charter is granted, I will continue to work collaboratively with other founding members on the tasks that need to be accomplished prior to opening in September of 2008.

My area of expertise is in the field of business management and marketing communications. I have 12 years of experience in my field. I have an MBA and BA in International Affairs from George Washington. I anticipate that my role with our charter school over the next 18 months will continue to be primarily as Founding member and then Board of Trustees.

As indicated in the Washington Yu Ying Public Charter School application, the founding group of Washington Yu Ying Public Charter School has not yet determined who will be invited to join the initial Board of Trustees. However, I have reviewed the responsibilities of the Board of Trustee and each Trustee individually, as described in the Washington Yu Ying Public Charter School application and the attached job descriptions for the Board of Trustees and individual trustees, and I would enthusiastically agree to serve in this role if requested by the founding group.

Sincerely,

Mary Shaffner

1637 Irving St, NW, Washington, DC

A Chinese Immersion, IBO World Candidate, Public Charter School in the Nation's Capital

#### Qinghua Wang

9534 Daniel Lewis Lane Vienna, Virginia 22181 (703) 879-4437

E-mail: qingmali@yahoo.com

Summary Ms. Qinghua Wang teaches Chinese at the Thomson Elementary School in Washington DC. She is fully licensed and is nationally certified as a teacher of Chinese. She has taught in the US for eleven years. Students have ranged from young children to adults and from beginner to advanced language studies. She taught at the university level in China for seven years and developed curriculum for a variety of courses.

Qualifications Bachelors Degree in Education, graduate work in child psychology, DC teaching license, certified to teach Chinese by the American Council on the Teaching of Foreign Languages (ACTFL), Proficient in English and Chinese.

#### Experience

Present	Thomason Elementary School, District of Columbia Public Schools, Licensed Teacher, Contact: Dr. Camp, Principal. (202) 898-4660
Spring 2005	Marshall Academy, Fairfax Public Schools, Fairfax, VA, HS Chinese Teacher, Contact: Mr. Jeff McFarland, Administrator (703) 714-5681 Taught Chinese I through Advanced Placement levels.
2005-2006 childre	Chun Ya (Little Sprouts) Chinese Play School, Washington, DC, Founding teacher Contact: Ms. Toby Fang, (202) 543-5877 Founding teacher for pre-school dedicated to teaching Mandarin Chinese to Chinese an adopted by American families.
2000-Present	Fairfax Hope Chinese School, Fairfax, VA, Chinese Language and Culture teacher Contact: Ping Liu, Dean of Studies, (571) 239-1527  Teach Chinese language and culture to intermediate level students.
2003–2	2004 Bright Horizons Family Solutions, Washington, DC, Lead Teacher, Contact: Gwendolyn Mayfield (202) 501-1945 Lead teacher child development center
1997-2000	Wei Hua Chinese School, Annandale, VA, Chinese Culture and Language Teacher, elementary level students
1993-Present	Tutoring Metropolitan Washington, DC, tutor adult students in Chinese language and culture from all backgrounds and levels of ability
1986-1993	Yunnan Education College, Kunming, China, Associate Professor, Taught and published research on adolescent psychology.
• .	

#### Education

1993-1996 George Washington University, Washington, DC Visiting Scholar at Graduate School of Psychology

1985-1986

Beijing Normal University, Beijing China
Graduate work and research in educational psychology
Southeastern Normal University, Chongqing, China
Bachelor of Arts in Education



April 5, 2007

Thomas A. Nida, Chair District of Columbia Public Charter School Board 3333 14th Street, NW Suite 210 Washington, DC 20010

re:

Statement of Interest and Qualifications for Washington Yu Ying Public Charter School

Dear Chairman Nida and Members of the Board:

I am pleased to declare my commitment and support to Washington Yu Ying Public Charter School.

As a member of the founding group, I have worked with other founding members in various capacities associated with producing the application, including teaching the Chinese Language in general and to urban DC students. If our charter is granted, I will continue to work collaboratively with other founding members on the tasks that need to be accomplished prior to opening in September of 2008.

I teach Chinese at Thomson Elementary School in Washington DC. I am fully licensed and nationally certified as a teacher of Chinese. I have taught in the US for eleven years. Students have ranged from young children to adults and from beginner to advanced language studies. I have the following qualifications: a Bachelors Degree in Education, graduate work in child psychology, DC teaching license, certified to teach Chinese by the American Council on the Teaching of Foreign Languages (ACTFL), Proficient in English and Chinese.

Sincerely,

Qinghua Wang

9534 Daniel Lewis Land Vienna, Virginia 22181

(703) 879-4437

E-mail: qingmali@yahoo.com

A Chinese Immersion, IBO World Candidate, Public Charter School in the Nation's Capital

# J. REQUIRED DOCUMENTS

- 1) Charter School Board of Trustees Job Description
- 2) Charter School Individual Trustee Performance Expectations
- 3) Articles of Incorporation, as amended, of Washington Yu Ying Public Charter School
- 4) Amended and Restated Bylaws of Washington Yu Ying Public Charter School (As currently in effect), and Conflict of Interest Policy
- 5) Letter from the IRS recognizing 501(c)(3) tax exemption
- 6) Board Policies

	BOARD MEMBER AGREEMENT
that the Board of Trus	understand that, as a member of the Board of Trustees of the Public Charter School, I have a legal and moral responsibility to ensure stees does the best work possible in pursuit of its goals. I believe in the ion of the organization, and I will act responsibly and prudently as its
Description that gove fulfilling my responsi and by partnering wit	stand the Trustee Job Description and the Board of Trustees Job on my work on the Board. I will perform my duties as a Board member in bilities as an individual Trustee as specified in the Trustee Job Description the other Trustees to fulfill the responsibilities of the collective Board as all of Trustees Job Description.
call me and discuss m	e commitments to Washington Yu Ying, I will expect the Board Chair to by responsibilities with me. After discussion, if I still feel unable to fulfill will resign from the Board.
In turn, Washington Y	Yu Ying will be responsible to me in several ways.
1 Twill be c	ant without request quarterly financial reports and an undate of

- organizational activities that allow me to meet my fiduciary duties.
- 2. The organization will help me perform my duties by keeping me informed about issues in public charter schools' curriculum, finance and development, applicable law, and by offering me opportunities for professional development as a board member.
- 3. Other Board members and the Head of School will respond in a straightforward fashion to questions I have in relation to my Board and Committee-related responsibilities to Washington Yu Ying.
- Other Board members and the Head of School will work in good faith with me towards achievement of our goals.
- If the Washington Yu Ying does not fulfill its commitments to me, I can call on the Board Chair and Head of School to discuss these responsibilities.

· · · · · · · · · · · · · · · · · · ·	Date:	
Member, Board of Trustees		
	Date:	
Chair, Board of Trustees		
	Date:	•
Head of School		•

# Conflict of Interest Forms for each Member of the Founding Group

# In alphabetical order:

- Lisa (Seachrist) Chiu
- Deborah M. Crane
- Jill Eynon
- Thesia I. Garner
- Steven Glazerman
- Andrea Lachenmayr
- Alejandra Maudet
- Manisha J. Modi
- Jameelah S. Muhammad
- Colleen Popson
- Amy Quinn
- Carmen Rioux-Bailey
- Mary Shaffner
- Qinghua Wang

(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?	YesNo_I		
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?	YesNo_1		
3.	Did or will you or your spouse lease or sell property to the proposed charter school?	Yes No_1		
4.	Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school?	YesNo_/		
5.	Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money?	Yes No_i		
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_1/		
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?	YesNo_(		
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?	YesNo		
11.	Do you currently serve as a public official?	YesNo_/		
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		
	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/		
Sign	Founder/P Title	ProspectiveTrustee		
	SHINGTON YU YING PUBLIC CHARTER SCHOOL Date Subm	aich 07  itted		

# Conflict of Interest Form Explanation for Lisa Chiu

7. Did you or your spouse provide any start up funds to the proposed charter school?

I provided \$250.00 in cash to open our corporate bank account. In addition, I bought application guideline books from FOCUS for a total of \$225.00.

Deborah Crane

# **CONFLICT OF INTEREST FORM**

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

	ctions: If you answer "yes" to any of the following questions, please te sheet of paper. Please label explanations with the number of the o			
	o or will you or your spouse have any contractual agreements with the arter school?	ne proposed	Yes	No
ow	o you, your spouse, or any member of your immediate family have a wnership interest in any educational service provider (ESP) or any or ntracting with the proposed charter school?		Yes	. No
	d or will you or your spouse lease or sell property to the proposed one oi?	harter	Yes	.No
	d or will you or your spouse sell any supplies, materials, equipment or onal property to the proposed charter school?	or other	Yes	. No
	ave you or your spouse guaranteed any loans for the proposed charte aned it any money?	er school or	Yes	. No
	e or will you, your spouse, or any member of your immediate family aployed by the proposed charter school, its ESP or other contractors			No
7. Die	d you or your spouse provide any start up funds to the proposed ch	arter school?	Yes	No
ow	d or do you or your spouse, or other member of your immediate far mership interest, directly or indirectly, in any corporation, partnership ociation, or other legal entity which would answer "yes" to any of the second of the s	p,	Yes	No
hav	oes any other board, group, or corporation believe it has a right to co we input on votes you will cast as a founding member or member 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? Civil servant at U	S. Treasury	Yes_	No
	ve you, your spouse, or any member of your immediate family appliablish or participated in the establishment of a charter school?	ed to	Yes	No
give sch	the best of your knowledge, are there situations not described above the appearance of a conflict of interest between you and the proposol, or which would make it difficult for your to discharge your dutication to the proposed charter of the proposed charter.	sed charter les or	Yes	No
Signatu	loral M. Crane	Founder/Pro	ospectiv	<u>eTrustee</u>
WASTI	INGTON YU YING PUBLIC CHARTER SCHOOL	3/21/	07	,
	ant Organization	Date Submit	ted	

Conflict of Interest Form - Addendum for Deborah Crane

Explanation of items marked "yes":

- 7. I provided a check for \$200 as a contribution to start-up funds in early 2007.
- 11. I am a career employee at the U.S. Treasury Department in the International Affairs division. Before undertaking outreach activities on behalf of Washington Yu Ying School, I consulted with the Ethics Attorneys at the U.S. Treasury Department to alert them to my connection with the school and ensure that my activities would not constitute a 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 charter school?	proposed .	Yes	No.V	
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 contracting with the proposed charter school?		Yes	No.V	
3. ´	Did or will you or your spouse lease or sell property to the proposed chaschool?	rter	Yes	No <u>V</u>	
4.	Did or will you or your spouse sell any supplies, materials, equipment or personal property to the proposed charter school?	other	Yes	No.	
5.	Have you or your spouse guaranteed any loans for the proposed charter loaned it any money?	school or	Yes	No.L	
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?	e	Yes	No <u>/</u>	
7.	Did you or your spouse provide any start up funds to the proposed chart	er school?	Yes	$N_0 V$	
8.	Did or do you or your spouse, or other member of your immediate familiownership interest, directly or indirectly, in any corporation, partnership, association, or other legal entity which would answer "yes" to any of the 1-7?		Yes	No_ <u>/</u>	
9.	Does any other board, group, or corporation believe it has a right to conhave input on votes you will cast as a founding member or member of the of Trustees?		Yes	No. L	
10.	Do you currently serve as a member of the board of any public charter se	chool?	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 establish or participated in the establishment of a charter school?	to	Yes	No	
13.	To the best of your knowledge, are there situations not described above give the appearance of a conflict of interest between you and the propose school, or which would make it difficult for your to discharge your duties exercise your judgment independently of behalf of the proposed charter.	ed charter s or	Yes]	No	
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<b>\Y</b> / A	SHINGTON YU YING PUBLIC CHARTER SCHOOL	7/5/	07	•	
		Date Submi	tted	• •	

I participated in applying for the establishment of a charter school two years ago, DCIA, Dupont Circle International Academy.

12.

(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. 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 V 3. Did or will you or your spouse lease or sell property to the proposed charter school? Yes Nov Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school? 5. Have you or your spouse guaranteed any loans for the proposed charter school or Yes\_\_\_No\_ 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 V 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 9. Does any other board, group, or corporation believe it has a right to control or Yes\_\_\_ No\_1/ have input on votes you will cast as a founding member or member of the Board of Trustees? 10. Do you currently serve as a member of the board of any public charter school? 11. Do you currently serve as a public official? 12. Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school? 13. To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for your to discharge your duties or exercise your judgment independently of behalf of the proposed charter school? Founder/ProspectiveTrustee Title Signature 23,2007 WASHINGTON YU YING PUBLIC CHARTER SCHOOL Applicant Organization

(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? 2. Do you, your spouse, or any member of your immediate family have any Yes\_\_\_No ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school? Did or will you or your spouse lease or sell property to the proposed charter No L Did or will you or your spouse sell any supplies, materials, equipment or other Yes\_ \_ No **∠** personal property to the proposed charter school? 5. Have you or your spouse guaranteed any loans for the proposed charter school or No loaned it any money? 6. Are or will you, your spouse, or any member of your immediate family be No employed by the proposed charter school, its ESP or other contractors? Did you or your spouse provide any start up funds to the proposed charter school? 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 Yes Nov Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Trustees? 10. Do you currently serve as a member of the board of any public charter school? Yes No 2 11. Do you currently serve as a public official? 12. Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school? a nother 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? Founder/ProspectiveTrustee

WASHINGTON YU YING PUBLIC CHARTER SCHOOL

Applicant Organization

Date Submitted

(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 charter school?	proposed	•	_ 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 contracting with the proposed charter school?	company		No <u>X</u>
3.	Did or will you or your spouse lease or sell property to the proposed charschool?	ter	Yes	NoX
4.	Did or will you or your spouse sell any supplies, materials, equipment or opersonal property to the proposed charter school?	other	Yes	_No <u>X</u>
5.	Have you or your spouse guaranteed any loans for the proposed charter s loaned it any money?	chool or		No <u>X</u>
б.	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 <u>X.</u>
7.	Did you or your spouse provide any start up funds to the proposed charte	er school?	Yes X	_No
8.	Did or do you or your spouse, or other member of your immediate family ownership interest, directly or indirectly, in any corporation, partnership, association, or other legal entity which would answer "yes" to any of the old-7?		Yes	No <u>X</u>
9.	Does any other board, group, or corporation believe it has a right to contrave input on votes you will cast as a founding member or member of the of Trustees?		Yes	No.X
10.	Do you currently serve as a member of the board of any public charter sc	hool?	Yes	No.X
11.	Do you currently serve as a public official?	,	Yes	NoX
12.	Have you, your spouse, or any member of your immediate family applied establish or participated in the establishment of a charter school?	to	Yes	. No <u></u>
13.	To the best of your knowledge, are there situations not described above the give the appearance of a conflict of interest between you and the proposed school, or which would make it difficult for your to discharge your duties exercise your judgment independently of behalf of the proposed charter so	d charter or	Yes	No_X
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7	Andrea Lachermayr	4/11	カゴ	
	SHINGTON YU YING PUBLIC CHARTER SCHOOL	<del>1171.</del>	<u> </u>	<del></del>
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# Attachment to Conflict of Interest Form Andrea Lachenmayr

# Explanation of "yes" responses

- 1. I am an associate at Thelen Reid Brown Raysman & Steiner LLP, a law firm that has agreed to provide pro bono legal services to the founding group in connection with the formation of the Washington Yu Ying Public Charter School. Although my firm has agreed to provide legal services on a pro bono basis, we have entered into an engagement letter with Mary Shaffner, on behalf of the founding group, pursuant to which the founding group has agreed to reimburse us for miscellaneous non-legal disbursements, including photocopies and filing fees. My firm has paid \$750 in filing fees to the IRS on behalf of Washington Yu Ying but has deferred billing of such fees. I anticipate that my firm's pro bono arrangement with Washington Yu Ying will continue following the award of a charter.
- 7. Individually, I have contributed \$250 in cash toward Washington Yu Ying's start-up costs.

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

Applicant Organization

Questions # 1 and # 6 As an educational consultant s may sometime be hired by Yu Ying Public Charter School.

I am not now contracted nor employed or contracted by the proposed Charter School, its ESP or other contractors

Alejandra Maudet

[Jasel 3/25/07]

(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. Do or will you or your spouse have any contractual agreements with the proposed charter school? Do you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school? 3. Did or will you or your spouse lease or sell property to the proposed charter Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school? 5. Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money? Yes\_\_\_No V 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\_ \$200 donate 7. Did you or your spouse provide any start up funds to the proposed charter school? Yes\_Nov for costs of recr 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? 10. Do you currently serve as a member of the board of any public charter school? 11. Do you currently serve as a public official? 12. Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school? 13. To the best of your knowledge, are there situations not described above that may Yes No \ 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? Founder/ProspectiveTrustee Title WASHINGTON YU YING PUBLIC CHARTER SCHOOL Applicant Organization

(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 charter school?	e proposed .	Yes	No 🗸
2.	Do you, your spouse, or any member of your immediate family have an ownership interest in any educational service provider (ESP) or any oth contracting with the proposed charter school?		Yes	No
.3.	Did or will you or your spouse lease or sell property to the proposed cheschool?	ıarter	Yes	No 🗸
4.	Did or will you or your spouse sell any supplies, materials, equipment of personal property to the proposed charter school?	r other	Yes	No
5.	Have you or your spouse guaranteed any loans for the proposed charter loaned it any money?	r school or	Yes	No 🟏
6.	Are or will you, your spouse, or any member of your immediate family 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 cha	rter school?	Ycs	No_
8.	Did or do you or your spouse, or other member of your immediate farm ownership interest, directly or indirectly, in any corporation, partnership association, or other legal entity which would answer "yes" to any of the 1-7?	ο,	Yes	No. <u>/</u>
9.	Does any other board, group, or corporation believe it has a right to co have input on votes you will cast as a founding member or member of of Trustees?		Yes_·_	No.V
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 establish or participated in the establishment of a charter school?	d to	Yes	No
13.	To the best of your knowledge, are there situations not described above give the appearance of a conflict of interest between you and the propo- school, or which would make it difficult for your to discharge your duti- exercise your judgment independently of behalf of the proposed charter	sed charter es or	Yes	No_ <u>/</u>
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Sign	nature	Title		
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Apt	olicant Organization	Date Submi	tted	· ·

(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?	YesNo_V
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?	YesNo
3.	Did or will you or your spouse lease or sell property to the proposed charter school?	YesNo_i_
4.	Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school?	YesNo_
5	Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money?	YesNo
б.	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?	YesNo_
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?	YesNov
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?	YesNo
11.	Do you currently serve as a public official?	YesNo
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_/
	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
Sign	Service Founder/Projection Title	ospectiveTrustee
<b>SY</b> / A	SHINGTON YU YING PUBLIC CHARTER SCHOOL $3 \cdot \partial \cdot \partial \cdot \partial \cdot$	7
	dicant Organization Date Submi	rted

(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?	YesNo
3.	Did or will you or your spouse lease or sell property to the proposed charter school?	YesNo
4.	Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school?	YesNo
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?	YesNo
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?	YesNo
10.	Do you currently serve as a member of the board of any public charter school?	YesNo/
11.	Do you currently serve as a public official?	YesNo/.
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/
	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></u>
Sign	iature Founder/Pr	rospectiveTrustee
1377 A	CHINICTON VII VINC BUBLIC CHAPTER SCHOOL	72 7007

WASHINGTON YU YING PUBLIC CHARTER SCHOOL Applicant Organization

Washington Yu Ying Public Charter School.

Date Submitted

- 1. There is a possibility that I will apply for the job of curriculum coordinator. If I did so, and was accepted by the Principal and curriculum team, then I would have a contractual agreement with the proposed charter school.
- 6. As is the answer to question number 1, there is a possibility that I will apply for the curriculum coordinator job given my experience with early childhood and PYP. If so, then I will become an employee of the school.
- 7. I donated funds to the school in order to help with payment of advertisement fees, for a potential Principal.

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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?	YesNo
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?	YesNo
3.	Did or will you or your spouse lease or sell property to the proposed charter school?	YesNo
4.	Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school?	YesNo
5.	Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money?	YesNo
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?	YesNo
7.	Did you or your spouse provide any start up funds to the proposed charter school?	YesNo
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?	YesNo
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?	YesNo
10.	Do you currently serve as a member of the board of any public charter school?	YesNo
11.	Do you currently serve as a public official?	YesNo
12.	Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school?	YesNo
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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	SHINGTON YU YING PUBLIC CHARTER SCHOOL 3//	8/07
App	licant Organization Date Submi	tied

(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?	YesNo_K
3.	Did or will you or your spouse lease or sell property to the proposed charter school?	YesNo_X
4.	Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school?	YesNo_X
5.	Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money?	YesNo_K
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?	YesNo_/
7.	Did you or your spouse provide any start up funds to the proposed charter school?	Yes X 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?	YesNo_(
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_K
10.	Do you currently serve as a member of the board of any public charter school?	YesNo_4
11.	Do you currently serve as a public official?	Yes No_4
12.	Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school?	YesNo_K
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_\(\frac{\chi}{2}\)

Signature

Founder/ProspectiveTrustee Title

WASHINGTON YU YING PUBLIC CHARTER

Applicant Organization

April 5, 2007

District of Columbia Public Charter School Board 3333 14th Street, NW, Suite 210 Washington, DC 20010

re:

Conflict of Interest Form

To Whom It May Concern::

I answered yes to numbers 1 and 7 on the Conflict of Interest Form. Each answer is explained subsequently.

For number 1 regarding contractual agreements with the proposed charter school. My firm, Siren Digital Communications, LLC design the proposed school's logo and website on a probono basis. I could imagine in the future if we continued to do identity work for the school: websites, brochures and the like that we would eventually need to charge for some of this type of work.

For number 7, I did provide \$250 of startup funds, and much much more in in-kind support to the proposed charter school.

Thank you for your consideration of Washington Yu Ying Public Charter School

Sincerely,

Mary Shaffner 1637 Irving St, NW, Washington, DC 202,939,0802

(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 <u>}</u>
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 <del>y</del>
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_ <del>\</del> _
7.	Did you or your spouse provide any start up funds to the proposed charter school?	Yes	_No_ <u> </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>V</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>V</u>
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_ <del>/</del>
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_ <del></del>
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	Founder/Pr Title	<u>ospecti</u>	veTrustee
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Applicant Organization Date Submitte			•



# DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

# Demographic Analysis Form 2007 Application Review Process

Name of Proposed School: Washington Yu Ying Public Charter School

Proposed Location: Wards 1, 2, or 6; Tentative incubator locations are in Dupont Circle, Adams Morgan, and

Lincoln Park neighborhoods

(Address or general location: NE, SW, NW, SE. If no general location has been identified, provide information for top two options.)

Projected Age Range and Number of Students Expected to Enroll:

a. In 2008-2009

From PreK to grade 1, Number of students 150

b. At Full Capacity

From PreK to grade 8, Number of students 700

Please provide the following information for schools that serve the same age/grades as you
propose and are located in the neighborhood where you propose to establish your charter school:

Name	Projected Enrollment/ Capacity 2006-2007 <sup>1</sup>	Actual Enrollment 2006 2007	Type <sup>2</sup>	% Low Income	DCCAS Performance (% Proficient) SY 2005-2006 <sup>3</sup>	Percentage of Highly Qualified Teachers <sup>4</sup>			
Adams Morgan									
Adams ES	304	171	DCPS	80	22.7, 21.6	54			
ALTA PCS	80	80	PCS	56	14.3, 28.6	n.a.			
H.D. Cooke ES	550	286	DCPS	87	39.1, 22.6	n.a.			
Marie Reed LC	490	330	DCPS	98	47.3, 31.1	55			
Dupont Circle									
Ross ES	147	130	DCPS	71	47.7, 29.2	80			
School for the Arts In Learning (SAIL)	136	136	PCS	75	32.7, 17.3				
Lincoln Park									
Holy Comforter School	п.а.	134	Parochial	n,a.	п.а.	Π.a.			
Maury ES	276	173	DCPS	72	48.3, 21.1	89			

#### NOTES:

- 1 Capacity, enrollment, and percent low income figures are based on the DC Master Facilities Plan.
- 2 Type = DCPS, public charter school, private, parochial, independent, other. Information compiled from greatschools website (www.greatschools.net) and DC government website (dcschoolsearch.dc.gov).
  - 3 Data from 2006 AYP Report. Not applicable to private, parochial, and independent schools.

- Percentage of core subject classes that are taught by a teacher who meet's DC's highly qualified criteria. Data from the State Employed Educator Report for the 2004-2005 Academic Year, prepared by the State Education Agency Office of Academic Credentials and Standards.
- 2. Please check the ONE statement that best describes your recruitment strategy and provide a rationale for the chosen strategy:
  - I will recruit exclusively in the neighborhood where I plan to locate my charter school.
  - x I will recruit in neighborhoods other than the one where I plan to locate my school. Please list those neighborhoods. Wards 1, 2, and 6.
  - I will primarily focus my recruitment efforts in targeting specific populations of students, regardless of their neighborhood. Please describe the target population you intend to recruit (i.e., youth placed at risk, special needs, non-native English speakers, etc.)
  - I will conduct a citywide recruitment effort for my school.

Rationale: We will welcome students and families from all parts of the city, although we do not think it is feasible to recruit elementary students from the entire citywide area because of parental preferences for shorter commuting distance for their young children. Nevertheless, we do intend to draw from as wide an area as is feasible. Therefore we have defined areas for recruitment in broad terms, at the city ward level rather than neighborhood. We especially target wards 1, 2 and 6 as the "home" area for our school for three reasons:

- 1. We intend to be linked to city's downtown and cultural institutions. If we were to locate in a strictly residential area we would only have a strong draw from one or two neighborhoods. However, by locating near the places of work for a wide cross-section of DC residents, we create opportunities to bring together children from all over the city. In addition, proximity to the downtown area, along with Chinatown, Capitol Hill and the embassies in Northwest DC provides unique educational and cultural opportunities for the school. We have already received letters of support from several community organizations in these areas and we anticipate organizing frequent events and programs with embassies, museums, libraries, the National Zoo, the National Aquarium and other institutions.
- 2. We hope to serve as diverse a student body as is possible. In keeping with the school's mission to create global citizens, we aim to include students from all race/ethnic groups and from every variety of national origin. Ward 1 is the most diverse ward in the city, with representation of Latino, African immigrant, African American, Asian American, white, and mixed ethnicity families. By locating in or near Ward 1, we create opportunities for a wide mix of students. By locating in Wards 2 or 6, we can be further accessible to students from throughout the city. Depending on the precise location within those wards, we may be able to draw some students who live in other parts of the city, including communities east of the Anacostia River. The Chinese immersion curriculum will be attractive to families of Asian descent as well as the many families in DC with children adopted from China. Our interactions with families of children adopted from China suggests that many of these students would come from Capitol Hill and Wards 1 and 2. (Although they represent a small fraction of the overall school age population, our research suggests that these families will be highly motivated to enroll their children in a school like Washington Yu Ying PCS.)
- 3. We aim to locate near the areas of greatest demand for high quality alternatives to existing schools. The DCPS Out-of-Boundary transfer program provides useful data on parental demand for schooling alternatives. We examined the sending schools and communities as well as the receiving schools to determine which school areas and zip codes contain parents who are not satisfied with their neighborhood (traditional public) school. We also visited dozens of schools and

researched the waiting lists at charter schools that share features with our proposed school. The result of both types of analyses are that:

- a. Most DCPS public schools have excess capacity, and the few DCPS elementary schools that are oversubscribed (e.g. Thomson Elementary) are precisely the ones that offer the types of curricular options that we propose to expand by opening the Yu Ying PCS; e.g. language immersion, Chinese language, and/or rigorous inquiry-based education.
- b. Charter schools typically have excess demand, even in communities like Ward 1 that would appear saturated with schools. For example, Elsie Whitlow Stokes PCS has over 200 students on the waiting list. Capital City PCS had over 90 students on its wait list and DC Bilingual had 100 applications for 25 pre-Kindergarten slots in 2007. Similar stories of oversubscription can be told about charters in other wards, such as Two Rivers PCS in Ward 6 and Latin American Montessori Bilingual (LAMB) PCS in Ward 5.
- c. The types of charter schools with the greatest demand are precisely those that offer immersion and inquiry-based instruction. For example, LAMB and DC Bilingual, mentioned above, offer language immersion. Oyster Elementary School is another immersion school and it receives large numbers of applications from families out of boundary. The inquiry based charter schools (Two Rivers, Capital City, and E.L. Haynes) are also in great demand.
- d. There are a select few private schools with language offerings similar to the proposed program of Yu Ying PCS, but with tuitions between \$12,000 and \$27,000 (such as Coeus International School), they remain out of reach for the vast majority of DC families, and they do not share our mission to be a truly public institution, serving a cross-section of DC students.
- e. The areas we have selected are among the cities fastest growing in terms of student population, based on the projections presented in the DCPS Master Facilities Plan.
- 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.

Washington Yu Ying PCS will compete for enrollment on the basis of quality and uniqueness of curricular options. Many of our prospective locations are served by several school options, but the schools that are viewed as high quality by parents are consistently oversubscribed.

Our competitors for enrollment will include schools that are physically near us, wherever we eventually locate, as well those with similar curricular offerings provided that they are of high quality. The founding parents of Yu Ying PCS have attended dozens of open houses and invariably find that the curricular options we seek are lacking or else the school is vastly oversubscribed. At present, Thomson Elementary is the only alternative offering Chinese language, but they do not provide immersion. Several schools (Oyster, LAMB, and DC Bilingual) offer language immersion, but only Spanish language. Finally, there are some other charter schools offering rigorous inquiry-based curricula (Two Rivers, Capital City, and E.L. Haynes), but none offer language immersion (Chinese or other).

Even without the unique combination that Yu Ying PCS would provide, all of these schools are already oversubscribed. For example, LAMB PCS had more than 100 applications for 15 Pre-K slots as of the most recent open-house, not including the approximately 60 people who were attending the

open house and intending to add their names to the wait list. Several members of our founding group have children on the wait list at Two Rivers PCS, where the wait list numbers in the hundreds. A website for Two Rivers lists the hundreds of applicants at each grade who were not admitted, providing concrete evidence of their limited capacity to meet the parental demand.

Our main competitors for teacher recruitment include Thomson and area private schools that also seek to hire teachers who are skilled at teaching elementary subjects in Chinese. We believe that instead of competing for scarce resources, the growing number of schools offering Chinese language instruction in the DC area will generate a critical mass for emerging programs that place Chinese fluent teachers, particularly Chinese nationals, in U.S. schools.

Our competitors for facilities are other charter schools. We expect to be competitive because we have compiled nearly two years of research on locations throughout the city and developed a vast catalogue of options. We have been working with commercial realtors and real estate professionals who specialize in school facilities, including Building Hope (to participate in their incubator space program) and similar organizations. Once we obtain a charter and startup funding (via the Public Charter School Program) we will be well poised to secure loans and ultimately a facility.

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.

Our plan involves the use of incubator space for three years until we re-locate to a permanent space. We will initially recruit from a wide area, targeting families who not only live near the school, but live in other areas and work near the school. We believe it is important to be open and transparent to parents and community members about our plans for location and re-location, since commuting to school is so critical for young children. We plan to locate both the incubator space as well as the permanent space near a public transportation hub in order to make it possible for all or nearly all of the families to "follow" the school to its new location. Despite the higher rental or land purchase costs of such facilities, we believe it is an important priority for the convenience of the parents and the success of the school. In short, our recruitment strategy focuses on the academic program and relies less on the attachment to a particular neighborhood.

c. Provide a justification for the intended location if a strong presence of charter schools currently exists or will do so in the future. Describe how your proposed charter school will be successful given the surrounding schools.

We intend to take into account the ratio of students to available slots (in existing charter and traditional public schools) when selecting a specific location. We recognize, for example, that of the possible locations we are exploring. Ward 1 has a high density of existing charter schools. We intend to take such competition into account when selecting the final location. However, as indicated above, existing schools with similar curricular offerings are unable to meet existing demand. While Ward 1 has a large number of school alternatives for elementary students, the quality of those options is very uneven. As noted above, the existing charter schools in Ward 1 are heavily oversubscribed, suggesting that there is still excess demand.

# Board of Trustees Job Description

# General Responsibilities:

The Board of Trustees plays a key role in setting forth the vision for the school and ensuring the school's mission is fulfilled. The Board, as the governing body of Washington Yu Ying, will provide strategic direction for the school, nurture strong school leaders, and ensure adequate financial resources and legal compliance. In doing so, the Board of Trustees will ensure the success of the academic program, faithfulness to the terms of its charter, and long-term viability.

# Specific Responsibilities:

- Determine Mission and Purpose. The Board of Trustees will be responsible for shaping the school's mission and philosophy and ensuring that the school operates in accordance with its mission.
- Plan. The Board will review the development of, approve and oversee implementation of annual strategic plans with concrete and measurable goals to ensure that Washington Yu Ying's programs remain consistent with its mission and successful.
- Select. Evaluate and Support the Head of School. The Board will be responsible for hiring and evaluation of the Head of School. The Board will clarify their own functions as distinct from those of the Head of School, recognizing that is the Head of School's exclusive responsibility to select and supervise the school staff. The Board will establish clear objectives and expectations of the Head of School and will evaluate the Head of School with respect to these objectives and expectations and provide feedback to the Head of School that will support him or her in the fulfillment of his duties to Washington Yu Ying.
- Ensure Adequate Resources. The Board will set targets and goals for resources. While the Head of School and/or director of development will ultimately be the chief fundraiser, the Board will oversee these efforts, with individual Trustees expected to assist in such efforts as appropriate. The Board will have the ultimate responsibility for and be accountable for the financial stability and financial future of the school. The Board, through appropriate Committees, will establish targets with respect to fund-raising efforts and otherwise work to ensure the school is in a position to secure appropriate facilities in the short and long term.
- Manage Resources Effectively. The Board will ensure that the school's resources are managed effectively through review and approval of the annual budget and monitoring of

- monthly financial reports, providing for an annual audit by a certified public account in accordance with all applicable law and establishment of appropriate financial controls.
- Enhance the School's Public Standing. Trustees are ambassadors for Washington Yu Ying. As such, they will promote the mission, enrollment, recruitment and engage in general public relations for the school. They will engage the business community, the government and the DC community as a whole. The Board will set the goals of the school's community outreach program.
- Promote Fairness and Maintain Accountability Among School Personnel. The Board will adopt guiding principal for all personnel policies and procedures to be developed by the Head of School. To ensure fairness, the Board will be responsible for ensuring adequate grievance protocols, and will delineate the Head of School's authority for hiring, developing, evaluating and releasing staff, thus ensuring consistent treatment of all personnel in such processes while promoting effective performance by all.
- Ensure a Safe and Respectful Environment in which to Work and to Learn. The Board of Trustees will promote, through the development of policies to ensure compliance with all applicable laws, including in relation to health, safety, and civil rights, that Washington Yu Ying is safe and respectful environment for its employees, students and visitors.
- Recruit and Assess the Board. The Board will be responsible for assessing their own collective performance, for developing the collective and individual knowledge and awareness of responsibilities among the Trustees, and for ensuring Trustee's adhere to their commitments to Washington Yu Ying. The Board of Trustees will also be responsible for identifying gaps in the expertise of the Board of Trustees and recruiting and training new board members to ensure that the Board continues to perform its duties to Washington Yu Ying in years to come.

# **Individual Trustee Performance Expectations**

# General Responsibilities:

Responsible for actively participating in the work of the Washington Yu Ying Public Charter School (Washington Yu Ying) 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 to a prospective Trustee nominee prior to his or her nomination. The Washington Yu Ying Board of Trustees' Board Development Committee will nominate the candidate only after he or she 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 ambassador for the values, mission, and vision of Washington Yu Ying.
- 2. Work with fellow Trustees to fulfill the obligations of Board membership.
- 3. Behave in ways that clearly contribute to the effective operation of the Board of Trustees:
  - Focus on the good of the Washington Yu Ying, not on personal agenda
  - Support Board decisions once they are made in accordance with the Board's decisionmaking process
  - Participate in an honest appraisal of one's own performance as a Trustee and the performance of the Board as a whole
  - Understand and promote adherence of the Board to a role of governance and policymaking rather than administration and management
- 4. Regularly attend Board and committee meetings in accordance with the Board attendance policy. Prepare for meetings by reviewing materials and bringing the materials to meetings.
- 5. Keep informed about the school and its issues by reviewing materials, participating in discussions, and asking strategic-questions.
- 6. Use personal and professional contacts and expertise for the benefit of the school.
- 7. Serve as a member or chair of at least one committee or task force.
- 8. Actively participate in one or more fund-raising events annually, and give an annual financial contribution and support capital campaigns at a level that is personally meaningful.
- 9. Inform the Board of Trustees of Washington Yu Ying of any potential conflicts of interest, whether real or perceived, and abide by the decision of the Board related to the situation.
- 10. Understand, adhere to and promote the fiduciary duties of Trustees as individuals and the Board as a whole to Washington Yu Ying and their respective obligations to other members of the Washington Yu Ying community, seeking legal advice and professional development opportunities to enhance this understanding.

#### **BOARD MEMBER AGREEMENT**

Ι,	understand that, a	s a member of the Boar	d of Trustees of the
Washington Yu Ying I	Public Charter School, I ha	ve a legal and moral res	ponsibility to ensure
purpose and the mission	ees does the best work pos n of the organization, and		
steward.			
			the state of the s

I have read and understand the Trustee Job Description and the Board of Trustees Job Description that govern my work on the Board. I will perform my duties as a Board member by fulfilling my responsibilities as an individual Trustee as specified in the Trustee Job Description and by partnering with other Trustees to fulfill the responsibilities of the collective Board as specified in the Board of Trustees Job Description.

If I do not fulfill these commitments to Washington Yu Ying, I will expect the Board Chair to call me and discuss my responsibilities with me. After discussion, if I still feel unable to fulfill these expectations I will resign from the Board.

In turn, Washington Yu Ying will be responsible to me in several ways.

- 1. I will be sent, without request, quarterly financial reports and an update of organizational activities that allow me to meet my fiduciary duties.
- 2. The organization will help me perform my duties by keeping me informed about issues in public charter schools' curriculum, finance and development, applicable law, and by offering me opportunities for professional development as a board member.
- 3. Other Board members and the Head of School will respond in a straightforward fashion to questions I have in relation to my Board and Committee-related responsibilities to Washington Yu Ying.
- 4. Other Board members and the Head of School will work in good faith with me towards achievement of our goals.
- 5. If the Washington Yu Ying does not fulfill its commitments to me, I can call on the Board Chair and Head of School to discuss these responsibilities.

·		Date:		
Member, Board	of Trustees		,-	
	:	Date:		
Chair, Board of	Trustees			
	· · · —	Date:		<u> </u>
Head of School				<del>-</del>

# GOVERNMENT OF THE DISTRICT OF COLUMBIA.

DEPARTMENT OF CONSUMER AND REGULATORY AFFAIRS



# CERTIFICATE

THIS IS TO CERTIFY that all applicable provisions of the District of Columbia Nonprofit Corporation Act have been complied with and accordingly, this CERTIFICATE OF AMENDMENT is hereby issued to:

WASHINGTON YU YING SCHOOL, INC.

Name Changed To

YU YING PUBLIC CHARTER SCHOOL

IN WITNESS WHEREOF I have hereunto set my hand and caused the seal of this office to be affixed as of the 28th day of March, 2007.

LISA M. MORGAN Interim Director

Business and Professional Licensing Administration

PATRICIA E. GRAYS

Superintendent of Corporations

Corporations Division

Adrian M. Fenty Mayor

# ARTICLES OF AMENDMENT to the ARTICLES OF INCORPORATION of WASHINGTON YU YING SCHOOL, INC.

To: The Department of Consumer and Regulatory Affairs
District of Columbia

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

FIRST: The name of the corporation is: Washington Yu Ying School, Inc.

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

Article FIRST is hereby amended to read:

"FIRST: The name of the Corporation is Washington Yu Ying Public Charter School (hereinafter the 'Corporation')."

Article THIRD is hereby amended to read:

"THIRD: The Corporation is organized exclusively for charitable and educational purposes under section 501(c)(3) of the Internal Revenue Code, or any corresponding section of any future federal tax code. Specifically, the Corporation's sole purpose is to found and operate a District of Columbia Public Charter School to be known as "Washington Yu Ying Public Charter School." The Corporation shall have in furtherance of the aforesaid purpose all of the powers conferred upon corporations organized pursuant to the provisions of the District of Columbia Nonprofit Corporation Act, including without limitation the power to solicit grants and contributions for such purposes."

DC #276796 VYDIJT MAR 2 8 VYDIJT THIRD: The amendment was adopted by a consent in writing signed by all of the members of the Board of Trustees in office, there being no members having voting rights in respect thereof:

Date: March 26, 2007

WASHINGTON YU YING SCHOOL, INC.

(CORPORATE SEAL)

Attest:

Its Secretary or Assistant Secretary

Andrea Lachenmay K

Assistant Secretary

# **GOVERNMENT OF THE DISTRICT OF COLUMBIA**

DEPARTMENT OF CONSUMER AND REGULATORY AFFAIRS



# CERTIFICATE

THIS IS TO CERTIFY that all applicable provisions of the District of Columbia NonProfit Corporation Act have been complied with and accordingly, this **CERTIFICATE OF INCORPORATION** is hereby issued to:

WASHINGTON YU YING SCHOOL, INC.

IN WITNESS WHEREOF I have hereunte set my hand and caused the seal of this office to be affixed as of the 10th day of March, 2006.

Patrick J. Canavan, Psy. D. Director

Business and Professional Licensing Administration

ap/le

Patricia E. Grays

Superintendent of Corporations

Corporations Division

# ARTICLES OF INCORPORATION

OF

# WASHINGTON YU YING SCHOOL, INC.

(a District of Columbia Nonprofit Corporation).

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 twenty-one years or more, acting as incorporators of a corporation under the Non-Profit Corporation Act (D.C. Code, 2001 edition, Title 29, Chapter 3), adopt the following Articles of Incorporation:

FIRST: The name of the corporation is WASHINGTON YU YING SCHOOL, INC. (hereinafter the "Corporation").

SECOND: The period of duration of the Corporation shall be perpetual.

THIRD: The corporation is organized exclusively for charitable and educational purposes under section 501(c)(3) of the Internal Revenue Code, or any corresponding section of any future federal tax code. Specifically, the purpose for which the corporation is organized is to promote quality bilingual education, in English and Chinese, for children in the District of Columbia, including by founding a District of Columbia Public Charter School consistent with such purpose, and other lawful activities. The Corporation shall have in furtherance of the aforesaid purpose all of the powers conferred upon corporations organized pursuant to the provisions of the District of Columbia Non profit Corporation Act, including without limitation the power to solicit grants and contributions for such purposes.

FOURTH: The Corporation shall have no members.

FIFTH: The Board of Directors of the Corporation shall be referred to as the Board of Trustees and such persons shall be vested with the management and control of the affairs of the Corporation. The manner of election or appointment of the Trustees of the Corporations shall be prescribed by the Bylaws of the Corporation.

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.

3-10-06

- B. No substantial part of the activities of the Corporation shall be 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. 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 exemption status, or carry on any activity not permitted to be carried on by a corporation, contributions to which are deductible under §170(c)(2).
- D. 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 liabilities and obligations of the Corporation and for necessary expenses thereof, be distributed to such organization or organizations organized and operated exclusively for the 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 the assets of the property be distributed to any Trustee, officer, or any private individual.

SEVENTH: The address, including street and number, of the initial registered office of the Corporation is c/o Thelen Reid & Priest LLP, 701 Eighth Street, NW, Washington, DC 20001, and the name of the initial registered agent at such address is Ms. Andrea Lachenmayr, Esq.

EIGHTH: The number of Trustees initially constituting the Board of Trustees is three (3), but the number of Trustees may be increased or decreased in the manner set forth in the Bylaws of the Corporation. The names and addresses, including street and number and zip code, of the persons who are to serve as Trustees until the first annual meeting or until their successors are elected are:

Ms. Mary Shaffner 1637 Irving Street, NW Washington, D.C. 20010

Ms. Lisa Marie Chiu 1448 Q Street, NW Washington, DC 20009

Ms. Manisha Modi 2130 13th Street, NW Washington, DC 20009

NINTH: The Board of Trustees is expressly authorized to make, repeal, alter, amend and rescind any or all of the Bylaws of the Corporation.

TENTH: The Corporation reserves the right to amend, change or repeal any provision contained in these Articles of Incorporation or to merge or consolidate this Corporation with any other nonprofit corporation in the manner now or hereafter prescribed by statue, provided, however, that any such action shall be calculated exclusively to carry out the objects and purposes for which the Corporation is formed, and all rights herein conferred or granted shall be subject to this reservation.

ELEVENTH: The names and addresses, including street and number and zip code, of the incorporators are as follows:

Andrea Lachenmayr, Thelen Reid & Priest, LLP, 701 Eight Street, N.W., Washington, D.C. 20001 Andrea Schroepfer, Thelen Reid & Priest, LLP, 701 Eight Street, N.W., Washington, D.C. 20001 Jing Zhang, Thelen Reid & Priest, LLP, 701 Eight Street, N.W., Washington, D.C. 20001

Date: March 9, 2006

Andrea Lachenmay

Andrea Schroepfer

Jing Zhang

I, Mary E. F.-Siavoshan, a Notary Public, hereby certify that on the 9th day of March, 2006, Andrea Lachenmayr, Andrea Schroepfer, and Jing Zhang appeared before me and signed the foregoing document as incorporators, and have averred that the statements therein contained are true.

Mary E. F.-Siavoshan Notary Public, District of Columbia.

My commission expires on 14 July 2006



#### DEPARTMENT OF CONSUMER AND REGULATORY AFFAIRS BUSINESS AND PROFESSIONAL LICENSING ADMINISTRATION CORPORATIONS DIVISION

Government
Of the
District of Columbia
941 NORTH CAPITOL STREET, N.E.
WASHINGTON, D.C. 20002

WRITTEN CONSENT TO ACT AS REGISTERED AGENT
TO:
The Superintendent of Corporations
Department of Consumer and Regulatory Affairs
BUSINESS AND PROFESSIONAL LICENSING ADMINISTRATION, Corporations
Division
941 North Capitol Street, N.E.
Washington, D.C. 20002

(A) BY A DISTRICT OF COLUMBIA RESIDENT
PURSUANT TO D.C. CODE TITLE 29, and TITLE 41
I. Andrea Lachenmayr

A Bona fide Resident of the District of Columbia Herein Consent to Act as a Registered Agent For:
WASHINGTON YU YING SCHOOL, INC.

Name of Business

SIGNATURE OF REGISTERED AGENT JULIA DATE: March 9, 2006

## (B) BY A LEGALLY AUTHORIZED CORPORATION

## THE CORPORATION HEREIN NAMED IS:

An Authorized Corporate Registered Agent in the District of Columbia, per Signatures of its President/Vice-President and Secretary/Assistant Secretary, Herein Consents to Act as Registered Agent For:

NAME OF CORPORATION	. ,			•	:
SIGNATURE:					 _ :
OF PRESIDENT OR VICE-PRESIDENT OF	OR AUTHORIZ	E OFFICI	AL		
ATTEST:					
OF SECRETARY OR ASSISTANT SECRI	ETARY				
•					

#### AMENDED AND RESTATED BYLAWS

OF

## WASHINGTON YU YING PUBLIC CHARTER SCHOOL

a District of Columbia Nonprofit Corporation (the "Corporation")

# ARTICLE I GENERAL PROVISIONS

- 1.01 <u>Charter</u>. The Corporation shall be operated in a manner consistent with the charter granted to the Corporation by the District of Columbia Public Charter School Board in accordance with the District of Columbia School Reform Act of 1995, as amended, DC Code §38-1800.01 et seq. (the "Charter")..
- 1.02 <u>Registered Office</u>: the Corporation shall maintain a registered office within the District of Columbia at such place as the Board of Trustees may designate.
- 1.03 Other Offices. The Corporation may also have offices at such other places, within or without the District of Columbia, as the Board of Trustees may designate.

# ARTICLE II PURPOSES

- 2.01 <u>Nonprofit Corporation</u>. This corporation is organized exclusively for one or more of the purposes as specified in Section 501(c)(3) of the Internal Revenue Code, including for such purposes, the making of distributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code.
- 2.02 <u>Purposes</u>. The sole purpose of the Corporation shall be the operation of a District of Columbia public charter school known as "Washington Yu Ying Public Charter School."
- 2.03 <u>Dissolution Upon Loss of Charter</u>. Upon the revocation of the Charter by the District of Columbia Public Charter School Board (the "Chartering Authority"), the non-renewal of the Charter by the Chartering Authority, or the voluntary relinquishment of the Charter by the Corporation, the Corporation shall be dissolved in accordance with the District of Columbia Nonprofit Corporation Act (DC Code §29-301.01 et seq.) (the "Nonprofit Corporation Act").

# ARTICLE III MEMBERS

3.01 <u>Members</u>. The Corporation shall have no members. Any action which would otherwise by law require approval by a majority of all members or approval by the members shall require only approval of the Board of Trustees. All rights which would otherwise by law vest in the members shall vest in the Board.

# ARTICLE IV BOARD OF TRUSTEES

- 4.01 General Powers. The Board of Trustees shall manage the affairs of the Corporation in conformance with the law, the Articles of Incorporation, the Charter, and these Bylaws. The Board may delegate the management of the Corporation's activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the Corporation shall be managed and all corporate powers shall e exercised under the ultimate direction of the Board. No assignment, referral or delegation of authority by the Board or anyone acting under such delegation shall preclude the Board from exercising full authority over the conduct of the Corporations' activities, and the Board may rescind any such assignment, referral or delegation at any time.
- 4.02 <u>Specific Powers</u>. Without prejudice to its general powers set forth above, the Board shall have the following powers in addition to any other powers enumerated in these Bylaws and permitted by law:
  - a. To select and remove all of the officers, agents and employees of the corporation; to prescribe powers and duties for them which are not inconsistent with law, the Corporation's Articles of Incorporation or these Bylaws; and to fix their compensation;
  - b. To conduct, manage and control the affairs and activities of the corporation and to make such rules and regulations therefore which are no inconsistent with the law, the Corporation's Articles of Incorporation of these Bylaws, as it deems best;
  - c. To adopt, make and use a corporate seal and to alter the form of the seal from time to time, as it deems best.
  - d. To acquire real property for use as the Corporation's facilities, from public or private sources;
  - e. To receive and disburse funds for Corporate purposes;

- f. To secure appropriate insurance and to make contracts and leases, including agreements to procure or purchase services, equipment, and supplies;
- g. To incur debt in reasonable anticipation of the receipt of funds from the general fund of the District of Columbia or the receipt of Federal or private funds;
- h. To solicit and accept any grant or gifts for corporate purposes, if the Corporation does not accept any grants or gifts subject to any condition contrary to law or contrary to its Charter, and if the Corporation maintains for financial reporting purposes separate accounts for grants or gifts;
- i. To sue and be sued in the Corporation's own name; and
- j. To carry out such other duties are described in the Charter granted by the eligible charting authority, including the submission of an annual report on the extent to which the Corporation is meeting its mission and goals.
- 4.03 Number and Qualifications of Trustees. The Board of Trustees shall be comprised of at least five members and no more than 15 members, the majority of whom must be residents of the District of Columbia. Upon the Corporation's commencement of operations as a public charter school, the Board of Trustees shall include at least two parent representatives, who shall be nominated and elected from among the parents and guardians of children properly enrolled in the school, according to a process specified by the Board. During the first three years of operation as a public charter school, the Board shall include at least two founding members of the Corporation, or their designates. The Board may modify requirements or qualifications related to the membership of the Board, including setting a fixed number of Trustees, by Board resolution or amendment of the Bylaws.
- 4.04 <u>Election and Term of Trustees</u>. The first Board of Trustees shall consist of those persons named in the Articles of Incorporation. The Board subsequently may elect or appoint any person who in its discretion it believes will serve the interests of the Corporation faithfully and effectively. Thereafter, the trustees shall be elected by the affirmative vote of two-thirds of the total number of trustees then in office at any regular meeting or a special meeting duly called for such purpose. Each trustee (whenever elected) shall hold office for the term specified in the resolution electing such trustee, or if not so specified, until her successor is duly elected and qualified or until her earlier resignation or removal. Trustees may be re-elected to successive terms and may serve simultaneously as one or more officers; provided that no Trustee shall serve for more than two consecutive three year terms or a total of six consecutive years. No decease in the number of Trustees shall have the effect of shortening the term of any incumbent Trustee. The Board of Trustees may provide that the Head of School shall serve as an ex-

officio member of the Board of Trustee, provided that the Head of School shall not be entitled to a vote as such.

- 4.05 <u>Vacancies, Resignation and Removal</u>. Vacancies on the Board of Trustees shall exist (1) on the death, resignation or removal of any director, and (2) whenever the number of authorized directors is increased.
  - a. Any trustee may resign at any time upon written notice to the Board of Trustees or to the Chairman of the Board or to the President of the Corporation. Such resignation shall take effect at the time specified therein, and unless otherwise specified therein, no acceptance of such resignation shall be necessary to make it effective. The Board of Trustee may provide, upon the election thereof, that any Trustee serving as a parent/guardian representative shall be deemed to have resigned if he or she ceases to have a child properly enrolled at the public charter school. No trustee may resign if the Corporation would then be left without a duly elected Trustee or Trustees in charge of its affairs, except upon notice to the appropriate agency of the District of Columbia.
  - b. Any trustee may be removed, with or without cause, at a meeting expressly called for that purpose, by the affirmative vote of the number of trustees which would suffice for the election of such trustee.
  - c. If any vacancies shall occur in the Board of Trustees, by reason of death, resignation, or otherwise, or if the authorized number of trustees shall be increased, the trustees then in office shall continue to act, and such vacancies may be filled by the affirmative vote of two-thirds of the then remaining trustees then in office, though less than a quorum exists.

# ARTICLE V OFFICERS

- 5.01 <u>Designation of Officers</u>. The officers of the Corporation shall be a President, a Vice President, a Secretary, and a Treasurer. The Corporation may also have a Chairperson of the Board, one or more Vice Presidents, Assistant Secretaries, Assistant Treasurers, and other such officers with such titles as may be determined from time to time by the Board of Trustees. A Trustee may hold any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as the President.
- 5.02 <u>Election and Term of Office</u>. Officers shall be elected by the Board of Trustees, at any time, and each officer shall hold office until he or she resigns or is removed or is otherwise disqualified to serve, or until his or her successor shall be elected and qualified, whichever occurs first.

- 5.03 <u>Removal and Resignation</u>. The Board may remove any officer, either with or without cause, at any time. Such removal shall not prejudice the officer's rights, if any, under an employment contract. Any officer may resign at any time by giving written notice to the Corporation, the resignation taking effect on receipt of the notice or at a later date of specified in the notice.
- 5.04 <u>Vacancies</u>. Any vacancy caused by the death, resignation, removal, disqualification, or otherwise, of any officer shall be filled by the Board of Trustees. In the event of a vacancy in any office other than that of President, such vacancy may be filled temporarily by appointment by the President until such time as the Board shall fill the vacancy. Vacancies occurring in the offices of officers appointed at the discretion of the Board may or may not be filled as the Board shall determine.
- 5.05 <u>Chairman of the Board</u>. The Chairman of the Board or, if there is not a Chairman of the Board, the President, shall be the chief executive officer and shall have general charge and supervision of the business of the Corporation. In addition, she shall preside at all meetings of the Board of Trustees at which she is present. She shall have and may exercise such powers and perform such other duties as are, from time to time, assigned to her by the Board of Trustees and as may be provided by law.
- 5.06 <u>President</u>. The President shall be the chief operating officer and shall perform all duties incident to such office, and such other duties as, from time to time, may be assigned to her by the Board of Trustees or as may be provided by law.
- 5.07 <u>Vice Presidents</u>. The Vice President or Vice Presidents, at the request of the President or in her absence or during her inability to act, shall perform the duties of the President, and when so acting shall have the powers of the President. If there be more than one Vice President, the Board of Trustees may determine which one or more of the Vice Presidents shall perform any of such duties; or if such determination is not made by the Board of Trustees, the President shall make such determination; otherwise any of the Vice Presidents may perform any of such duties. The Vice President or Vice Presidents shall have such other powers and perform such other duties as may be assigned to her or them by the Board of Trustees or the President or as may be provided by law.
- 5.08 Secretary. The Secretary shall have the duty to record the proceedings of the meetings of the Board of Trustees and any committees in a book to be kept for that purpose; she shall see that all notices are duly given in accordance with the provisions of these Bylaws or as required by law; she shall be custodian of the records of the Corporation; she may affix the corporate seal to any document the execution of which, on behalf of the Corporation, is duly authorized, and when so affixed may attest the same; and, in general, she shall perform all duties incident to the office of secretary of a corporation, and such other duties as, from time to time, may be assigned to her by the Board of Trustees or the President or as may be provided by law.
- 5.09 <u>Treasurer</u>. The Treasurer shall have charge of and be responsible for all funds, receipts, and disbursements of the Corporation, and shall deposit or cause to be deposited, in the name of the Corporation, all monies or other valuable effects in such

banks or other depositories as shall, from time to time, be selected by or under authority of the Board of Trustees; she shall keep or cause to be kept full and accurate records of all receipts and disbursements in books of the Corporation and shall render to the President and to the Board of Trustees, whenever requested, an account of the financial condition of the Corporation; and, in general, she shall perform all the duties incident to the office of treasurer of a corporation, and such other duties as may be assigned to her by the Board of Trustees or the President or as may be provided by law.

5.010 Other Officers. The other officers, if any, of the Corporation shall have such powers and duties in the management of the Corporation as shall be stated in a resolution adopted by the Board of Trustees which is not inconsistent with these Bylaws and, to the extent not so stated, as generally pertain to their respective offices, subject to the control of the Board of Trustees. The Board of Trustees may require any officer, agent, or employee to give security for the faithful performance of her duties.

# ARTICLE VI MEETINGS OF THE BOARD OF TRUSTEES

- 6.01 Meetings. Meetings shall be held at such time and place as the Board of Trustees may from time to time determine, except that the first meeting of a newly elected Board of Trustees shall be held as soon after its election as the trustees may conveniently assemble. No call shall be required for regular meetings for which the time and place have been fixed by the Board of Trustees. Special meetings may be called by the Chairman of the Board, if any, the President, or a Vice President, if any, or by a majority of the trustees.
- 6.02 <u>Telephonic Meetings Permitted</u>. Unless otherwise restricted by the Articles of Incorporation or these Bylaws, any member of the Board of Trustees, or any committee designated by the Board of Trustees, may participate in a meeting of the Board of Trustees or of such committee, as the case may be, by means of a conference telephone or similar communications equipment by means of which all persons participating in the meeting can hear each other, and participation in a meeting pursuant to this Bylaw shall constitute presence in person at such meeting.
- meetings for which the time and place have been fixed. Written, oral or any other mode of notice of the time and place shall be given for special meetings in sufficient time for the convenient assembly of the trustees. The notice of any meeting need not specify the business to be transacted or the purpose of the meeting. Notice of any adjournment of a meeting of the Board of Trustees to another time or place because a quorum is not present shall be given to the trustees who were not present at the time of the adjournment and, unless such time and place are not announced at the meeting, to the other trustees. Any requirement of furnishing a notice shall be waived by any trustee who signs a waiver of notice before or after the meeting. A trustee's attendance at any meeting shall constitute a waiver of notice of such meeting, excepting such attendance at a meeting by such trustee for the purpose of objection to the transaction of business because the meeting is not lawfully called or convened.

- 6.04 Quorum and Action. Except as may otherwise be provided by the Articles of Incorporation or these Bylaws, a majority of the total number of trustees shall constitute a quorum for the transaction of business. Whenever a vacancy or vacancies in the Board of Trustees shall prevent a quorum from consisting of a majority of the trustees as aforesaid, a quorum shall consist of at least one-third of the trustees. A majority of the trustees present, whether or not a quorum is present, may adjourn a meeting to another time and place. Except as otherwise provided by the District of Columbia Nonprofit Corporation Act, the Articles of Incorporation, or these Bylaws, the vote of a majority of the total number of trustees present shall constitute the act of the Board of Trustees.
- 6.05 Conduct of Meetings. Meetings of the Board of Trustees shall be presided over by the Chairman of the Board, if any, or in his or her absence by the President, or in their absence by a chairman chosen at the meeting. The Secretary shall act as secretary of the meeting, but in her absence the chairman of the meeting may appoint any person to act as secretary of the meeting.
- 6.06 Action by Trustees Without a Meeting. Any action required or permitted to be taken at any meeting of the Board of Trustees, or of any committee thereof, may be taken without a meeting if all members of the Board of Trustees or such committee, as the case may be, consents thereto in writing, and the writing or writings are filed with the minutes or proceedings of the Board of Trustees or committee..

# ARTICLE VII - COMMITTEES

- a majority of the Trustees in office, may appoint one or more committees, each of which shall consist of two or more Trustees and which shall have and exercise such authority as specified in the resolution. Any such committee, to the extent provided in the resolution of the Board of Trustees, and unless otherwise restricted by the Articles of Incorporation or these Bylaws, shall have and may exercise all the powers and authority of the Board of Trustees in the management of the business and affairs of the Corporation. The designation and appointment of any such committee and the delegation thereto of authority shall not operate to relieve the Board of Trustees, or any individual trustee, of any responsibility imposed upon it or her by law.
- 7.02 Committee Rules. Unless the Board of Trustees otherwise provides, each committee designated by the Board may adopt, amend, and repeal rules for the conduct of its business. In the absence of a provision by the Board of Trustees or a provision in the rules of such committee to the contrary, the entire authorized number of members of such committee shall constitute a quorum for the transaction of business, the vote of all such members present at a meeting shall be the act of such committee, and in other respects each committee shall conduct its business pursuant to Article II of these Bylaws.

7.03 Advisory Committees. The Board of Trustees may also elect or appoint such advisory committees, which may include individuals who are not Trustees, as the Board may deem appropriate. To the extent any such committee includes non-Trustee members, such committees shall serve in an advisory capacity only and shall not exercise any policy making or other governing authority of the Board of Trustees.

# ARTICLE VIII CONFLICT OF INTEREST

8.01 <u>Conflict of Interest Policy</u>. The Board of Trustees shall adopt, and periodically review a conflicts of interest policy to govern disclosure and provision for voting in relation to matters giving rise to a conflict of interest involving any member of the Board of Trustees and its committees. The Board of Trustees shall adopt and enforce policies to ensure that each person becoming a member of the Board of Trustees, a member of a Board or advisory committee or a key employee of the Corporation shall be informed of such policy and shall acknowledge awareness of such policy as a condition to serving in such role, as the case may be.

# ARTICLE IX IRC 501(C)(3) TAX EXEMPTION PROVISIONS

- 9.01 <u>Limitations on Activities</u>. No substantial part of the activities of this Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation except as otherwise provided by Section 501(h) of the Internal Revenue Code, and this Corporation shall not participate in, or intervene in (including the publishing or distribution of statements), any political campaign on behalf of, or in opposition to, any candidate for public office. Notwithstanding any other provisions of these Bylaws, this Corporation shall not carry on any activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or (b) by a corporation contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code.
- 9.02 <u>Prohibition Against Private Inurement</u>. No part of the net earnings of this Corporation shall inure to the benefit of, or be distributed to, its members, directors of trustees, officers, or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes of this Corporation.

## 9.03 Distribution of Assets.

a. <u>General Provision for Distribution Upon Dissolution</u>. Upon the dissolution of this Corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities of this

Corporation shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code or shall be distributed to the federal government, or to a state or local government, for a public purpose. Such distribution shall be made in accordance with all applicable provisions of the laws of this state.

- b. <u>Distribution Following Dissolution Due to Loss of Charter</u>. If the Corporation is dissolved following the revocation of the Charter by the Chartering Authority, the non-renewal of the Charter by the Chartering Authority, or the voluntary relinquishment of the Charter by the Corporation, then any assets to be distributed pursuant to a plan of distribution under Section 48(3) of the Nonprofit Corporation Act shall be transferred to the State Education Office of the District of Columbia and used solely for educational purposes.
- 9.04 Private Foundation Requirements and Restrictions. In any taxable year in which this Corporation is a private foundation as described in Section 509(a) of the Internal Revenue Code, the Corporation (1) shall distribute its income for said period at such time and manner as not to subject it to tax under Section 4942 of the Internal Revenue Code; (2) shall not engage in any act of self-dealing as defined in Section 4941(d) of the Internal Revenue Code; (3) shall not retain any excess business holdings as defined in Section 493(c) of the Internal Revenue Code; (4) shall not make any investments in such manner as to subject the Corporation to tax under Section 4944 of the Internal Revenue Code; and (5) shall not make any taxable expenditures as defined in Section 4945(d) of the Internal Revenue Code.

# ARTICLE X OTHER PROVISIONS

- 10.01 <u>Fiscal Year</u>. The fiscal year of the Corporation shall begin on July 1 of each year and end on June 30 of the following year, unless otherwise determined by the Board of Trustees.
- 10.02 <u>Checks, Notes and Contracts</u>. The Board of Trustees shall determine those persons authorized on the Corporation's behalf to sign checks, drafts, or other orders for payment of money; to sign acceptances, notes, or other evidence of indebtedness; to enter into contracts; or to execute and deliver other documents and instruments.
- 10.03 <u>Deposit</u>. All funds of the Corporation shall be deposited from time to time to the credit of the Corporation in such banks, trust companies, or other depositories as the Board of Directors may select.

- 10.04 <u>Books and Records</u>. The Corporation shall keep at its principal office in the District of Columbia: (1) correct and complete books and records of account, and (2) minutes of the proceedings of the Board of Trustees and any committee having any of the authority of the Board.
- 10.05 <u>Inspection Rights</u>. Every Trustee shall have the absolute right at any reasonable time to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the Corporation and shall have such other rights to inspect the books, records and properties of this Corporation as may be required under the Articles of Incorporation, other provisions of these Bylaws, and provisions of law.
- 10.06 <u>Amendment of Articles and Bylaws</u>. The Articles of Incorporation and Bylaws of the Corporation may be amended by a majority vote of the Trustees then in office.

School, he	ereby adopt th	ne foregoing Amended Bylaws of this Corporati	and Restated	Ų.	
Da	ited the	day of	_2007.		

# Washington Yu Ying School, Inc. Conflict of Interest Policy

# Article I. Purpose.

The purpose of the conflict of interest policy is to protect Washington Yu Ying School, Inc.'s (the "Organization") interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Organization or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

# Article II. Definitions.

- 1. <u>Interested Person</u>. Any trustee, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.
- 2. <u>Financial Interest</u>. A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:
  - a. An ownership or investment interest in an entity with which the Organization has a transaction or arrangement,
  - b. A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement, or
  - c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict exists.

# Article III. Procedures.

- 1. <u>Duty to Disclose</u>. In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.
- 2. <u>Determining Whether a Conflict of Interest Exists</u>. After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he or she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.
- 3. Procedures for Addressing the Conflict of Interest.
  - a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he or she shall leave the meeting during the discussion

- of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
- b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- c. After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

# 4. Violations of the Conflict of Interest Policy.

- a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
- b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

# Article IV. Records of Proceedings.

The minutes of the governing board and all committees with board delegated powers shall contain:

- 1. The names of persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.
- 2. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

# Article V. Compensation.

- 1 A voting member of the governing board who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.
- A voting member of any committee whose jurisdiction includes compensation matters and who
  receives compensation, directly or indirectly, from the Organization for services is precluded
  from voting on matters pertaining to that member's compensation.

2 DC #222919 v1

3. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

# Article VI. Annual Statements.

Each trustee, principal officer and member of a committee with governing board delegated powers shall annually sign a statement that affirms such person:

- 1. Has received a copy of the conflicts of interest policy,
- 2. Has read and understands the policy,
- 3. Has agreed to comply with the policy, and
- 4. Understands the Organization is charitable, and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

#### Article VII. Periodic Reviews.

To ensure the Organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- 1. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.
- 2. Whether partnerships, joint ventures, and arrangements with management organizations conform to the Organization's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

# Article VIII. Use of Outside Experts.

When conducting the periodic reviews as provided for in Article VII, the Organization may, by need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

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INTERNAL REVENUE SERVICE P. O. BOX 2508 CINCINNATI, OH 45201

Date:

JUL 0 2 2007

WASHINGTON YU YING PUBLIC CHARTER SCHOOL
C/O ANDREA M LACHENMAYR
701 EIGHTH ST NW
WASHINGTON, DC 20001-3721

Employer Identification Number: 20-4464054

DLN:

17053339042016

Contact Person:

MICHAEL CONDON

ID# 31170

Contact Telephone Number:

(877) 829-5500

Accounting Period Ending:

December 31

Public Charity Status:

170(b)(1)(A)(vi)

Form 990 Required:

Yes

Effective Date of Exemption:

March 10, 2006

Contribution Deductibility:

Yes

Advance Ruling Ending Date:

December 31, 2010

## Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. During your advance ruling period, you will be treated as a public charity. Your advance ruling period begins with the effective date of your exemption and ends with advance ruling ending date shown in the heading of the letter.

Shortly before the end of your advance ruling period, we will send you Form 8734, Support Schedule for Advance Ruling Period. You will have 90 days after the end of your advance ruling period to return the completed form. We will then notify you, in writing, about your public charity status.

Please see enclosed Information for Exempt Organizations Under Section 501(c)(3) for some helpful information about your responsibilities as an exempt organization.

We have sent a copy of this letter to your representative as indicated in your power of attorney.

Sincerely,

Robert Choi

Director, Exempt Organizations

Rulings and Agreements

Enclosures: Information for Organizations Exempt Under Section 501(c)(3)

Statute Extension Statute Extension

## INFORMATION FOR ORGANIZATIONS EXEMPT UNDER SECTION 501(c)(3)

#### WHERE TO GET FORMS AND HELP

You can obtain forms and instructions by calling toll free 1-800-829-3676, through the Internet Web Site at www.irs.gov, and at local tax assistance centers.

You can obtain additional information about most topics discussed below through our customer service function by calling toll free 1-877-829-5500, or on our Web Site at www.irs.gov/eo. In addition, you should sign up for Exempt Organization's EO Update, a regular e-mail newsletter that highlights new information posted on the charities pages of irs.gov. To subscribe, go to www.irs.gov/eo and click on "EO Newsletter."

#### NOTIFY US ON THESE MATTERS

If you change your name, address, purposes, operations or sources of financial support, please inform our TE/GE EO Determinations Office at the following address: Internal Revenue Service, P.O. Box 2508, Cincinnati, Ohio 45201. If you amend your organizational document or by-laws, or dissolve, provide the EO Determinations Office with a copy of the amended documents. Please use your employer identification number on all returns you file and in all correspondence with the Internal Revenue Service.

#### FILING REQUIREMENTS

In your exemption letter, we indicated whether you must file Form 990, Return of Organization Exempt From Income Tax. If your exemption letter states that you are not required to file Form 990, you are exempt from these requirements. Otherwise, if your gross receipts are normally more than \$25,000, you must file Form 990 or Form 990-EZ with the Ogden Submission Processing Center, Ogden, UT 84201-0027.

You are eligible to file Form 990-EZ if your gross receipts are normally between \$25,000 and \$100,000, and your total assets are less than \$250,000. You must file the complete Form 990 if your gross receipts are over \$100,000, or your total assets are over \$250,000. The Form 990 instructions show how to compute your "normal" receipts.

Form 990 Schedule A is required for both Form 990 and Form 990-EZ.

Organizations With Gross Receipts of \$25,000 or Less

For tax periods beginning after December 31, 2006, you must file an annual electronic notice if your gross receipts are normally \$25,000 or less. Alternatively, you may file a complete Form 990 Package if we send one to you.

Exception: Section 509(a)(3) supporting organizations must file Form 990 or

Form 990-EZ even if gross receipts are normally \$25,000 or less. However, supporting organizations of religious groups with gross receipts that are normally \$5,000 or less may file an annual electronic notice instead of Form 990 or Form 990-EZ.

#### Due Date of Return or Annual Electronic Notice

Your return or annual electronic notice is due by the 15th day of the fifth month after the end of your annual accounting period. There are penalties for failing to file a complete return timely. For additional information on penalties, see the Form 990 instructions or call our toll free number.

#### Revocation of Tax-Exempt Status

For tax periods beginning after December 31, 2006, your tax-exempt status will be revoked as of the filing due date of the third year if you fail to file for three consecutive years Form 990, Form 990-EZ, or the annual electronic notice.

If your tax-exempt status is revoked because you failed to file for three consecutive years, you must reapply for exemption and pay the appropriate user fee.

#### UNRELATED BUSINESS INCOME TAX RETURN

If you receive more than \$1,000 annually in gross receipts from a regular trade or business, you may be subject to Unrelated Business Income Tax and required to file Form 990-T, Exempt Organization Business Income Tax Return. There are several exceptions to this tax:

- 1. Income you receive from the performance of your exempt activity,
- 2. Income from fundraisers conducted by volunteer workers, or where donated merchandise is sold, and
- Income from routine investments such as certificates of deposit, savings accounts, or stock dividends.

There are special rules for income derived from real estate or other investments purchased with borrowed funds. This income is called "debt financed" income. For additional information regarding unrelated business income tax, see Publication 598, Tax on Unrelated Business Income of Exempt Organizations, or call our toll free number shown above.

#### PUBLIC INSPECTION OF APPLICATION AND INFORMATION RETURN

You are required to make your annual information return, Form 990 or Form 990-EZ, available for public inspection for three years after the later of the due date of the return, or the date the return is filed. This rule also applies to any Form 990-T filed after August 17, 2006. You are also required to make available for public inspection your exemption application, any supporting documents, and your exemption letter. You must also provide copies

of these documents to any individual, upon written or in person request, without charge other than reasonable fees for copying and postage.

You may fulfill this requirement by placing these documents on the Internet. Penalties may be imposed for failure to comply with these requirements. Additional information is available in Publication 557, Tax-Exempt Status for Your Organization, or call our toll free number shown above.

#### FUNDRAISING

Contributions to you are deductible only to the extent that they are gifts and no consideration is received in return. Depending on the circumstances, ticket purchases and similar payments in conjunction with fundraising events may not qualify as fully deductible contributions.

#### CONTRIBUTIONS OF \$250 OR MORE

Donors must have written substantiation from the charity for any charitable contribution of \$250 or more. Although it is the donor's responsibility to obtain written substantiation from the charity, you can assist donors by providing a written statement listing any cash contribution or describing any donated property.

This written statement must be provided at the time of the contribution. There is no prescribed format for the written statement. Letters, postcards and electronic (e-mail) or computer-generated forms are acceptable.

The donor is responsible for the valuation of donated property. However, your written statement must provide a sufficient description to support the donor's contribution.

For contributions of cash, a check or other monetary gift made on or after January 1, 2007, a donor cannot claim a tax deduction unless the donor maintains a record of the contribution in the form of either a bank record (such as a cancelled check) or a written communication from the charity (such as a receipt or letter) showing the name of the charity, the date of the contribution, and the amount of the contribution.

For additional information regarding donor substantiation, see Publication 1771, Charitable Contributions - Substantiation and Disclosure Requirements. For information about the valuation of donated property, see Publication 561, Determining the Value of Donated Property.

# CONTRIBUTIONS OF MORE THAN \$75 AND CHARITY PROVIDES GOODS OR SERVICES

You must provide a written disclosure statement to donors who receive goods or services from you in exchange for contributions in excess of \$75.

Contribution deductions are allowable to donors only to the extent their contributions exceed the value of the goods or services received in exchange.

Ticket purchases and similar payments in conjunction with fundraising events may not necessarily qualify as fully deductible contributions, depending on the circumstances. If you conduct fundraising events such as benefit dinners, shows, membership drives, etc., where something of value is received, you are required to provide a written statement informing donors of the fair market value of the specific items or services you provided in exchange for contributions of more than \$75.

You should provide the written disclosure statement in advance of any event, determine the fair market value of any benefit received, determine the amount of the contribution that is deductible, and state this information in your fundraising materials such as solicitations, tickets, and receipts. The amount of the contribution that is deductible is limited to the excess of any money (and the value of any property other than money) contributed by the donor less the value of goods or services provided by the charity. Your disclosure statement should be made, no later than, at the time payment is received. Subject to certain exceptions, your disclosure responsibility applies to any fundraising circumstances where each complete payment, including the contribution portion, exceeds \$75. For additional information, see Publication 1771 and Publication 526, Charitable Contributions.

#### EXCESS BENEFIT TRANSACTIONS

Excess benefit transactions are governed by section 4958 of the Code. Excess benefit transactions involve situations where a section 501(c)(3) organization provides an unreasonable benefit to a person who is in a position to exercise substantial influence over the organization's affairs. If you believe there may be an excess benefit transaction in which you are involved, you should report the transaction on Form 990 or 990-EZ. For information on how to correct and report this transaction, see the instructions for Form 990 and Form 990-EZ, or call our toll free number shown above..

# EMPLOYMENT TAXES

If you have employees, you are subject to income tax withholding and the social security taxes imposed under the Federal Insurance Contribution Act (FICA). You are required to withhold Federal income tax from your employee's wages and you are required to pay FICA on each employee who is paid more than \$100 in wages during a calendar year. To know how much income tax to withhold, you should have a Form W-4, Employee's Withholding Allowance Certificate, on file for each employee. Organizations described in section 501(c)(3) of the Code are not required to pay Federal Unemployment Tax Act (FUTA) tax.

Employment taxes are reported on Form 941, Employer's Quarterly Federal Tax Return. The requirements for withholding, depositing, reporting and paying employment taxes are explained in Circular E, Employer's Tax Guide, (Publication 15), and Employer's Supplemental Tax Guide, (Publication 15-A). These publications explain your tax responsibilities as an employer.

CHURCHES

Churches may employ both ministers and church workers. Employees of churches or church-controlled organizations are subject to income tax withholding, but may be exempt from FICA taxes. Churches are not required to pay FUTA tax. In addition, although ministers are generally common law employees, they are not treated as employees for employment tax purposes. These special employment tax rules for members of the clergy and religious workers are explained in Publication 517, Social Security and Other Information for Members of the Clergy and Religious Workers. Churches should also consult Publications 15 and 15-A. Publication 1828, Tax Guide for Churches and Religious Organizations, also discusses the various benefits and responsibilities of these organizations under Federal tax law.

#### PUBLIC CHARITY STATUS

Every organization that qualifies for tax-exemption as an organization described in section 501(c)(3) is a private foundation unless it falls into one of the categories specifically excluded from the definition of that term [referred to in section 509(a)(1), (2), (3), or (4)]. In effect, the definition divides these organizations into two classes, namely private foundations and public charities.

The Code section under which you are classified as a public charity is shown in the heading of your exemption letter. This determination is based on the information you provided and the request you made on your Form 1023 application. Please refer to Publication 557 for additional information about public charity status.

#### GRANTS TO INDIVIDUALS

The following information is provided for organizations that make grants to individuals. If you begin an individual grant program that was not described in your exemption application, please inform us about the program.

Funds you distribute to an individual as a grant must be made on a true charitable basis in furtherance of the purposes for which you are organized. Therefore, you should keep adequate records and case histories that demonstrate that grants to individuals serve your charitable purposes. For example, you should be in a position to substantiate the basis for grants awarded to individuals to relieve poverty or under a scholarship or education loan program. Case histories regarding grants to individuals should show names, addresses, purposes of grants, manner of selection, and relationship (if any) to members, officers, trustees, or donors of funds to you.

For more information on the exclusion of scholarships from income by an individual recipient, see Publication 970, Tax Benefits for Education.

Form	1023 (Re	Name: Washington Yu Ying School, Inc.	EN:	20	4464054	Page 11
Pa	rt X	Public Charity Status (Continued)				
	509(a)	4—an organization organized and operated exclusively for testing for public safe 1) and 170(b)(1)(A)(iv)—an organization operated for the benefit of a college or uned by a governmental unit.	-	y that is	s owned or	00
9	509(a)(	and 170(b)(1)(A)(vi)—an organization that receives a substantial part of its finantiputions from publicly supported organizations, from a governmental unit, or from	icial su m the	pport i genera	n the form I public.	(A)
h	invest	2—an organization that normally receives not more than one-third of its financial ment income and receives more than one-third of its financial support from cont of gross receipts from activities related to its exempt functions (subject to certain	ributio	ns, me	mbership	
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6	lf you o selectir	Hecked box g, h, or i in question 5 above, you must request either an advance or a c ig one of the boxes below. Refer to the instructions to determine which type of ruling	definiti you ar	ve rulir e eligib	ng by le to receive.	<b>A</b>
a	the Co excise at the years t the ext Assess you ma toll-free	st for Advance Ruling: By checking this box and signing the consent, pursuant de you request an advance ruling and agree to extend the statute of limitations of tax under section 4940 of the Code. The tax will apply only if you do not established of the 5-year advance ruling period. The assessment period will be extended 8 years, 4 months, and 15 days beyond the end of the first year. You have the ension to a mutually agreed-upon period of time or Issue(s). Publication 1035, Exment Period, provides a more detailed explanation of your rights and the consequive. You may obtain Publication 1035 free of charge from the IRS web site at which is a second sec	on the a sh pub- i for the right to tending vences www.irs.g to whice	assessic supple 5 actions or refusing the 7 sof the gov or lich your	ment of port status vance ruling se or limit ax choices by calling would	( <u>B</u> )
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ь	you are	t for Definitive Ruling: Check this box If you have completed one tax year of at requesting a definitive ruling. To confirm your public support status, answer line 5 above. Answer line 6b(ii) if you checked box h In line 5 above. If you checked both lines 6b(i) and (ii).	6b(i) if	you ci	necked box	
	(b)	inter 2% of line 6, column (e) on Part IX-A. Statement of Revenues and Expense attach a list showing the name and amount contributed by each person, company		rganiza	ation whose	
	(ii) (a) (	pifts totaled more than the 2% amount. If the answer is "None," check this box. For each year amounts are included on lines 1, 2, and 9 of Part IX-A. Statement of Expenses, attach a list showing the name of and amount received from each disc	of Reve	enues a	and	
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	Revenu	receive any unusual grants during any of the years shown on Part IX-A. Stateme as and Expenses? If "Yes," attach a list including the name of the contributor, the of the grant, a brief description of the grant, and explain why it is unusual.	nt of date	and	☐ Yes	Ø No
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# Washington Yu Ying Public Charter School Board Policy Manual

# Table of Contents

Article (	One Board Performance Policies	
1.1	Overarching Principles	
1.2	Performance Expectations of the Board of Trustees.	3
1.3	Advisory Committees to the Board of Trustees	3
1.4	Conduct of Trustees	
1.5	Agenda Format	
1.6	Board Meeting Minutes	
1.7	Public Participation at Board Meetings	
1.8	Governing Approach	
Article 7	Two Board Functions	
2.1	Election of Trustees to the Board	
2.2	Officer Responsibilities and Term of Office	9
2.3	Election of Officers of the Board of Trustees	
Article 1	Three Financial Policies	
3.1	Fundraising	11
3.2	Executive Limitations Policy: Budgeting	
3.3	Board Delegation to Finance Committee	
3.4	Executive Limitations Policy: Financial Condition	
3.5	Policy Regarding Procurement	
3.6	Financial Support of IB Programmeu	
Article F	Four Board Relationship to Administration	
4.1	Head of School - Board Relationship	
4.2	Head of School Evaluation	
Article F	Five Conflicts of Interest	
<b>5.</b> 1	Purpose	
5.2	Definitions	
5,3	Procedures.	
5.4	Records of Proceedings.	
5.5	Compensation.	
5.6	Annual Statements.	19
5.7	Periodic Reviews.	
5.8	Use of Outside Experts.	20
ym s'	1.24_	
<u>Exhi</u>		
1.2(a	·	
1.2(t		
1.2(0	Board Member Agreement	

# Article One Board Performance Policies

# 1.1 Overarching Principles.

- (a) The Board of Trustees shall conduct the business of the Board in a manner in all respects consistent with the mission of Washington Yu Ying Public Charter School, its Charter, its Agreement with the District of Columbia Public Charter School Board (the "Charter Agreement"), and all applicable code.
- (b) The Mission of Washington Yu Ying Public Charter School is as follows:

Washington Yu Ying Public Charter School aims to foster the development of a strong social conscience among tomorrow's global leaders by nurturing excellence in our students' intellectual, moral, social, emotional and physical development in an engaging, inquiry-driven, Chinese – English language immersion environment

# 1.2 Performance Expectations of the Board of Trustees

- (a) Responsibilities of the Board of Trustees as a Whole. The Board of Trustees expressly acknowledges its obligations as set forth in Exhibit 1.2(a) hereto, the "Board Job Description" and the individual performance expectations applicable to each Trustee as set forth in Exhibit 1.2(b) hereto.
- (b) Goal Setting and Evaluation. At the first Board of Trustees meeting of each school year the Board will set for itself goals for the upcoming year. The Board will evaluate whether or not these goals have been met prior to the first Board of Trustees meeting of the subsequent school year.

# 1.3 Advisory Committees to the Board of Trustees

The following policies govern the appointment and functioning of advisory committees to the Board of Trustees:

- (a) Advisory committees may be created by the Board to serve as task forces for special purposes or to provide continuing consultation in a particular area of activity. The board development, personnel policies, resource development and finance committees will be the standing advisory committees to the Board;
- (b) The composition of task forces and any other advisory committees will be broadly representative of the school and community and take into consideration the specific tasks assigned to the committee. Members of the

- professional staff may be appointed to the committee as members or consultants as found desirable;
- (c) The chair of each committee will be chosen by the President of the Board. Appointments to such committees will he made by the chair of the committee. Appointment of staff members to such committees will be made by the chair of the committee upon recommendation of the Head of School;
- (d) Tenure of committee members will be one year only unless the member is re-appointed;
- (e) Each committee will be clearly instructed as to:
  - (i) The length of time each member is being asked to serve;
  - (ii) The assignment the Board wishes the committee to fulfill and the extent and limitations of its responsibilities;
  - (iii) The resources the Board will provide;
  - (iv) The approximate dates on which the Board wishes to receive major reports;
  - (v) Board policies governing all committee members;
  - (vi) Responsibilities for the release of information to the press;
- (f) All recommendations of an advisory committee must be submitted to the Board.
- (g) The Board of Trustees has the sole power to dissolve any of its advisory committees and reserves the right to exercise this power at any time during the life of any committee.

## 1.4 Conduct of Trustees

- (a) Each Trustee shall review and acknowledge receipt of the (i) Board of Trustees Job Description, (ii) the Individual Trustee Performance Expectations Member, (iii) the Articles of Incorporation and Bylaws, (iv) the Conflict of Interest Policy, (v) the Charter and PCSB Agreement, and (vi) such other information as shall from time to time be assembled for such purposes by the Board of Trustees, in each case as in effect as of the date thereof.
- (b) Each Trustee shall execute a Board Member Agreement and a Conflicts Disclosure Statement, in each case in such form as the Board of Trustees shall from time to time adopt.

4 DC #339620 v1

- (c) Trustees must attend a majority of Board meetings per year. The President of the Board will have the discretion to dismiss a Trustee for failure to attend the required number of meetings.
- (d) Trustees are expected to come prepared to Board meetings. Trustees should be familiar with the agenda and all other documents to he discussed will be prepared and sent by the President of the Board at least one week prior to each meeting.
- (e) All Trustees will become familiar with Robert's Rules of Order and applicable sunshine laws.

# 1.5 Agenda Format

- (a) The President of the Board of Trustees, conferring with the Head of School, will arrange the order of items on the agenda for Board meetings so that the Board can accomplish its business as expeditiously as possible.
   The particular order may vary from meeting to meeting in keeping with the business at hand.
- (b) The Board will follow the order of business established by the agenda except as it votes to rearrange the order for the convenience of visitors, individuals appearing before the Board, or to expedite Board business.
- (c) Items of business may be suggested by any trustee, staff member, or member of the community. An item to be added to the agenda must be presented to the President at least one week prior to the meeting. A staff member who wishes to have a topic scheduled on the agenda should submit a request through the Head of School.
- (d) The agenda will also provide time for public comment.
- (e) The agenda, together with supported materials, will be distributed to Board members at least two days prior to the meeting.
- (f) The agenda will be posted.
- (g) Roberts Rules of Order will govern the proceedings of the Board, except when those rules conflict with the Board's approved policies and regulations. In accordance with Robert's Rules, the Board may suspend parliamentary rules of order by a two-third's vote.

# 1.6 Board Meeting Minutes

(a) General. The minutes of the meetings of the Board of Trustees constitute the written record of Board actions. It is legal evidence of those actions. Therefore, the Secretary of the Board or a designate will be responsible for

5 DC #339620 v1

reporting in the minutes all actions taken by the Board. Minutes will include:

- (i) A statement on the nature of the meeting, the time, the place and the approval of the draft minutes of the last regular and each subsequent special meeting;
- (ii) Names of the members present or absent, annotated as to arrival and departure times, if during the meeting:
- (iii) A complete record of official actions taken by the Board.

  Resolutions and motions will be given in their exact wording, accompanied by the names of members moving and seconding and a record of the results of the vote. Reports and documents relating to a formal motion may be omitted if they are referred to and identified by title and date;
- (iv) Notation of formal adjournment.
- (b) Copies of the minutes will be sent to all Board members at least 48 hours in advance of the meeting at which they are to be approved.
- (c) The approved minutes will become permanent records of the Board.

  Minutes of public meetings and minutes of executive sessions that have been declassified will be in the custody of the Secretary or a designee who will make them available to interested parties.

# 1.7 Public Participation at Board Meetings

- (a) Although the Board of Trustees is not subject to the District of Columbia's open meeting laws, the Board of Trustees shall be mindful of its public accountability as a publicly-funded organization, and shall therefore seek a balance in its meetings between the need for the Board to have candid discussion and the obligation to be accesssable and accountable to the public. To that end, the Board shall ensure that, no less frequently than quarterly, the Board of Trustees shall hold meetings that include a public comment period of the type described below, notwithstanding its rights to restrict participation in the other portions of such quarterly meetings to the Board of Trustees and its express invitees.
- (b) In order that all who wish to be heard have chance, and to insure the ability of the Board to conduct business in an orderly manner, the following rules and procedures are adopted for purposes of the quarterly meetings providing an opportunity for public participation:
  - (i) There will be a "public comment" item on each agenda.

- (ii) At the onset of the public question and comment section, the President will review all correspondence addressed to the Board that is considered relevant to a Board meeting. The President and/or Secretary will be responsible for all Board members receiving all correspondence at least two days prior to the Board meeting.
- (iii) Improper conduct and remarks will not be allowed. Defamatory or abusive remarks are always out of order. If a speaker persists in improper conduct or remarks, the President of the Board or his/her designate may terminate that individual's privileges of address.
- (iv) All remarks will he addressed through the President or his/her designate of the meeting.
- (v) Speakers may offer comments or objective criticisms of the school operations and programs as concern them, but in public session the Board will not hear personal complaints of school personnel nor against any member of the school community. Under most circumstances, administrative channels are the proper means for disposition of legitimate complaints involving staff members.
- (vi) Speakers during the public period will be allowed three minutes to present their material. The President of the Board or his/her designate may permit an extension of this time limit. Longer presentations or comments of a personal nature may be presented to the Board through the President or his/her designate at least one week in advance of the meeting for review and consideration at an appropriate time.
- (vii) The President or his/her designate will respond to all public comments and correspondence in a timely manner.
- (viii) Videotaping, recording, picture taking, etc. must be performed in a manner that does not interfere with the work of the Board.
   Location of recording/taping devices must be approved by the chair of the meeting.
- (ix) The President or his/her designate will have the authority to suspend the above time constraints on public discussion during emergency sessions of the Board.

## 1.8 Governing Approach

The Board will approach its tasks in a manner that emphasizes proactive, strategic leadership. Operating in all ways mindful of its stewardship obligation to Washington Yu Ying Public Charter School the Board will:

7 DC #339620 v1

- (a) Continually evaluate the appropriate level of the Board's activity:
- (b) Utilize the expertise of individual board members to enhance the ability of the Board as a body rather than to substitute individual values for the group's values;
- (c) Develop disciplinary policies for itself in matters such as attendance at Board and committee meetings, policy development, respect of roles and speaking with one voice;
- (d) Be accountable to the general public for competent, conscientious, and effective accomplishment of its obligations as a body;
- (e) Monitor and discuss the Board's own process and performance; and
- (f) Ensure the development of existing and new Board members.

8 DC #339620 vI

# Article Two Board Functions

#### 2.1 Election of Trustees to the Board

- A Board Development Committee will be established, and will consist of 3 Trustees. The Committee will recruit and screen prospective candidates for the Board. Nominations can he presented to the Board Development Committee by anyone within the Yu Ying community. The Board Development Committee will interview each candidate and present each candidate with a packet containing the Yu Ying charter, organizational documents, Board policies, Board of Trustee Job Description, Individual Trustee Performance Expectations and other information the Committee deems pertinent to Yu Ying and policy governance issues. Potential applicants may be asked to sit on various Board Committees to learn more about the school. After reading school documents, applicants will he interviewed by the Development Committee.
- (b) During the first year of Yu Ying's operation, the election of new Trustees will take place during an October meeting. Thereafter, the election of new trustees will take place during the June meeting. In each case, the term of any Trustee elected at such meeting will begin at the next succeeding meeting.
- (c) Trustees will commit to a three-year tenure; provided, that, upon a recommendation of the Board Development Committee, a Trustee may be elected to a shorter term in order to permit for the staggering of the terms on the initial trustees. The three-year tenure of Trustees will be staggered such that at least three but less than a majority of Trustees will end their term during any one-year.

# 2.2 Officer Responsibilities and Term of Office

- (a) Officers of the Board are in the service of the Board. As such they are bound by Board wishes and by the limits of Board authority. The officers may meet as a group with the Head of School for purposes of preparing agenda and other pre-Board work, but they may not act in place of the Board, except as it specifically delegates.
- (b) Officers of the Board serve a term of one year. Officers may be re-elected for additional terms at the Board's discretion.
- (c) Officers shall include the following, whose responsibilities are set forth below:
  - (i) President:

- Assures the integrity of Board process including effectiveness of meetings and the Board's adherence to its own rules;
- 2) Develops the agenda for meetings in concert with the Head of School, the content of which will be issues that clearly belong to the Board to decide, not the Head of School;
- 3) Facilitates Board meetings in a manner that assures deliberations will he fair and open, efficient, timely and orderly;
- 4) Serves as spokesperson for the Board.
- (ii) Vice President
  - 1) Substitutes for President when President is not available.
- (iii) Treasurer
  - Perform duties in connection with finances of the organization as may be required by the Board. Duties of the Treasurer will neither lessen nor add to the Head of School's accountability to (and only to) Board policies on fiscal conditions and budgeting.
- (iv) Secretary
  - 1) Is responsible for the keeping of the minutes of Board meetings
  - 2) Attests formally to the legitimacy of Board documents by affixing his/her signature;
  - 3) Reports on and notes any inconsistencies in Board actions to the Board.

#### 2.3 Election of Officers of the Board of Trustees

Officers of the Board of Trustees will serve for a one-year term, and can be re-elected. The President of the Board will appoint 2 trustees to serve as a nominating committee. The nominating committee will develop a list of no more than 2 nominees, who are members of the Board, for each office, and will present this list to all trustees for consideration before the June Board meeting. Trustees will vote for all officers during the June Board meeting. The newly elected officers will begin their terms as of the July Board of Trustees meeting.

10 DC #339620 v1

# Article Three Financial Policies

#### 3.1 Fundraising

- (a) Purposes. Washington Yu Ying Public Charter School will solicit funds to implement its programs such as:
  - (i) Reduction of the student-teacher ratio;
  - (ii) New facilities construction or purchase;
  - (iii) Renovations to existing facilities;
  - (iv) Funds for special school projects, including;
    - 1) class trips
    - 2) extra curricular activities
    - 3) other projects
  - (v) Build up an "endowment"/safety net for contingencies; and
  - (vi) Technology development.
- (b) Limitations. Fund raising cannot include any activities which in any way conflict with the charter, are illegal or compromise the reputation of Washington Yu Ying Public Charter School.

#### 3.2 Executive Limitations Policy: Budgeting

With respect to planning fiscal events (budgeting for all or any remaining part of a fiscal period including current as well as future years), the Head of School may not jeopardize either the programmatic or fiscal integrity of Washington Yu Ying Public Charter School. Accordingly, he/she may not cause or allow budgeting which:

- (a) Contains too little detail to enable reasonably accurate projection of revenue and expenses, separation of capital and operational items, cash flow, and subsequent audit trails;
- (b) Plans the operational expenditures in any fiscal year of more funds than are conservatively projected to be received in that period, not including fund raising in the period.

11 DC #339620 v1

#### 3.3 Board Delegation to Finance Committee

- (a) To verify financial status of Washington Yu Ying Public Charter School by ensuring that the Head of School is operating within budget guidelines per the established "Budget" policy.
- (b) To verify financial status of Washington Yu Ying Public Charter Schoolby ensuring that the Head of School is operating within the guidelines per the established "Financial Condition" policy.
- (c) Provide recommendations to Head of School regarding operational budgets, capital improvements and fund raising.
- (d) Establish Audit Committee whose responsibilities include:
  - (i) Establishing a process for conducting the annual audit and all required reporting to the District of Columbia Public Charter School Board.
  - (ii) Validation that audit and reporting guidelines are followed.
  - (iii) Review annual audit report results and ensure necessary corrective actions are taken and adequate monitoring processes are put in place.

#### 3.4 Executive Limitations Policy: Financial Condition

With respect to operating Washington Yu Ying Public Charter School in a sound and prudent fiscal manner, the Head of School may not jeopardize the long-term financial strength of the School. Accordingly, he/she may not:

- (a) Cause the program to incur indebtedness other than trade payables incurred in the ordinary course of doing business;
- (b) Use advances from the cash reserve other than for ordinary operating expenses;
- (c) [Use any endowments, reserve funds, or donations from any fund raising activities or their earnings for any purpose other than identified in general or specific terms by the Board;]
- (d) Use restricted contributions for any purposes other than those designated by the donor;
- (e) Use grant funds for any purposes other than that specified by the grant;
- (f) Settle debts in other than a timely manner unless approved by the Board;

12 DC #339620 vI

- (g) Allow expenditures to deviate materially from [Board-stated priorities] without Board approval;
- (h) Incur unanticipated expenditures of more than \$5,000.00 above allocation in any budget item without the prior approval of the Board;
- (i) Incur any long term financial obligations (including financing or lease contracts) without Board approval.

#### 3.5 Policy Regarding Procurement

It shall be the policy of Washington Yu Ying Public Charter School to seek maximum educational value for every dollar expended. Accordingly, Washington Yu Ying Public Charter School shall use sound business practices and reasonable procurement policies that shall include the following:

- (a) The Finance Committee shall be responsible for the development and implementation of a system of internal controls, including generally accepted accounting principles that insure that funds are appropriately received, expended and accounted for.
- (b) A procurement process, with respect to all contracts and/or purchase orders and other arrangements whereby goods and/or services from a single vendor are acquired at a cost, in aggregate, of \$25,000 or more over the course of the fiscal year, including food servivce, lease or mortgage agreements, loan agreements, management contracts and educational services such as summer school and special education providers (collectively, subject to certain exclusions under applicable law and applicable policies of the, "Competitive Contracts"), that provides for the greatest amount of competition, gives potential bidders sufficient information upon which to place their bid, and employs a process of evaluating bidders responses that enables Washington Yu Ying Public Charter School to determine the best value proposal.
- (c) A procurement process, with respect to all other contracts, that is consistent with and based upon the internal control system of the school itself and provides sufficient documentation for audit purposes.
- (d) Sound business practice and reasonable procurement policy shall coincide with those regulated by applicable District of Columbia procurement laws, includiong bid and review requirements applicable to District of Columbia Charter Schools with respect to competitive contracts.

Also see "Conflicts of Interest" in Article Five.

13 DC #339620 vt

## 3.6 Financial Support of IB Programme

Washington Yu Ying Public Charter School will include in its annual budget all applicable fees associated with the Primary Years Programme.

14 DC #339620 vt

# Article Four Board Relationship to Administration

#### 4.1 Head of School - Board Relationship

- (a) All Board authority delegated to staff is delegated through the Head of School, so that all authority and accountability of staff, as the Board is concerned, is considered to be the authority and accountability of the Head of School. The Head of School shall use this delegated authority to administer the organization successfully, provide leadership to the program, staff and volunteers, and keep the Board informed of changes in the larger environment that may have an impact on the purpose of the program.
- (b) Only decisions of the Board acting as a body are binding upon the Head of School.
- (c) Decisions or instructions of individual Board members, officers, or committees are not binding on the Head of School except in rare circumstances when the Board has specifically authorized such exercise of authority.
- (d) In the case of Board members or committees requesting information or assistance without Board authorization, the Head of School can refuse such requests that require, in the Head of School's judgment, a material amount of staff time or that he/she finds disruptive.

#### 4.2 Head of School Evaluation

- (a) A primary function of the Board of Trustees is to employ and oversee the Head of School. To that end, the Board shall evaluate the Head of School at the end of each school year in the following manner:
- (b) At the beginning of each school year, performance expectations for the Head of School for the upcoming school year will be developed by the Head of School with assistance of the President of the Board. These performance goals will be presented to the Board for approval.
- (c) An interim, mid year evaluation of the Head of School's performance will be reviewed by the President and Vice President, and then presented to the Board.
- (d) At the end of each school year, a complete evaluation of the Head of School will be conducted by the President and Vice President of the Board. Evaluation criteria shall include:
  - (i) Educational leadership;

- (ii) Relationship with the community;
- (iii) Relationship with the Board;
- (iv) Review of performance expectations:
- (v) Fulfillment of other roles and responsibilities as defined in the Head of School's job description.
- (e) Evaluation data will be garnered from evaluation surveys from students, staff, parents, and Board members that are returned directly to the President of the Board. The Head of School and the Board President will each submit a list of students, staff, and parents. and the evaluation surveys will be sent to all of the constituents on each list. All Board members will receive the evaluation survey. Although each survey will require a signature, the results will be tabulated and summarized before they are shown to the Head of School in order to ensure anonymity.
- (f) The President and Vice President shall discuss their report and the results of the surveys with the Head of School. The final report shall he presented to the Board at the end of the school year.
- (g) Evaluation data will be garnered from evaluation surveys from students, staff, parents, and Board members that are returned directly to the President of the Board. The Head of School and the Board President will each submit a list of students, staff, and parents, and the evaluation surveys will be sent to all of the constituents on each list. All Board members will receive the evaluation survey. Although each survey will require a signature, the results will be tabulated and summarized before they are shown to the Head of School in order to ensure anonymity.

16 DC #339620 v1

# Article Five Conflicts of Interest Policies

### 5.1 Purpose.

The purpose of the conflict of interest policy is to protect the interests of Washington Yu Ying School Public Charter School (the "School") when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the School or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

#### 5.2 Definitions.

- (a) <u>Interested Person</u>. Any trustee, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.
- (b) <u>Financial Interest</u>. A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:
  - (i) An ownership or investment interest in an entity with which the School has a transaction or arrangement,
  - (ii) A compensation arrangement with the School or with any entity or individual with which the School has a transaction or arrangement, or
  - (iii) A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the School is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. Under Section 5.3(b) a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict exists.

#### 5.3 Procedures.

(a) <u>Duty to Disclose</u>. In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

17 DC #339620 vt

(b) <u>Determining Whether a Conflict of Interest Exists</u>. After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he or she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

#### (c) Procedures for Addressing the Conflict of Interest.

- (i) An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he or she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
- (ii) The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- (iii) After exercising due diligence, the governing board or committee shall determine whether the School can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- (iv) If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the School's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

#### (d) Violations of the Conflict of Interest Policy.

- (i) If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
- (ii) If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

18 DC #339620 v1

#### 5.4 Records of Proceedings.

The minutes of the governing board and all committees with board delegated powers shall contain:

- (a) The names of persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.
- (b) The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

#### 5.5 Compensation.

- (a) A voting member of the governing board who receives compensation, directly or indirectly, from the School for services is precluded from voting on matters pertaining to that member's compensation.
- (b) A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the School for services is precluded from voting on matters pertaining to that member's compensation.
- (c) No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the School, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

#### 5.6 Annual Statements.

Each trustee, principal officer and member of a committee with governing board delegated powers shall annually sign a statement that affirms such person:

- (a) Has received a copy of the conflicts of interest policy,
- (b) Has read and understands the policy,
- (c) Has agreed to comply with the policy, and
- (d) Understands the School is charitable, and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

19 DC #339620 vt

#### 5.7 Periodic Reviews.

To ensure the School operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- (a) Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.
- (b) Whether partnerships, joint ventures, and arrangements with management organizations conform to the School's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

#### 5.8 Use of Outside Experts.

When conducting the periodic reviews as provided for in Section 5.7, the School may, by need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

#### WASHINGTON YU YING PUBLIC CHARTER SCHOOL

# Board of Trustees Job Description

#### General Responsibilities:

The Board of Trustees plays a key role in setting forth the vision for the school and ensuring the school's mission is fulfilled. The Board, as the governing body of Washington Yu Ying Public Charter School, will provide strategic direction for the school, nurture strong school leaders, and ensure adequate financial resources and legal compliance. In doing so, the Board of Trustees will ensure the success of the academic program, faithfulness to the terms of its charter, and long-term viability.

#### Specific Responsibilities:

- Determine Mission and Purpose. The Board of Trustees will be responsible for shaping the school's mission and philosophy and ensuring that the school operates in accordance with its mission.
- Plan. The Board will review the development of, approve and oversee implementation of annual strategic plans with concrete and measurable goals to ensure that Washington Yu Ying's programs remain consistent with its mission and successful.
- Select. Evaluate and Support the Head of School. The Board will be responsible for hiring and evaluation of the Head of School. The Board will clarify their own functions as distinct from those of the Head of School, recognizing that is the Head of School's exclusive responsibility to select and supervise the school staff. The Board will establish clear objectives and expectations of the Head of School and will evaluate the Head of School with respect to these objectives and expectations and provide feedback to the Head of School that will support him or her in the fulfillment of his duties to Washington Yu Ying.
- Ensure Adequate Resources. The Board will set targets and goals for resources. While the Head of School and/or director of development will ultimately be the chief fundraiser, the Board will oversee these efforts, with individual Trustees expected to assist in such efforts as appropriate. The Board will have the ultimate responsibility for and be accountable for the financial stability and financial future of the school. The Board, through appropriate Committees, will establish targets with respect to fund-raising efforts and otherwise work to ensure the school is in a position to secure appropriate facilities in the short and long term.
- Manage Resources Effectively. The Board will ensure that the school's resources are managed effectively through review and approval of the annual budget and monitoring of

monthly financial reports, providing for an annual audit by a certified public account in accordance with all applicable law and establishment of appropriate financial controls.

- Enhance the School's Public Standing. Trustees are ambassadors for Washington Yu Ying. As such, they will promote the mission, enrollment, recruitment and engage in general public relations for the school. They will engage the business community, the government and the DC community as a whole. The Board will set the goals of the school's community outreach program.
- Promote Fairness and Maintain Accountability Among School Personnel. The Board will adopt guiding principal for all personnel policies and procedures to be developed by the Head of School. To ensure fairness, the Board will be responsible for ensuring adequate grievance protocols, and will delineate the Head of School's authority for hiring, developing, evaluating and releasing staff, thus ensuring consistent treatment of all personnel in such processes while promoting effective performance by all.
- Ensure a Safe and Respectful Environment in which to Work and to Learn. The Board of Trustees will promote, through the development of policies to ensure compliance with all applicable laws, including in relation to health, safety, and civil rights, that Washington Yu Ying is safe and respectful environment for its employees, students and visitors.
- Recruit and Assess the Board. The Board will be responsible for assessing their own
  collective performance, for developing the collective and individual knowledge and
  awareness of responsibilities among the Trustees, and for ensuring Trustee's adhere to
  their commitments to Washington Yu Ying. The Board of Trustees will also be
  responsible for identifying gaps in the expertise of the Board of Trustees and recruiting
  and training new board members to ensure that the Board continues to perform its duties
  to Washington Yu Ying in years to come.

#### WASHINGTON YU YING PUBLIC CHARTER SCHOOL

#### **Individual Trustee Performance Expectations**

#### General Responsibilities:

Responsible for actively participating in the work of the Washington Yu Ying Public Charter School (Washington Yu Ying) 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 to a prospective Trustee nominee prior to his or her nomination. The Washington Yu Ying Board of Trustees' Board Development Committee will nominate the candidate only after he or she 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 ambassador for the values, mission, and vision of Washington Yu Ying.
- 2. Work with fellow Trustees to fulfill the obligations of Board membership.
- 3. Behave in ways that clearly contribute to the effective operation of the Board of Trustees:
  - Focus on the good of the Washington Yu Ying, not on personal agenda
  - Support Board decisions once they are made in accordance with the Board's decisionmaking process
  - Participate in an honest appraisal of one's own performance as a Trustee and the performance of the Board as a whole
  - Understand and promote adherence of the Board to a role of governance and policymaking rather than administration and management
- 4. Regularly attend Board and committee meetings in accordance with the Board attendance policy. Prepare for meetings by reviewing materials and bringing the materials to meetings.
- 5. Keep informed about the school and its issues by reviewing materials, participating in discussions, and asking strategic-questions.
- 6. Use personal and professional contacts and expertise for the benefit of the school.
- 7. Serve as a member or chair of at least one committee or task force.
- 8. Actively participate in one or more fund-raising events annually, and give an annual financial contribution and support capital campaigns at a level that is personally meaningful.
- 9. Inform the Board of Trustees of Washington Yu Ying of any potential conflicts of interest, whether real or perceived, and abide by the decision of the Board related to the situation.
- 10. Understand, adhere to and promote the fiduciary duties of Trustees as individuals and the Board as a whole to Washington Yu Ying and their respective obligations to other members of the Washington Yu Ying community, seeking legal advice and professional development opportunities to enhance this understanding.

#### WASHINGTON YU YING PUBLIC CHARTER SCHOOL

#### **BOARD MEMBER AGREEMENT**

T.	understand that, as a member of the Board of Trustees of the
that the Board of T	ng Public Charter School, I have a legal and moral responsibility to ensure rustees does the best work possible in pursuit of its goals. I believe in the ssion of the organization, and I will act responsibly and prudently as its
	erstand the Trustee Job Description and the Board of Trustees Job
	vern my work on the Board. I will perform my duties as a Board member by isibilities as an individual Trustee as specified in the Trustee Job Description
and by partnering w	vith other Trustees to fulfill the responsibilities of the collective Board as
specified in the Box	ard of Trustees Job Description

If I do not fulfill these commitments to Washington Yu Ying, I will expect the Board President to call me and discuss my responsibilities with me. After discussion, if I still feel unable to fulfill these expectations I will resign from the Board.

In turn, Washington Yu Ying will be responsible to me in several ways.

- 1. I will be sent, without request, quarterly financial reports and an update of organizational activities that allow me to meet my fiduciary duties.
- 2. The organization will help me perform my duties by keeping me informed about issues in public charter schools' curriculum, finance and development, applicable law, and by offering me opportunities for professional development as a board member.
- 3. Other Board members and the Head of School will respond in a straightforward fashion to questions I have in relation to my Board and Committee-related responsibilities to Washington Yu Ying.
- 4. Other Board members and the Head of School will work in good faith with me towards achievement of our goals.
- 5. If the Washington Yu Ying does not fulfill its commitments to me, I can call on the Board President and Head of School to discuss these responsibilities.

·	Date:	
Member, Board of Trustees		
	Date:	
President, Board of Trustees		
	Date:	
Head of School		

#### Standards Development Timeline Table

Timeline	Activities and Group Responsible
2007	Preparation – Washington Yu Ying Founders
July-September	Identify curriculum planning team including hiring principal and curriculum developer/coordinator
October – December	Refine Content Standards for each grade level
•	Refine Performance Standards for each grade level
	Refine Language Standards for each grade level
2008	Development-Principal/Curriculum Coordinator and Curriculum Planning Team
January-March	Coordinate IBPYP curriculum framework with our standards
January – June  Begin search through international, national and local resources for hiring language teachers and IBPYP experienced teachers	
February-May	Draft and refine units of inquiry for each grade level with horizontal and vertical articulation (preK-6)
	Draft and refine scope and sequence for each subject area.
May-August	Select leveled texts and materials for guided reading and literature circles – preK- grade 2 levels
	Select texts/materials/resources for units of inquiry- preK - grade 1
	Select texts/materials/resources for Chinese language - preK - grade 1
July-September	Introductory teacher training - IBPYP, Cultural Sensitivity and Language Immersion
-	Refine first unit of inquiry

Preparation: We will interview and work with expert/veteran teachers in early childhood development practices, language immersion programs and structured inquiry. These teachers will come from authorized IBPYP schools in the area as well as the IBO, both regional and national, the Chinese American International School (San Francisco) support for schools service and the Confucius Institute of Maryland. We will investigate whether contracting on a fee-for-services basis is feasible for the Curriculum planning team.

Coordination and Refinement of Content, Performance and Language Standards: The Principal, Curriculum Coordinator and the Curriculum Planning Team will coordinate and refine our standards by ensuring alignment of the standards selected with those of rigorous elementary schools in order to ensure the preparation of our students. The team will look at the district's comprehensive assessment system (DC-CAS), the CLASS (for Chinese language) and the DRA (for early primary reading and writing) to ensure that our standards not only meet those standards but also exceed them.

Development: The Principal, Curriculum Coordinator and the Curriculum Planning team will begin to search and hire qualified Chinese language teachers for grades preK, K and 1, preferably with some experience with structured inquiry. The team will begin to search for and hire qualified English language teachers for grades preK, K and 1, with experience in literacy instruction as well as structured inquiry. The team will coordinate the developed standards with the IBPYP curriculum and framework, thereby drafting and refining the units of inquiry and the scope and sequence for each grade level creating a comprehensive articulation for the elementary years. The team will use the units of inquiry to make decisions on selecting materials, including literacy texts, for both the English and Chinese language programs. The Principal and the Curriculum Coordinator, with the support of IBO and the Confucius Institute of Maryland, will develop and present workshops to the incoming teachers on the IBPYP and language immersion. The Principal will develop cultural sensitivity workshops for all teachers, with input from organizations such as ELT and Global Integration, both of which offer cultural diversity and sensitivity trainings. The teachers in each grade level, with the input of the Principal and the Curriculum Coordinator, will refine the first unit of inquiry to be taught.

## Sample programme of inquiry 2003

Page 1 of 2

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	Central libra The destrives we make every day influence who we are and when we want to become.	Contract idea Many specime of past ejoilizations are institut to sucception and relutes of the present dity	Central idea The beliefs and values of cultures are conveyed shrough risuds, michanism, the arts and the way.	Central Idea AB assimuls have life typics chapterized by physical change and charging roles	Central idea The ability to produce those gazde than treated prompted the exchange of mexical prompted the birth of most one	Central Idea Entlaren veniderisk foco a variety uč challanges and risks
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#### Overall expectations

Students will identify and reflect upon "big ideas" by making connections between the questions asked and the concepts that drive the inquiry. They will become aware of the relevance these concepts have to all their learning. They will have to understand that effective use of language is a valuable life skill.

Strand	Children aged 3–5 will	Students aged 5-7 will	Students aged 7–9 will	Students aged 9-12 will
Oral	use oral language for social interaction and to obtain understanding communicate needs, feelings and ideas participate appropriately in conversations tell stories and events in sequence give and follow instructions have daily opportunities to listen and speak in a variety of authentic contexts.	use a variety of oral language appropriately with increasing confidence     talk about their thoughts, feelings and opinions     work in groups and discuss ideas appreciate that listening is important in both small and large groups     listen with increasing concentration and consideration     pick out main events and relevant points     increase their ability to anticipate and prettier.	appreciate the power of oral language     to the speech with increasing responsibility     participate appropriately in discussions     talk about a wide range of topics     talk about a wide range of oral topics     talk about a wide range of topics     talk about a wide range of vocabulary     talk oral language to anticulate, organize and reflect on learning     begin to communicate in more than one language.	have an increasing awareness of the power of ural language, how it helps them to construct meaning and connect with others     use speech responsibly to inform, enterthin and influence others     understand that oral language is a medium for learning as well as for individual enjoyment     interact confidently in a variety of situations     use a wide range of linguistic structures and features to present ideas and information     adapt speaking and listening strategies to the context, purpose and audience     reflect upon communication to monitor and awares their learning.
Writlen	Reading  • be easer to read  • unjoy playing and experimenting with reading behaviours  • show an interest in books, storles, charts and songs  • "read" familiar text using visual, contextual and memory cues  • focus on meaning of text rather than word accuracy  • "read" daily in a variety of situations and have opportunities to discuss what has been read.	Reading  rend simple texts with confidence and pleasure  use a range of strategies to decode text  discuss stories heard and read, demonstrating an increasing awareness of character and plot understand and respond to ideas and feelings expressed  legin to use reference books and dictionaries independently participate in daily rending for independent and purposes.	Reading read a variety of fiction and non- fiction books with confidence. fluency and independence select books appropriate to their reading level and for a specific purpose be interested in/show appreciation of a variety of literary styles inderstand and respond to ideas, feelings and attitudes expressed in reading materials use reference materials including information technology independently read deily and for sustained periods.	Reading  read a wide range of texts with understanding and accuracy recognize and appreciate various literary styles, forms and structures appreciate structural and stylistic differences between fiction and non-fiction be able to reflect upon and unalyse details of claracter nod plot appreciate authors use of language and begin to recognize menning beyond the literal locate and use a range of reference materials to find information and guide research read daily for enjoyment and information, for sustained periods.
	Writing  • be curious about print  • enjoy playing and experimenting with writing  • more from scribble to writing letters and words  • assign meaning to mescages regardless of their stage of written development  • gradually produce recognizable spellings of a range of words  • be encouraged to write daily with or without support.	Writing  write confidently with developing legibility and fluency write for a variety of purposes  write simple, sequenced stories with a beginning, middle and end begin to plan, edit and review their own writing begin to spell high-frequency words accurately use simple spelling patterns or spell phonetically write legibly in a consistent style write daily for a variety of purposes.	Writing  write independently, with confidence and fluency use a wide and vivid vocabulary understand different structures in writing write for a range of purposes, both creative and informational plan, edit and review their own writing spell high-frequency words accurately and use a range of strategies to spell complex words write in a consistent, legible style.	Writing write fluently and effectively in a range of styles match different Myles and structures of writing to the task show an awareness of audience use relevant and appropriate supporting details and effective vocabulary vary sentence structure and length use an appropriate writing process independently and confidently develop their own voice and style.
Visual	<ul> <li>play, experiment, talk about and relate to different media materials</li> <li>use media to make sense of their world</li> <li>respond to media verbally and nunverbally</li> <li>show entlosity in many forms of visual media</li> <li>make connections between the real and the imaginary</li> <li>view and react to simple messages or factual information and describe what they see.</li> </ul>	understand that communication involves verbul, visual and kinnesthetic features understand that signs and symbols carry meaning     begin to read a range of signs in the environment     read and use texts with different types of layout understand information presented in a range of visual forms including television, theatre and computer search for, record and present information using a variety of media begin to make choices about what is relevant and useful to them.	experience a wide variety of visual media     respond to viewing experiences orally and in writing     recognize the power of visual media to influence thinking and behavious     begin to make informed choices in their personal viewing experiences use a variety of media to plan and create projects     use electronic media to find information.	dependent appropriate viewing behaviour for a range of visual materials respond to viewing experiences orally and in writing, using specific venebulary and terminology understand the effect of design on the meaning of the visual identify secteotypes work with a variety of materials to plan and carry out different projects recognize the implications of commercial media make informed judgments about television, film and video productions.

For the purposes of Washington Yu Ying operations ages 3-5 correspond to pre-K, ages 5-7 to K and Grade 1, ages 7-9 to Grade 2 and 3, ages 9-12 to Grades 4 and 5.

Mathematics scope and sequence overview

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Strand	By the end of this age range, children aged 3-5 will:	By the end of this age range, students aged 5–7 will:	By the end of this age range, students aged 7–9 will.	By the end of this age range,
Pattern and function	find and describe simple patterns     create simple patterns using real objects.	<ul> <li>create, describe and extend patterns</li> <li>recognize, describe and extend patterns in numbers; odd and even, skip counting. 2s, 5s and 10s</li> <li>identify patterns and rules for addition: 4 + 3 = 7, 3 + 4 = 7 (commutative property)</li> <li>identify patterns and rules for subtraction: 7 - 3 = 4, 7 - 4 = 3</li> <li>model, with manipulatives, the relationship between addition and subtraction: 3 + 4 = 7, 7 - 3 = 4.</li> </ul>	analyse patterns in number systems to 100 recognize, describe and extend more complex patterns in numbers understand and use the relationship between addition and subtraction: 4 + 3 = 7, 7 - 3 = 4  identify patterns and rules for multiplication and division: 4 + 2 = 12, 3 + 4 = 12, 12 + 3 = 4, 12 + 4 = 3  rackel, with manipulatives, the relationship between multiplication and division model, with manipulatives, the relationship between division and subtraction model, with manipulatives, the relationship between division and subtraction model multiplication as an array understand and use number patterns to solve problems (missing numbers).	<ul> <li>understand and use the relationship between multiplication and addition</li> <li>understand and use the relationship between multiplication and division (inverse function)</li> <li>onderstand and use the relationship between division and subtraction</li> <li>model and explain number patterns</li> <li>increase if problems to create a number pattern is used to problems to create a number pattern of a rule</li> <li>develop, explain and model simple algebraic formulas in more complex equations: x + 1 * y, where y is any even which number</li> <li>model exponents as repeated multiplication</li> <li>understand and use exponents and roots as inverse functions: 9, v81.</li> </ul>
Number	count, compare and order numbers to 20 count, compare and order numbers to 20 costimate quantities to 10 use ordinal numbers to describe the position of things in a sequence model number relationships to 10: "Show me one more than three, take two away from these cubes". use the language of mathematics: more, less, oumber names, total use 1—1 correspondence explore the conservation of number through the use of manipulatives select and explain an appropriate method for solving a problem.	read, write, and model numbers, using the base 10 system, to 100  count (in 1s, 2s, 5s and 1fts), compare and order numbers to 100  tistinate quantities to 100  tiste mathematical vocabulary and symbols of addition and subtraction; add, subtract, difference, sum, 4, read, write and model addition and subtraction to 20 (with and without regrouping)  automatically recall addition and subtraction facts to 10 describe the meaning and use of addition and subtraction explore and model multiplication and division using their own language/methods  use fraction names (balf, quarter) to describe part and whole relationships  estimate the reasonableness of answers  select and explain an appropriate method for solving a problem.	read, write and model numbers, using the base 10 system. to 1000  count, compare and order numbers to 1000  estimate quantities to 1000  count in 3s, 4s, 6s, and explore other numbers:  use number patterns to learn multiplication tables; 1s, 2s, 4s, 5s, 10s  automatically recull basic addition and subtraction facts  model uddition and subtraction, equations to 1000 (with and without regrouping)  use mailtenastical vocabulary and symbols of multiplication and division; times, divide; product, quotiens, x, +  use and describe multiple strategies to solve addition, subtraction, nuwliplication and division problems  read, write and model multiplication and division problems  compare fractions using manipulatives and using fractional notation  model addition and subtraction of fractions with the same denominator  use mathematical vocabulary and symbols of fractions: numerator, denominator, equivalence  understand and model the concept of equivalence to 1: two batves = 1, three thirds = 1  reasonably estimate answers: rounding and approximation select and explain an appropriate method for solving a problem.	rend, write and model numbers, using the base 10 system, to militions and beyond: and to thousundths and beyond automatically recall and use basic number facts create and solve multiple digit multiplication and division problems  read, write and model addition and subgraction of fractious with related demonitariors  read, write and model interproper fractions and mixed numbers  compare and order fractions  model equivalency of fractions; ***/**  simplify fractions  use the mathematical vocabulary of fractions; improper, mixed numbers  read, write and model the addition and subtraction of decimals to the thousandths  read, write and model multiplication and division of decimals to the thousandths  read, write and model multiplication and division of decimals (with reference to money)  round decimals to a given place or whole number  read, write and model percentages  interchange fractions, percentages and decimals  find and use ratios  read, write and model addition and subtraction of integers (regaitive numbers)  read, write and model exponential notation  select and defend the most appropriate and efficient methor of solving a problem; mental estimation, mental arithmetic pencil and paper algorithm, calculator.

#### Science Scope and Sequence PYP

3-5 years: Students will develop their observational skills by using their senses to gather and record information, and they will use their observations to identify simple patterns, make predictions and discuss their ideas. They will explore the way objects and phenomena function, and will recognize basic cause and effect relationships. Students will examine change over varying time periods and know that different variables and conditions may affect change. They will be aware of different perspectives, and they will show care and respect for themselves, other living things and the environment. Students will communicate their ideas or provide explanations using their own scientific experience and vocabulary.

5-7 years. Students will develop their observational skills by using their senses to gather and record information, and they will use their observations to identify patterns, make predictions and refine their ideas. They will explore the way objects and phenomena function, identify parts of a system, and gain an understanding of cause and effect relationships. Students will examine change over varying time periods, and will recognize that more than one variable may affect change. They will be aware of different perspectives and ways of organizing the world, and they will show care and respect for themselves, other living things and the environment. Students will communicate their ideas or provide explanations using their own scientific experience.

7–9 years. Students will develop their observational skills by using their senses and selected observational tools. They will gather and record observed information in a number of ways, and they will reflect on these findings to identify patterns or connections, make predictions, and test and refine their ideas with increasing accuracy. Students will explore the way objects and phenomena function, identify parts of a system, and gain an understanding of increasingly complex cause and effect relationships. They will examine change over time, and will recognize that change may be affected by one or more variables. They will be aware of different perspectives and ways of organizing the world, and they will be able to consider how these views and customs may have been formulated. Students will use their learning in science to plan positive and realistic action in order to improve their welfare and that of other living things and the environment. Students will communicate their ideas or provide explanations using their own scientific experience and that of others.

9–12 years. Students will develop their observational skills by using their senses and selected observational tools. They will gather and record observed information in a number of ways, and they will reflect on these findings to identify patterns or connections, make predictions, and test and refine their ideas with increasing accuracy. Students will explore the way objects and phenomena function, identify parts of a system, and gain an understanding of increasingly complex cause and effect relationships. They will examine change over time, and they will recognize that change may be affected by one or more variables. They will be aware of different perspectives and ways of organizing the world, and they will be able to consider how these views and customs may have been formulated. Students will use their learning in science to plan positive and realistic action in order to improve their welfare and that of other living things and the environment. Students will communicate their ideas or provide explanations using their own scientific experience and that of others.

#### Social Studies Scope and Sequence PYP

3-5 years. Students will gain an understanding of people and their lives, focusing on themselves, their friends and families, and their immediate environment. They will gain an increasing awareness of themselves in relation to the various groups to which they belong. They will gain a sense of place, and the reasons why particular places are important to people. They will also gain a sense of time, and recognize important events in their own lives, and how time and change affect people.

5–7 years. Students will gain an understanding of their world, focusing on themselves, their friends and families and their environment. They will appreciate the reasons why people belong to groups, the roles they fulfill and the different ways that people interact within groups. They will gain a sense of place and the reasons why particular places are important to people, as well as how and why people's activities influence, and are Social studies in the Primary Years Programme influenced by, the places in their environment. They will gain a sense of time, recognizing important events in their own lives, and how time and change affect people.

7–9 years. Students will extend their understanding of human society, focusing on themselves and others within their own community as well as other communities that are distant in time and place. They will investigate how and why groups are organized within communities, and the ways in which communities reflect the cultures and customs of their people. They will deepen their understanding of how people influence, and are influenced by, the places in their environment. Students will gain an appreciation of the relationship between valuing the environment and protecting it. They will extend their understanding of time, recognizing important events in people's lives, and how the past is recorded and remembered in different ways.

9–12 years. Students will investigate aspects of human society, focusing on themselves and others within their own community as well as groups of people that are distant in time and place. They will extend their understanding of how and why groups are organized within communities, and how participation within groups involves both rights and responsibilities. Students will gain an appreciation of how cultural groups may vary in their customs and practices but reflect similar purposes. They will deepen their understanding of how people influence, and are influenced by, places in the environment. They will appreciate the significance of developing a sense of belonging and stewardship towards the environment, valuing and caring for it, in the interests of themselves and future generations. They will extend their understanding of time, recognizing how ideas and actions of people in the past have changed the lives of others, and appreciating how the past is recorded and remembered in different ways. They will gain an understanding of how and why people manage resources, and why different systems for the exchange of goods and services have developed.

#### GRADES 6 - 8 MYP CURRICULA

The aims and objectives of MYP subjects address these four aspects of the learning process:

- Knowledge: the facts that the student should be able to recall to ensure competence in the subject
- Understanding: how the student will be able to interpret, apply or predict aspects of the subject
- Skills: shown through tasks that allow the student to apply what has been learned to new situations
- Attitudes: the ways in which the student is changed by the learning experience Units of study

#### Language

Grade 6: Students work on the development of basic reading, writing and speaking skills. Time is spent improving spelling and grammar as required. The focus is on learning to write basic introductions and conclusions, and paragraphs with topic sentences. Students also develop creative writing skills through story and poetry production. Many opportunities for producing authentic writing are given to the students and proof reading skills are taught and the production of polished final drafts is emphasized. Oral presentations, class debates and discussions enable students to develop their oral skills. Informal letter writing is also introduced. Students are also expected to read books of their own choice independently and are required to write book reports and give oral presentations on their reading.

Grade 7: While existing skills are reinforced, the focus in this year is on structuring written work and developing the ability to use more complex sentence structures. Students are taught to prepare narrative and persuasive compositions, and to write informal letters. The language of advertising is examined and students learn to evaluate and understand the power of this particular use of language. Students are required to present and report on literature of their own choice, which is read outside the classroom.

Grade 8: Students in Grade 8 are working towards a greater understanding of the structure and forms of the English language. Thus existing skills are reinforced and individual growth fostered. Attention is given to expository and argumentative composition writing, formal letter writing, and the ability to formulate related ideas and to present them in a clearly structured fashion. Students are taught to use various documentation techniques, to quote sources and to prepare a hypothesis statement for a research report. Creative writing in

the form of poetry production and writing within particular genre, such as horror, love, detective stories is further developed.

#### Mathematics:

Grade 6: Students further their understanding of whole numbers, multiples and factors, rational numbers, order of operation, number sets, pattern recognition, simple equations involving geometry, forms of numbers — such as exponents, measure of perimeter and area, construction of triangles and quadrilaterals, transformations of reflections and rotations, collecting and collating data, presenting data using pie graphs, bar graphs, histograms, sets and pictograms.

Grade 7: Students master ratios and proportions, percentages, estimation, number patterns, scientific notation, powers and roots of 2, language of algebra, flow charts, expansion, equations, mensuration of perimeter and area, construction of circles and polygons, inscribed and circumscribed circles, Cartesian plane, Transformations—reflections, rotations and translations in the Cartesian plane, enlargement sample space, outcomes and events, theoretical and experimental probability

Grade 8: Students master powers and roots of 3, irrational numbers, approximation, relations and linear functions including graph and value tables of linear functions, expansion, equations, simple factorization with geometry, organizing data using stem and leaf plots, and box and whisker plots, Data, analysis using mean, mode, median, and range, logic, expressions and factorization, linear and quadratic functions, simple linear equations with 2 variables, similarity and congruence, shape and perspective in 3D, trigonometry introduction, data collection including sample frame, bias, target population and simple random, sampling, Data analyses.

#### Humanities:

Grade 6: Students start with the Beginnings of Human Society, from prehistory to the start of farming. This is followed by a study of the Fertile Crescent looking at the Acadian empire, the Babylonian and Persian Empires, the Phoenicians and Israelites. More detailed studies of the Egyptian. Greek and Roman Empires look into the structure of ancient society, the different forms of government, health and hygiene, town planning, religion, leisure and achievements. Particular attention is paid to the ancient Greek and Roman legacy in the present.

Grade 7: Students continue with Ancient Civilizations. Ancient China is studied from 221 BC - 1279 AD, with emphasis on inventions and achievements, social relations and the role of emperors. The Medieval period in Europe and in the Islamic world is also studied. Students will study the structure of these societies, the role of religion, trade and the growth of towns, health and disease, the rate of change and the role this period played in shaping our present world.

Grade 8: The Renaissance looks at the re-birth of ideas in the fields of science, art and architecture. The Reformation, international trade and the main trading routes during this period as well as the voyages of exploration and discovery are investigated. Comparing the concepts of religious conflict, which they have studied in the Reformation, to current world conflicts. The students finish the year by studying the Mughal conquest of India, religion, art, science and technology as well as the impact of the British in India. Students are taught to form and develop an historical opinion and to express and support their arguments in the form of an historical essay, as well as developing their research and presentation skills.

#### Sciences

Within MYP, sciences are the traditional subjects of biology, chemistry and physics, as well as topics, concepts and issues from other branches of science, such as earth and health sciences. As with other areas of the curriculum, students are encouraged to relate the content of the classroom and laboratory to the realities of life as they develop critical thinking and problem-solving skills. As well as providing a sustained, valuable academic experience, the MYP sciences subject group promotes an awareness of the increasingly international context of scientific activity, its impact and limitations, as well as the constant evolution of scientific knowledge and understanding.

Grade 6: Being a Scientist, Looking at Living Things, Energy, Building Blocks and Matter, Solvents and Solutions, Cells and Reproduction, Electricity, Gases in the Air, Heat on the Move, Hydrogen, Metals, Acids and Alkalis

Grade 7: The Senses, the Earth, Forces and Movement, Keeping the Body Working, the Earth in Space, Healthy Living, Materials, Electronics, Energy and the Environment, Measuring the Effect of Forces, and the Behavior of Light

Grade 8: Variety of Life, Photosynthesis, Plant Movement and Reproduction, Ecology, Particles in Chemistry, Atoms Combining, Experimental Physics, Forces and Motions, Forces and Pressure

0124 Taliaferro Hall College Park, Maryland 20742 301.405.0208 TEL 301.405.0219 FAX

CONFLICIUS INSTITUTE AT THE UNIVERSITY OF MARYLAND 馬里蘭大學孔子學院

March 8, 2007

Tom Nida, Chairman
District of Columbia Public Charter School Board
1436 U Street, N.W., Suite 401
Washington, D.C. 20009

Dear Chairman Nida and Members of the Board,

I am writing, on behalf of the Confucius Institute at the University of Maryland (CIM), in support of the establishment of the Washington Yu Ying Public Charter School, an elementary school offering immersion in the Chinese language in an International World School setting.

Chinese is becoming one of THE most important less commonly taught languages (LCTLs), and the Washington Yu Ying Public Charter School will provide students in the District of Columbia the rare opportunity to become speakers and readers of Chinese. With this unique early learning and awareness, they will soon enjoy a broader appreciation in their world outlook.

The national figures from the U.S. College Board tell us that we will need over 15,000 NEW teachers of Chinese to serve the increasing demands for Chinese language throughout the U.S., at multiple levels ranging from K-16, beginning from elementary school all the way through college. This being the case, you are preparing to become part of this wonderful new "wave" promoting Chinese language teaching AND learning.

We at the CIM fully endorse the founders' decision to employ the International Baccalaureate Organization's Primary Years Programme (PYP), with its emphasis on respecting cultural differences and developing World Citizens. The PYP's reliance on structured inquiry and differentiated instruction will provide an engaging curriculum that will serve the differing needs of the District's school children.

CIM looks forward to working with the founders of the Washington Yu Ying Public Charter School to supply expert teachers to train, teach, or mentor Yu Ying's Chinese teachers. I have personally come to appreciate the skills and quality of Chinese language teachers by watching the two professors from China, trained in teaching teachers how to teach Chinese, who are working with our Institute. Professional instruction is needed for those who coach our children, from a very young age. We know that the formative years, before age 12, are the most effective language-learning years, and we owe it to our young ones to help them develop certain competence when they are most ready, and to acquire life-long learning skills.

I encourage the Board to give favorable consideration to this innovative, forward-looking, and very important undertaking! This is a program that will surely benefit everyone involved, and will have long-lasting, indeed, LIFE-long, effects.

Sincerely,

Chuan Sheng Liu, Ph.D.

Director, Confucius Institute at the University of Maryland

and

Professor, Department of Physics

University of Maryland

College Park, MD 20742

Phone: (301) 405-8054; Fax: (301) 314-9290



March 22, 2007

Mr. Thomas A. Nida Chairperson District of Columbia Public Charter School Board 3333 14<sup>th</sup> Street, NW, Suite 210 Washington, DC 20010

RE: Yu Ying Facilities Support

Dear Tom,

As you know, Building Hope was created to help quality District of Columbia public charter schools overcome the significant facilities barriers that exist in D.C.'s competitive real estate market. These barriers prevent them from serving more students in environments most conducive to learning. Building Hope helps charter schools overcome these facilities barriers by 1) lending money at below market rates; 2) acquiring and developing buildings at below market rates; 3) extending credit guarantees; and 4) providing professional services.

For start-up charter schools such as Yu Ying, a lack of operating history and low number of students in the early years only add to an already challenging environment. Building Hope has partnered with the State Education Office to develop incubator facilities throughout the district. The incubator sites will potentially provide space to meet Yu Ying's needs for Fall, 2008 and until a permanent site is acquired. Additionally, Building Hope is working to develop permanent sites for existing charter school that may provide co-location opportunities in unused space.

Building Hope will continue to work with Yu Ying to address their short and long-term space needs in anticipation of being granted a charter.

Sincerely,

Tom

Tom Porter
Director, Real Estate and Operations



## JIM GRAHAM

# COUNCILMEMBER, WARD ONE COUNCIL OF THE DISTRICT OF COLUMBIA WASHINGTON, D.C. 20004



1550 Pennsylvania Avenue, N.W.. Suite 105 Washington, D. C. 20004 Chairperson
Committee on
Public Works and The Environment

202-724-8181 202-724-8109 (ax

Voting Member Board of Directors, Washington Metropolitan Area Transit Authority

jgrøham@dccouncil.us jim@grahamwone.com www.grahamwone.com

March 23, 2007

Thomas A. Nida, Chair District of Columbia Public Charter School Board 3333 14th Street, NW Suite 210 Washington, DC 20010

Dear Chairman Nida and Members of the Board:

I am writing in support of the establishment of the Washington Yu Ying Public Charter School, an elementary school which will offer dual language immersion in English and Chinese and employ the Primary Years Program (PYP) of the International Baccalaureate curriculum. The school is being founded by a group of parents and educators which includes several Ward One residents.

Because Ward One is the most diverse ward in DC, I support the school's emphasis on respecting cultural differences and developing World Citizens. The PYP's reliance on structured inquiry and differentiated instruction will provide an engaging curriculum that will serve the myriad of gifts and needs of the District's school children. The school will also provide a rare opportunity for District children to gain fluency in Chinese, an increasingly important world language. I have encouraged the group to pursue the possibility of co-locating in a DC public school building, as I believe this would bring benefits to students in both the charter and traditional public schools.

I encourage the Board to give favorable consideration to this innovative and important undertaking

· 4.23·

Sincerely

JG/jdt

## HOWARD UNIVERSITY

COLLEGE OF ARTS AND SCIENCES
DEPARTMENT OF MODERN LANGUAGES AND LITERATURES

March 30, 2007

Thomas A. Nida, Chair District of Columbia Public Charter School Board 3333 14<sup>th</sup> Street, NW Suite 210 Washington, DC 20010

Dear Chairman Nida and Members of the Board:

I am pleased to write in support of the Washington Yu Ying Public Charter School, an elementary school offering dual language immersion in English and Chinese and incorporating the inquiry-based Primary Years Programme (PYP) of the International Baccalaureate Organization.

Establishment of such a school in Washington, DC is timely and fitting. Chinese is becoming an increasingly important world language, and the Washington Yu Ying Public Charter School will provide students of the District of Columbia the zare opportunity to become fluent speakers, thinkers and readers of Chinese. I am a strong supporter of language immersion from a young age, and believe school children in urban areas must be provided with such opportunities.

I am committed to exploring with the founders of the Washington Yu Ying Public Charter School ways in which Howard University's Department of Modern Languages could cooperate with and support the school going forward.

I encourage the Board to give favorable consideration to this innovative and important undertaking.

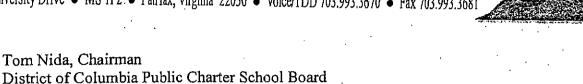
Sincerely,

James J. Davis, Ph.D.

Professor and Chairman

# HELEN A. KELLAR INSTITUTE for HUMAN dis ABILITIES

4400 University Drive • MS 1F2 • Fairfax, Virginia 22030 • Voice/TDD 703.993.3670 • Fax 703.993.3681



March 16, 2007

1436 U Street, N.W. Suite 401

Washington, DC 20009

Dear Chairman Nida and Members of the Board:

I am writing on behalf of the Helen A. Kellar Institute for Human disAbilities at George Mason University in support of the establishment of the Washington Yu Ying Public Charter School — an elementary school offering immersion in the Chinese language in an International World School setting. Chinese is becoming an increasingly important world language, and the Washington Yu Ying Public Charter School will provide students of the District of Columbia the rare opportunity to become fluent speakers, thinkers and readers of Chinese. The Washington Yu Ying Public Charter School, in its several discussions with GMU faculty and staff has emphasized its commitment to all children, including those with disabilities and English language support needs.

My faculty and I fully endorse the founders' decision to employ the International Baccalaureate Organization's Primary Years Programme (PYP) with its emphasis on respecting cultural differences and developing World Citizens. The PYP's reliance on structured inquiry and differentiated instruction will provide a challenging, yet attainable curriculum that will serve the differing needs of the District's school children. For too long, there has been a national culture of differing expectations and segregated environments for students with differing abilities and learning challenges. This proposed school demonstrates an ethic of high expectations and appropriate supports for all learners to achieve. Students with special needs and English language learners will have brighter futures by becoming literate in a second or third language—especially Chinese, which is the most-spoken language on earth. I am a visiting professor at Quingdao University in China, and in fact, am leaving for my third trip this June to lecture there on Instructional Technology. I will be happy to tell them about the interest in Chinese Immersion in the District of Columbia.

The College of Education and Human Development, which includes the Kellar Institute for Human disAbilities, has identified 5 core values: Collaboration, Ethical Leadership, Innovation, Research-based practice, and Social Justice. We believe that our values align completely with those of Washington Yu Ying, and that our support will help the school to realize its vision. We look forward to providing the founders and staff with ongoing support in the areas of training and technical assistance to school stakeholders to build capacity to address the needs of all learners. Our capabilities are in the areas of special education, differentiated instruction, universal design for learning, assistive and instructional technology, and teacher and parent

training. We also look forward to the possibility of engaging in action research in the area of language immersion programs for learners with special needs.

Collaboration between higher education and K-12 education can have important benefits for all stakeholders. The CEHD and KIHd have established many outreach and collaborative efforts between GMU and individual schools and LEAs in Virginia. As a university located in the Washington metropolitan area, we look forward to establishing a relationship with Washington Yu Ying Public Charter School. We encourage the District of Columbia Public Charter School Board to give favorable consideration to this innovative and important undertaking.

Sincerely,

Michael M. Behrmann, Ed.D.

Michael W

Director, Helen A. Kellar Institute for Human disAbilities

Kellar Professor of Education

College of Education and Human Development

George Mason University



George Washington University
The George Washington University
Center for Applied Linguistics

Jill Robbins, Ph.D. Associate Project Director
««GreetingLine»»
2011 Eye Street NW Suite 200
Washington, DC
20006
Friday, March 2, 2007

Tom Nida, Chairman
District of Columbia Public Charter School Board
3333 14th Street, NW
Washington, DC 20010

Dear Chairman Nida and Members of the Board:

I enthusiastically support the establishment of the Washington Yu Ying Public Charter School – an elementary school offering immersion in the Chinese language in an International World School setting. As a student of Chinese and a professor of Second Language Instruction at George Washington University, I understand the need for early language learning and the learning of critical languages for our country's national interests. The Yu Ying Public Charter School will provide students of the District of Columbia the rare opportunity to become fluent in Chinese.

I also endorse the founders' decision to employ the International Baccalaureate Organization's Primary Years Programme (PYP) with its emphasis on respecting cultural differences and developing World Citizens. My children attended an international school that employed the IB curriculum, which prepared them well for further travel and study. The PYP's reliance on structured inquiry and differentiated instruction provide an engaging curriculum that will serve the differing needs of the District's school children.

I eagerly anticipate working with the founders of the Washington Yu Ying Public Charter School by providing professional development in language instruction methodology, facilitating access to language learning resources, and reviewing curriculum design and materials. Therefore, I encourage the Board to give favorable consideration to this innovative and important undertaking.

Sincerely,

Jill Robbins, Ph.D.

- ♦ NATIONAL CAPITAL LANGUAGE RESOURCE CENTER, SUITE 200, 2011 EYE ST. N.W., WASHINGTON D.C. 20006
  - ♦ Tel: 202-973-1086 Fax: 202-973-1075 Email: NCLRC@GWU.EDU WEBSITE: WWW.NCLRC.ORG

Thomas A. Nida, Chair District of Columbia Public Charter School Board 3333 14th Street, NW Suite 210 Washington, DC 20010

March 26, 2007

Dear Chairman Nida and Members of the Board:

The world is becoming flatter and flatter... The Chinese and the Indians are catching up with the United States fast... What can we do to maintain the nation's leadership position in the world? Is there anything the nation's capital can do to help cement its unique and important place? As it turns out, an investment opportunity has opened up and I hope, no, I plead, that the Board will have the vision to pursue this window of opportunity.

With well over one billion Chinese and their entrepreneurial heritage, the tremendous growth performance unleashed in the last few decades is only the harbinger of what is yet to come. According to all accounts, the growth potential and opportunities for American companies to capture markets in China is beyond imagination. With this, the need of business associates, cultural ambassadors, arbitrators, and diplomats bridging the United States and China will be huge. As the capital of the United States, it is vital for DC to start cultivating and educating the future leaders, shakers, and movers.

I am thus writing in support of establishing the Washington Yu Ying Public Charter School – an elementary school offering immersion in the Chinese language in an International World School setting. Chinese is a very difficult language to master; without immersion it would be difficult to fully understand the language and the culture. Chinese is becoming an increasingly important world language, and the Washington Yu Ying Public Charter School will provide students of the District of Columbia the rare opportunity to become fluent speakers, thinkers and readers of Chinese. In fact, in a few years, the District may revisit the issue and consider extending the immersion programs to go beyond the elementary school level.

I fully endorse the founders' decision to employ the International Baccalaureate Organization's Primary Years Programme (PYP), with its emphasis on respecting cultural differences and developing World Citizens. The PYP's reliance on structured inquiry and differentiated instruction provides an engaging curriculum that will serve the differing needs of the District's school children.

In case you wonder about my background, I have taught economics at the George Washington University for many years, and currently am on leave at the National Science Foundation, providing research grants to economics professors. Raised in Hong Kong, I first came to the United States as an undergraduate. The US has been my home since then, as I later attended graduate school, began my working career, and became a US citizen. (I was never a citizen of another country since the British controlled Hong Kong while I lived there.) Many Chinese friends make me aware of the increasing opportunities that become available as China continues its rapid growth. Some of my friends are now in China helping US companies or

starting joint ventures with local Chinese cultivating new market opportunities. Their excitement about the future is very contagious. As an economist interested in economic growth, I pay close attention to the problems of globalization, flattening of the world, R&D spillover, and competition from the newly developed nations, and have worried about the challenge that the US faces to stay ahead. Since arriving at the National Science Foundation, I have also become more cognizant of the need to steer education toward a certain area or direction. Naturally, my opinions in this letter should not be construed as official endorsement from the George Washington University or the National Science Foundation. All opinions expressed here are mine alone.

To conclude, I strongly encourage the Board to give favorable consideration to this innovative and important undertaking. In a couple of decades, you will be very proud of your participation in such a forward-looking and exemplary undertaking.

Sincerely yours,

Vincy Fon. Ph.D.

Department of Economics
The George Washington University
Washington, DC 20052
vfon@gwu.edu

1630 Crescent Place, NW Washington, DC 20009 www.meridian.org TEL: 202.667.6800 FAX: 202.667.1475



Where The World Comes Together

Thomas A. Nida, Chair District of Columbia Public Charter School Board 3333 14<sup>th</sup> Street, NW Suite 210 Washington, DC 20010

March 30, 2007

Dear Chairman Nida and Members of the Board:

I am pleased to write in support of the Washington Yu Ying Public Charter School, an elementary school offering dual language immersion in English and Chinese and incorporating the inquiry-based Primary Years Program (PYP) of the International Baccalaureate Organization.

I head a program at Meridian International Center that provides international speakers to DC public school classrooms. As the world becomes more interconnected, it is increasingly important that we teach young people to succeed in a global society and to develop an understanding of international issues and an appreciation for other cultures. Meridian's International Classroom introduces these concepts to local public school students of all ages. International Classroom fosters cultural awareness and offers students a unique opportunity to interact with international members of our community and to gain a better understanding of the world in which we live.

International Classroom would be a natural partner for Washington Yu Ying Public Charter School given its chosen curriculum and focus on Chinese. I am committed to exploring with the founders of the Washington Yu Ying ways in which Meridian's Educational Outreach Programs could cooperate with and support the school going forward.

I encourage the Board to give favorable consideration to this innovative and important undertaking.

Sincerely,

Ruth Withnell Fitts

Director, Educational Outreach Programs

Meridian International Center

Rufy Withhell told

## Everhart's Nippon Kenpo Karate Do of Capitol Hill 530 7<sup>th</sup> Street, SE Washington, DC 20003 202-543-3400

www.EverhartEnterprises.com

March 23, 2007

Thomas A. Nida, Chair District of Columbia Public Charter School Board 3333 14<sup>th</sup> Street, NW Washington, DC 20010

Dear Chairman Nida and Members of the Board:

I am writing in support for the establishment of the Washington Yu Ying Public Charter School – an elementary school offering immersion in the Chinese language in an International World School setting. Chinese is becoming an increasingly important world language, and the Washington Yu Ying Public Charter School will provide students of the District of Columbia the rare opportunity to become fluent speakers, thinkers and readers of Chinese.

I fully endorse the founders' decision to employ the International Baccalaureate Organization's Primary Years Programme (PYP) with its emphasis on respecting cultural differences and developing World Citizens. The PYP's reliance on structured inquiry and differentiated instruction provide an engaging curricula that will serve the differing needs of the District's school children.

I look forward to working with the founders of the Washington Yu Ying Public Charter School to assist in developing an after school program. My organizations expertise are in the martial arts. I will be helping the school with their plans to include the study and execution of martial arts in the school program.

The martial arts will develop focus, concentration and self-confidence. The exercises help is weight reduction with great cardio vascular concepts. I have been involved in martial arts for over 45 years and have helped children of all ages around the world.

I encourage the Board to give favorable consideration to this innovative and important undertaking.

Sincerely,

Robert Everhart
Founder and Instructor
Everhart's Nippon Kenpo Karate Do of Capitol Hill



International Baccalaureate Organization Organisation du Baccalauréat International Organización del Bachillerato Internacional

6 March 2007

Washington Yu Ying Public Charter School Washington, DC

Dear District of Columbia Charter School Board Members:

This letter is in support of Washington Yu Ying Public Charter School's application to the District of Columbia Charter School Board. The International Baccalaureate (IB) will support Washington Yu Ying Public Charter School in becoming an authorized Primary Years Programme (PYP) and Middle Years Programme (MYP). The details of this support are outlined by the IB's current timeline and processes for application and authorization, available at <a href="https://www.ibo.org">www.ibo.org</a> or through this office. The application process and fee structure include specialized training and professional resources leading toward authorization. Schools typically engage in the application and authorization process for two to three years. During this time, a school will implement IB philosophy and curricular framework at a comprehensive level. At the end of the implementation period, an authorization visit will be scheduled. Please note that a school's completion of the application process does not guarantee a school's authorization.

IBO staff development is offered through the International Baccalaureate North America (IBNA) scheduled workshops, which take place throughout North America. Programme resource materials can be purchased through the IB Publications office to guide professional development and support implementation.

The IB mission statement points out that the organization "aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the IBO works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment." Working with Washington Yu Ying Public Charter School to implement both the PYP and the MYP and to achieve authorization for both programmes is quite consonant with the mission of the IB. Please feel free to contact me for any additional information.

Sincerely,

Ralph M. Cline, PhD

Deputy Regional Director, IBNA

International Baccalaureate North America www.ibo.org

475 Riverside Drive, Suite 1600, New York, New York 10115

TEL: 212 696 4464 FAX: 212 889 9242

1661 West 2nd Avenue, Suite 202, Vancouver, British Columbia V6J 1H3 CANADA

TEL: 604 733 8980 FAX: 604 733 8970 .

#### US ASIAN CULTURAL ACADEMY



#### www.uaca.us

#### www.usasianculturalacadmey.org

1001 PENNSYLVANIA AVE, NW. SUITE 600 SOUTH TOWER. WASHINGTON, DC 20004 TEL: 202-742-6564 FAX; 202-742-6501

March 20, 2007

Thomas A. Nida, Chair District of Columbia Public Charter School Board 3333 14<sup>th</sup> Street, NW Washington, DC 20010

Dear Chairman Nida and Members of the Board:

I am writing in support of the establishment of the Washington Yu Ying Public Charter School – an elementary school offering immersion in the Chinese language in an International World School setting. Chinese is becoming an increasingly important world language, and the Washington Yu Ying Public Charter School will provide students of the District of Columbia the rare opportunity to become fluent speakers, thinkers and readers of Chinese.

I fully endorse the founders' decision to employ the International Baccalaureate Organization's Primary Years Programme (PYP) with its emphasis on respecting cultural differences and developing World Citizens. The PYP's reliance on structured inquiry and differentiated instruction provides an engaging curriculum that will serve the differing needs of the District's school children.

I am honored and look forward to working with the founders of Washington Yu Ying Public Charter School. I would like to offer my expertise in teaching Mandarin to non-native speakers of various ievels as well as my experience in material and program development. As the Vice president of US Asian Cultural Academy, I would also like to share our resources and my knowledge gained through designing and operating Chinese after-school programs in the elementary school setting. I would be happy to provide support as you look for teachers, select teaching materials and engage the Chinese community and the Chinese language instruction community.

Sincerely,

Huijuan (Helen) Xu

U.S. Asian Cultural Academy

March 5, 2007

Thomas A. Nida, Chair District of Columbia Public Charter School Board 3333 14<sup>th</sup> Street, NW Washington, DC 20010

Dear Chairman Nida and Members of the Board:

I am writing in support of the establishment of the Washington Yu Ying Public Charter School – an elementary school offering immersion in the Chinese language in an International World School setting. Chinese is becoming an increasingly important world language, and the Washington Yu Ying Public Charter School will provide students of the District of Columbia the rare opportunity to become fluent speakers, thinkers and readers of Chinese.

I fully endorse the founders' decision to employ the International Baccalaureate Organization's Primary Years Programme (PYP) with its emphasis on respecting cultural differences and developing World Citizens. The PYP's reliance on structured inquiry and differentiated instruction provides an engaging curricula that will serve the differing needs of the District's school children.

I am honored and look forward to working with the founders of the Washington Yu Ying Public Charter School to help with my professional linguistic knowledge as well as in recruiting within the US and from China for teachers. I have extensive cultural and education contacts in China. I will also be liaising with the Chinese Embassy here in Washington, DC on behalf of the school. In addition I will be helping the founders select the necessary materials for teaching Chinese language and culture.

I'd be happy to work for YuYing in any capacity, i.e. planning, liaising with the embassy and recruiting Chinese teachers from China, elsewhere or in the US.

I also have extensive cultural/educational contacts in China

I encourage the Board to give favorable consideration to this innovative and important undertaking.

Sincerely,

Beverly Hong Fincher

Beverly Hong-Fincher, Ph.D.
Professor (retired) of Linguistics
Research Associate, University of Arizona

#### Yu Ying Admissions Lottery Procedure

Washington Yu Ying PCS will accept applications for admissions during the approved enrollment period as advertised in local papers, community fliers, bulletins, and websites. In order to keep the integrity of our immersion model, Yu Ying will only accept new students into Pre-K, Kindergarten, Grade One and Grade Two. (In our first year of operation we will only accept students in Pre-K, Kindergarten and Grade One.) In the event that the number of applications exceeds our ability to enroll students, Yu Ying will conduct a public random lottery to fill those classes.

In order to prepare for a potential lottery, all applicants will be given a randomly generated number that will serve as their lottery number. Once the application deadline has past, the Yu Ying Education Committee will sort applications by grade. As allowed by law, all founders' children and siblings of enrolled students will receive space in the classes to which they are eligible. Should there be more applications than spaces available in any single grade, the Yu Ying Education Committee will host a public lottery no more than three weeks after the final application deadline. The school will announce the date of the lottery via its website, its Google Group, email and US mail to applicants.

During the lottery, numbers will be drawn by an impartial member of the community with no interest in the outcome of the lottery. The drawing will continue until all of the spaces in the classes have been filled. Yu Ying will exercise its option to order its waiting list by submission date. Prior to the lottery, the applicants listed in order of receipt of application. Lottery winners will be removed from the waiting list as their numbers are drawn. Applicants who apply after the application deadline will be placed at the bottom of the waiting list. Students wishing to transfer into Yu Ying mid-year will be placed at the bottom of the waiting list and offered admission should a space become available and all other waitlisted students decline an offer of admission.

Yu Ying will maintain a waiting list in its main office once it has moved into its facility. Until then, the administrative assistant will maintain the waiting list.

Suspension and Expulsion. The Founding Board is committed to fostering an environment for children where respectful and appropriate behavior is as highly valued as academic achievement. These values will be reinforced at the enrollment meeting and subsequent parent / teacher meetings.

In order to provide a safe, nurturing and appropriate environment that is conducive to learning, Washington Yu Ying will develop a code of conduct and disciplinary policy that clearly defines expected and prohibited behavior. Students whose behavior does not meet the clearly defined standards will not be allowed to disrupt the education of their fellow classmates. In extreme cases, where all other means have been exhausted, sanction for violating the code of conduct will include suspension and expulsion. All students will be treated equitably and fairly in compliance with all relevant laws.

Washington Yu Ying will ensure that all students have a safe and nurturing environment where every second counts, and teachers spend their time planning and instructing a rigorous curriculum. Disruptive behavior will be managed in a proactive manner, and teachers will employ phone calls and email, parent-teacher conferences and counseling to develop child-specific plans with action items for both teachers and parents. Physical violence will not be accepted. A first instance of willful violence will require a telephone call and parent-teacher conference. During this conference an action plan will be agreed upon, and parents will be updated in writing of their c classroom. In person parent-teacher conferences will be required if there is willful violence. A third instance of willful violence will lead to suspension with the student be evaluated by a therapist, and the evaluation report shared with th

By involving parents in creating an action plan, Washington Yu Ying students will overcome problems in this area. If such behavior continues, paren in writing that a fourth incidence of violence will result in expulsion. In the rar not occur, we anticipate that parents will agree that these behavioral penvironment that can provide more individual support than is available in however, if parents are resistant to expulsion, they may appeal this decision to t Bullying will be treated in the same manner.

In the event of extreme inappropriate behavior, parents will be required from the school immediately. Failure to do so may result in a same-day susperfrom the school. Readmission may occur after counseling and a parent-teacher behavior could include such things as death threats, weapons, or violence and a student handbook.

The rights of Washington Yu Ying students with an IEP or in need of a review for an IEP are governed by the 1997 amendments to IDEA concerning the suspension of expulsion of students with special education needs (20 U.S.C Section 1415, subsection K.) Washington Yu Ying will follow the IDEA discipline guidelines provided for in subsection K when managing potential suspension of a student with an IEP or a student identified as in need of a review of an IEP.

# F. BUDGET

#### 1. Budget Narrative

#### -2. Washington Yu Ying Budge

3. Washington Yu Ying Contingency Budget

#### F. Budget

The Washington Yu Ying budget is included in this section. The chart and table, Five Year Snapshot provides an overview of the budget for the first five years. The final table Five Year Forecast (Detailed) provides a detailed budget for the five-year period and is what the remaining spreadsheets have been constructed from.

We have also included an additional spreadsheet in our budget. F 6° IBO. Fee Schedules Included is the original detail from the Yu Ying budget with one addition; \$4300 in IBO fees that we will pay in the planning years. In the first five years, our IBO fees range from \$9,500 to \$30,000.

Washington Yu Ying's budget in each of the first five years shows a surplus as demonstrated in the Ewe Years snapshot

Due to the reimbursable nature of the Little V monies we have already faced cash flow issues. In response Trustees have raised \$30,000 sin donations (\$8,000) and interest free personal loans. The Trustees are also actively fundraising and anticipate receiving the Walton Family Foundation Grant (\$230,000) this years This will provide more flexibility and improve four surplus and overall program. It will also help us in addition to the Letter of Gredin gets through the cash flow issues in September of the opening year.

#### F.1.Pre-opening Expenses

The Pre-opening Expenses Chart provides detailed overview of our planning year budget. As is typical for DC Public Charter Schools, our cash flows show a large negative number in September of the first year. The deficit is between \$150k and \$200k. If we face such a problem, we will resolve this through a combination of the following: First, all payrolls are projected to start on July 1st. In practice, this is never true. Most staff won't start until August or even September. Since payroll is around 50% of expenses, cash flow should not be as difficult as the default conservative scenario would suggest. Second, the school will secure a \$150k line-of-credit from Eagle or City First Bank in July, when the bank accounts will be full and the school will be the most attractive to banks; 3. If needed, the school can stretch (late pay) a number of vendors at the end of September or beginning of October to breach the low cash period.

#### F.2. Two-Year Operating Budget, and 3. Five-Year Budget Projections

The Two-Year Operating Budget and Five-Year Budget Projections show revenues and expenses in those periods. The revenue includes the per pupil revenue, public grants and private revenue detailed in the Finance Section of the business plan. The expenses include salaries and expenses for Washington Yu Ying staff, direct student expenses, office expenses and business expenses. For salaries we used amounts appropriate to the position and experience. For expenses, we started with average DC public charter school expenses and then tailored them to our specific circumstances. For example: our facilities expense at \$29 a square foot is higher than the average, as our target wards have higher rents; our direct student costs are lower because text books are not used as frequently with our educations model; our staff development budget is higher as we will need to pay for PYP training.

#### F.4. Capital Budget

The chart includes a detailed look at our capital budget: classroom computers, classroom furnishings, office furnishings and equipment, and leasehold improvements in the first 2 years.

#### F.5. Cash Flow Projection for Year 1

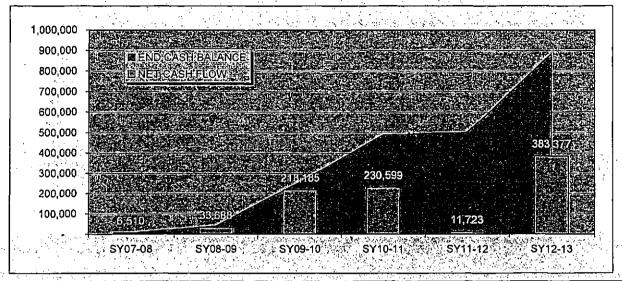
These two charts: Cash Flow SY07-08 & SY 08-09 PCSB-Formatted Cash Flow detail our monthly cash flow projection for these two years.

#### F.6, Contingency Budgets

If our enrollment numbers, and, therefore, anticipated funds, are lower than planned we will make appropriate budgetary adjustments. We created a contingency budget based on the Washington Yu Ying receiving only 75% of its anticipated enrollment in the first year. Adjustments made to accommodate this includes: increasing the student per classroom number to 28, not hiring a social worker or literacy specialist, decreasing the textbooks purchased (as PYP does not require many textbooks), decreasing classroom furnishings from \$8 to \$5,000, decreased legal fees by \$10,000 as we will rely more on our pro bono law firm, and decreasing leasehold improvements by \$10,000. Contingency versions of the Two-Year Operating Budget, Five-Year Budget Projections and Cash Flow Projections are included.

2. Washington Yu Ying Budget

## F. Five-Year Snapshot



<b>受到这类的证明的</b>	SY07-08	SY08-09	SY09-10	SY10-11	SY11-12	SY12-13
DRIVERS	i ki in kii maa ka ka ka ii ka		इ.स.ची प्राप्तकारीके देशकार	क्षेत्र विकास विकास	संक्ष्यर या भी र	
Students	•	150	200	246	318	387
REVENUE						
04 · Per-Pupil Revenue	-	2,034,397	2,833,739	3,580,958	4,780,179	5,964,469
05 · Other Public Revenue	120,000	376,802	262,808	307,614	409,989	513,738
06 - Private Revenue	8,000	215,736	275,506	334,276	426,089	519,166
TOTAL INCOME	128,000	2,626,935	3,372,053	4,222,847	5,616,256	6,997,372
ORDINARY EXPENSE						
07 · Staff-Related Expense	<b>1.</b> 80,540:	1,262,014	1,757,207	2,330,606	3,210,960	3,992,219
08 · Occupancy Expense	-	691,590	722,343	753,478	1,230,142	1,282,099
09 · Additional Expense	37,950	517,526	643,173	794,293	1,040,203	1,270,107
TOTAL EXPENSE	118,490	2,471,130	3,122,723	3,878,377	5,481,305	6,544,424
NET ORDINARY INCOME	्र <sub>केट</sub> ी:9,510 <del>।</del>	155,805	249,330	344,470	134,951	452,948
ADDITIONAL CASH FLOW ADJUSTMENTS						
(Incr) / Decr in Net Fixed Assets	(3,000)	(122,118)	(31,145)	(113,871)	(123,228)	(69,571
NET CASH FLOW	75 ± 5 ± 6,510 €	33,688	218,185	230,599	11,723	383,377
CASH BALANCE						
Beginning Cash Balance		6,510	40,198	258,383	488,982	500,705
Change in Cash	美之学 6.510年	33,688	218,185	230,599	11,723	383,377
Change in Octor	7 DAT - TEFE DET : 1 × 40 D C					

## F1. Planning Year - Pre-opening Expenses

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		STATE OF STA	07-0B
REVENUE 🧎 🕺		A seek of the other control of the c	
04 · Per-Pupil R	evenue		
	400 Per-Pupil O	perating Revenue	
		4000 · Per-pupil alloc	-
		4010 · Per-pupil special ed funding	-
•		4020 - Per-pupil LEP/NEP funding	-
	•	4030 · Per-pupil summer alloc	-
		4040 · Per-pupil enhancement	-
	٠,	4050 · Per-pupil adjustment	-
÷ :	4 :	Total 400 · Per-Pupil Operating Rev	-
	410 Per-Pupil Fa		
	, , , , , , , , , , , , , , , , , , ,	4100 · Per-pupil facility alloc	-
		Total 410 · Per-Pupil Facility Reven	
	Total 04 · Per-Pu		·
05 · Other Publi		220,278,78	
oo - Other Eubli	500 · Public Gran	le ·	
	Joo - Fubile Graft	5000 · NCLB grants	_
		5010 Title Vb grants	120,000
	•		
		5020 · Supplemental grants	
•		5030 · Competitive public grants	120,000
		Total 500 · Public Grants	120,000
	510 · Public Progr		
		5100 · National food program	-
		5110 · E-rate program	:
		Total 510 · Public Programs	400.000
	Total 05 · Other I	Public Revenue	120,000
06 · Private Rev			
	600 Private Gra	•	2.000
		6000 · Individual grants	0,000
		6010 · Corporate/business grants	-
		6010 · Corporate/business grants	
	610 · Released F	6010 · Corporate/business grants 6020 · Foundation/trust grants Total 600 · Private Grants	
		6010 · Corporate/business grants 6020 · Foundation/trust grants Total 600 · Private Grants	
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	610 · Released F	6010 · Corporate/business grants 6020 · Foundation/trust grants  Total 600 · Private Grants  rom Restriction 6100 · Use restriction satisfied 6110 · Time restriction satisfied 6120 · Asset restriction satisfied  Total 610 · Released From Restricti	
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	610 · Released F	6010 · Corporate/business grants 6020 · Foundation/trust grants  Total 600 · Private Grants  rom Restriction 6100 · Use restriction satisfied 6110 · Time restriction satisfied 6120 · Asset restriction satisfied  Total 610 · Released From Restriction satisfied  Total 610 · Released From Restriction satisfied  Total 610 · Released From Restriction satisfied  Total 610 · Released From Restriction satisfied  Total 610 · Released From Restriction satisfied  Total 610 · Released From Restriction satisfied  Total 610 · Released From Restriction satisfied  Total 620 · Individual contributions	
	610 · Released F	6010 · Corporate/business grants 6020 · Foundation/trust grants  Total 600 · Private Grants  rom Restriction 6100 · Use restriction satisfied 6110 · Time restriction satisfied 6120 · Asset restriction satisfied  Total 610 · Released From Restriction intributions 6200 · Individual contributions 6210 · Corporate contributions 6220 · Foundation contributions 6230 · Special event contributions	
	610 · Released F	6010 · Corporate/business grants 6020 · Foundation/trust grants Total 600 · Private Grants rom Restriction 6100 · Use restriction satisfied 6110 · Time restriction satisfied 6120 · Asset restriction satisfied Total 610 · Released From Restriction intributions 6200 · Individual contributions 6210 · Corporate contributions 6220 · Foundation contributions 6230 · Special event contributions 6250 · Capital campaign contributions	
	610 · Released F	6010 · Corporate/business grants 6020 · Foundation/trust grants  Total 600 · Private Grants  rom Restriction 6100 · Use restriction satisfied 6110 · Time restriction satisfied 6120 · Asset restriction satisfied Total 610 · Released From Restriction intributions 6200 · Individual contributions 6210 · Corporate contributions 6220 · Foundation contributions 6230 · Special event contributions 6250 · Capital campaign contribution Total 620 · Private Contributions	
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	610 · Released F	6010 · Corporate/business grants 6020 · Foundation/trust grants  Total 600 · Private Grants  rom Restriction 6100 · Use restriction satisfied 6110 · Time restriction satisfied 6120 · Asset restriction satisfied Total 610 · Released From Restriction intributions 6200 · Individual contributions 6210 · Corporate contributions 6220 · Foundation contributions 6230 · Special event contributions 6250 · Capital campaign contribution Total 620 · Private Contributions	8,000

		Total 630 - Activity Fees	•	•
	640 · School Sal	les		
		6400 · Paid meals sales	-	
		6410 · School store sales		
•		6420 · Student fundralsing sales		•
		6430 · Student uniform sales	• •	
		Total 640 · School Sales	•	
	650 · Additional		,	•
		6500 · Short-term investments	-	
		6510 · Dividends & interest securitie	•	
		6520 Rental revenue	-	
		6530 · Realized gains/losses	-	
		6540 · Unrealized gains/losses		
		6550 · Advertising revenue	•	
		6560 · Miscellaneous revenue	<u>.</u> .	'
•		Total 650 · Additional Revenue		•
	670 · Donated R		i	
	oru - Dollated N	6700 Donated services revenue	_ ,	
		6710 Donated products/goods rev		X
		Total 670 Donated Revenue		A.
	Transaction District			
	Total 06 · Priva	te Revenue	129.000	
TOTAL REVEN	JE	•	128,000	` <i>'</i>
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	700 · Curricular	Salaries 7000 · Leadership salaries	• -	
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	700 - Curricular	7000 · Leadership salaries 7010 · Teacher salaries	13,350	Instructional Leader on a contract basis - 25%
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	710 Suppleme	7000 · Leadership salaries  7010 · Teacher salaries  7020 · Teacher aides salaries  7030 · Other curricular salaries  Total 700 · Curricular Salaries  ntal Service Salaries  7100 · Student support salaries  7110 · Instr staff support salaries  7120 · Front office staff salaries  7130 · Business, operations salarie:  7140 · Maintenance/custodial salari  7150 · Security salaries  7160 · Other service salaries  Total 710 · Supplemental Service S  ntal Program Salaries	13,350 - - - 16,990 - -	contract basis - 25%  Business manager on a contract
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	710 · Suppleme	7000 · Leadership salaries  7010 · Teacher salaries  7020 · Teacher aides salaries  7030 · Other curricular salaries  Total 700 · Curricular Salaries  Total 700 · Student support salaries  7100 · Student support salaries  7110 · Instr staff support salaries  7120 · Front office staff salaries  7130 · Business, operations salarie:  7140 · Maintenance/custodial salari  7150 · Security salaries  7160 · Other service salaries  Total 710 · Supplemental Service S  Intal Program Salaries  7200 · Program director salaries  7210 · Other program salaries  7220 · Staff program stlpends  Total 720 · Supplemental Program s	13,350 - - - 16,990 - -	contract basis - 25%  Business manager on a contrac
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·	740 · Employee Benefits			
		tetirement plan contrib	-	
1	, '	lealth insurance		•
	•	ife and disability insurance		
		ection 125 plan	-	
		ravel stipends		
	7450 · B	**	-	
		0 · Employee Benefits		
	750 · Payroll Taxes			
} .	-	locial security & medicare	-	
,		tate unemployment tax	250	
		Vorkers' comp insurance		}
,	7530 · F	The state of the s	<b>-</b> ,	}
	<del></del>	0. Payroll Taxes	250	
· ·	760 · Professional Develo			
		Staff development (non-trave	4,300	IBO Fee
•		Staff development travel	•	
		0 · Professional Developms	•	1
	770 · Contracted Staff			
<b>,</b>		Substitute teachers	_	
ļ	•	emporary contract help	2,000	ļ <sup>-</sup>
ļ		0 - Contracted Staff	2,000	1
<u> </u>	780 · Other Staff Expense			ŀ
		Staff recruiting	1,000	
	7810 - 5	Staff background checks	150	ł
ļ	7820 · S	Staff meals, events, & award	-	1
ļ ·	7830 - 5	Staff travel (non-developmer		_
1	Total 78	0 · Other Staff Expense	1,150	<u> </u>
}	Total 07 · Staff-Related E	xpense	80,540	1
08 · Occupanc	/ Expense		•	}
	800 · Occupancy Rent Ex	pense		·
1	8000 · F	Rent .	-	ļ
1	8010 - 8	Supplemental rent	•	
· ·		Real estate taxes		
	Total 80	00 · Occupancy Rent Expent	•	
	810 · Occupancy Service			1
ļ	4	Itilities & garbage removal	•	
[		Contracted building services	-	1
1 .	the second secon	Maintenance and repairs	• .	
· ·	8130 · .	ianitorial supplies	-	(
	<u>8140 · F</u>	acility consulting fees	-	
ŀ	Total 81	0 · Occupancy Service Exp	<del></del>	4.
}	Total 08 · Occupancy Ex	pense	-	]
09 · Additional				
` <b>\</b> .	900 · Direct Student Expe	•	•	ŀ
		Student supplies, snacks	•	
	9010 - 8	Student assessment materia	•	1
·		Student textbooks	-	1
		Student uniforms		İ
		ibrary & media materials	-	1
}	9050	Contracted instruction fees	•	l

		9060 · Food service fees	. 1	•
		9070 · Student travel / field trips	_	
		9070 - Student traver7 held trips	_	
				Flyers and other expense not
		9080 · Student recruiting		donated by Founding Board
		9090 Other student expenses	· .	
		Total 900 · Direct Student Expense	10,000	
Q <sup>2</sup>	10 · Office Expe			
	TO OTHER EXP	9100 · Office supplies	_	
		9110 · Equipment rent & maintenan	_ :	
		9120 Telephone & telecommunica	3,000	
		9130 Postage, shipping, delivery	1,000	
			2,000	
	-	9140 · Printing & duplication		
1		Total 910 : Office Expense	6,000	
. 92	20 · Business E		4 500	·
		9200 Business insurance	1,500	
	•	9210 · Authorizer fees	-	
		9220 · Management fees		
		9230 · Accounting, auditing, payroll	18,500	Reporting, accounting
		9240 · Legal fees	-	
		9250 · Instr design & eval fees	-	'
		9260 · Computer support fees		
		9270 · Fundraising fees	-	
		9280 · Other professional fees	-	
		9290 Other expenses	<u> </u>	
•		Total 920 · Business Expense	20,000	٠.
· 9:	30 · Dues, Fee	s, & Losses		
		9300 · Dues, fees, and fines	•	ļ
		9310 · Loss/theft of asset	-	ļ ·
	•	9320 · Bad debts, pledges	-	İ
		Total 930 - Dues, Fees, & Losses	•	]
g.	40 · Donated E			
•		9400 · Donated services expense		
		9410 - Donated products/goods exc		<u> </u>
		Total 940 · Donated Products and S	•	1
· 0	90 · Operating	•		
9	oo Operating	9900 · Unforeseen expenses	1,950	
		Total 990 · Operating Contingency	1,950	†
<del>-</del>	etal 00 - Addit		42,250	
		ional Expense	118,490	1
TOTAL ORDINARY			9,510	1,
NET ORDINARY IN	(UVIE	44000 - Depresiation Eveness	3,310	
		11000 · Depreciation Expense	<u>-</u>	
	<del></del>	12000 · Interest payments	0.610	<del>. </del> ·
NET INCOME			9,510	ļ

## F2. Two-Year PCSB-Formatted Budget, v1.5

·	Operating	Operating
!	Year 1	Year 2
	SY08-09	SY09-10
REVENUE	,	
01. Per Pupil Charter Payments	1,554,057	2,174,071
02. Per Pupil Facilities Allowance	480,341	659,668
03. Federal Entitlements	320,313	185,230
04. Other Government Funding/Grants	56,489	77,578
05. Private Grants and Donations		-
06. Activity Fees	149,600	184,679.
07. Other Income (please describe in footnote)	66,136	90,827
TOTAL REVENUES	2,626,935	3,372,053
	, ,	
ORDINARY EXPENSE		
Personnel Salaries and Benefits		11.2
08, Principal/Executive Salary	87,550	90,177
09. Teachers Salaries	370,250	584,783
10. Teacher Aides/Assistance Salaries	210,000	288,400
11. Other Education Professionals Salaries	165,125	250,150
12. Business/Operations Salaries	70,000	72,100
13. Clerical Salaries	30,000	30,900
14. Custodial Salaries	-	-
15. Other Staff Salaries	55,000	71,255
16. Employee Benefits	155,778	219,946
17. Contracted Staff	81,000	111,240
18. Staff Development Expense	23,148	27,283
Subtotal: Personnel Expense	1,247,851	1,746,232
•	1	
Direct Student Expense		
19. Textbooks	37,500	12,875
20. Student Supplies and Materials	44,250	60,770
21. Library and Media Center Materials	· •	
22. Student Assessment Materials	11,250	15,450
23. Contracted Student Services	45,000	61,800
24. Miscellaneous Student Expense **	7,500	2,575
Subtotal: Direct Student Expense	145,500	153,470
	•	
Occupancy Expenses	_	
25. Rent	615,000	633,450
26. Building Maintenance and Repairs	9,840	9,840
27. Utilities	30.750	31,673
28. Janitorial Supplies	6,000	6,180
29. Contracted Building Services	30,000	41,200
Subtotal: Occupancy Expenses	691,590	722,343
·		
Office Expenses		
30. Office Supplies and Materials	28,500	39,140
31. Office Equipment Rental and Maintenance	10,800	16,686

	_	
32. Telephone/Telecommunications	5,400	5,562
33. Legal, Accounting and Payroll Services	97,017	109,871
34. Printing and Copying	3,750	5,150
35. Postage and Shipping	2,250	3,090
36. Other	17,879	15,904
Subtotal: Office Expenses	165,596	195,402
General Expenses		
37. Insurance	15,000	20,600
38. Transportation	28,534	56,871
39. Food Service	117,000	160,680
40. Administration Fee (to PCSB)	10,172	14,169
41. Management Fee	-	-
42. Other General Expense		
43. Unforeseen Expenses	49,887	52,955
Subtotal: General Expenses	220,593	305,276
TOTAL ORDINARY EXPENSES	2,471,130	3,122,723
Net Ordinary Income	155,805	249,330
Additional Cash Flow Adjustments / Capital Budget	-	
(Incr) / Decr in Computers and Materials	(43,350)	(12,231)
(Incr) / Decr in Classroom Furnishings and Supplies	(48,000)	(16,480)
(Incr) / Decr in Office Furnishings and Equipment	(5,768)	(2,433)
(Incr) / Decr in Renovations/Leasehold Improvement	(25,000)	
Subtotal: Additional Cash Flow Adjustments	(122,118)	(31,145)
NET CASH FLOW	33,688	218,185
Assumptions		
Student Enrollment	150	200
Facility Size (square footage)	24,600	24,600
Average Teacher Salary	52,893	53,162
Number of Teachers	7	11
Student / Teacher Ratio	21 to 1	18 to 1

## F.3 Five-Year PCSB-Formatted Budget

# Washington Yu Ying UPDATED

		<b>.</b> "	• .	**	•	
	Planning	Operating	Operating	Operating	Operating	Operating
,	Year_	Year 1	Year 2	Year 3	Year 4	Year 5
· ·	SY07-08	SY08-09	SY09-10	SY10-11	SY11-12	SY12-13
REVENUE						
01. Per Pupil Charter Payments	-	1,554,057	2,174,071	2,745,225	3,666,311	4,568,733
02. Per Pupil Facilities Allowance	•	480,341	659,668	835,733	1,113,868	1,395,736
03. Federal Entitlements	120,000	. 320,313	185,230	209,330	. 278,995	349,596
04. Other Government Funding/Grants	-	56,489	77,578	98,284	130,993	164,141
05. Private Grants and Donations	•	_	<b>-</b>	_	·	
06. Activity Fees	•	149,600	184,679	219,207	272,725	326,993
07. Other Income (please describe in footnote)	8,000	66,136	90,827	115,068	153,363	192,173
TOTAL REVENUES	128,000	2,626,935	3,372,053	4,222,847	5,616,256	6,997,372
ORDINARY EXPENSE					, .	,
Personnel Expense	79,390	1,247,851	1,746,232	2,317,279	3,191,840	3,971,996
Direct Student Expense	10,000	145,500	153,470	189,498	256,759	315,301
Occupancy Expenses	-	691,590	722,343	753,478	1,230,142	1.282,099
Office Expenses	25,650	165,596	195,402	234,188	284,893	339,439
General Expenses	3,450	220,593	305,276	383,934	517,671	635,590
TOTAL ORDINARY EXPENSES	118,490	2,471,130	3,122,723	3,878,377	5,481,305	6,544,424
	•					-
NET ORDINARY INCOME	9,510	155,805	249,330	344,470	134,951	452,948
Fixed Asset Purchases	(3,000)	(122,118)	(31,145)	(113,871)	(123,228)	(69,571)
NET CASH FLOW	6,510	33,688	218,185	230,599	11,723	383,377
Assumptions			•			
Student Enrollment	-	150	200	246	318	387
Facility Size (square footage)	-	24,600	24,600	24,600	38,725	38,725
Average Teacher Salary	53,398	52,893	53,162	54,831	56,664	57,412
Number of Teachers	0	7	11	15	19	25
Student / Teacher Ratio		21 to 1	18 to 1	16 to 1	17 to 1	15 to 1
•						

# F4. Capital Budget

	SY08-09	SY09-10		
Classroom Computers (Capit	al Budget)		og til til skilg er i fill skilg skilg skilg skilg skilg skilg skilg skilg skilg skilg skilg skilg skilg skilg	
Student computer	1,200	1,236	Avg DCPCS, Incr by Infl	
Computers / computer lab		en managaman ang ang ang ang ang ang ang ang ang a		gragatikani
1620. Computers Classroon	n -		//////(\$/computer) x (#compu	ters)
1620 Computers Classroor				
Teacher computers	2,500	2,575	Avg DCPCS, Incr by Inf	i
New Teachers	7	4	#New Teachers	o-sign of low.
1620, Computers, Classroor	n 16,875	10,300	(\$/computer) x (#new te	acher
1620 Computers Classroom	n 36 2 32	100	Aveaureupy v	
TOTAL - Staff Computers		10.300		

I	Classroom Furnishings and Supplies (Capital Budget)
	Furniture \$ / New Classroom 8,000 8,240 Avg DCPCS, Incr by Infl  New Classrooms 6 2 #Classrooms  1600, FF&E, Classrooms 48,000, 116,480 (\$/Classroom) x (#classrooms)
ľ	Id grave ARI or market track the control of the con

Office Furnishings an	d Equipme			A DODG	oo laan katiladi.	et is a second
Furniture / new Stf	April 1		309	Avg DGPC	CS, Incr by Infl	NEEDLEST.
1610: FF&E Adminis	tration.	5,768	2,433	(\$ //staff)	х: (#. new.stan)	
Computer / Stf		1,000	1,030	Avg DCP	CS, Incr by Infl	
New Staff, less new T,	TA	6	2	an agranament en en en en en en en en en en en en en	THE PROPERTY WERE	er ever Her
1630 Computers - A	lministráti	后。6,475型	4.1.931	(\$/ comp	iter) x (# new	Stant
1630 Computers A	iministr <u>áti</u>	20,000		AVG DEL	CS for PBX:N	etwork
1630 Computers At 1630 Computers	3,000			AVG DCF	CS for Z starry	p japto
					· · · · · · · · · · · · · · · · · · ·	
TOTAL: Office Fu	3,000	32,243	4,365			

Renovation/Le	asehold in	provemen	ts (Capit	al Budge	≥t)			
Renovation/Le Leasehold imp	rovement. %	of Rent		a e jeljal Line v			ં વૃક્ષિણ, જાણક -	eri ga delete
1830 Leasen 1140 Facility	old improv	ementsk/2 fees	5,000			Typical I	CPCS co	sts E. E. S
TOTAL: Renov	vatic	2	5,000	i #eriçizi	Taylor A.			

#### SY07-08 PCSB-Formatted Cash Flow

					_						<u> </u>		
	Jul	Aug	Spt	Oct	Nov	Dec	Jen	Feb	Mar	Apr	May	Jun	TOTAL
EVENUE													
01. Per Pupil Charter Payments	•	-	•	-	•	÷	-	•	•	-	•	- 1	-
02. Per Pupil Facilities Allowance	•	•	•	•	-	-	-	•	-				•
03. Federal Entitlements	•	•	-	•	-	-	20,000	20,000.	20,000	20,000	20,000	20,000	120,00
04, Other Government Funding/Grants	•	•	-	•	-	-	•	÷	-	-	•	·	•
05. Private Grants and Donations	-	•	•	•	•	-	•	•	•	•	•		•
06, Activity Fees	•	•	-	-	-	•	-	•		•	•	٠ ١	
07. Other Income (please describe in footnote)	_ · <u> </u>	:_		<del></del>	<del>.</del> _		20,000	20,000	20,000	20,000	20,000	20,000	120,00
TOTAL REVENUES	•	•	•		•	-	20,000	20,000	20,000	20,000	20,000	20,000	120,00
ROINARY EXPENSE												i	
ersonnel Salaries and Benefita												]	
08. Principa/Executive Salary		•	-	-	•	•	7,DB3	7,083	7,083	7,083	7.083	7,083	42,51
09. Teachers Salaries	٠.	-	•	•	-	•	2,225	2,225	2,225	2,225	2,225	2,225	13,3
10, Teacher Aides/Assistance Salaries	•	-	•	•	•	-	•	٠	-	-	-	!	-
11. Other Education Professionals Salaries	-	-	*	-	-		•	-	-	-	-	•	
12, Business/Operations Salaries	•	•	•	-		•	2,632	2,832	2,532	2,532	2,832	2,832	16,99
13, Clerical Salaries	•	•	•	-	•		-	٠,	-	•	•	•,	•
14, Custodial Salaries	•	•	•	-	-	•	•	•	-	•	•	• 1	
15, Other Staff Salaries	•	•	•	•	-	-	•	-	•	•	•	•	. •
16. Employee Benefits	•	•	-	•	•	•	42	42	42	42	- 42	42	2:
17, Contracted Staff	•	•	-	•	-	•	2,000	-	•	•	-	-	2,04
18. Staff Davelopment Expense	<u> </u>							<u> </u>					
Subtotal; Personnel Expense	•	•	•	•	•	• •	14,182	12,182	12,182	12,182	12,182	12,182	75,0
		•		•				•				·	
Preci Student Expense									•				
19. Textbooks	•	•	•	-	-	•	•	•	-	•	-		-
20. Student Supplies and Materials	•	•	•	•	•	•	•	-	•	-	-	.	-
21. Library and Media Conter Materials	-	•	-	•	-	•	-	-	-	-	•	•	-
22. Student Assessment Meterials	-			•	•	•	•	-	•	•	•	•	•
23. Contracted Student Services	•	•	•	-	•	-	-	-	•	-	•		
24, Miscellaneous Student Expense **	<u> </u>	<u> </u>	<u> </u>				1,567	1,567	1,667	1,667	1,667	1,667	10,0
Subtotel: Olrect Student Expense	•	-	-	•	-	•	1,667	1,567	1,667	1,667	1,667	1,667	10,0
Occupancy Expenses					_		_	_	_		_		
25. Rent	•	•	•	•	•	•	-	•					
26. Building Maintenance and Repairs	•	•	•	-	-	•	-	•	•				[
27, Utilities	•	•	•	•	•	•	•	•		-	_		
28. Janitorial Supplies	•	•	•	•	•	•	•	•	•	•	-		
29. Contracted Building Services Subtotel: Occupancy Expenses	÷	— <u>:</u>	<del></del> -	<del></del>	<del></del> -	<del></del>	<del></del> -	<del></del> -			<del>:</del> -		
debiorat, occupantly expenses													
Office Expenses													
30. Office Supplies and Malerials		•	-	-	-	-	•	•	•	-	•	-	-
31. Office Equipment Rental and Maintenance	. •	•	•	•	-	•	•		•	-			.:
32, Telephone/Telecommunications	-		•	•	•	•	590	500	500	500	500	500	3,0
33, Legal, Accounting and Payroll Services		· -	•	•	•	•	3,083	3,083	3,083	3,083	3,083	3,083	18,5
34. Printing and Copying	•	•	•	•	•	•	333	333	333	333	333	333	2,0
35. Postage and Shipping	-	•	•	-	-	-	167	167	167	167	167	167	1,0
36. Other			<u> </u>				192	192	192	192	192	192	1,1
Subtotal: Office Expenses	•	•	-	-	•	•	4,275	4,275	4,275	4,275	4,275	4,275	25,6
eneral Expenses	•											1	1
37, Insurance				-	-	-	250	250	250	250	250	250	1.5
38. Transportation	-	-	-	-	•	•	٠.	•	•	-	-		{ .
39, Food Service							-	-	-	-		•	ļ ·
40. Administration Fee (to PCSB)			-	-	-		-	-		-		• '	∤ .
41, Management Fee			-		• .		•			•	•	•	
42. Other General Expense			-	-	-			-	-	•			
43. Unforeseen Expenses					-			-	_	•	. •	1,950	_1,1
Subtotal: General Expenses			<del></del> -			<del></del>	250	250	250	250	250	2,200	3,4
TOTAL ORDINARY EXPENSES	<del></del>				<del></del>	<del></del>	20,373	18,373	18,373	18,373	18,373	20,323	114,1
et Ordinary Income		-		-		····	(373)	1,627	1,627	1,627	1,627	(323)	5,1
							(EAn)	1600	(500)	(500)	(500)	(ś00)	(3.
		_	•	•	•	-	(500)	(500)	(one)	(300)	(300)	(300)	13.1
(Inor) / Decr in Computers and Materials	•	-											
(Incr) / Decr in Computers and Meterials (Incr) / Decr in Classroom Furnishings and Supplies	:		-	-	•	•	÷	•	•	•	•	•	
(Inor) / Decr in Computers and Materials (Inor) / Decr in Classroom Furnishings and Supplies (Inor) / Decr in Office Furnishings and Equipment	:	•	-	-		:	:	. :	-	:	•		
(Incr) / Decr in Classroom Furnishings and Supplies (Incr) / Decr in Office Furnishings and Equipment (Incr) / Decr in Renovations/Lessahold Improvemen	: :	-	<u>.</u>		<u>:</u>	<u>.</u> :		. ·	<u> </u>				
(Inor) / Decr in Computers and Materials (Inor) / Decr in Classroom Furnishings and Supplies (Inor) / Decr in Office Furnishings and Equipment	: :		: 		:	<u>.</u>	(500) (873)	(500) 1,127	(500)	(500) 1,127	(500)	(500)	(3.0

#### SY08-09 PCSB-Formatted Cash Flow

					•								
_	Jul	Aug	Spl	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jún	TOTAL
REVENUE 91, Per Pupil Charter Payments	388,514	•		388,514		_	388,514			388,514		.	1,554,057
	120,085	-		360,255	•	-	200,514	•	•	300,514	•	•	480,341
02. Per Pupil Facilities Allowance 03. Federal Entitlements	120,000	-		35,590	35,590	35,590	35,590	35,590	35,590	35,590	35,590	35,590	320,313
04. Other Government Funding/Grants			8,277	6,277	6,277	6,277	6,277	6,277	6,277	6,277	6,277	00,000	56,489
06, Private Grants and Donations	_		-	-,	•,-,,	-,	•,-,,	-,	-1-: 1				
06. Activity Fees	_	_	16,622	16,622	16,622	16,622	16,622	16,622	*16,622	16,622	16,622		149,600
07. Other income (piesse describe in footnote)	_	•	7,348	7,348	7,348	7,348	7,348	7,348	7,348	7,348	7,348		68,136
TOTAL REVENUES	508,599	•	30,247	814,607	65,838	65,833	454,352	65,838	65,838	454,352	65,838	35,590	2,626,935
ORDINARY EXPENSE					·								
Personnel Salaries and Benefits	•												
08. Principa/Executive Salary	7,296	7,296	7,298	7,296	7,296	7,296	7,296	·7,296 ·	7,296	7,296	7,296	7,296	87,550
09. Teachers Salaries	30,854	30,854	30,854	30,854	30,854	30,854	30,654	30,854	30,854	30,854	30,854	30,854	370,250
10, Teacher Aides/Assistance Salaries	17,500	17,500	17,500	17,500	17,500	17,500	17,500	17,500	17,500	17,500	17,500	17,500	210,000
11. Other Education Professionals Salaries	13,760	13,760	13,760	13,760	13,760	13,760	13,760	13,760	13,760	13,760	13,760	13,760 -	165,125
12. Business/Operations Salaries	5,833	5.833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	70,000
13. Clerical Salarian	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	30,000
14, Custodial Salaries	4 550			4 502	4 500	- 4,583	4,583	4,583	4,583	4,583	4,583	4.583	55,000
15, Other Staff Salaries	4,583 12,981	4.583 12,981	4,583 12,981	4,583 12,981	4,583 12,981	12,981	12,981	12,981	12,981	12,981	12,981	12,981	155,778
16. Employee Benefits 17. Contracted Staff	6,750	6,750	8,750	6,750	6,750	6,750	6,750	6,750	6,750	6,750	6,750	6,750	81,000
18. Staff Development Expense	9,568	13,580	0,150	0,100	0,750	0,100	5,730	0,150	-	-	0,140		23,148
Subtotal; Personnal Expense	111,627	115,639	102,059	102,059	102,059	102,059	102,059	102,059	102,059	102,059	102,059	102,059	1,247,851
	7					7.				•			1.5
Direct Student Expense													
19. Textbooks	37,500	-	-	-	•	•		-					37,500
20. Skutent Supplies and Materials	3,688	3,688	3,688	3,688	3,688	3,688	3,688	3,688	3,688	3,688	3,588	3,688	44,250
21. Library and Media Center Materials	11,250	•	:	•	•	•	•	•	-		•	-	11,250
22. Student Assessment Materials 23. Contracted Student Services	11,250	•	5.000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,900	-	45,000
24. Miscellaneous Student Expense **	625	625	5,500 625	625	525	625	625	625	625	, 625	625	625	7,500
Subtotal: Direct Student Expense	53,063	4,313 ·	9,313	9,313	9,313	9,313	9,313	9,313	9,313	9,313	9,313	4,313	145,500
												_	Į.
Occupancy Expenses										E = 7.40	51,250	51,250	615,000
25. Rent	51,250	51,250	51,250 820	51,250 820	51,250 820-	51,250 820	51,250 820	51,250 820	51,250 820	51,250 820	51,250 820	820	9,840
26. Building Maintenance and Repairs 27. Utilities	820 2,563	620 2,563	2,563	2,563	2,563	2,563	2,563	2,563	2,563	2,563	2,583	2,563	30,750
28. Jenitorial Supplies	500	. 500	500	500	500	500	500	500	500	500	500	500	6,000
29. Contracted Building Services	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	30,000
Subtotal: Occupancy Expenses	57,633	57,633	57,633	57,633	57,633	57,633	57,633	57,633	57,633	57,633	57,633	57,633	691,5 <del>9</del> 0
Office Expenses					•								į
30, Office Supplies and Materials	2,375	2,375	2,375	2,375	2,375	2,375	2,375	2,375	2,375	2,375	2,375	2,375	28,500
31, Office Equipment Rental and Maintenance	900	900	900	900	900	900	900	900	900	900	900	900	10,800
32, Telephone/Telecommunications	450	450	450	450	450	450	450	450	450	450	450	450	5,400
33. Legal, Accounting and Payroll Services	4,710	4,710	4,710	4,710	10,210	4,710	10,543	10,543	10,543	10,543	10,543	10,543	97,017
34. Printing and Copying	313	313	313	313	313	313	313	313	313	. 313	313	313	3,750
35. Postage and Shipping	188	188	188	188	188	188	188	188	188	188	188	188	2,250
36: Other	927	1,541	1,541	1,541	1,541	1,541	1.541	1,541	1,541	1,541	1,541	1,541	17,879
Subtotal: Office Expenses	9,562	10,476	10,476	18,476	15,976	10,476	16,309	16,309	16,309	16,309	15,309	16,309	. 165,596
General Expenses													
37. Insurance	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	15.000
38. Transportation	-	•	3,170	3,170	3,170	3,170	3,170	3,170	3,170	3,170	3,170	•	28,534
39, Food Service	-	-	13,000	13,000	13,000	13,000	13,000	13,000	13,000	13,000	13,000	•	117,000
40 Administration Fee (to PCSB)	2,543	•	•	2,543	* .	:	2,543	-	-	2,543	•	•	. 10,172
41. Management Fee	•	•	•	•	•	•	-	-	-	•	-	_	
42, Other General Expense 43, Unforeseen Expenses	-					·						49,887	49.687
Subtotal: General Expenses	3,793	1,250	17,420	19,963	17,420	17,420	19,963	17,420	17,420	19,963	17,420	51,137	220,593
TOTAL ORDINARY EXPENSES	235,977	189,309	196,900	195,443	202,400	196,900	205,276	202,733	202,733	205,276	202,733	231,450	2,471,130
Net Ordinary Income	272,622	(189,309)	(166,653)	615,164	(136,562)	(131,062)	249,076	(136,896)	(136,896)	249,076	(136,896)	[195,860]	155,805
Additional Cash Flow Adjustments / Capital Budget													1
(Incr) / Decr in Computers and Materials	(43,350)	-					-	-	-	-	•		(43,350
		-		-		-	-		-	-	•	-	(48,000
(Incr) / Decr in Classroom Furnishings and Supplies	(48,000)									_	_	_	(5,768
(Incr) / Decr in Classroom Furnishings and Supplies (Incr) / Decr in Office Furnishings and Equipment	(5,768)	-		•	•	•	•	-	-	•	•	-	
	_	- (25,000)	• •	<u>:</u>	· ·	<u>.</u>	:			:_		<u> </u>	(25.000
(Incr) / Decr in Office Furnishings and Equipment	_	(25,000) (25,000)	· ·	<u> </u>		<u>:</u>		<u> </u>	-	:	<u> </u>		(25.000 {122,118
(Incr) / Decr in Office Furnishings and Equipment (Incr) / Decr in Renovations/Lessehold improvemen	(5.768)		(166,653)	615,1 <u>64</u> 412,518	(136,562) 275,955	(131,062) 144,893	249,076 393,969	(136,896) 257,073	(136,896)	249,076 369,253	(136,896) 232,358	(195,860) 35,498	(25,000

# Five-Year Forecast (Detailed)

	SY07-08	SY08-09	SY09-10	SY10-11	SY11-12	SY12-13
VENUE	· · · · · ·	in is the energy had	en en en en en en en en en en en en en e	e i distributione		TERRITOR EST
Per-Pupil Revenue						
400 · Per-Pupil Operating Revenue				•		
4000 ⋅ Per-pupil alloc	-	1,384,336	1,880,555	2,367,834	3,164,029	3,932,68
4010 · Per-pupil special ed funding	-	108,004	152,475	194,606	261,983	328,01
4020 · Per-pupii LEP/NEP funding		61,717	84,757	105,488	142,372	177,51
4030 · Per-pupil summer alloc	-	•. · · · · ·	56,284	77,297	97,928	130,51
Total 400 · Per-Pupil Operating Revenue	-	1,554,057	2,174,071	2,745,225	3,666,311	4,568,73
410 · Per-Pupil Facility Revenue	•			, N		
4100 Per-pupil facility alloc		480,341	659,668	835,733	1,113,868	1,395,73
Total 410 · Per-Pupil Facility Revenue	-	480,341	659,668	835,733	1,113,868	1,395,73
Total 04 · Per-Pupil Revenue		2,034,397	2,833,739	3,580,958	4,780,179	5,964,46
5 · Other Public Revenue					•	
500 · Public Grants		The Art Artists	The Page 11.		1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1	
5000 - NCLB grants		120,313	165,230	209,330	278,995	349,5
5010 - Title Vb grants	120,000	200,000	20,000	-	-	•
Total 500 · Public Grants	120,000	320,313	185,230	209,330	278,995	349,59
510 Public Programs	120,000	020(0.0				•
5100 · National food program		56,489	77,578	98,284	130,993	164,1
Total 510 · Public Programs		56,489	77,578	98,284	130,993	164,1
Total 05 - Other Public Revenue	120,000	376,802	262,808	307,614	409,989	513,7
6 · Private Revenue	120,000	010,002	202,000	20170.1	7477	
630 · Activity Fees			•			
		149,600	184,679	219,207	272,725	326,9
6300 · Supplemental program fees  Total 630 · Activity Fees		149,600	184,679	219,207	272,725	326,9
	_	140,000		210,207		
640 · School Sales 6400 · Paid meals sales		60,511	83,102	105,282	140,320	175,8
	_	5,625	7,725	9,787	13,044	
6430 · Student uniform sales		66,136	90,827	115,068	153,363	192.1
Total 640 · School Sales	8,000	215,736	275,506	334,276	426,089	519,1
Total 06 Private Revenue				4,222,847	5,616,256	6,997,3
OTAL REVENUE	128,000	2,626,935	3,372,053	4,222,041	2,010,200	0,507,0
		•				
RDINARY EXPENSE						
7 · Staff-Related Expense						٠,
700 Curricular Salaries				יפל מבה	D4 440	. 00 0
7000 - Leadership salaries		-	-	81,955	84,413	86,9
7010 · Teacher salaries	13,350	370,250	584,783	822,463	1,076,609	1,435,3
7030 · Other curricular salaries	<u> </u>	165,125	250,150	299,679	475,230	547,1
Total 700 · Curricular Salaries	13,350	745,375	1,123,333	1,575,411	2,171,689	2,778,5
710 · Supplemental Service Salaries						
7120 · Front office staff salaries	. •	30,000	30,900	31,827		. 67,5
7130 · Business, operations salaries	16,990	70,000	72,100	74,263	76,491	78,7
7160 · Other service salaries	<u> </u>	<u> </u>				
Total 710 · Supplemental Service Salaries	16,990	100,000	103,000	106,090	142,055	146,3
730 · Management/Development Salaries						
7300 · Executive salaries	42,500	87,550	90,177	92,882	95,668	98,5
7310 · Development salaries					65,564	67,5

解析法學的自然 医结节性直肠 化环状分泌 自己	SY07-08	SY08-09	SY09-10	SY10-11	SY11-12	SY12-13
Total 730 · Management/Development Sali	42,500	87,550	90,177	92,882	161,232	166,00
740 · Employee Benefits						
7400 · Retirement plan contrib	•	29,638	41,633	,55,585	76,819	95,58
7410 · Health insurance	<u> </u>	45,506	65,122	85,814	120,658	152,3
Total 740 · Employee Benefits	-	75,144	106,755	141,399	197,477	247,9
750 · Payroll Taxes	•			·		
7500 · Social security & medicare	-	75,577	106,165	141,742	195,889	243,7
7510 · State unemployment tax	250	5,056	7,025	8,988	12,269	15,0
Total 750 Payroll Taxes	250	80,634	113,190	150,730	208,158	258,7
760 · Professional Development	7 · F.					
7600 - Staff development (non-travel)	-	23,148	27,283	31,404	37,769	43,5
Total 760 · Professional Development	-	23,148	27,283	31,404	37,769	43,5
770 · Contracted Staff			e e		A 16	
7710 Temporary contract help	2,000	81,000	111,240	140,930	187,832	235,3
Total 770 · Contracted Staff	2,000	81,000	111,240	140,930	187,832	235,3
780 Other Staff Expense	-	• •	-	•	•	
7800 · Staff recruiting	1,000	9,613	3,938	3,925	6,563	5,5
7810 · Staff background checks	150	1,517	2,696	3,681	4,513	4,
7830 · Staff travel (non-development)	-	3,034	4,341	5,721	8,044	10,
Total 780 Other Staff Expense	1,150	14,163	10,975	13,327	19,119	20,2
Total 07 · Staff-Related Expense	76,240	1,262,014	1,757,207	2,330,606	3,210,960	3,992,
· Occupancy Expense			,	•		
800 - Occupancy Rent Expense	•			•		
8000 Rent		615,000	633,450	652,454	1,084,312	1,116,
Total 800 · Occupancy Rent Expense	<del></del>	615,000	633,450	652,454	1,084,312	1,116,
810 · Occupancy Service Expense			•	·		
8100 · Utilities & garbage removal	<u>.</u> .	30,750	31,673	32,623	54,216	55,
8110 · Contracted building services	-	30,000	41,200	52,196	69,567	87,
8120 - Maintenance and repairs		9,840	9,840	9,840	15,490	15,
8130 - Janitorial supplies		6,000	6,180	6,365	6,556 -	6,
Total 810 Occupancy Service Expense		76,590	88,893	101,024	145,830	165,
Total 08 · Occupancy Expense		691,590	· 722,343	753,478	1,230,142	1,282,
· Additional Expense		001,000	122,010	, 00,	,,200,	.,,
900 · Direct Student Expense					•	
and the state of t		33,000	45,320	57,416	76,524	95,
9000 Student supplies, snacks	-		45,320 15,450	19,574	26,088	32,
9010 · Student assessment materials	-	11,250 37,500	12,875	12,200	19,757	19,
9020 Student textbooks			15,450	19,574	26,088	32,
9030 - Student uniforms	-	11,250				130,
9050 · Contracted instruction fees	-	45,000	61,800	78,294	104,351	
9060 · Food service fees	-	117,000	160,680	203,565	271,313	339,
9070 · Student travel / field trips		25,500	52,530	66,550	88,698	111.
9080 - Student recruiting	10,000	7,500	2,575	2,440	3,951	3,
9090 - Other student expenses	<del></del>		<u> </u>	<del>:. :</del>		
Total 900 · Direct Student Expense	10,000	288,000	366,680	459,614	616,770	766,
910 · Office Expense						_
9100 · Office supplies	-	28,500	39,140	49,586	66,089	82,
9110 · Equipment rent & maintenance	-	10,800	16,686	22,915	29,504	36,

	SY07-08	SY08-09	SY09-10	SY10-11	SY11-12	SY12-13
9120 · Telephone & telecommunications	3,000	5,400	5,562	5,729	5,901	6,078
9130 Postage, shipping, delivery	1,000	2,250	3,090	3,915	5,218	6,538
9140 · Printing & duplication	2,000	3,750	5,150	6,525	8,696	10,896
Total 910 · Office Expense	6,000	50,700	69,628	88,670	115,407	142,792
920 - Business Expense				<del>.</del> .		
9200 · Business insurance	1,500	15,000	20,600	26,098	34,784	43,586
9210 · Authorizer fees	-	10,172	14,169	17,905	23,901	29,822
9230 - Accounting, auditing, payroll	18,500	62,017	73,821	76,660	80,035	83,373
9240 Legal fees	<del>-</del>	35,000	36,050	49,509	62,723	83,597
9260 Computer support fees		6,750	9,270	11,744	15,653	19,614
Total 920 - Business Expense	20,000	128,939	153,909	181,916	217,095	259,992
990 - Operating Contingency			٠.		•	
9900 · Unforeseen expenses	1,950	49,887	52,955	64.094	90,931	100,909
Total 990 Operating Contingency	1,950	49,887	52,955	64,094	90,931	100,909
Total 09 Additional Expense	37,950	517,526	643,173	794,293	1,040,203	1,270,107
OTAL ORDINARY EXPENSE	114,190	2,471,130	3,122,723	3,878,377	5,481,305	6,544,424
NET ORDINARY INCOME	5,810	155,805	249,330	344,470	134,951	452,948
11000 Depreciation Expense	_	-		-	-	-
12000 · Interest payments	-				<u> </u>	-
NET INCOME	13,810	155,805	249,330	344,470	134,951	452,948
					•	
CASH FLOW ADJUSTMENTS						
(Incr) / Decr in Net Fixed Assets	•	-				
(Incr) / Decr in Operating Net Fixed Assets						
1600 · FF&E - Classroom	-	(48,000)	(16,480)	(16,974)	(34,967)	(36,016)
1610 · FF&E - Administration	-	(5,768)	(2,433)	(2,498)	(4,303)	(3,748)
1620 · Computers - Classroom	-	(16,875)	(10,300)	(42,436)	(49,657)	(27,207)
1630 · Computers - Administration	(3,000)	(26,475)	(1,931)	(1,963)	(34,301)	(2,600)
Total (Incr) / Decr in Operating Net Fixed	(3,000)	(97,118)	(31,145)	(63,871)	(123,228).	(69,571)
(Incr) / Decr in Facilities Net Fixed Assets		·				•
1830 · Leasehold improvements	· <u>-                                     </u>	(25,000)		(50,000)	•	·
Total (Incr) / Decr in Facilities Net Fixed	· -	(25,000)	<u> </u>	(50,000)		-
Total (Incr) / Decr in Net Fixed Assets	(3,000)	(122,118)	(31,145)	(113,871)	(123,228)	(69,571)
TOTAL CASH FLOW ADJUSTMENTS	(3,000)	(122,118)	(31,145)	(113,871)	(123,228)	(69,571)
Beginning Cash Balance	A 2	2,810	36,498	254,683	485,282	497,005
NET CASH FLOW	10,810	33,688	218,185	230,599	11,723	383,377
END CASH BALANCE	10,810	36,498	254,683	485,282	497,005	880,382

# F.6.Personnel Salaries and Benefits,

4/1/07

# Excerpt - Staff Development Costs, IBO Fee Schedule - Budget Detail

Washington Yu Ying

FALSE

	ئىدى.	e e	and the second	and the second second	, Automotive	a jean sanda aranga s	region of the state	
LINE 18: Staff Development Costs	S			<u> </u>				
v1.2 Added International Baccal	aureate details	The Control of the Co		And the Control of th	५ १८ १ <b>४ मध्य आध्यासम्बद्धाः । ३</b> ५	عدوم والمراه والمسلمون والمراه	authorization and	A CAN SHARE
International Baccalaureate : 76006 Staffidevelopment (non	4,300	`````3,580 <b>``</b> ``````	્રેં3,580 <sup>કુ</sup> ંે	3,580	3,580	3,580	Annually	
Staff Development: PD Staff PD Staff 76002-Staff-development (non-tra	vel)	1,525 18" 19,568	525 1 26 13,703	525 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	- 1 n 46 , c	57.57		
Additional Staff Development 76007 Staff development (no. 1)		F10,000 F2	2.000.000	10,000	10,000	10,000	a/Anhually 3.44	
Staff Recruiting: /NY Emp 7800)/Staff,recruiting:	500 500 - 500	500 97-9,613	500 3,938 <b>3</b> ,5	500 \$40 <b>3,925</b>	500 6,563	500 445 550	Avg DCPCS Exp	APPENTAGE
Staff Background Checks: /NY I	75 150 (14)	75 1517	75.00 2,696	75.00 11.00	75.00 75.13 5 5 4,513 5 5 5 6	75.00 4.513		
Staff Meals: /Emp 7820 Staff meals events: & 25		0						
TOTAL: Line 18	6.025	34,278	33,916	39,009	48,845	53,660		

3. Washington Yu Ying Contingency Budget

# Two-Year PCSB-Formatted Budget, (Contingency)

	Planning	Operating	Operating
•	Year .	Year 1	Year 2
	SY07-08	SY08-09	SY09-10
REVENUE	•		<del></del> ,
01. Per Pupil Charter Payments	. <u>.</u> !	1,180,672	2,159,813
02. Per Pupil Facilities Allowance	<u>.</u>	358,654	659,668
03. Federal Entitlements	120,000	289,834	185,230
04. Other Government Funding/Grants		42,179	77,578
05. Private Grants and Donations		_	.,,,,,,,
06. Activity Fees		127,028	184,679
07. Other Income (please describe in footnote)	<u>:</u>	49,382	90,827
TOTAL REVENUES	120,000	2,047,748	3,357,794
	·		
ORDINARY EXPENSE			
Personnel Salaries and Benefits			·
08. Principal/Executive Salary	42,500	87,550	90,177
09. Teachers Salaries	13,350	215,250	584,783
10. Teacher Aides/Assistance Salaries	-	140,000	288,400
<ol><li>Other Education Professionals Salaries</li></ol>	- 1	93,750	250,150
12. Business/Operations Salaries	16,990	70,000	72,100
13. Cierical Salaries	- }	30,000	30,900
14. Custodial Salaries		<u>.</u>	-
15. Other Staff Salaries	-	55,000	67,555
16. Employee Benefits	250	108,026	219,552
17. Contracted Staff	2,000	. 60,480	111,240
18. Staff Development Expense		19,749	27,283
. Subtotal: Personnel Expense	75,090	879,805	1,742,138
Plant Of relating Comments			
Direct Student Expense		44.000	0.004
19. Textbooks	-	11,200	9,064
20. Student Supplies and Materials	-	33,040	60,770
21. Library and Media Center Materials	- ]	_	
22. Student Assessment Materials	- ]	8,400	15,450
23. Contracted Student Services	•	33,600	61,800
24. Miscellaneous Student Expense **	10,000	5,600	4,532
Subtotal: Direct Student Expense	10,000	91,840	151,616
Occupancy Expenses	,		
25. Rent	-	615,000	633,450
26. Building Maintenance and Repairs	.	9,840	9,840
27. Utilities	. 1	30,750	31,673
28. Janitorial Supplies	.	6,000	6,180
29, Contracted Building Services	[	22,400	41,200
Subtotal: Occupancy Expenses	<del></del>	683,990	722,343
Subtotal Occupancy Expenses		000,530	1 22,043
Office Expenses	ľ		
30. Office Supplies and Materials	· •	21,280	39,140

3,000	5,400	5,562
18,500	86,531	99,571
2,000	2,800	5.150
1,000	1,680	3,090
1,150	12,446	19,141
25,650	140,938	188,340
1,500	11,200	20,600
· ·	21,103	56,871
•	87,360	160,680
•	7,697	14,097
• •	-	· •
*	±2	-
		·
1,950	41,516	53,112
1,950 3,450	41,516 168,875	53,112 305,361
3,450	168,875	305,361
3,450 114,190	168,875 1,965,448	305,361 3,109,798
3,450 114,190 5,810	168,875 1,965,448	305,361 3,109,798
3,450 114,190	168,875 1,965,448	305,361 3,109,798
3,450 114,190 5,810	168,875 1,965,448 82,300 (34,375) (20,000)	305,361 3,109,798 247,996 (21,476)
3,450 114,190 5,810	168,875 1,965,448 82,300 (34,375)	305,361 3,109,798 247,996 (21,476)
3,450 114,190 5,810 (3,000)	168,875 1,965,448 82,300 (34,375) (20,000) (3,825) (15,000)	305,361 3,109,798 247,996 (21,476) (20,600)
3,450 114,190 5,810 (3,000)	168,875 1,965,448 82,300 (34,375) (20,000) (3,825) (15,000) (73,200)	305,361 3,109,798 247,996 (21,476) (20,600) (4,434) (46,510)
3,450 114,190 5,810 (3,000)	168,875 1,965,448 82,300 (34,375) (20,000) (3,825) (15,000)	305,361 3,109,798 247,996 (21,476) (20,600) (4,434)
3,450 114,190 5,810 (3,000)	168,875 1,965,448 82,300 (34,375) (20,000) (3,825) (15,000) (73,200)	305,361 3,109,798 247,996 (21,476) (20,600) (4,434) (46,510)
3,450 114,190 5,810 (3,000)	168,875 1,965,448 82,300 (34,375) (20,000) (3,825) (15,000) (73,200) 9,100	305,361 3,109,798 247,996 (21,476) (20,600) (4,434) (46,510) 201,486
3,450 114,190 5,810 (3,000)	168,875 1,965,448 82,300 (34,375) (20,000) (3,825) (15,000) (73,200) 9,100	305,361 3,109,798 247,996 (21,476) (20,600) (4,434) (46,510) 201,486
3,450 114,190 5,810 (3,000) 	168,875 1,965,448 82,300 (34,375) (20,000) (3,825) (15,000) (73,200) 9,100	305,361 3,109,798 247,996 (21,476) (20,600) (4,434) (46,510) 201,486
3,450 114,190 5,810 (3,000)	168,875 1,965,448 82,300 (34,375) (20,000) (3,825) (15,000) (73,200) 9,100 112 24,600 53,813	305,361 3,109,798 247,996 (21,476) (20,600) (4,434) (46,510) 201,486 200 24,600 53,162
3,450 114,190 5,810 (3,000) 	168,875 1,965,448 82,300 (34,375) (20,000) (3,825) (15,000) (73,200) 9,100	305,361 3,109,798 247,996 (21,476) (20,600) (4,434) (46,510) 201,486
	2,000 1,000 1,150 25,650	18,500 86,531 2,000 2,800 1,000 1,680 1,150 12,446 25,650 140,938  1,500 11,200 - 21,103 - 87,360

# Five-Year PCSB-Formatted Budget, (Contingency)

•	Planning	Operating	Operating	Operating	Operating	Operating
• . •	Year '	Year 1	Year 2	Year 3	Year 4	Year 5
• •	SY07-08	SY08-09	SY09-10	SY10-11	SY11-12	SY12-13
REVENUE					,	•
01. Per Pupil Charter Payments	•	1,180,672	2,159,813	2,745,225	3,666,311	4,568,733
02. Per Pupil Facilities Allowance	•	358,654	659,668	835,733	1,113,868	1,395,736
03. Federal Entitlements	120,000	289 834	185,230	209,330	278,995	349,596
04. Other Government Funding/Grants		42,179	77,578	98,284	130,993	164,141
05. Private Grants and Donations	. <del>-</del>	-	, -	· <u>-</u>		· . · •
06. Activity Fees	•	127,028	184,679	219,207	272,725	326,993
07. Other Income (please describe in footnote)		49,382	90,827	115,068	153,363	192,173
TOTAL REVENUES	120,000	2,047,748	3,357,794	4,222,847	5,616,256	6,997,372
			,	•	•	
ORDINARY EXPENSE		u e e e e				, .
Personnel Expense	75,090	879,805	1,742,138	2,317,279	3,191,840	3,971,996
Direct Student Expense	10,000	91,840	151,616	182,178	244,905	303,663
Occupancy Expenses	.•	683,990	722,343	753,478	1,230,142	1,282,099
Office Expenses	25,650	140,938	188,340	232,041	282,173	335,813
General Expenses	3,450	168,875	305,361	383,142	515,912	634,538
TOTAL ORDINARY EXPENSES	114,190	1,965,448	3,109,798	3,868,118	5,464,972	6,528,109
		• •				
NET ORDINARY INCOME	5,810	82,300	247,996	354,729	151,284	469,263
Fixed Asset Purchases	(3,000)	(73,200)	(46,510)	(107,506)	(102,615)	(63,790)
NET CASH FLOW	2,810	9,100	201,486	247,223	48,669	405,474
	,				•	
Assumptions			•	•		
Student Enrollment	•	112	200	246	318	387
Facility Size (square footage)	-	24,600	24,600	24,600	38,725	38,725
Average Teacher Salary	53,398	53,813	53,162	. 54,831	.56,664	57,412
Number of Teachers	0	4	11	, 15,	19	. 25
Student / Teacher Ratio	#VALUE!	28 to 1	18 to 1	16 to 1	17 to 1.	15-to 1

#### SY07-08 PCSB-Formatted Cash Flow, (Contingency)

٠,			<del></del>	·		<del></del>	<del>'</del>	<del>:-</del>		<del></del>	<del></del>		
	Jui	· Aug	Spt	Dot	Nov	. Dec	Jan	Feb _	Mar .	Apr	May	Jun	TOTAL
REVENUE	_	٠.					,			٠.	•		,
01. Per Pupil Charter Payments 02. Per Pupil Facilities Allowance		-				-	•		-	• •			_
03. Federal Entitlements							20,000	20,000	20,000	20,000	20,000	20,000	120,000
04, Other Government Funding/Grants				_	-	_	20,000	20,000	20,000	10,000	20,000	20,000	120,000
05, Private Grants and Donations				-		_		_	-		_		<u> </u>
06. Activity Fees							_	_	•	_			_
07. Other Income (please describe in lookole)	_							_			_		• [.
TOTAL REVENUES				<del></del>	<del></del>	<del></del>	20,000	20,000	20,000	20,000	20,000	20,000	120,000
TO THE REVENUES							20,000	20,000		. 22,402		20,000	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,
ORDINARY EXPENSE								•					
Personnel Salaries and Benefits													
08. Principe/Executive Salary	٠.			_	_		7,083	7,083	7,083	7,083	7,083	7,083	42,500
09. Teachers Saleries			•	•	_	_	2 225	2,225	2,225	2,225	2 225	2,225	13,350
10. Teacher Aldes/Assistance Salaries			-	•					+				
11. Other Education Professionals Salaries			••	•	<u>.</u> ,	• •							
12. Business/Operations Salaries	· ''.					•	2,832	2,832	2,832	2,832	2,832	2,832	16,990
13. Clerical Salaries	-						-		· -				
14. Custodial Salades			• -	- '		•	-	-		÷	-		
15. Other Staff Salaries			-		-	٠ .			_			-	
16, Employee Benefile			÷	-	-	-	42	42	42	42	42	42	250
17. Contracted Staff	· •	•		-	_		2,000		-		٠.	÷	2,000
18. Staff Development Expense		- <u>-</u>		<u></u>		·	<u> </u>	•_ •_ ·	<u> </u>				
Sublatel: Personnel Expense	•	•	•	•	-	7	14,182	12,182	12,182	. 12,182	12,182	12,182	75,090
							•		••		•	• •	
Direct Student Expense													٠,
19. Textbooks	•	-	•		-		- '	•	•	• •	-	•	-
20. Student Supplies and Materials	• •	•	•	-	•		•	-	•	`-	-	•	
21. Library and Media Center Materials	-	-	•	. 1	•	•	• .	•	•	-	•	•	
22. Student Assessment Malerials	. •	•	·-	•	. •	•	- '	-	-	• •	•	•	-
23. Contracted Student Services	•	• `	•	-	•	•	-	-	-	٠.		•	- ,
24. Miscellaneous Student Expense **	<del></del>	<u>-</u>		<u> </u>	<u> </u>	<del></del>	1,667	1,667	1,557	1,667	1,667	1,667	10,000
Subtotal: Direct Student Expense	•	•	•	•	-		1,667	1,667	1,667	1,667	1,567	1,667	10,000
								<i>:</i>					,
Occupancy Expenses													
25. Rent	-	• .	. •	-	•	•	•	:	• .	• •.		-	
26. Building Maintenance end Repairs	•	•	•	-	٠ -	-		-	•	•	•	-	-
27. Utilities	-		•		•	•	•	•	-	•	•	•	•
26. Janiloriai Supplies	-	•	•		•	•	•	-	-	•.	•	•	• •
29, Contracted Building Services	<u> </u>	<u>-</u>		<del></del>	<del>-</del> -	<del></del> -	<del></del>		_ <u> </u>	<del></del>	<del></del>		
Sublotal: Occupancy Expenses	•	•	•	-	-		•	•	•	•	٠.		•
Office Expenses											•		
30. Office Supplies and Materials		٠.		_				_	_		_	_	_
31. Office Equipment Rental and Maintenance					-		-		-			-	
32. Telephone/Telecommunications	- 1		-			-	500	500	500	500	500	500	3,000
33, Legal, Accounting and Payroll Services	٠.	. '	_		-	-	3.083	3.083	3,083	3,083	3,083	3,083	18,500
34, Printing and Copyling		_	_	-			333	333	333	333 .	333	333	2,000
35. Postage and Shipping			• :	_			167	167	167	157	167	167	1,000
36. Other		_		٠.	_		192	192	192	192	192	192	1.150
Subtotal: Office Expenses	•			•			4,275	4,275	4,275	4,275	4,275	4,275	25,550
•			•							•			
General Expenses										•	•		
37. Insurance			-	-		-	500	500,	500	-	-	- 1	1,500
38. Transportation	•	•	-	-	-	- `	•	:	-	-			
39, Food Service	-		•	•	-	•		ن ۱	•	-	-	, .	
40. Administration Fee (to PCSB)	-		•		_	•					•		
41. Menegement Feu	-		-		-			-					
42. Other General Expense	• .		-	• •		•		. •	-	-	•		
43. Unforessen Expenses								<u> </u>		·		1,950	1,950
Subtotal: General Expenses			٠.,				500	500	500			1,950	3,450
TOTAL ORDINARY EXPENSES							20,623	18,623	18,623	18,123	18,123	20,073	114,190
Net Ordinary Income			•		-		(623)	1,377	1,377	1,877	1,877	[73]	5,810
• •						•	•						
Additional Cash Flow Adjustments / Capital Budget								٠,					
			•	-	-	- ·	(3,000)	•	•		-	- !	(3,000)
(Incr) / Decr in Computers and Materiels						_				-			
· ·		.•	•	-	_								
(Incr) / Decr in Computers and Materiels	•	:	•		-		-	•	٠.				-
(incr) / Decr in Computers and Materiels (incr) / Decr in Classroom Furnishings and Supplies	:	<u>:</u>		<u>.</u>	·	· -	-	•	· •			· ·	<u>.</u>
(Incr) / Decr in Computers and Materiels (Incr) / Decr in Classroom Furnishings and Supplies (Incr) / Decr in Office Furnishings and Equipment		•	<u> </u>	<u>.</u>	<u>.</u>	<u>.</u>	(3,000)		-	· · ·	<u> </u>		(3,000)
(incr) / Decr in Computers and Meteriels (incr) / Decr in Classroom Furnishings and Supplies (incr) / Decr in Offics Furnishings and Equipment (incr) / Decr in Renovations/Lessehold Improvement	:	:	:			<u>.</u>	(3,000)	1,377	1,377	1,677	1,877	- (73)	(3,000) 2,810

#### SY08-09 PCSB-Formatted Cash Flow, (Contingency)

·	. •												
	. Jul	Aug	, Spt	· Oci	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	TOTAL
REVENUE						*	:						}
01. Per Pupil Charter Feyments	295,168		•	295,168		•	295,166	•	<b>-</b> .	295,160	•	-	1,180,672
02. Per Pupil Facilities Allowance	89,664		•	266,991		•	•	-	-		. •	. •	358.654
03, Federal Entitlements	, -	-	•	32,204		32,204	32,204	32,204	32,204	32,204	32,204	32,204	289,834
04, Other Government Funding/Grants	•	•	4,657	4,687	4,687	4,587	4,687	4,587	4,687	4,687	4,687		42,179 "
05. Private Grants and Donations	•	•	•	-			•	•		•	•	•	<b>!</b> •.
06. Activity Fees	· •	•	14,114	14,114		14,114	14,114	14,114	14,114	24,114	14,114	. •	127.028
07. Other income (please decorbs in loginole)			5,487	5.487		5,487	5,487	5,487	5,487	5,487	5,487		49.382
TOTAL REVENUES	. 384,832	•	24,288	620,650	55,491	56,491	351,659	56,491	56,491	351,659	56,491	32,204	2,047,748
<u> </u>													{
ORDINARY EXPENSE		:											{ ·
Personnel Selaries and Benefits	7.200					7	7.000		3.00=	3 000			
08. Principal/Executive Salary	7,296			7,296		7,296	7,296	7,296	7,295	7,296	7,296	7,296	87,550
09. Tauchers Saleries	17,938	-	-	17,935		17,938	17,938	17,938	17,938	17,938	17,938	17,938	215,250
10. Teacher Aides/Assistance Seleries	11,667 7,813		11,667 7,613	11,667 7,813		11,667	11.657 7,613	11,667 7,813	11,667	11,667	11 567	11,667	140,000
11. Other Education Professionals Saleries	5,833	7.		5.833		7,613 5,833	5,833	5,833	7,813 5,833	7,813 5,833	7,613 5,633	7,813 5,833	93,750
12. Business/Operations Salaries 13. Clerical Salaries	2,500			2,500		2,500	2,500	2,500	2,500	2,500	2,500	2,500	70,000 30,000
14, Custodial Salaries	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,300	, 2,000	3,000
15. Other Steff Salaries	4,583	4,583	4,583	4,583		4,583	4,583	4,583	4,583	4,583	4,583	4,583	55,000
16. Employes Benefité	9,002	9,002	9,002	9,002		9,002	9,002	9,002	9,002	9,002	9,002	9,002	108,025
17. Contracted Staff	5,040	5,040	5,040	5,040	-	5,040	5,040	5,040	5,040	5,040	5.040	5.040	60,480
18. Staff Development Expense	1,845	1.646	1,646	1,645		1,646	1,646	1,646	1 546	1,646	1,646	1,646	19,749
Subtotal: Personnel Expense	73,317	73,317	73,317	73,317		73,317	73,317	73,317	73,317	73,317	73.317	73,317	879,805
					,		,	,	,,		,	,_,	1
Direct Student Expense	•	•				٠.						•	
19. Texibooks	- 11,200	•	•		•		-						11,200
20. Student Supplies and Meteriels	33,040				•								33,040
21, Library and Media Center Meterials	•.	_			•	•		-	٠.			:	١.
22. Student Assessment Materials	-	• •	. •		-		8,400	• •		٠.			8 400
23. Contracted Student Services	-	•	3,733	3,733	3,733	3,733	3,733	3,733	3,733	3,733	3,733		33,600
24. Miscelleneous Student Expense **	1,867	1,867	1,867	-	-	-	-	-	-			•	5,600
Subtotal: Direct Student Expense	46,107	1,867	5,600	3,733	3,733	3,733	12,133	3,733	3,733	3,733	3,733		91,840
	•		•						•				·
Occupancy Expenses													
25. Reni	51,25D	51,250	51,250	51,250	51,250	51,250	51,250	51,250	51,250	51,250	51,250	51,250	615,000
26. Building Maintenance and Repairs	820	820	B2Q	620	820	820	820	820	620	520	820	820	9,840
27. Utilities	2,563	2,563	2,563	2,563	2,563	2,563	2,563	2,563	2,563	2,563	2,563	2,563	30,750
25. Janitorial Supplies	, 500	500	500	500	500	500	500	500	500	500	500	500	6,000
29. Contracted Building Services	1,867	1,867	1,857	1,867	1,867	1,867	1,867	1,867	1,867	1,867	1,867	1,867	22,400
Subtotal: Occupancy Expanses	56,999	56,999	56,999	56,999	· 55,999	56, <del>99</del> 9	56,999	. 56,999	56,999	56,999	56,995	56,999 ,	683,990
`			• •										l
Office Expenses	•		4 602		4 40-								l
30, Office Supplies and Materiels	-	1,935 982	1,935 982	1,935 · 982	1,935 982	1,935	1,935 982	1,935	1,935 982	1,935	1,935	1,935	21,280
31. Office Equipment Rental and Maintenance	•	491	491	. 902 491	902 491	, 982 491	902 491	982 491	962 491	982 491	982 497	982 491	10,800
32, Telephona/Telecommunications 33, Legal, Accounting and Payroll Services	4,669	4,669	4,569	4,659	10,169	4,569	8,836	8,836	8,836	8,836	8,636	8,835	5,400 85,531
	233	. 233	233	233	233	233	233	233	233	233	233	233	,
34. Printing and Copying 35. Postage and Shipping	140	140	140	140	140	140	140	140	140	.140	235. 140	, 140	2,800 1,680
35, Postage with Street and Street and Street	617	1,075	1.075	1,075	1,075	1.075	1.075	1,075	1.075	1.075	1.075	1,075	12,445
Subtotal: Office Expenses	5,660	9,525	9,525	9,525	15,025	9,525	13,692	13,692	13,692	13,692	13,692	13,692	140,938
COULDING WASHINGTON .	41404	ويدور	,	2,043	INTER	-,	,032	13,432	.v.var	, 0,002	, -, 042		
General Expenses													
37, Insurance	3,733	3,733	3,733			•							11,200
38, Transportation	-	-,	2,345	2,345	2,345	2,345	2,345	2,345	2,345	2,345	2,345		21,103
39. Food Service		٠ _	9.707	9,707	9.707	9.707	9,707	9.707	9.707	9.707	9.707		87.360
40. Administration Fee (to PCSB)	1,924	٠	· _ ·	1,924	•	•.	1,924			1,924	•	. : '	7,697
41. Menagement Fee			_	•	2	· _ `	-	-		-	_		
42. Other General Expense	-				٠. ـ	_	_	٠.		· •			
43. Unforeseen Expenses	•			`-	٠.			_	-	٠		41,516	41,516
Subtotal: General Expenses	5,657	3,733	15,785	13,976	12,051	12,051	13,976	12,051	12,051	13,976	12,051	41,516	168,875
TOTAL ORDINARY EXPENSES	187,740	145,441	161,225	157,550	161,126	155,626	170,117	159,793	159,793	161,717	159,793	185,524	1,965,448
Net Ordinary Income	197,091	(145,441)	(136,939)	463,100	(104,635)	(99,135)	181,542	(103,302)	(103,302)	169,942	(103,302)	(153,321) .	82,300
			•	-	•							• •	
Additional Cash Flow Adjustments / Capital Budget		•											' '
(Incr) / Decr in Computers and Meterials	(17,708)	(8,333)	(8,333)	. •	-		-	-	•	-	•	•	(34,375)
(Incr) / Decr in Classroom Furnishings and Supplies	(20,000)							-	•	-	-		(20,000)
(Incr) / Dect in Office Furnishings and Equipment	(1,275)	(1,275)	(1,275)	• '					-	-			(3,825)
(Incr) / Decr in Renovational essentid Improvemen		(15,000)											(15,000)
Subtotal: Additional Cash Flow Adjustments	(38,983)	(24,608)	(9,608)		-								(73,200)
NET CASH FLOW	150,100	(170,050)	(146,547)	463,100	(104,635)	(99,135)	181,542	(103,302)	(103,302)	189,942	(103,302)	(153,321)	9,100
CASH BALANCE	160,918	(9,132)	(155,679)	307,421	202,786	103,651	285,193	181,892	78,590	268,533	165,231	11,910	l ———
			.,									: •	

#### **Key Personnel**

#### **Board Members:**

Manisha Modi, President Carmen Rioux-Bailey, Vice President Lisa Chiu, Secretary Jill Eynon Dexter Lewis Jordan Schwartz

Key Staff

Mary Shaffner, Executive Director Sarah Harris, Principal Amy Quinn, PYP Coordinator

#### **GOVERNMENT OF THE DISTRICT OF COLUMBIA**

DEPARTMENT OF CONSUMER AND REGULATORY AFFAIRS



# CERTIFICATE

THIS IS TO CERTIFY that all applicable provisions of the District of Columbia Nonprofit Corporation Act have been complied with and accordingly, this CERTIFICATE OF AMENDMENT is hereby issued to:

WASHINGTON YU YING SCHOOL, INC.

Name Changed To

YU YING PUBLIC CHARTER SCHOOL

IN WITNESS WHEREOF I have hereunto set my hand and caused the seal of this office to be affixed as of the 28th day of March, 2007.

LISA M. MORGAN Interim Director

Business and Professional Licensing Administration

PATRICIA E. GRAYS

Superintendent of Corporations

Corporations Division

Adrian M. Fenty Mayor

# ARTICLES OF AMENDMENT to the ARTICLES OF INCORPORATION of WASHINGTON YU YING SCHOOL, INC.

To: The Department of Consumer and Regulatory Affairs
District of Columbia

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

FIRST: The name of the corporation is: Washington Yu Ying School, Inc.

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

Article FIRST is hereby amended to read:

"FIRST: The name of the Corporation is Washington Yu Ying Public Charter School (hereinafter the 'Corporation')."

Article THIRD is hereby amended to read:

"THIRD: The Corporation is organized exclusively for charitable and educational purposes under section 501(c)(3) of the Internal Revenue Code, or any corresponding section of any future federal tax code. Specifically, the Corporation's sole purpose is to found and operate a District of Columbia Public Charter School to be known as "Washington Yu Ying Public Charter School." The Corporation shall have in furtherance of the aforesaid purpose all of the powers conferred upon corporations organized pursuant to the provisions of the District of Columbia Nonprofit Corporation Act, including without limitation the power to solicit grants and contributions for such purposes."

DC #276796 V7097

THIRD: The amendment was adopted by a consent in writing signed by all of the members of the Board of Trustees in office, there being no members having voting rights in respect thereof:

Date: March 26, 2007

WASHINGTON YU YING SCHOOL, INC.

(CORPORATE SEAL)

Attest:

Its Secretary or Assistant Secretary

Andrea Lachennay R

Assistant Secretary

#### **GOVERNMENT OF THE DISTRICT OF COLUMBIA**

DEPARTMENT OF CONSUMER AND REGULATORY AFFAIRS



# CERTIFICATE

THIS IS TO CERTIFY that all applicable provisions of the District of Columbia NonProfit Corporation Act have been complied with and accordingly, this CERTIFICATE OF INCORPORATION is hereby issued to:

washington yu ying school, inc.

IN WITNESS WHEREOF I have hereunto set my hand and caused the seal of this office to be affixed as of the 10th day of March, 2006.

Patrick J. Canavan, Psy. D. Director

Business and Professional Licensing Administration

Patricia E. Grays

Superintendent of Corporations

Corporations Division

nthony A. Williams

## ARTICLES OF INCORPORATION

OF

## WASHINGTON YU YING SCHOOL, INC.

(a District of Columbia Nonprofit Corporation).

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 twenty-one years or more, acting as incorporators of a corporation under the Non-Profit Corporation Act (D.C. Code, 2001 edition, Title 29, Chapter 3), adopt the following Articles of Incorporation:

FIRST: The name of the corporation is WASHINGTON YU YING SCHOOL, INC. (hereinafter the "Corporation").

SECOND: The period of duration of the Corporation shall be perpetual.

THIRD: The corporation is organized exclusively for charitable and educational purposes under section 501(c)(3) of the Internal Revenue Code, or any corresponding section of any future federal tax code. Specifically, the purpose for which the corporation is organized is to promote quality bilingual education, in English and Chinese, for children in the District of Columbia, including by founding a District of Columbia Public Charter School consistent with such purpose, and other lawful activities. The Corporation shall have in furtherance of the aforesaid purpose all of the powers conferred upon corporations organized pursuant to the provisions of the District of Columbia Non profit Corporation Act, including without limitation the power to solicit grants and contributions for such purposes.

FOURTH: The Corporation shall have no members.

FIFTH: The Board of Directors of the Corporation shall be referred to as the Board of Trustees and such persons shall be vested with the management and control of the affairs of the Corporation. The manner of election or appointment of the Trustees of the Corporations shall be prescribed by the Bylaws of the Corporation.

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.

3-10-06

- B. No substantial part of the activities of the Corporation shall be 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. 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 exemption status, or carry on any activity not permitted to be carried on by a corporation, contributions to which are deductible under §170(c)(2).
- D. 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 liabilities and obligations of the Corporation and for necessary expenses thereof, be distributed to such organization or organizations organized and operated exclusively for the 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 the assets of the property be distributed to any Trustee, officer, or any private individual.

SEVENTH: The address, including street and number, of the initial registered office of the Corporation is c/o Thelen Reid & Priest LLP, 701 Eighth Street, NW, Washington, DC 20001, and the name of the initial registered agent at such address is Ms. Andrea Lachenmayr, Esq.

EIGHTH: The number of Trustees initially constituting the Board of Trustees is three (3), but the number of Trustees may be increased or decreased in the manner set forth in the Bylaws of the Corporation. The names and addresses, including street and number and zip code, of the persons who are to serve as Trustees until the first annual meeting or until their successors are elected are:

Ms. Mary Shaffner 1637 Irving Street, NW Washington, D.C. 20010

Ms. Lisa Marie Chiu 1448 Q Street, NW Washington, DC 20009

Ms. Manisha Modi 2130 13th Street, NW Washington, DC 20009

NINTH: The Board of Trustees is expressly authorized to make, repeal, alter, amend and rescind any or all of the Bylaws of the Corporation.

TENTH: The Corporation reserves the right to amend, change or repeal any provision contained in these Articles of Incorporation or to merge or consolidate this Corporation with any other nonprofit corporation in the manner now or hereafter prescribed by statue, provided, however, that any such action shall be calculated exclusively to carry out the objects and purposes for which the Corporation is formed, and all rights herein conferred or granted shall be subject to this reservation.

ELEVENTH: The names and addresses, including street and number and zip code, of the incorporators are as follows:

Andrea Lachenmayr, Thelen Reid & Priest, LLP, 701 Eight Street, N.W., Washington, D.C. 20001 Andrea Schroepfer, Thelen Reid & Priest, LLP, 701 Eight Street, N.W., Washington, D.C. 20001 Jing Zhang, Thelen Reid & Priest, LLP, 701 Eight Street, N.W., Washington, D.C. 20001

Date: March 9, 2006

Andrea Lachenmayr

Andrea Schroepfer

Jing Zhang

I, Mary E. F.-Siavoshan, a Notary Public, hereby certify that on the 9<sup>th</sup> day of March, 2006, Andrea Lachenmayr, Andrea Schroepfer, and Jing Zhang appeared before me and signed the foregoing document as incorporators, and have averted that the statements therein contained are true.

Mary E. F.-Siavoshan

Notary Public, District of Columbia. My commission expires on 14 July 2006



#### DEPARTMENT OF CONSUMER AND REGULATORY AFFAIRS BUSINESS AND PROFESSIONAL LICENSING ADMINISTRATION CORPORATIONS DIVISION

Government
Of the
District of Columbia
901 NORTH CAPITOL STREET, N.E
WASHINGTON, D.C. 20002

## WRITTEN CONSENT TO ACT AS REGISTERED AGENT

TO:
The Superintendent of Corporations
Department of Consumer and Regulatory Affairs
BUSINESS AND PROFESSIONAL LICENSING ADMINISTRATION, Corporations
Division

941 North Capitol Street, N.E. Washington, D.C. 20002

(A) BY A DISTRICT OF COLUMBIA RESIDENT PURSUANT TO D.C. CODE TITLE 29, and TITLE 41

I, Andrea Lachenmayr

A Bona fide Resident of the District of Columbia Herein Consent to Act as a Registered Agent For:

WASHINGTON YU YING SCHOOL, INC.

Name of Business

SIGNATURE OF REGISTERED AGENT AUGUS OF DATE: March 9, 2006

### (B) BY A LEGALLY AUTHORIZED CORPORATION

#### THE CORPORATION HEREIN NAMED IS:

An Authorized Corporate Registered Agent in the District of Columbia, per Signatures of its President/Vice-President and Secretary/Assistant Secretary, Herein Consents to Act as Registered Agent For:

NAME OF CORPORATION	·			• . • . •	:
SIGNATURE:	•	, , <del>-</del>			
OF PRESIDENT OR VICE-PRESIDENT	OR AUTH	ORIZE (	OFFICIA	L	
ATTEST:					
OF SECRETARY OR ASSISTANT SECR	ETARY		:		
DATE.				•	

#### AMENDED AND RESTATED BYLAWS

OF

### WASHINGTON YU YING PUBLIC CHARTER SCHOOL

a District of Columbia Nonprofit Corporation (the "Corporation")

## ARTICLE I GENERAL PROVISIONS

- 1.01 <u>Charter</u>. The Corporation shall be operated in a manner consistent with the charter granted to the Corporation by the District of Columbia Public Charter School Board in accordance with the District of Columbia School Reform Act of 1995, as amended, DC Code §38-1800.01 et seq. (the "Charter")..
- 1.02 <u>Registered Office</u>: the Corporation shall maintain a registered office within the District of Columbia at such place as the Board of Trustees may designate.
- 1.03 Other Offices. The Corporation may also have offices at such other places, within or without the District of Columbia, as the Board of Trustees may designate.

# ARTICLE II PURPOSES

- 2.01 <u>Nonprofit Corporation</u>. This corporation is organized exclusively for one or more of the purposes as specified in Section 501(c)(3) of the Internal Revenue Code, including for such purposes, the making of distributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code.
- 2.02 <u>Purposes</u>. The sole purpose of the Corporation shall be the operation of a District of Columbia public charter school known as "Washington Yu Ying Public Charter School."
- 2.03 <u>Dissolution Upon Loss of Charter</u>. Upon the revocation of the Charter by the District of Columbia Public Charter School Board (the "Chartering Authority"), the non-renewal of the Charter by the Chartering Authority, or the voluntary relinquishment of the Charter by the Corporation, the Corporation shall be dissolved in accordance with the District of Columbia Nonprofit Corporation Act (DC Code §29-301.01 et seq.) (the "Nonprofit Corporation Act").

## ARTICLE III MEMBERS

3.01 <u>Members</u>. The Corporation shall have no members. Any action which would otherwise by law require approval by a majority of all members or approval by the members shall require only approval of the Board of Trustees. All rights which would otherwise by law vest in the members shall vest in the Board.

## ARTICLE IV BOARD OF TRUSTEES

- 4.01 General Powers. The Board of Trustees shall manage the affairs of the Corporation in conformance with the law, the Articles of Incorporation, the Charter, and these Bylaws. The Board may delegate the management of the Corporation's activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the Corporation shall be managed and all corporate powers shall e exercised under the ultimate direction of the Board. No assignment, referral or delegation of authority by the Board or anyone acting under such delegation shall preclude the Board from exercising full authority over the conduct of the Corporations' activities, and the Board may rescind any such assignment, referral or delegation at any time.
- 4.02 <u>Specific Powers</u>. Without prejudice to its general powers set forth above, the Board shall have the following powers in addition to any other powers enumerated in these Bylaws and permitted by law:
  - a. To select and remove all of the officers, agents and employees of the corporation; to prescribe powers and duties for them which are not inconsistent with law, the Corporation's Articles of Incorporation or these Bylaws; and to fix their compensation;
  - b. To conduct, manage and control the affairs and activities of the corporation and to make such rules and regulations therefore which are no inconsistent with the law, the Corporation's Articles of Incorporation of these Bylaws, as it deems best;
  - c. To adopt, make and use a corporate seal and to alter the form of the seal from time to time, as it deems best.
  - d. To acquire real property for use as the Corporation's facilities, from public or private sources;
  - e. To receive and disburse funds for Corporate purposes;

- f. To secure appropriate insurance and to make contracts and leases, including agreements to procure or purchase services, equipment, and supplies;
- g. To incur debt in reasonable anticipation of the receipt of funds from the general fund of the District of Columbia or the receipt of Federal or private funds;
- h. To solicit and accept any grant or gifts for corporate purposes, if the Corporation does not accept any grants or gifts subject to any condition contrary to law or contrary to its Charter, and if the Corporation maintains for financial reporting purposes separate accounts for grants or gifts;
- i. To sue and be sued in the Corporation's own name, and
- j. To carry out such other duties are described in the Charter granted by the eligible charting authority, including the submission of an annual report on the extent to which the Corporation is meeting its mission and goals.
- 4.03 Number and Qualifications of Trustees. The Board of Trustees shall be comprised of at least five members and no more than 15 members, the majority of whom must be residents of the District of Columbia. Upon the Corporation's commencement of operations as a public charter school, the Board of Trustees shall include at least two parent representatives, who shall be nominated and elected from among the parents and guardians of children properly enrolled in the school, according to a process specified by the Board. During the first three years of operation as a public charter school, the Board shall include at least two founding members of the Corporation, or their designates. The Board may modify requirements or qualifications related to the membership of the Board, including setting a fixed number of Trustees, by Board resolution or amendment of the Bylaws.
- 4.04 <u>Election and Term of Trustees</u>. The first Board of Trustees shall consist of those persons named in the Articles of Incorporation. The Board subsequently may elect or appoint any person who in its discretion it believes will serve the interests of the Corporation faithfully and effectively. Thereafter, the trustees shall be elected by the affirmative vote of two-thirds of the total number of trustees then in office at any regular meeting or a special meeting duly called for such purpose. Each trustee (whenever elected) shall hold office for the term specified in the resolution electing such trustee, or if not so specified, until her successor is duly elected and qualified or until her earlier resignation or removal. Trustees may be re-elected to successive terms and may serve simultaneously as one or more officers; provided that no Trustee shall serve for more than two consecutive three year terms or a total of six consecutive years. No decease in the number of Trustees shall have the effect of shortening the term of any incumbent Trustee. The Board of Trustees may provide that the Head of School shall serve as an *ex*-

officio member of the Board of Trustee, provided that the Head of School shall not be entitled to a vote as such.

- 4.05 <u>Vacancies, Resignation and Removal</u>. Vacancies on the Board of Trustees shall exist (1) on the death, resignation or removal of any director, and (2) whenever the number of authorized directors is increased.
  - a. Any trustee may resign at any time upon written notice to the Board of Trustees or to the Chairman of the Board or to the President of the Corporation. Such resignation shall take effect at the time specified therein, and unless otherwise specified therein, no acceptance of such resignation shall be necessary to make it effective. The Board of Trustee may provide, upon the election thereof, that any Trustee serving as a parent/guardian representative shall be deemed to have resigned if he or she ceases to have a child properly enrolled at the public charter school. No trustee may resign if the Corporation would then be left without a duly elected Trustee or Trustees in charge of its affairs, except upon notice to the appropriate agency of the District of Columbia.
  - b. Any trustee may be removed, with or without cause, at a meeting expressly called for that purpose, by the affirmative vote of the number of trustees which would suffice for the election of such trustee.
  - c. If any vacancies shall occur in the Board of Trustees, by reason of death, resignation, or otherwise, or if the authorized number of trustees shall be increased, the trustees then in office shall continue to act, and such vacancies may be filled by the affirmative vote of two-thirds of the then remaining trustees then in office, though less than a quorum exists.

## ARTICLE V OFFICERS

- 5.01 <u>Designation of Officers</u>. The officers of the Corporation shall be a President, a Vice President, a Secretary, and a Treasurer. The Corporation may also have a Chairperson of the Board, one or more Vice Presidents, Assistant Secretaries, Assistant Treasurers, and other such officers with such titles as may be determined from time to time by the Board of Trustees. A Trustee may hold any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as the President.
- 5.02 <u>Election and Term of Office</u>. Officers shall be elected by the Board of Trustees, at any time, and each officer shall hold office until he or she resigns or is removed or is otherwise disqualified to serve, or until his or her successor shall be elected and qualified, whichever occurs first.

- 5.03 <u>Removal and Resignation</u>. The Board may remove any officer, either with or without cause, at any time. Such removal shall not prejudice the officer's rights, if any, under an employment contract. Any officer may resign at any time by giving written notice to the Corporation, the resignation taking effect on receipt of the notice or at a later date of specified in the notice.
- 5.04 <u>Vacancies</u>. Any vacancy caused by the death, resignation, removal, disqualification, or otherwise, of any officer shall be filled by the Board of Trustees. In the event of a vacancy in any office other than that of President, such vacancy may be filled temporarily by appointment by the President until such time as the Board shall fill the vacancy. Vacancies occurring in the offices of officers appointed at the discretion of the Board may or may not be filled as the Board shall determine.
- 5.05 Chairman of the Board. The Chairman of the Board or, if there is not a Chairman of the Board, the President, shall be the chief executive officer and shall have general charge and supervision of the business of the Corporation. In addition, she shall preside at all meetings of the Board of Trustees at which she is present. She shall have and may exercise such powers and perform such other duties as are, from time to time, assigned to her by the Board of Trustees and as may be provided by law.
- 5.06 <u>President</u>. The President shall be the chief operating officer and shall perform all duties incident to such office, and such other duties as, from time to time, may be assigned to her by the Board of Trustees or as may be provided by law.
- 5.07 <u>Vice Presidents</u>. The Vice President or Vice Presidents, at the request of the President or in her absence or during her inability to act, shall perform the duties of the President, and when so acting shall have the powers of the President. If there be more than one Vice President, the Board of Trustees may determine which one or more of the Vice Presidents shall perform any of such duties; or if such determination is not made by the Board of Trustees, the President shall make such determination; otherwise any of the Vice Presidents may perform any of such duties. The Vice President or Vice Presidents shall have such other powers and perform such other duties as may be assigned to her or them by the Board of Trustees or the President or as may be provided by law.
- 5.08 Secretary. The Secretary shall have the duty to record the proceedings of the meetings of the Board of Trustees and any committees in a book to be kept for that purpose; she shall see that all notices are duly given in accordance with the provisions of these Bylaws or as required by law; she shall be custodian of the records of the Corporation; she may affix the corporate seal to any document the execution of which, on behalf of the Corporation, is duly authorized, and when so affixed may attest the same; and, in general, she shall perform all duties incident to the office of secretary of a corporation, and such other duties as, from time to time, may be assigned to her by the Board of Trustees or the President or as may be provided by law.
- 5.09 <u>Treasurer</u>. The Treasurer shall have charge of and be responsible for all funds, receipts, and disbursements of the Corporation, and shall deposit or cause to be deposited, in the name of the Corporation, all monies or other valuable effects in such

banks or other depositories as shall, from time to time, be selected by or under authority of the Board of Trustees; she shall keep or cause to be kept full and accurate records of all receipts and disbursements in books of the Corporation and shall render to the President and to the Board of Trustees, whenever requested, an account of the financial condition of the Corporation; and, in general, she shall perform all the duties incident to the office of treasurer of a corporation, and such other duties as may be assigned to her by the Board of Trustees or the President or as may be provided by law.

5.010 Other Officers. The other officers, if any, of the Corporation shall have such powers and duties in the management of the Corporation as shall be stated in a resolution adopted by the Board of Trustees which is not inconsistent with these Bylaws and, to the extent not so stated, as generally pertain to their respective offices, subject to the control of the Board of Trustees. The Board of Trustees may require any officer, agent, or employee to give security for the faithful performance of her duties.

## ARTICLE VI MEETINGS OF THE BOARD OF TRUSTEES

- 6.01 Meetings. Meetings shall be held at such time and place as the Board of Trustees may from time to time determine, except that the first meeting of a newly elected Board of Trustees shall be held as soon after its election as the trustees may conveniently assemble. No call shall be required for regular meetings for which the time and place have been fixed by the Board of Trustees. Special meetings may be called by the Chairman of the Board, if any, the President, or a Vice President, if any, or by a majority of the trustees.
- 6.02 <u>Telephonic Meetings Permitted</u>. Unless otherwise restricted by the Articles of Incorporation or these Bylaws, any member of the Board of Trustees, or any committee designated by the Board of Trustees, may participate in a meeting of the Board of Trustees or of such committee, as the case may be, by means of a conference telephone or similar communications equipment by means of which all persons participating in the meeting can hear each other, and participation in a meeting pursuant to this Bylaw shall constitute presence in person at such meeting.
- 6.03 Notice or Waiver of Notice. No notice shall be required for regular meetings for which the time and place have been fixed. Written, oral or any other mode of notice of the time and place shall be given for special meetings in sufficient time for the convenient assembly of the trustees. The notice of any meeting need not specify the business to be transacted or the purpose of the meeting. Notice of any adjournment of a meeting of the Board of Trustees to another time or place because a quorum is not present shall be given to the trustees who were not present at the time of the adjournment and, unless such time and place are not announced at the meeting, to the other trustees. Any requirement of furnishing a notice shall be waived by any trustee who signs a waiver of notice before or after the meeting. A trustee's attendance at any meeting shall constitute a waiver of notice of such meeting, excepting such attendance at a meeting by such trustee for the purpose of objection to the transaction of business because the meeting is not lawfully called or convened.

- 6.04 Quorum and Action. Except as may otherwise be provided by the Articles of Incorporation or these Bylaws, a majority of the total number of trustees shall constitute a quorum for the transaction of business. Whenever a vacancy or vacancies in the Board of Trustees shall prevent a quorum from consisting of a majority of the trustees as aforesaid, a quorum shall consist of at least one-third of the trustees. A majority of the trustees present, whether or not a quorum is present, may adjourn a meeting to another time and place. Except as otherwise provided by the District of Columbia Nonprofit Corporation Act, the Articles of Incorporation, or these Bylaws, the vote of a majority of the total number of trustees present shall constitute the act of the Board of Trustees.
- 6.05 <u>Conduct of Meetings</u>. Meetings of the Board of Trustees shall be presided over by the Chairman of the Board, if any, or in his or her absence by the President, or in their absence by a chairman chosen at the meeting. The Secretary shall act as secretary of the meeting, but in her absence the chairman of the meeting may appoint any person to act as secretary of the meeting.
- 6.06 Action by Trustees Without a Meeting. Any action required or permitted to be taken at any meeting of the Board of Trustees, or of any committee thereof, may be taken without a meeting if all members of the Board of Trustees or such committee, as the case may be, consents thereto in writing, and the writing or writings are filed with the minutes or proceedings of the Board of Trustees or committee..

## ARTICLE VII COMMITTEES

- Any such committees and which shall have and exercise such authority as specified in the resolution. Any such committee, to the extent provided in the resolution of the Board of Trustees, and unless otherwise restricted by the Articles of Incorporation or these Bylaws, shall have and may exercise all the powers and authority of the Board of Trustees in the management of the business and affairs of the Corporation. The designation and appointment of any such committee and the delegation thereto of authority shall not operate to relieve the Board of Trustees, or any individual trustee, of any responsibility imposed upon it or her by law.
- 7.02 Committee Rules. Unless the Board of Trustees otherwise provides, each committee designated by the Board may adopt, amend, and repeal rules for the conduct of its business. In the absence of a provision by the Board of Trustees or a provision in the rules of such committee to the contrary, the entire authorized number of members of such committee shall constitute a quorum for the transaction of business, the vote of all such members present at a meeting shall be the act of such committee, and in other respects each committee shall conduct its business pursuant to Article II of these Bylaws.

7.03 Advisory Committees. The Board of Trustees may also elect or appoint such advisory committees, which may include individuals who are not Trustees, as the Board may deem appropriate. To the extent any such committee includes non-Trustee members, such committees shall serve in an advisory capacity only and shall not exercise any policy making or other governing authority of the Board of Trustees.

## ARTICLE VIII CONFLICT OF INTEREST

8.01 <u>Conflict of Interest Policy</u>. The Board of Trustees shall adopt, and periodically review a conflicts of interest policy to govern disclosure and provision for voting in relation to matters giving rise to a conflict of interest involving any member of the Board of Trustees and its committees. The Board of Trustees shall adopt and enforce policies to ensure that each person becoming a member of the Board of Trustees, a member of a Board or advisory committee or a key employee of the Corporation shall be informed of such policy and shall acknowledge awareness of such policy as a condition to serving in such role, as the case may be.

# ARTICLE IX IRC 501(C)(3) TAX EXEMPTION PROVISIONS

- 9.01 <u>Limitations on Activities</u>. No substantial part of the activities of this Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation except as otherwise provided by Section 501(h) of the Internal Revenue Code, and this Corporation shall not participate in, or intervene in (including the publishing or distribution of statements), any political campaign on behalf of, or in opposition to, any candidate for public office. Notwithstanding any other provisions of these Bylaws, this Corporation shall not carry on any activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or (b) by a corporation contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code.
- 9.02 <u>Prohibition Against Private Inurement</u>. No part of the net earnings of this Corporation shall inure to the benefit of, or be distributed to, its members, directors of trustees, officers, or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes of this Corporation.

## 9.03 Distribution of Assets.

a. <u>General Provision for Distribution Upon Dissolution</u>. Upon the dissolution of this Corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities of this

Corporation shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code or shall be distributed to the federal government, or to a state or local government, for a public purpose. Such distribution shall be made in accordance with all applicable provisions of the laws of this state.

- b. <u>Distribution Following Dissolution Due to Loss of Charter</u>. If the Corporation is dissolved following the revocation of the Charter by the Chartering Authority, the non-renewal of the Charter by the Chartering Authority, or the voluntary relinquishment of the Charter by the Corporation, then any assets to be distributed pursuant to a plan of distribution under Section 48(3) of the Nonprofit Corporation Act shall be transferred to the State Education Office of the District of Columbia and used solely for educational purposes.
- 9.04 Private Foundation Requirements and Restrictions. In any taxable year in which this Corporation is a private foundation as described in Section 509(a) of the Internal Revenue Code, the Corporation (1) shall distribute its income for said period at such time and manner as not to subject it to tax under Section 4942 of the Internal Revenue Code; (2) shall not engage in any act of self-dealing as defined in Section 4941(d) of the Internal Revenue Code; (3) shall not retain any excess business holdings as defined in Section 493(c) of the Internal Revenue Code; (4) shall not make any investments in such manner as to subject the Corporation to tax under Section 4944 of the Internal Revenue Code; and (5) shall not make any taxable expenditures as defined in Section 4945(d) of the Internal Revenue Code.u

# ARTICLE X OTHER PROVISIONS

- 10.01 <u>Fiscal Year</u>. The fiscal year of the Corporation shall begin on July 1 of each year and end on June 30 of the following year, unless otherwise determined by the Board of Trustees.
- 10.02 <u>Checks. Notes and Contracts.</u> The Board of Trustees shall determine those persons authorized on the Corporation's behalf to sign checks, drafts, or other orders for payment of money; to sign acceptances, notes, or other evidence of indebtedness; to enter into contracts; or to execute and deliver other documents and instruments.
- 10.03 <u>Deposit</u>. All funds of the Corporation shall be deposited from time to time to the credit of the Corporation in such banks, trust companies, or other depositories as the Board of Directors may select.

- 10.04 <u>Books and Records</u>. The Corporation shall keep at its principal office in the District of Columbia: (1) correct and complete books and records of account, and (2) minutes of the proceedings of the Board of Trustees and any committee having any of the authority of the Board.
  - 10.05 <u>Inspection Rights</u>. Every Trustee shall have the absolute right at any reasonable time to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the Corporation and shall have such other rights to inspect the books, records and properties of this Corporation as may be required under the Articles of Incorporation, other provisions of these Bylaws, and provisions of law.
  - 10.06 <u>Amendment of Articles and Bylaws</u>. The Articles of Incorporation and Bylaws of the Corporation may be amended by a majority vote of the Trustees then in office.

The undersigned, being all of the Trustees of Washington Yu Ying Public Charter School, hereby adopt the foregoing Amended and Restated Bylaws, consisting of 10 preceding pages, as the Bylaws of this Corporation.

Dated the	day of	2007
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## Washington Yu Ying School, Inc. Conflict of Interest Policy

## Article I. Purpose.

The purpose of the conflict of interest policy is to protect Washington Yu Ying School, Inc.'s (the "Organization") interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Organization or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

#### Article II. Definitions.

- 1. <u>Interested Person</u>. Any trustee, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.
- 2. <u>Financial Interest</u>. A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:
  - a. An ownership or investment interest in an entity with which the Organization has a transaction or arrangement,
  - b. A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement, or
  - c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict exists.

#### Article III. Procedures.

- 1. <u>Duty to Disclose</u>. In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.
- 2. Determining Whether a Conflict of Interest Exists. After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he or she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.
- 3. Procedures for Addressing the Conflict of Interest.
  - a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he or she shall leave the meeting during the discussion

- of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
- b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- c. After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

## 4. Violations of the Conflict of Interest Policy.

- a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
- b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

## Article IV. Records of Proceedings.

The minutes of the governing board and all committees with board delegated powers shall contain:

- 1. The names of persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.
- The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

#### Article V. Compensation.

- 1. A voting member of the governing board who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.
- 2. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.

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3. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

## Article VI. Annual Statements.

Each trustee, principal officer and member of a committee with governing board delegated powers shall annually sign a statement that affirms such person:

- 1. Has received a copy of the conflicts of interest policy,
- 2. Has read and understands the policy,
- 3. Has agreed to comply with the policy, and
- 4. Understands the Organization is charitable, and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

## Article VII. Periodic Reviews.

To ensure the Organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- 1. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.
- 2. Whether partnerships, joint ventures, and arrangements with management organizations conform to the Organization's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

#### Article VIII. Use of Outside Experts.

When conducting the periodic reviews as provided for in Article VII, the Organization may, by need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

## EXHIBIT B - RANDOM SELECTION PROCESS

## EXHIBIT C - EXPULSION/SUSPENSION POLICIES

## EXHIBIT D – INITIAL BUDGET

## EXHIBIT E - KEY PERSONNEL

## EXHIBIT F - ARTICLES OF INCORPORATION

## EXHIBIT G-BYLAWS