

Nannie Helen Burroughs Public Charter School

Table of Contents

Applicant Information Sheet

Executive Summary

Proposed Plans

A. Educational Plan.....	6
A.1 Mission and Philosophy of the Proposed Public Charter School	6
A1.a Educational Needs of the Target Student Population.	7
A1.b Educational Focus.	12
A2. Goals.	17
A.3. Charter School Curriculum	18
A3.a Student Learning Standards	18
A3.b Resources and Instructional Materials.....	19
A3.c Methods of Instruction.....	20
A3.d Students with Disabilities.....	25
A3.e English Language Learners.	28
A3.f Strategies for Providing Intensive Academic Support.	29
A.4.Graduation Promotion Requirements.....	30
A.5 Support for Learning.....	37
A5.a Family Involvement.....	37
A5.b Community Participation.....	39
A5.c School Organization and Culture.	39
A5.d Extracurricular Activities.	41
A5.e Safety, Order, and Student Discipline.	44
A5.f Professional Development for Teachers, Administrators, and Other School Staff.....	46

A5.g Structure of the School Day and Year.....	48
B. Business Plan.....	49
B1.a Profile of Founding Group.....	49
B1.b Planning Process	51
B1.c Corporate Structure and Nonprofit Status of the School	52
B.2 Governance and Management.....	52
B2.a Board of Trustees	52
B2.b Rules and Policies	54
B2.c Administrative Structure.....	55
B.3 Finance	57
B3.a Anticipated Sources of Funds	57
B3.b Planned Fundraising Efforts	59
B3.c Financial Management and Accounting	59
B3.d Civil Liability and Insurance	59
B3.e Provision for Audit	60
B.4 Facilities.....	60
B4.a Identification of a Site	60
B4.b Site Renovation.....	60
B.5 Recruiting and Marketing	60
B5.a Outreach to the Community.....	60
C. Operations Plan.....	64
C1.a Student Policies and Procedures.	64
C1.b Procedures for enrollment and withdrawals.....	65
C2. Human Resources Information	68
C2.b. Qualifications of School Staff	70

APPLICANT INFORMATION SHEET

Request for Approval

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

Name of Proposed Charter School: Nannie Helen Burroughs Public Charter School

Name of Entity Applying for Charter Status in DC:

Contact Person: Richelle Harvey

Address: [REDACTED]

Daytime Telephone: [REDACTED]

E-mail: NHBPCS@gmail.com

Fax: [REDACTED]

Name of Person Authorized to Negotiate:

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

Authorized Signature: [Signature]

Proposed Start Date: August 2014

Proposed Year 1 Budget:

Start Up Information

First-Year Enrollment:	From age/grade:	to age/grade:	Number of students:
	<u>Kindergarten</u>	<u>2nd grade</u>	<u>131</u>
Year Five Enrollment:	From age/grade:	to age/grade:	Number of students:
	<u>Kindergarten</u>	<u>5th grade</u>	<u>279</u>
Enrollment at Capacity:	From age/grade:	to age/grade:	Number of students:

Location of school (address or area of city):

601 50th St. NE Washington, DC 20019

Names of Organizations Involved in Planning (if applicable):

Name of Educational Service Provider (if applicable):

Type of Application (Check One)

☐ Conversion of Existing Public School ☒ Conversion of Existing Private School ☐ New School

If conversion, name the school being converted: Nannie Helen Burroughs School I

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

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

Executive Summary

Vision

Nannie Helen Burroughs PCS will equip its diverse student body to succeed in school and to provide the foundation that prepares them to develop into productive citizens in life. We plan to provide students with a positive learning experience which includes a unique researched based multi-sensory learning curriculum all while infusing and instilling virtues and citizenship within each child.

Philosophy and Instructional Approach Overview

NHBPCS embraces the challenge of teaching predominantly at-risk students, and the quality of our academic programs along with our commitment to leadership development and virtuous character will surge us to become one of the best schools in the country. We will provide a rigorous academic program that is incorporated in order to reach all learning styles by way of the multi-sensory teaching and learning approach to reach all students. The founding members are dedicated to providing a diverse, supportive and rich and adaptive learning environment in which students can reach their full potential and grow into knowledgeable and socially responsible leaders in society.

Our founding group has a proven record of success educating and leading in inner-city school districts. We have developed a school model that is research-based and carefully constructed to meet the unique needs of the students of the community. By ensuring that our children are enriched with great values, and become successful, high-performing elementary students, Nannie Helen Burroughs PCS will become part of a larger effort to warrant an excellent education for all of the District of Columbia's impressionable youth.

Student Learning Overview

Nannie Helen Burroughs will offer an exciting learning environment that is intellectually challenging. The assessment-driven, multi-sensory curriculum will prepare students to exceed in the Common Core Learning Standards and prepare them to achieve success based on the measures of the DCCAS.

Learning will take place using the curriculum that allows hands-on experiences as well as the integration in the curriculum that will continuously develop students into leaders with great citizenship, integrity, and social responsibility which are all essential to our mission and will be emphasized throughout the day-to-day operations in the school.

We understand that our learning will be accomplished through our staff and teachers. Our teachers will have the opportunities for professional development outside the school, and NHBPCS will also provide numerous opportunities in the school's schedule for teachers and administrators to learn and share new data-driven, researched-based, and inventive ideas. This time will also be used in order for teachers to share best practices and use data to

inform lessons within the curriculum. Our goal will be to warrant that all teachers/staff have an appreciation of diversity and an understanding of how to build a successful learning environment.

As it relates to assessments, our goal is to give our students and their support system ownership of their learning. We will hold meetings that will allow them to be made aware of student data and progress and it will be clearly articulated that daily lessons are driven by assessments. We will employ a variety of formal and informal assessments to monitor student progress and inform instruction. Meetings in regards to student academic achievement will include anecdotal records, individual student conferences, peer reviews, student journals, portfolios, performance tasks, and quarterly benchmark tests. All efforts around student data will ensure that all students are meeting or exceeding Common Core Standards.

In addition to providing academic and personal support to families, students and teachers, we will create and implement opportunities such as extracurricular activities, volunteer opportunities and leadership programs to expand on the academic, citizenship and personal interests of the students.

A. Educational Plan

1. Mission and Purpose of Nannie Helen Burroughs Public Charter School

Nannie Helen Burroughs School was a coeducational Elementary school, including nursery level through grade six. The school was founded in 1909 by the great educator, orator, religious leader and businesswoman, Dr. Nannie Helen Burroughs, who envisioned a school for young women, which would combine qualitative vocational training with traditional values. The school, The Nation Trade and Professional School for Women and Girls, Inc., opened its doors on October 18, 1909, with Ms. Burroughs as President. Under the motto, "We specialize in the wholly impossible", Ms. Burroughs sought "the highest development of womanhood", through a curriculum designed to emphasize practical and professional skills. Of particular pride at the National Training School was its Black History Program. The school's campus spans eight or more acres of a beautiful rolling hill dubbed by Ms. Burroughs as the Holy Hill. After a siege of illness, President Burroughs passed away on May 20, 1961. In 1966, the Board of Trustees voted to change the name of the school to the Nannie Helen Burroughs School, Inc., as a tribute to the memory of Dr. Burroughs. There are many noteworthy dates in the history of the school; however, one of particular significance was the beginning of the Elementary School program and Bi-lingual studies in 1969. Between 1971 and 1974, there were the erection, cornerstone laying and dedication of the over \$1,000,000.00 new administration-classroom building. The school has had four presidents since its inception. After Dr. Burroughs' death, in 1961, Dr. Rebekah J. Calloway, Dr. Aurelia R. Downey and several interim administrators succeeded her. Mrs. Mattie Robinson served as principal for five years. She later became the Coordinator for the NHB School System. In 1993, Mrs. Shirley G. Hayes joined the Nannie Helen Burroughs School after many successful years of service in the District of Columbia School System. Most recently in 2006 the mantle of leadership was granted to Mrs. Rita O. Johnson a long time educator.

Due to decreasing financial support via the absence of vouchers and families being able to pay for private school Nannie Helen Burroughs School had to regretfully close its doors for the 2012-2013 school year. With Dr. Burroughs' vision and the fine work of her successors, the Nannie Helen Burroughs School would like to open back up as a multi-sensory educating Public Charter School under the name of Nannie Helen Burroughs Public Charter School (NHBPCS). We will continue to look toward a positive and fruitful future for the school and its students.

Mission

The Mission of Nannie Helen Burroughs Public Charter School (NHBPCS) is to provide students a strong academic program that will produce motivated learners who exemplify academic excellence, encompass virtuous character and have the tools necessary in order to succeed in a diverse and evolving global society.

Philosophy

The founders of Nannie Helen Burroughs Public Charter School believe that education should provide the tools for reasoning ability, critical and creative thinking, problem solving, and build strong and positive character.

We believe that every child has the inherent right to an education that will enhance the development of maximum capability, regardless of sex, ethnic origin, and economic, social or religious background.

We believe that every child has a right to the tools that facilitate the achievement of personal goals and the fulfillment of obligations to society.

We believe that every individual has certain basic human needs beyond educational needs, which must be addressed, by the school.

We believe that the school must provide an environment in which all students are afforded an equal opportunity to obtain competencies that will help them survive as individuals and as members of society.

Students of the Nannie Helen Burroughs PCS are special people and every effort should be made by teachers and adults to promote and sustain increased student learning and achievement all while preparing them to become great citizens who are productive in a globalized economy.

a. Educational Needs of the Target Student Population:

Nannie Helen Burroughs is located in Ward 7 where there is a need for an elementary school that encompasses our unique services and philosophy. District of Columbia Public School system has announced an extensive list of school closings for the coming school year and amongst the list it states that there will be 8 that are specifically elementary schools, 4 of which are located in or in close proximity to Ward 7.

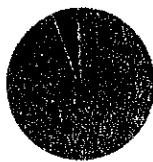
Exhibit 1: Local School Closings, Population & DCCAS Results

Davis Elementary (School Closing)

STUDENT DEMOGRAPHICS (2011-12)

Enrollment: 184

Black: 94%
Hispanic/Latino: 5%
White: 0%
Asian: 0%
Pacific/Hawaiian: 0%
Native/Alaskan: 1%
Multiple races: 0%



English language learners 2%

Free and reduced-price lunch P2

Special education	16%
In-boundary	49%

STUDENT PERFORMANCE AT A GLANCE

Percentage of students meeting or exceeding **math** standards on the DC CAS

2011	15%
2012	25%

Percentage of students meeting or exceeding **reading** standards on the DC CAS

2011	25%
2012	34%

School ESEA Classification

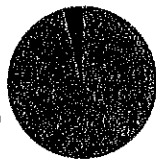
Focus

Kenilworth Elementary (School Closing)

STUDENT DEMOGRAPHICS (2011-12)

Enrollment: 178

Black: 96%
Hispanic/Latino: 4%
White: 0%
Asian: 0%
Pacific/Hawaiian: 0%
Native/Alaskan: 0%
Multiple races: 0%



English language learners	0%
Free and reduced-price lunch	P2
Special education	10%
In-boundary	43%

STUDENT PERFORMANCE AT A GLANCE

Percentage of students meeting or exceeding **math** standards on the DC CAS

2011	35%
2012	26%

Percentage of students meeting or exceeding **reading** standards on the DC CAS

2011	29%
2012	21%

School ESEA Classification

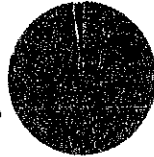
Focus

Smothers Elementary (School Closing)

STUDENT DEMOGRAPHICS (2011-12)

Enrollment: 242

Black: 97%
Hispanic/Latino: 2%
White: 0%
Asian: 0%
Pacific/Hawaiian: 0%
Native/Alaskan: 0%
Multiple races: 0%



English language learners	0%
Free and reduced-price lunch	P2
Special education	10%
In-boundary	57%

STUDENT PERFORMANCE AT A GLANCE

Percentage of students meeting or exceeding **math** standards on the DC CAS

2011 33%
2012 31%

Percentage of students meeting or exceeding **reading** standards on the DC CAS

2011 30%
2012 24%

School ESEA Classification

Developing

Marshall Elementary (School Closing)

STUDENT DEMOGRAPHICS (2011-12)

Enrollment: 161

Black: 93%
Hispanic/Latino: 4%
White: 0%
Asian: 1%
Pacific/Hawaiian: 1%
Native/Alaskan: 0%
Multiple races: 0%



English language learners	2%
Free and reduced-price lunch	77%
Special education	7%

In-boundary

29%

STUDENT PERFORMANCE AT A GLANCE

Percentage of students meeting or exceeding **math** standards on the DC CAS

2011 26%

2012 22%

Percentage of students meeting or exceeding **reading** standards on the DC CAS

2011 33%

2012 30%

School ESEA Classification

N/A

Based on the statistics outlined in Exhibit 1, the data represents the large population of students who will be in need of service, we are also planning to service a large population who represent more than 60% of students who on average have failed to demonstrate scores that reflect Proficient and/or Advanced on the DCCAS for both Math and Reading combined. Nannie Helen Burroughs recognizes this as a sense of urgency for our students to have the tools for reasoning, critical thinking, and academic excellence in order to become productive citizens in our society beginning with meeting the city's standards for standardized testing by grade level .

Based on the demographics of projected student body and in order to form an inclusive learning community that will best fit the need of the children, we plan to serve a student body that represents the following characteristics:

- More than 50 percent economically disadvantaged (qualify for free or reduced-price lunch);
- More than 75 percent Black and Hispanic students;
- Up to 20 percent students with special needs (up to 10 percent of them students with autism spectrum disorders)

As it relates to academic excellence, we believe our multisensory learning philosophy, character and citizenship practices, academic curriculum and small class size make Nannie Helen Burroughs an ideal environment for a truly inclusive program. Our unique school model combines standards-based academic rigor for typically developing students with individualized instructional methods for both the general education students as well as those with special needs.

In order to serve the needs of these students who are motivated to succeed in both academics and life. Academically, Nannie Helen Burroughs PCS will ensure that each student will receive instruction that is designed to offer cross curriculum activities and experiences with a focus on reaching their particular learning style. It has been proven that not all children learn in the same way or in the same milestone projections. We value and recognize these differences and plan to charge our teaching family with the responsibility of providing learning opportunities that address Visual, Auditory and

Kinesthetic learners by differentiating instruction using a multi-sensory method throughout the primary curriculum.

This means that Nannie Helen Burroughs's teachers and staff will be sure to ensure that each child will have opportunities to touch, see, hear, say, sing, act out, partner with others and participate in movement and hands on projects throughout their school experience.

Along with the multi-sensory curriculum that will be infused into the primary curriculum, we also understand the need for students to feel safe and respected from every member of our community. We will encourage our children to demonstrate respect for others while learning to advocate for themselves and their personal needs.

Based on our population and the alarming crime statistics, Nannie Helen Burroughs PCS family recognizes the need for citizenship as a pertinent portion to the formula for reaching our goals for the student body.

Exhibit 2: Crime Statistics Affecting the Community

Washington Crime Data

CRIME INDEX

5

(100 is safest) Safer than 5% of the cities in the US.

Washington Annual Crimes

VIOLENT	PROPERTY	TOTAL
7,429	29,636	37,065
annual crimes per 1,000 residents		
12.02	47.96	59.98

As Exhibit 2 illustrates, the crime rate for Washington, DC as a whole is alarming and the Nannie Helen Burroughs PCS believes that every effort needs to be made to decrease the level of crime and increase the numbers of productive citizens who are prepared to actively contribute to society in a positive way. While one may believe that schools can't impact the crime that occurs in and around the area, the Nannie Helen Burroughs PCS community has research that suggests otherwise. According to recent studies, there is a direct correlation between academic excellence, citizenship and values, and the crime that occurs amongst our youth.

There are a number of reasons to believe that education can reduce criminal activity. First, schooling increases the returns to legitimate work, raising the opportunity costs of illegal behavior. 1. Additionally, punishment for criminal behavior often entails incarceration. By raising wage rates, schooling makes any time spent out of the labor market more costly. Second, schooling may directly affect the financial or psychic rewards from crime itself. Finally, schooling may alter preferences in indirect ways, which may affect decisions to engage in crime. For example, education may increase one's patience (as in Becker and Mulligan (1997)) or risk aversion.

1. Freeman (1996), Gould, et al. (2000), Grogger (1998), Machin and Meghir (2000), and Viscusi (1986) empirically establish a negative correlation between earnings levels (or wage rates) and criminal activity. The relationship between crime and unemployment has been more tenuous (see

Chiricos (1987) or Freeman (1983, 1995) for excellent surveys); however, a number of recent studies that better address problems with endogeneity and unobserved correlates (including Gould, et al. (2000) and Raphael and Winter-Ebmer (2001)) and a sizeable positive effect of unemployment on crime.

All in all, NHBPCS plans to meet the needs of students in grades K-5 who, based on population, are majority students who live in low-income households and are living in a high-crime area. Aside from the academic excellence that we will instill in each child, what is most promising about the school is that we will simultaneously instill morals and values that will yield upstanding character and citizenship through curriculum and daily routines. Nannie Helen Burroughs PCS aims to be a positive link to lowering the future crime rate in Washington, DC as it relates to the student body we plan to mold each child into productive citizens in our society.

b. Educational Focus:

The educational focus of Nannie Helen Burroughs PCS is to offer a rich and multifaceted program that provides all students with opportunities for success through a multi-sensory based curriculum for academics along with a focus on citizenship.

Based on the information provided in Section b., Educational Needs of the Target Student Population, that outlines the DCCAS scores, NHBPCS aims to address the unique needs of our students using curriculums titled, TouchMath for Mathematics, and The Spalding Method for Literacy/Reading in addition to curriculums from Pearson Education.

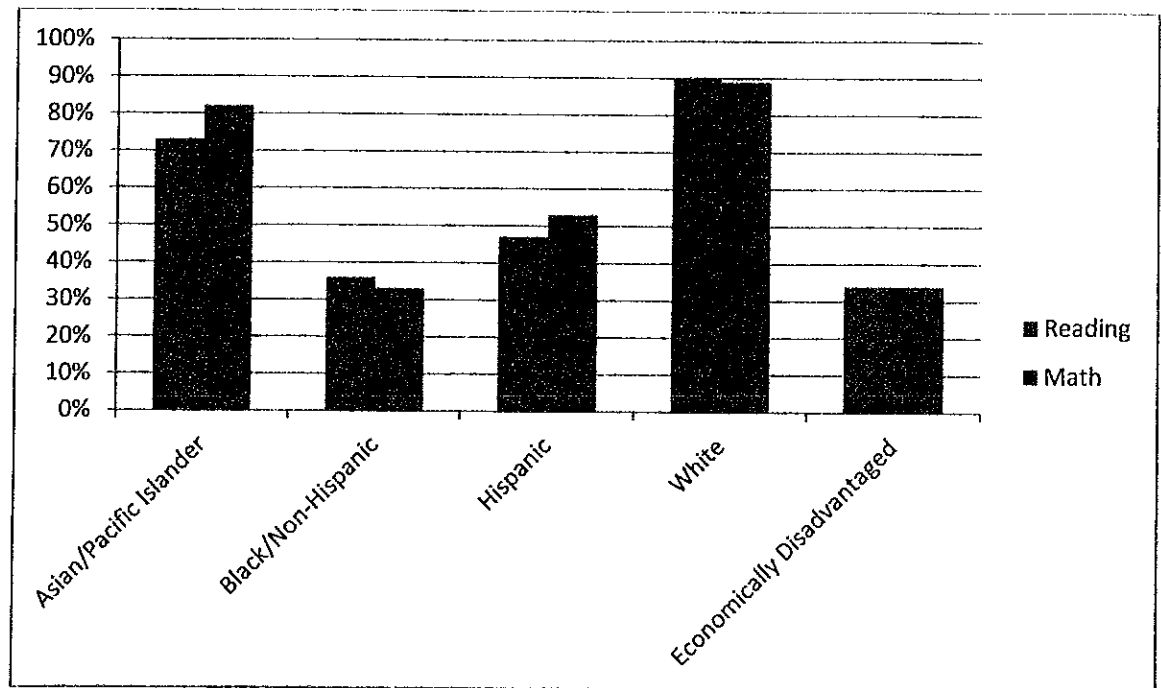
Exhibit #3:

District of Columbia Public Schools (DCPS) 2010-2011 LEA Report Card

Elementary Schools

(This LEA did not meet AYP because only 40 of 73 indicators were satisfied.

The target set for the state was 73.7%)



Report produced for OSSE by GreatSchools.org - adapted

Exhibit #3 outlines the most recent data that demonstrates a strong need for growth in Both Reading and Math for the population that Nannie Helen Burroughs plans to serve. The data showing the lowest numbers for proficient and advanced readers amongst all subgroups based on race and economic status aligns to the population for Nannie Helen Burroughs PCS who are in fact the Black/Non-Hispanic and are majority economically disadvantaged.

Based on the PMF Guidelines for Early Childhood programs that is outlined in the criteria, Nannie Helen Burroughs plans to implement a curriculum that is aligned to the common core standards for the for each subject area to address the immediate need of the population.

Mathematics Curriculum Focus

The multisensory teaching approach for math adopted from TouchMath Inc. will be used for the Nannie Helen Burroughs PCS student body. The curriculum is designed to reach different types of learners, build strong skills and raise math test scores. According to TouchMath Inc., decades of research support the theory and the practices through its multisensory approach and adherence to child development protocol as key factors.

Nannie-Helen Burroughs PCS is excited to use the curriculum because the focus meets the needs of our population. Some key points that TouchMath Inc. identifies are:

- Research-driven, multisensory approach works for students of all ability levels and learning styles
- TouchPoint's help develop math literacy and bridge the gap to memorization
- Step-by-step methodology guides students through the concrete and pictorial stages to abstract learning
- Periodic assessments prepare students for testing
- TouchMath Program has been optimized to ensure that it covers each Common Core Standard throughout

The mere fact that TouchMath states that it *has been proven to raise math test scores in classrooms around the world for over three decades*, is what supports the efforts of the Nannie Helen Burroughs PCS to implement the program as the mathematics curriculum. The research based curriculum as supported by various means of study that there are multiple ways that TouchMath helps children with numbers, numerals, number words, counting, cardinal numbers, numeration skills, recalling basic facts, communication, addition, subtraction, multiplication and division. It presents the ways that TouchMath fosters transition to more advanced skills and to traditional curriculum materials. Since Nannie Helen Burroughs is preparing students to be independent thinkers, the use of the curriculum builds and promotes a computation strategy that students can use independently providing students with the foundation in that enables them to have the necessary skills to it uses multiple modalities to address learning differences. Also, it does not require students to have math facts memorized, but rather seeks to facilitate the acquisition of these facts.

2.Results of the TouchMath curriculum show positive implications for both special education and general education students including:

- Significant gains in acquisition of the targeted skills
- Ability to maintain mastery-level performance of all skills such as TouchMath, with some students with disabilities. be successful when encountering math on higher levels.
- Ability to generalize the TouchMath strategies and apply these to novel math problems
- An interest in using the TouchMath Program, particularly in mainstream classes

-
2. TouchMath Inc. - (Sawands, 1982; Thornton et al., 1983; Thornton & Toohey, 1985; Zendel & Pihl, 1982) that validates the positive effects of a multisensory approach, such as TouchMath, with some students with disabilities. be successful when encountering math on higher levels.
 - Ability to generalize the TouchMath strategies and apply these to novel math problems

- An interest in using the TouchMath Program, particularly in mainstream classes

Literacy Curriculum Focus

The curriculum Nannie Helen Burroughs PCS will use to enhance the reading literacy using integrating multisensory lessons is referred to as The Spalding Method.

The major components of our The Spalding Method are:

- Reading
- Writing
- Spelling

The Spalding Method is aligned to the English/Language Arts Common Core Standards and addresses the needs of different learning styles. The methodology and philosophy enables teachers to integrate content, principles, and procedures that will empower all students to learn to read and write and attain a high level of achievement academically.

Based on a pilot study that was done on the Spalding method by The Peoria (AZ) Unified School District and published by the Orton Dyslexia Society (now International Dyslexia Association), a peer reviewed journal, there has been much success as it relates to the gains in reading for elementary students. The study demonstrated that students had a five percentile rank advantage over students who did not use the Spalding method as a curriculum.

Nannie Helen Burroughs PCS thoroughly examined many curriculums for the purpose of meeting the needs of our students because of the alarming numbers of students who are lacking functional literacy skills; and have found that the Spalding Method is directly aligned to the vision that we have for our student body. The Spalding Method has been proven to be effective with at-risk and special needs students all while addressing the immediate needs of the general education population.

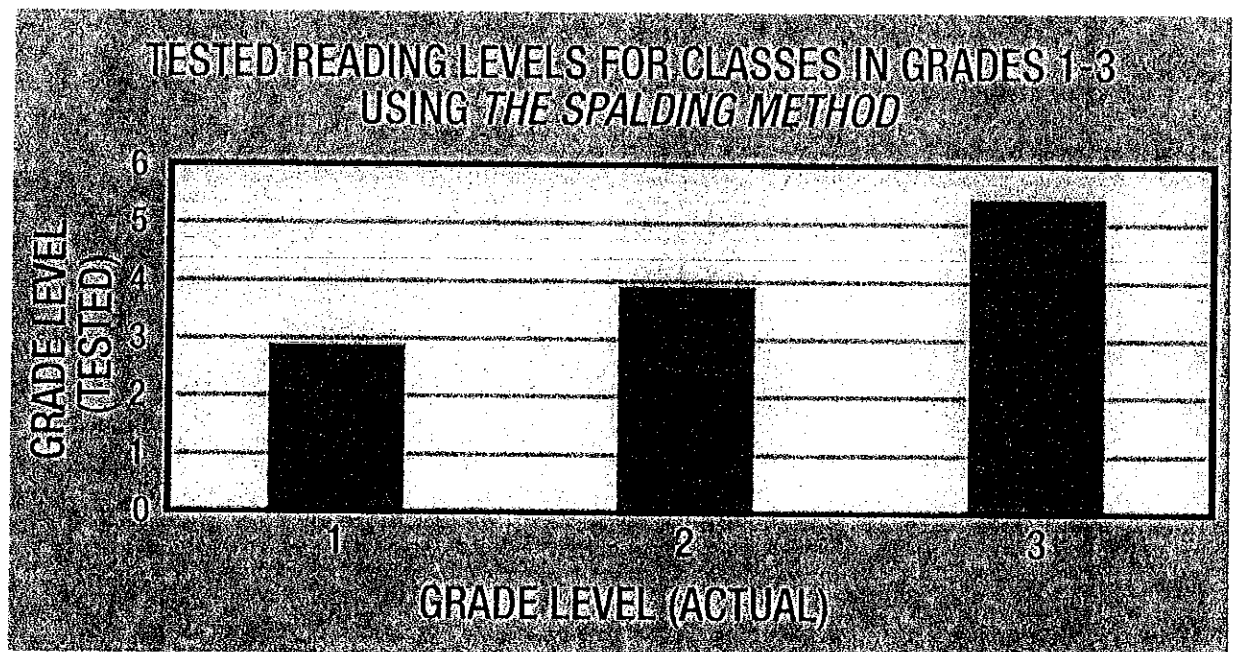
According to The Gallego School in Tucson, Arizona, a school that has used the Spalding Method since 1983, almost 90% of their students are minorities and over 60% receive free or reduced-price lunch, and this is much like the population we will be serving. Based on the implementation of the phonics-based curriculum that incorporates multisensory aspects,

The Gallego School recorded that first grade students were reading at the 3.9 grade level five months into its inception at the school. More recently, the grade 3 reading proficiency in the predominately disadvantaged school continues to be observed in the 80-85 percentile range as measured on the Arizona Instrument to Measure Standards (AIMS). According to the Spalding Education International, there has been extensive research and study to support the success of the curriculum. It is quoted that Dr. Robert

Aukerman validated The Spalding Method by stating that through his research Spalding Method has shown that the testing scores are *indisputable* showing that, "The data cover scores on standardized achievement tests in reading reported by the schools for children of a wide range of backgrounds and intelligence." And he also notes that, "the class sizes range all the way from a small class of only eight students to the large classes of 50 or more. In all, 20 schools of varied types and localities are represented with more than 120 different teachers. (Aukerman, 1984, 541-546). All in all, the Spalding Method is best fit for our children at Nannie Helen Burroughs PCS in order to ensure that there is an increase in literacy and reading assessment scores on the DCCAS.

Exhibit #4:

Spalding Method reported data



Adopted from ©2005, Spalding Education International.

Exhibit 4 illustrates the data that supports the successful use of the Spalding Method as a curriculum for early childhood students.

Aukerman, R. (1984). *Approaches to Beginning Reading*. (pp. 535-546) New York: John Wiley and Sons.

McIntyre, C. W. and Pickering, J. S. (1995). *Clinical Studies of Multi-sensory Structured Language Education for Students with Dyslexia and Related Disorders*. Salem, OR: International Multisensory Language Education Council.

As it relates to character and citizenship, we plan to implement the practices of the newly awarded National Blue Ribbon School, Citizens Academy Public Charter School in

Cleveland, Ohio that focuses on five virtues, listed below, and many other pertinent elements that will be infused throughout:

Five Virtues:

1. Responsibility
2. Perseverance
3. Loyalty
4. Courage
5. Respect

All in all, we plan to achieve our objectives by implementing the theory established from the researched based program, *Research for Better Teaching, Inc.* outlined below:

- Studying and applying the knowledge base on teaching
- Strengthening our courage and conviction that we can make a difference in the life and learning of each and every student
- Becoming more culturally proficient in our practices
- Using data about student learning and growth day to day

2. Goals

Coupled and directly aligned with Nannie Helen Burroughs PCS's mission and philosophy, the following student goals will anchor our academic instruction and assessment by adopting the Performance Management Framework ("PMF") as a means of measuring goals and student academic achievement as well as certain other key indicators for our schools success, student citizenship, and recruitment and marketing efforts.

Academic Goals

- Students establish strong English language arts and literacy skills, by consistently using literature materials that are appropriately scaffold and enriched in rigor in order to demonstrate proficiency based on individualized student goals and informal benchmarks and DCCAS assessments.
- Students will gain a strong foundation in mathematics concepts, computation, and problem-solving, demonstrated by proficiency based on individualized student goals and informal benchmarks and DCCAS assessments.

Goals and expectations that are not covered by the PMF but are essential to Nannie Helen Burroughs mission and philosophy:

Virtuous Character and Citizenship

- Students will develop good character and citizenship by using the practices of the newly awarded National Blue Ribbon School, Citizens Academy Public Charter School in Cleveland, Ohio that focuses on seven virtues, listed below,

and many other pertinent elements that will be infused throughout. Seven virtues – responsibility, respect, perseverance, honesty, generosity, courage, and loyalty – form the basis of Citizens Academy’s approach to citizenship development. Students will study the CA citizenship curriculum during homeroom focusing on one virtue each month. Citizenship will be integrated throughout the day:

Responsibility=Completed Homework

Perseverance=Not giving up on a hard math problem

Loyalty=Standing up for a friend being bullied

Courage=Rosa Parks (students read during literacy)

Respect=Learning about the need to recycle during science class

- Mastery will be tracked by way of Teacher and administrator designed and implemented cross-curricular projects that incorporate a different virtue per semester.

Special Education

- Special Education students will make progress based on their IEP goals throughout each school year.
- Assessment results will be tracked under each area of development in individual student portfolios until the student masters each level identified.

3. Charter School Curriculum [See SRA §§ 38-1802.02 (3), (4)]

a. **Student Learning Standards:**

Nannie Helen Burroughs PCS will use the Common Core State Standards for K-5 English language arts and mathematics adopted by Washington, D.C., as a guide to inform our specific goals for student learning outcomes for each grade level. “The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our students will need for success in college and careers.” ~Common Core State Standards Initiative

These rigorous education standards establish a set of shared goals and expectations for what students should understand and be able to do in grades K-12 in order to be prepared for success in college and the workplace. The standards are research and evidence based and internationally benchmarked.

- are aligned with college and work expectations.
- are clear, understandable, and consistent.
- include rigorous content and application of knowledge through high-order skills.
- build upon strengths and lessons of current state standards.

- are informed by top-performing countries, so all students are prepared to succeed in our global economy and society.
- are evidence-based and adapted by Washington, DC for learning standards

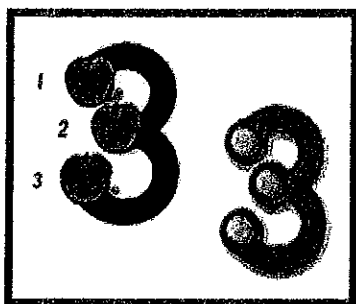
Resources and Instructional Materials:

MATH:

TouchMath is a multisensory program that has aligned to the Common Core Standards. It uses its signature TouchPoints which are numerals from 1 through 9 and has TouchPoints corresponding to the digit's value.

- Numerals 1 through 5 have single TouchPoints
- Numerals 6 through 9 have double TouchPoints
- As students count the TouchPoints, they associate numerals with real values. They learn that a numeral (3, for instance) is not just a squiggle on a page. It represents a quantity such as three apples, three ladybugs, three buttons or three TouchPoints.

Exhibit 5:



Using pictorial objects and the trademarked TouchPoints, we will teach our children to associate numerals with real values (number quantities).

Touching/Counting Patterns.

Students count aloud as they touch the single TouchPoints once and double TouchPoints twice. This multisensory approach engages students on auditory, visual and tactile/kinesthetic levels.

To ensure that students arrive at the right answer, it is important that they touch the TouchPoints in the correct Touching/Counting Pattern for each numeral. The Touching/Counting Patterns are shown below.

In *TouchMath* addition, students count forward. In subtraction, they count backward. In multiplication and division, they count in sequences. Students touch, count and repeat each problem and answer aloud to reinforce fact mastery and this method engages students of all abilities and learning styles. *TouchMath* has been proven to raise math test scores in classrooms around the world for over three decades.

This intuitive system will be used as a supplement to The ***enVisionMATH*** program, which has currently been reviewed by the What Works Clearinghouse, is the #1 math curriculum in U.S. schools, with more than six million students learning elementary mathematics with the program. *enVisionMATH* is designed for students in grades K–6 and seeks to help students develop an understanding of math concepts through problem-based instruction, small-group interaction, and

visual learning with a focus on reasoning and modeling and is aligned to the Common Core Standards.

LANGUAGE ARTS

The Spalding Method is a total language arts approach that aligns with the Common Core Standards consisting of integrated, simultaneous, multisensory instruction in listening, speaking, writing, spelling, and reading. These instructional elements (spelling, listening/reading comprehension, and writing) provide the major language arts strands. A fourth philosophical element insures consistency in program implementation. The Spalding principles which guide lesson plans, instruction, and decisions are the following: 1) learning with a child-centered approach, 2) multisensory instruction; 3) encouraging higher-level thinking; 4) achieving quality work; 5) recognizing the value and importance of tasks; and, 6) integrating language arts into all curriculum areas.

The Spalding Method will be used in conjunction with *Scott Foresman Reading Street* is a research based Reading and Language Arts series for the 21st Century aligned with Common Core Standards. *Reading Street* delivers classic and soon-to-be classic literature, scientifically research-based instruction, and a wealth of engaging student activities. *Reading Street* nurtures a love of reading. It helps you inspire confidence, build student knowledge, and motivate readers to keep on reading.

Reading Street provides:

- Engaging content that will motivate your child
- Reading selections that emphasize comprehension, vocabulary, and writing skills
- Abundance of practice with daily activities, games, quizzes, and reading and writing exercises
- Six units with six weekly lessons making instruction a breeze

Each unit of *Reading Street* focuses on a Big Idea which loops back to the *Understanding by Design Method* that connects learning. Students explore one aspect of the unit concept each week, building deep and transferable understanding. Every lesson focuses on Common Core State Standards, moving children toward higher-order thinking and college and career readiness. *Reading Street* Common Core is more personalized, more interactive, and more responsive. It's the first English language arts program to offer 100% compliance with the Common Core in print and digital formats. *Reading Street* Common Core is built for performance and manageability. Weekly target skills and strategies perfectly align to the new grade-level standards.

Response to Intervention Kit

In the Response to Intervention Kits, instruction is organized by strand, so you can provide targeted focus and leveled mini-lessons for individuals or small groups. The kits are appropriate as a Tier 2 solution and are available in English and Spanish. Kits are K-2 and 3-6. *Reading Street* is aligned with the research-based 3-Tier Reading Model. The 3-Tier Reading Model is a framework designed to help prevent reading difficulties from taking hold through differentiated instruction.

Components

- Phonemic Awareness Teacher's Guide, Phonics and Decoding Teacher's and Student Worktext
- Fluency Teacher's Guide and Student Worktext
- Vocabulary Teacher's Guide and Student Worktext
- Comprehension Teacher's Guide and Student Worktext
- Implementation Guide
- Routines Cards
- Letter Tiles
- Write-on/Wipe-off Boards

My Sidewalks on Reading Street

This complete K-5 intervention program for Tier 2 or Tier 3 aligns to Reading Street concepts, vocabulary, and skills for easy management and rapid acceleration.

Program includes:

- Sustained Instruction 30 weeks of reading intervention, 30-60 minutes every day
- Intensive Language and Concept Development Emphasis on deep meaning of vocabulary and concepts
- Critical Comprehension Skills and Strategies Highly specified instruction focused on high-priority reading skills

Reading Street Common Core provides the right amount of resources and professional support. The Common Core Implementation Kit takes the guesswork out of the transition to the Common Core, from integrated lesson support to on-demand professional development.

SCIENCE

Interactive Science is a standards-based, next generation elementary and middle grades science program that features an innovative write-in student edition that connects the big ideas of science to students lives.

Interactive Science features three paths that will let teachers choose which way to instruct: text, inquiry, and digital. Focus on one path or blend all three together. The text path includes innovative write-in student edition and the DK Big Ideas of Science Reference Library. The inquiry path features hands-on labs and activities scaffold for all learners. The digital path features online learning environment where teachers can connect with students, manage their classes, and customize to their teaching style.

SOCIAL STUDIES

myWorld Social Studies utilizes storytelling to bring Social Studies content to life. Interactive digital solution makes Social Studies personal for every student in a way that's easy. **myWorld** Social Studies, connects Social Studies content and literacy instruction with materials that are streamlined, flexible and attuned to today's classroom.

myWorld Social Studies is designed to

- Connect Social Studies content with literacy instruction
- Engage students and advance student achievement
- Reduce teacher preparation time

myWorld Social Studies provides innovative and engaging materials that allow teaching the way students learn – print, digital, and active.

Methods of Instruction:

NHBPCS will be using curriculums that are rich with a multisensory focus. The curriculum will be using the *Understanding by Design* approach as a curriculum model for writing and developing unit lesson plans. Although many curricular models exist, this particular one offers a great focus on identifying the major "understandings" for a course, determining acceptable evidence for assessment and provides unique guidelines for planning learning experiences and instruction. Understanding by Design, or UbD, is an increasingly popular tool for educational planning focused on "teaching for understanding". The emphasis of UbD is on "backward design", the practice of looking at the outcomes in order to design curriculum units, performance assessments, and classroom instruction. The UbD framework was designed by nationally recognized educators Grant Wiggins and Jay McTighe, and published by the Association for Supervision and Curriculum Development. Understanding by Design is a registered trademark of the Association for Supervision and Curriculum Development ("ASCD") and UbD is a trademark owned by ASCD. This curriculum model will be adopted by NHBPCS for grades K-5 in all content areas.

The 3 Stages of Understanding by Design

Stage 1 - Identify Desired Results

What should students know, understand and be able to do. What is worthy of understanding? What enduring understandings are desired? These understandings can be thought of as the "Big Ideas" for the course or unit. Essential questions are constructed to hook and hold student interest for the unit.

Stage 2 - Determine Acceptable Evidence

How does one know when a student understands an idea or concept? What evidence of learning would be considered acceptable? A variety of assessment methods used in the model include checks for understanding, observations/conversations, quizzes, and tests, open ended prompts and performance assessments.

Stage 3 - Plan Learning Experiences and Instruction

Once the desired results have been established, and the acceptable evidence of student learning has

been determined, teachers can now plan the learning experiences and instruction. In selecting the learning experiences teachers will decide: What facts, concepts and skills students will need to practice to achieve the desired results? What activities will provide students with the needed knowledge and skills? What materials and resources are best suited to accomplish the desired goals.

Having clear goals about what students should understand and what it will look like when they do understand will help us as educators focus our instructional planning.

H = Hook all the students and Hold their interest?

E = Equip students, help them Experience the key ideas and Explore the issues?

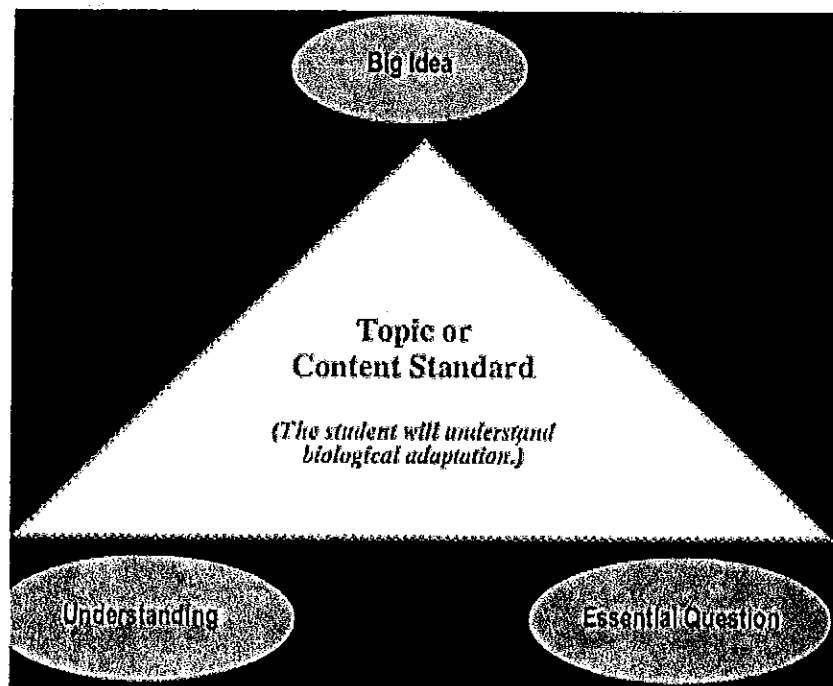
R = Provide opportunities to Rethink and Revise their understandings and work?

E = Allow students to Evaluate their work and its implications?

T = Be Tailored (personalized) to the different needs, interests, and abilities of learners?

O = Be Organized to maximize initial and sustained engagement as well as effective learning?

Exhibit 6:



Instruction will be taught through multi-sensory methods. Research shows that varying teaching strategies to address all sensory preferences increases learning, regardless of the individual student's primary preference (Thomas, Cox, & Kojima, 2000).

Research shows that by using multisensory strategies, teachers can engage and sustain the attention of all students. By employing a variety of strategies, the teacher may address the mixed efficiencies of those students as well as the dominant and secondary preferences of others. Thus, they reinforce strong preferences and strengthen weaker ones (Silver et al., 2000; Haggart, 2003).

Kinesthetic Style: Learning through doing the kinesthetic learner must “do” something to learn it. This person is actively involved in learning and loves to flex those large motor muscles. There is a lot of body movement going on when these learners are in the throes of learning. Research in the learning styles area shows that 25 to 35 percent of the general population are kinesthetic learners.

Tactual Style: Learning through sensations and feelings The tactual learner learns through the sense of touch and small motor experiences. Tactual learners are also often very aware of the emotional signals, subtle and blatant, that others send. They may be sensitive to odors in their environment. They often are adept at using their hands, and they benefit from touching things to get to know them better. These are the true “hands-on” learners. Research indicates that 15 to 25 percent of the general population prefers the tactual modality.

Auditory Style: Learning through hearing and speaking The auditory learner is very focused on speaking and listening. This person enjoys discussions and often needs to “say it to learn it.” This individual is tuned in to all the sounds in her environment and often benefits when trying to concentrate from soft music or white noise in the background. This person frequently needs to “say it to herself” or move her lips as though talking to herself to process the material in the most efficient way. Auditory learners compose about 10 to 15 percent of the general population.

Visual Style: Learning through seeing Visual learners process information best when they see it. They enjoy videos, movies, CD-ROMs, and watching demonstrations. Colors attract the attention of this person. This person must see it to believe it and see it to learn it. Visualization often comes easily to this individual, and he might also have a good visual-spatial sense. Maps, graphic organizers, and pictures of all kinds are this learner’s best friends. In the general population, about 35 to 40 percent of people share this learning preference.

Differentiated Instruction

Our students will benefit from customized instruction to differentiate for their needs. A consistent finding in meta-analyses examining effective instructional practices for students with reading and learning disabilities is that a combination of explicit and systematic instruction with carefully scaffolded instruction that provides modeling and feedback is associated with improved academic outcomes. (Vaughn et al., 2003). Furthermore, Reis et al. (2003) found that grouping academically talented students together for instruction has been found to produce positive achievement outcomes when the curriculum provided to students in different groups is appropriately differentiated.

d. Students with Disabilities:

Nannie Helen Burroughs recognizes its responsibility as a Local Education Agency (LEA) to provide a free and appropriate public education (FAPE) in the Least Restrictive Environment (LRE) such that a student can make effective progress academically, socially and emotionally. This responsibility includes providing and implementing an Individual Education Plan (IEP) to students with qualifying disabilities. The enrollment process will identify all students who have a current Individual Education Plan or 504 plans. Parents will be informed that NHBPCS has the responsibility to provide a full range of special education and related services.

Students who are suspected of having a disability but who have no plan will be addressed by a pre-referral process in which there is an emphasis on using a Response To Intervention (RTI) model through the Student Study Team (SST)

SST meetings will be used for intervention planning for general education students that are not making satisfactory progress. All parties contribute and decisions are made at a group level. Usually a meeting consists of:

- Identification of the student's strengths.
- Discussion the concerns about the student at school.
- A review of the child's school and/or developmental history.
- A review of the interventions already tried (this is where your file comes in handy).
- If the evidence suggests that the child's delays may be due to a learning, language, or developmental disorder, a referral for Special Education assessment will result as an outcome of the meeting.
- If the SST identifies other interventions to try, either inside or outside the classroom (e.g., interventions within the home, after school programs, community agencies, etc.). An action plan is developed and it will be decided who is accountable for implementing the intervention. A follow up meeting is scheduled to evaluate the intervention results.

When and if a student continues to have difficulty, the student will be referred for an evaluation by qualified staff and/or service providers. Parents will have the right to refer their child for evaluation at any time. In addition students may self refer, physicians, social workers and other professionals may also refer a child for evaluation. Evaluations will only be done with the informed and signed consent of the parent/guardian using the evaluation consent form and after receiving the Parent's Notice of Procedural Safeguards.

When students are referred for an initial evaluation or re-evaluation, no one test or assessment will be used as the basis for determining whether a student should have an IEP. Determinations of needs and methods to address those needs will be made by a team as defined by regulation. The team will consist of a chairperson who is authorized to commit school resources, a

special educator, a regular educator who works with the child, the parents, and individuals who performed assessments and are qualified to interpret the assessment results. The parent may invite other individuals who have knowledge of the child to participate in the team meeting. Each person doing an assessment must be licensed, certified or otherwise qualified as defined by regulation. When a child is an Early Learner of English, evaluations will be conducted in the child's home language.

In determining eligibility for an IEP or 504 plans the team must follow the definitions of handicapping conditions in the regulations. The educators and related service providers on the team must use their professional judgment based upon the assessments done in determining whether a student is eligible for an IEP or 504 plan. When doing an initial evaluation or re-evaluation, the team chairperson will use the flow chart identified as the eligibility determination form, ED1. If the student does not qualify for special education, he or she may still be eligible for accommodations and modifications under section 504 of the Rehabilitation Act (a 504 plan).

The team has a responsibility to follow the intent of the law. The Individuals with Disabilities Education Act (IDEA) requires that ***no child should be removed from the general education classroom just because of needed modifications in the curriculum.***

Students who are identified as having special needs will be provided with a range of services that address academics, social and emotional functioning, and behavior, physical and sensory disabilities. Services will be provided as appropriate as consultation, direct services in the classroom, and when needed, as separate services outside the regular class setting. The school will employ special education teachers who meet the requirement of highly qualified under NCLB for in class and out of class special education instruction. Licensed and credentialed related service providers such as Occupational Therapists, Psychologists, Physical Therapists, Teachers of the Visually Impaired, Orientation and Mobility Specialists, Translators for the Deaf, Speech and Language Pathologists, etc. will be hired or contracted with as needed. Service coordination and regulatory compliance will be the responsibility of an individual qualified to act as an Administrator of Special Education.

In addition, because each IEP contains goals, the evaluation will include the types of goals set for students and the rate at which those goals are being achieved, in process, or discontinued. To ensure the highest quality of services to students with special needs, each special educator will be expected to participate in an annual professional development plan.

Services for students in need of special education will be delivered as follows:

Inclusion in regular classes:

As a school, we will emphasize the inclusion of special education students in regular education classes. This is to ensure that there are high expectations for all students to participate in the curriculum. All students, including special needs students, are most likely to be successful when expectations are clear in that they know what will be taught and how they will demonstrate their learning.

The following are standard accommodations that will be provided for all learners:

- Class agendas will be written on the board each day and verbally reviewed with the students.
- Assignments will be written on the board each day and verbally reviewed with the students.
- Students will be provided study guides that clearly identify the important information.

- Students will have the opportunity to retake tests and quizzes or rewrite or perform assignments—the emphasis will be on demonstrating knowledge, comprehension, application, analysis, synthesis and evaluation at an acceptable level.
- When students have impairments that interfere with the ability to write, read or otherwise obtain or demonstrate their learning, they will be given the opportunity to display their learning through alternative means, for example: orally explain rather than write or through technology on longer term projects the steps will be “chunked” in to manageable pieces with due dates.
- When possible, students will be provided with exemplars of the work that is expected so that they have a model to guide their efforts.

Special needs students will additionally have the individual accommodations called for in their IEPs. These may include readers, books on CD, scribes, voice to print technology, use of graphic organizers, calculating devices, tablets etc.

In addition to accommodations, special needs students may require modifications to the classroom curriculum as part of their specialized instruction. Modifications in the classroom would be done by having the special needs teacher present as needed in the classroom.

Academic Support (Resource Room) Separate Setting:

In addition to in-class accommodations and modifications, we will have an academic support (resource room). The purpose of the academic support room is to educate students in a more individualized setting on how to be effective learners through the use of strategies and assistive technology. The first step is identifying with the student the IEP goals that he or she needs to be working on. Generally, those goals will address areas of literacy including oral language, reading for comprehension, reading fluency, and composition; mathematics problem solving; and organization and planning. Additionally, but less frequently, we anticipate there will be goals around motor issues; speech issues including dysfluency, voice and articulation; social pragmatics; and emotional regulation.

A basic principle of the support room instruction is that we are seeking to help students become more independent. This is key, but often overlooked, concept. When proposing strategies and interventions, we must evaluate our recommendations in light of the question, “How will this help the student become more independent?”

Instructional methodologies in the academic support room will include:

- Graphic organizers such as thinking maps or story grammar marker-these tools are effective in teaching students different forms of thinking such as compare and contrast, sequential, cause and effect, attributes, etc. and can be applied to English Language Arts reading comprehension and composition.
- Individually based computer programs, such as the math programs and reading programs
- Teaching organizational strategies for organizing work.
- Instruction in assistive technologies will include:
 - Use of keyboard devices with and without grammar and spell checking
 - Use of text readers such as Kurzweil.
 - Use of voice to print technology such as Dragonspeak
 - Use of mp3 or CD players from Recording for the Blind and Dyslexic
 - Use of reading fluency programs such as The Spalding Method

Additional approaches:

Urban students who experience difficulties in school often experience significant regression over the summer. Students with educational plans will be expected to participate in summer programs each summer as a way to maintain skills.

In addition, we would use a weekly report format that would encourage weekly feedback passing from the teacher to the student to the home. Special education staff would use this weekly report format to collect data on the classes a student is having difficulty with and from that develop more specific interventions.

e. English Language Learners:

At enrollment, students and their parents will be asked to complete a Home Language Survey. NHBPCS will assess any suspected Limited English Proficient (LEP) student in reading, writing, speaking and listening. Based upon the results of the foregoing assessment a contracted ELL coordinator will determine whether or not a student is a LEP student. Students who are found to be LEP students will be identified in the Student Information Management System. The determination as to whether or not a student will be determined to be a formerly limited English proficient (FLEP) will be based on the results of these evaluations and performance in regular classes.

NHBPCS will take the following steps to identify ELL students and implement services:

- A "Home Language Survey" will be included in each student's enrollment packet.
- Parents will be required to fill out the survey and return it to school to enroll their children at NHBPCS PCS. Students whose home language is not English will be administered the WIDA-ACCESS35 English Language Proficiency assessment.
- Any student scoring an overall composite score of 5 or less on the WIDA-ACCESS assessment will be identified as limited-English proficient and will require ELL services in the general education setting, in small group instruction, or on an individual basis in a separate setting, depending on the student's needs. We will carefully evaluate bilingual students who struggle academically to ensure accurate assessment of their difficulties and determine whether ELL and/or special education services are required.

According to NCLB Title III requirements, we will notify parent(s) of identified ELL students no later than 30 days after the beginning of the school year, in a letter that will include the following information:

- The reasons for identification
- The child's level of English proficiency and how the level was assessed
- The method of instruction used in the program
- How the program will specifically help their child learn English and meet age appropriate academic achievement standards for grade promotion and graduation
- The specific exit requirements for the program
- The right of the parents to have their child immediately removed from supplemental Title III programs upon request

Students receiving ELL services will be given the WIDA-ACCESS assessment every spring to determine eligibility for the subsequent academic year. ELL students will also participate in other formal and informal assessments, with their peers to the extent possible, and will receive allowed test modifications on the DC-CAS in accordance with their level of English language proficiency. Finally, the ELL teacher will administer ongoing informal assessments in the areas of reading and writing. The director of student services will monitor test results, to ensure ELL students are making progress in our program. We will adjust the number of hours and type of instruction accordingly.

Strategies for Providing Intensive Academic Support and Meeting the Needs of the Accelerated Learning

NHBPCS will be comprised of a comprehensive educational program in which each student can grow at his/her pace. Specifically, our small literacy and math blocks are based on each individual students levels, allowing advanced students to make progress without constraints. Students will also receive instruction in science, social studies, foreign languages, and the arts, allowing those who are gifted in these areas to have more strenuous and challenging lessons to meet their ability. NHBPCS will organize children by learning ability into ability-based groups called "blocks" to accommodate and meet different ability levels and learning styles.

Why blocks?

- Blocks enable NHBPCS to meet children where they are academically.
- Blocks provide maximum instruction at any given learning level.
- Blocks reduce class size for students that need more individual instruction or different programming.
- NHBPCS will structures blocks so that students that need more individual instruction have a more favorable student-teacher ratio.
- Blocks reduce behavior problems by keeping frustration and boredom levels at a minimum.
- Blocks help eliminate the risks of children not learning or not going forth to reach maximal potential.

Among peers, lower performers don't ask questions if they don't understand the lesson. They are less likely to raise their hands and admit they don't know something among a larger group that includes higher academic achievers.

- Students are grouped based on assessment scores, observations and teacher recommendations.
- Each lesson cycle of three to four days provides students with opportunities for intensive instruction regarding letter sounds, spelling patterns, word decoding, fluency and comprehension through My Sidewalks and the Spalding Method.
- Older students (grades third through sixth) practice on their own material as well as become the "tutors" for younger students in groups. The tutoring allows them to practice basic phonics skills they may be lacking in addition to working on grade-level appropriate tasks.
- Once students have attained grade level in reading or math they are exited from their block and raised up to a new one.

Children receive extra reading and math instruction throughout the day. The extra instruction is an additional hour in each of their afternoon blocks, during which NHBPCS integrates math and reading into science and social studies. Following this model, students in this block receive three hours of instruction per day in reading and math.

- The block focuses on extension of skills and expanding students' breadth of understanding for each grade-level indicator.
- Children in all blocks are held accountable for and graded on grade-level material (except when special permission from the principal allows a modified report card to be included with the actual report card).
- Block assignments are flexible.
- Children are assigned to a block based on teacher recommendations and/or data, but do not necessarily remain in a block for the entire year.
- Children may move between blocks as the school year progresses – for instance when “light bulbs” turn on or off, or life events cause a student to advance or slip.
- Blocks are based on evolving student needs.
- Average ratio among all blocks is 10:1 (children to teachers).

Blocks are NHBPCS's way of giving children what they need to succeed academically

4. Graduation/Promotion Requirements

Promotion Standards: Nannie Helen Burroughs Public Charter School will have rigorous academic and social benchmarks for every grade, and these will serve as are our promotion standards. Until a child is able to demonstrate 70% mastery of these benchmarks, he or she cannot move to the next grade.

Promotion Standards for Grades K1-4: Kindergarten benchmarks are given below.

End-of-the-year benchmarks in English language arts for kindergarteners would include:

- **Demonstrate emergent reading skills:** Student is able to turn pages from right to left; follow print left to right; define author, illustrations, cover, title; memorize songs and rhyming games; show beginning sight word recognition; page through books to look at pictures; make up stories to go along with text.
- **Demonstrate phonemic awareness:** Student is able to know rhyming letter sounds; differentiate between vowels and consonants; know all letter-sound correspondence; articulate rhyming and segmenting words; understand connection between sound (phoneme) and symbol for vowels and blend sounds; know blend sounds for all initial and ending consonants.
- **Demonstrate beginning reading comprehension skills:** Student is able to retell main events from a story; make predictions based on pictures and text; formulate and ask question; put ideas in a logical order; identify different genres of writing.
- **Demonstrate emergent writing skills:** Student is able to engage in writing; draw pictures to tell a story; dictate sentences to tell a story; use invented spelling; print capital and lower case letters.

End-of-the-year math benchmarks for kindergarteners would include:

- **Display emerging number sense:** Student is able to recognize numbers up to 30; count objects and show one-to-one correspondence to 20 (numbers and words); demonstrate familiarity with base 10; count by 5s and tens to 50; work with whole numbers – represent them, compare them, order them, joint them, separate them; skip count by twos, fives, and tens to 50.

- **Think algebraically and identify and change patterns:** Student is able to estimate and compare whole numbers; understand concept of greater than and less than; represent quantities with objects; make groups and both add one and take one away; create, record, reproduce and extend patterns with manipulatives.
- **Analyze and compare different shapes:** Student is able to re-create shapes with paper, clay, or other medium; know shape vocabulary; compare different shapes.

End of the year Social Studies benchmarks would include:

- **Articulate the food cycle – from the farm to your table:** Students is able to articulate concepts of seeds coming from vegetables and fruits and then germinating new life; explain how plants are sustained by the earth and by farmers; document the growth of several plants and animals; begin to understand the idea of animals grown for food; explain that the American diet contains food from farms all over the world; talk about the importance of local efforts to grow food.
- **Compare and contrast urban and rural environments:** Student is able to draw pictures documenting the two different environments; complete a Venn diagram with information contrasting the two; articulate the benefits and challenges of both lifestyles; compare how people in rural areas: get to work, make money, eat, etc.
- **Use logical and sequential words to describe farm life:** Student is able to employ vocabulary such as first and last, before and after, then and now, in the fall and in the spring, etc. to talk about growing seasons, etc. in a year on the farm.
- **Draw and explain an annual timeline in the life of a farm.**
- **Use visual aids – photographs, time lines, drawings from class trips to explain life on the farm.**

Four times a year, parents/guardians will be given a student report. Twice a year, these reports will include extensive narratives. These reports will present a detailed picture of each student's areas of strength and of the areas he or she is finding more challenging. The reports make it easy for parents/guardians and the student to understand each individual child's situation. Teachers must generate reports in such a way that both students and parents/guardians have frequent feedback on the student's progress.

Exhibit7:

Nannie Helen Burroughs Public Charter School Student Report:

Cover Page 5th Grade

(This is a sample first page of an eight-page report. The full report includes one page for each subject. Each page contains a list of strengths and areas for growth, as well as detailed benchmarks for that subject.)

Student's Name: _____

Grade: _____ **Date:** _____

Advisor's Name: _____

Days Absent: _____ **Days Tardy:** _____

Final Advisor Comments: (One full page written by advisor)

Final Grades:

	Reading	Writing	Math	Science	Social Studies	Art	Music
Benchmark							
Final Grade							

Sports:

Conduct:	Effort:	Attendance:
----------	---------	-------------

Social Benchmarks:

	Needs Improvement	Approaching	Benchmark Met
Participate in service projects			
Promote and maintain community spirit			
Demonstrate readiness to lead by example throughout school day			
Meet all-school public speaking requirement			
Demonstrate ability to apply critical thinking skills			
Answer higher level questions			
Demonstrates respect for self, peers and adults			

Exhibit 8:

NHBPCS Quarterly Student Report: Kindergarten

Student's Name: _____ Grade: _____

Advisor's Name: _____ Days Absent: _____ Days Tardy: _____

Advisor Comments: (Approximately one page in length)

	<i>Exhibits Strengths</i>	<i>Age Appropriate</i>			<i>Needs Development</i>
Social Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interacts easily with one or more children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interacts comfortably with familiar adults	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Easily shares materials and toys	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participates and follows rules during group activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attempts to resolve conflicts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shows respect for others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shows empathy and caring for others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Initiates play	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Be able to describe positive qualities in others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recognize that others experience things differently than oneself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explain why unprovoked acts that hurt others are wrong.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identify ways to work and play with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emotional Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exhibits self control	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates control of impulsive behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accepts responsibility for actions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Responds to constructive criticism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Easily makes transitions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can identify likes and dislikes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recognizes and accurately labels emotions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work Habits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintains attention in morning circle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Initiates tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Completes tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Follows established routines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Responds to directions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Works independently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Works cooperatively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Takes pride in work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listens attentively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oral Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses complete sentences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stays on topic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sequences events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participates in group discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Performs specific actions in response to 3 step directions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Names items when given descriptive verbal clues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Answers direct questions accurately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recalls 10 details from a story he/she has just read/heard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recognizes letters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates phonemic awareness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifies sounds including rhymes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Differentiates between vowels and consonants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knows blend sounds for all initial and ending consonants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knows letter sound correspondence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understands connection between sound (phoneme) & symbol	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates sight words recognition of 50 words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enjoys literature	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates emergent reading skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Defines author, illustrator, cover	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Asks questions about books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Makes predictions based on text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Retells main events from a text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifies plot, character and important facts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writes independently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Holds a pencil with proper grip	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses different writing utensils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Draws pictures to tell a story	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dictates sentences to tell a story	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses invented spelling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prints upper case and lower case letters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writes name legibly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates number awareness and recognition to 30	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Counts objects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shows one-to-one correspondence when counting to 20	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates familiarity with base ten	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Counts by 5s to 50	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can represent, compare, and order whole numbers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creates and reproduces patterns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Extends patterns with manipulatives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Analyzes and compares different shapes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knows days of the week	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knows months of the year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Memorizes sequence of school day activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses estimating strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can work with different measures: length, height, weight	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifies and sorts objects by attributes (color, shape, size)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses data to solve problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does simple computation with manipulatives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

To help build a culture of high standards and support for our benchmarks, there will be a formal matriculation ceremony each September wherein children formally pass to the next grade, accept the social and academic benchmarks for that grade, and commit to mastering them. Academic and social benchmarks will be displayed predominantly on the walls of every classroom, and copies of them will be in every child's binders. All teachers will be clear that these are the goals of the grade. Students with disabilities whose IEP's call for modification of the curriculum will have appropriate modifications made to the performance standards so that each student is both working to his/her potential and continually being pushed towards the grade-level benchmarks.

Promotion Standards for Grades 5: Beginning in 4th grade, students must complete mandatory major projects on top of 70% mastery of their benchmarks in order to advance to the next grade. Beginning in 5th grade, students must pass 70% of their social and academic benchmarks, complete their major projects, and earn passing grades of 70 or above in each of their classes. Fifth grade benchmarks are below.

End-of-the-year benchmarks in English language arts for fifth graders would include:

- **Demonstrate increasing ability to comprehend and discuss fiction:** Student is able to identify the plot, conflict, and resolution in a story; articulate how a character changes; identify genres such as narrative prose, poetry, plays, discuss descriptive technique and how it sets a tone; make meaningful predictions; respond in journal format.
- **Employ strategies to build comprehension of non-fiction:** Student is able to identify main idea and supporting details; discuss the logic of presented arguments and recognize the structure of persuasive essays; grasp significance of historical context; discern between answers immediately available and those that require either inference or further work with the text; outline and paraphrase non-fiction grade level texts.
- **Measurably improve vocabulary and ability to use writing conventions:** Student is able to master 15 new vocabulary words per week; memorize common Greek, Latin, and Anglo-Saxon suffixes and prefixes; recognize similes and metaphors; know all parts of speech; identify and work in past and future tenses.
- **Write in a variety of modalities:** Student is able to write with focus and clarity; write poems, plays, letters, narrative and descriptive compositions, expository and persuasive essays; expand the length and quality of sentences using semicolons, conjunctions, and compound subjects and verbs.

End-of-the-year benchmarks in Math for fifth graders would include:

- **Demonstrate growing number sense and ability to perform mathematical operations:** Find the factors of a number; solve multiplication and division problems efficiently; order fractions with like and unlike denominators; add fractions and demonstrate comprehension of fraction equivalents and relationships; read, write, and interpret decimal fractions to thousandths; order and add decimals; manipulate percents.
- **Demonstrate growing ability to use algebra, patterns, functions:** Student will be able to understand simple number patterns and whole numbers in base ten; find and describe patterns in tables and graphs; replace variables with given values to evaluate expressions.
- **Deepen knowledge of shapes and shape vocabulary:** Student will be able to calculate area, perimeter and volume; compose/decompose 3-D shapes to explore formulas for volume and surface areas; describe vertices, edges, and faces.
- **Grow skills at measurement:** Calculate area, perimeter, and volume; find volume of 3-D prisms, and measures of angles in triangles.

- **Collect data using multiple strategies.**

End-of-the-year benchmarks for 5th graders in Social Studies would include:

- **Label 50 states and their capitals on an outline map of the United States:** Student will be able know basic facts about U.S. regions; employ cardinal directions when discussing and drawing maps; explain countries geographical development from initial pilgrims landing through independence; explain and label different land forms.
- **Articulate major concepts related to this period:** “no taxation without representation”; “one man, one vote”; the struggle for freedom and democracy; the central importance of democracy.
- **Demonstrate recognition on the limits of early American democracy:** African Americans were not considered citizens; women did not have the vote; Native Americans were displaced.

Every year in February, teachers at a grade level will meet with the Principal to discuss whether each child is on track to pass 70% of their benchmarks. For example, the kindergarten reading teacher might say, “Lucy is on track to pass her reading benchmarks. She knows 70% of her sight words. She demonstrates all emergent reading skills according to the observational report I compiled, and she is on grade level according to the DIBELS.” Teachers must relate how the student is doing on each benchmark and what assessment they are using to measure that the benchmark has been met. After all academic benchmarks are reviewed, teachers look at the social benchmarks. The school bears the enormous responsibility of recognizing when students are not on track to meet a benchmark and then to immediately generate an intentional and clear plan for intervention. On the academic front, this might mean adding one-on-one support for a first grader to help him master diphthongs. On the social front, this might mean creating a behavior chart with a student to help him or her attain a certain skill, such as the ability to accept constructive criticism.

Exit Standards: The most formal promotions at NHBPCS will come at the end of 5th grade. At this point, the exit standards for each grade become a real reflection of the school’s adherence to its mission. Was the curriculum truly rigorous? Did the community hold each individual child responsible for achieving his/her potential, as measured by annual progress and the embrace of other talents, perhaps in art, drama, student government, or sports? Did the full service approach succeed in removing health-based obstacles that would have prevented the child from learning? Does the student see himself or herself as the creator of his/her own future?

By the end of 5th grade student should be able to perform the following tasks.

Language Arts:

- Write extended narratives with compelling nouns, verbs, and adjectives.
- Demonstrate knowledge of the parts of speech and major grammatical rules.
- Read grade level fiction and non-fiction and answer reading comprehension questions.
- Demonstrate literal and inferential comprehension skills.
- Independently return to the text in order to re-read or seek clarifying information.
- Use evidence orally and in writing to support answers.
- Assemble a portfolio that represents four genres: multi-paragraph narratives, formal four paragraph persuasive and expository essays, and descriptive pieces and poems. This portfolio should represent writing pieces published after significant editing, as well as “on the spot” first drafts that mimic a MCAS composition situation.

Math:

- Demonstrate a deep understanding of place value through billions and thousandths.

- Accurately and efficiently do computations with whole numbers, fractions, and decimals using a variety of strategies: mentally, using estimation, breaking apart number, and with traditional algorithms. In each case they must be able to show steps and justify their methods.
- Understand and apply concepts of number theory.
- Use a variety of problem solving strategies to solve real world problems and communicate their processes.
- Think algebraically, use variables to represent unknowns, describe patterns in tables and graphs and solve problems with proportional relationships.
- Demonstrate thorough understanding of both two dimensional and three dimensional shapes. Correctly utilize geometric vocabulary to identify, compare and describe shapes and represent three dimensional shapes with nets and two dimensional shapes with ordered pairs on a coordinate axis. Decompose shapes, understand and find area, perimeter, volume, and surface area both by measuring and by using formulas.
- Do sophisticated analysis of data as well as representing data in various graphs and plots.

Social Studies:

The social studies lower school exit standard will be assessed through formal oral presentations in the spring. During these presentations, student should be able to do the following.

- Discuss at length two of the central themes covered over their elementary school career i.e. the rainforest, the ocean, immigration, or Slave Trade.

It is expected that NHBPCS 5th graders will be cordial and welcoming to visitors, will demonstrate active listening and responsible speech during discussions, will speak comfortably and with projection in public, and will have completed all social benchmarks.

5. Support for Learning

a. Family Involvement

Nannie Helen Burroughs School has had a long history of collaborative parental input. Our families have always been actively involved in the successful operations of our school from the Parental Advisory Committee to the monthly newsletters. At NHBPCS we recognize that families are vital partners and want to implement in service-learning programs in our school environment. Though families can play important support and logistical roles in a youth-focused service-learning project, the evidence suggests that their power, influence, and advocacy would be even stronger if they were themselves actively engaged in service-learning.

Principles and practices of effective service-learning can be adapted and applied to strengthen the ways that schools and corporate volunteer programs engage families in service in the community. Here are some starting points that Nannie Helen Burroughs PCS will implement:

- *Inspire families about the benefits of service.* Once families understand the power of family service, they are inspired to spend time serving others. Workshop or presentation on family service in which its value will be explored and offer simple service ideas as well as the message being integrated into the newsletter, website, or current educational programs.
- *Build interest through short-term, "in-house" projects.* The best way to be inspired is to try it. Families will be given a taste of serving others with simple "in-house" projects. For example, we may host a Family Service Night that features 5 to 10 booths or stations. Each booth offers a simple, hands-on service project for families, such as making sandwiches for a local homeless shelter (younger children) or writing letters to address environmental concerns in our ward. Opportunities will be provided to reflect on the experiences in terms of the

family dynamics that emerged, how they could see value in regularly engaging in service together, and priorities they would have for future service engagement.

Engaging Parental Involvement in School Operations

At NHBPCS, we know that parents are a kid's first and most important teacher, and parent involvement is closely linked to academic achievement and self-confidence. Because parents have so much at stake, they have a great deal to offer to schools serving their children.

Parent involvement benefits children in several ways. There is the direct benefit from the parents working with the staff, so that more can be accomplished for the children. Children benefit when their parents know about and support what is happening in their education. Parents who develop a habit of involvement are more likely to continue that participation throughout a child's school career. Parents who are involved gain skills in decision making, teaching, management, advocacy and other areas. They develop habits of learning that will continue throughout their lives. These gains can positively affect a parent's self-esteem, attitudes, behavior and employment. This in time can lead to positive effects on the children.

At NHBPCS, we recognize that families can do many things to improve and enhance the school community with their services. Some examples of volunteer activities that have been adopted are:

- Parent Advisory Committee (PAC, meetings held in the evening)
- Reading stories to the class
- Helping children with sight words
- Decorating bulletin boards
- Directing traffic and crossing at morning drop-off
- Helping with property maintenance
- Helping coordinate recycling efforts
- Assisting with small group instruction in the classroom
- Setting up computers for daily use
- Assisting with breakfast and lunchroom duty
- Serving as chaperone on field trips
- Copying and distributing monthly newsletters
- Other ideas suggested by parents based on their skills and interests
- Mandatory Parental Volunteer Hours of 20 hrs a school year
- The Parent Coordinator supplies teachers and the main office with volunteer log forms that are used to track volunteer hours, and collects them at the end of each month.
- The logs were organized first by homeroom and then by child name.
- The Coordinator provides copies of the up-to-date logs for children to take home. Parents can use the logs to track their hours and see the hours contributed by other parents in the homeroom, a strategy that encourages greater volunteerism.
- Parents/Families who volunteer for 75 hours or more during the year are invited to a special recognition assembly at the end of May:
 - NHBPCS sends a letter to parents inviting them to the ceremony.
 - At the ceremony, parents received certificates of appreciation that cite their names and the volunteer hours they completed during the school year.

- To recognize parents individually, staff presents them with a certificate and their children present them with a partnership medal.

b. Community Participation

At NHBPCS, we know that building trust, planning, organizing and sustaining efforts, evaluating the results, and enjoying new ways of working together are all parts of collaboration. The school is currently listed as one of the stops on the **African American Heritage Trail**, which is a part of Cultural Tourism DC's noted tourism sites and is so recognized by their Historic Preservation's plaque. The school is accredited with the Middle States Association for Schools and Colleges. We are piloting a primary curriculum that has been developed and has a copyright through the Library of Congress. Our extra-curricular programs offer Drum & Piano lessons and a Dance program on Saturdays sponsored by Howard University Department of Theatre Arts. A summer camp is offered in the month of July to give our students an opportunity to explore, discover and learn more about their city, Washington, D.C. We partner with organizations throughout the city to enhance our academic program during the school year. Some of our partners include The Lab School of Washington, Howard University, Catapult Learning, Arena Stage, J. Craig Venter Institute and several more. Creating community partnerships to support the growth and development of children and families to make their lives better is a key focus at NHBPCS. Nannie Helen Burroughs School has been a staple of the Deanwood Community for over 40 years. It is full of historical value and has been declared a National Landmark. Where NHBPCS would be located there are eleven (11) daycare centers within a 1 mile radius and a community center 6 blocks away all of these programs produce and cater to the neighborhood children and NHBPCS would now be able to contribute its rich heritage publicly to the neighborhood. As a private school Nannie Helen Burroughs School did not have the opportunity to interact daily with the children of Deanwood and making a partnership with these daycares and area community center as a charter school we will have outreach programs in these facilities. Other partnerships will be at the coordination level, where staffs work with other community agencies to avoid duplication of efforts and to fill gaps in services. Cooperation is yet another level of community partnership where two or more programs conduct joint activities to meet their individual goals.

c. School Organization and Culture

The climate in a school is a reflection of the culture: the attitudes, the beliefs, the norms, the values, the relationships that characterize any school. The culture of a school is often easy to discern from how students carry themselves in the hallways, how teachers interact in the lounge, or how visitors are greeted at the front desk. Schools with safe and supportive climates, thrive even though they are in surroundings where poverty is high. NHBPCS will make decisions based on students' needs and staff's ability to remain true to the Nannie Helen Burroughs School's principles and philosophies of;

We believe that every child has the inherent right to an education that will enhance the development of maximum capability, regardless of sex, ethnic origin, economic, social or religious background. We believe that every child has a right to the tools that facilitate the achievement of personal goals and the fulfillment of

obligations to society.

We believe that every individual has certain basic human needs beyond educational needs, which must be addressed, by the school.

We believe that the school must provide an environment in which all students are afforded an equal opportunity to obtain competencies that will help them survive as individuals and as members of society and navigate a clear path through complex issues.

Nannie Helen Burroughs PCS's mission is to create a positive and nurturing school culture where all stakeholders(students, staffs, parents, and the community) feel welcomed and as active participants in the learning community. We believe that the school leadership sets the structure and overall tone that will create powerful social interactions, activities, and experiences that form the culture of Nannie Helen Burroughs PCS. We are committed to creating a school environment that include academic activities and resources that will foster opportunities for successful learning for every student. Nannie Helen Burroughs PCS believe that the following components will lead to a positive, nurturing school culture.

Highly Qualified and Compassionate Teachers

Nannie Helen Burroughs PCS staffing efforts will ensure that all our teachers are highly qualified to teach our students. Teachers will be required to demonstrate their teaching skills and professional academic background prior to being hired. In the interview process, each teacher will versed on the school's curriculum and activities in order to answer questions regarding his/her philosophy on education and their perception on how to create a nurturing learning environment. It is important that teachers understand the school's mission and how to effectively demonstrate it throughout the school community.

NHBPCS will provide educators with an array of professional development in order to plan effective strategies for delivering the curriculum throughout academic year. Our teachers will be supported by the Director of Education and the Principal on a weekly basis through staff meetings; ongoing professional development which will presenters of various areas of our curriculum; and through frequent classroom observations and sessions from the leadership team.

Curriculum Design and Learning Activities

Nannie Helen Burroughs PCS has selected the following components of our curriculum based on research that points to their benefits for students' self-sufficiency, motivation, and social interactions that will be considered important aspects on the academic progression and a positive school culture.

Primary Curriculum.

The curriculum that was selected will provide students with project-based learning to develop awareness about the sense of the community and to develop their knowledge in various subject areas. The curriculum will provide structure and create routines for students' understanding of expectations while assisting them with time-on-tasks and transitional opportunities between activities which includes multi-sensory activities. The project-based learning will enable students to practice their social interactions and provide opportunities for positive community experience.

Creative Arts Education and Integration

NHBPCS students will have opportunities to participate in the creative arts (dance, music, and art) throughout the daily routine. Students will receive daily instruction in each art form and

throughout the academic curriculum by integrating the arts within the curriculum. The creative arts will allow students with participate in differentiated instruction to be successful in the learning process while honing into their strengths. The arts enhance the learning environment and social interactions of students by creating a positive classroom culture by developing creativity and social stimulated students. We want to develop students who are able self-regulate their learning as well as their behavior within a positive learning environment.

Multi-sensory Movement Model

The movement model will be used as a positive approach for regulating senses which allows a student to be ready to work and cognitively focus it aims at improving a child's ability to concentrate, remain calm and stay still which is crucial to learning academic goals. The movement model is based on engaging students' interests, positive teacher-student interactions, and building a strong foundation and preparing the environment and body for academic learning. All staff will receive training in movement model and sensory integration techniques, which will be included in student's portfolio assessments.

Classroom Approach.

At Nannie Helen Burroughs PCS, the following aspects of the Classroom Model will also enhance our school organization and culture:

Classroom Practices:

- o Morning Friends Gathering: as a whole class each morning to greet one another, share news, and create a positive start for the day.
- o Rule Creation: students and the teacher will create classroom rules to ensure ownership in the learning process.
- o Teacher Modeling and Positive Language: teachers will display positive behaviors through the use of positive language and tone throughout the day within the school community.
- o Consequences: positively responding to misbehavior in a way that will allow children to understand and learn from their mistakes.
- o Discovery Time: by introducing classroom materials for various projects will foster a sense of independence and responsibility for the learning process.
- o Academic Success: by increasing student learning by allowing students opportunities for choices in their work.
- o Classroom Culture: the setting up classroom setting in which students feel productive and nurtured.
- o Families Partnering: NHBPCS will create opportunities for family feedback and provide avenues for families to interact within their child's learning.
- o Collaborative Community: utilizing peer-to-peer session, role playing, and other strategies to resolve issues or concern of students.

School-Wide Practices:

- o Planning every school activities to build positive school culture.
- o Make families feel welcomed and as partners in their child's learning.
- o Provide a organized and clean physical environment conducive for learning.

d. Extracurricular Activities

Nannle Helen Burroughs PCS will offer students a variety of extracurricular activities during the school day and after school. We will implement our holistic approach to education, which

emphasizes healthy living, physical fitness, and the importance of the creative arts for creativity, both in our extracurricular activities and through instruction.

During the School Day

In addition to offering the creative arts during the school day, Nannie Helen Burroughs PCS students will learn healthy living within their curriculum and in after school programs. We believe that healthy living (diet, exercise, and overall well-being) affects students' academic performance and social/emotional development. In order for students to understand healthy living, we will offer them:

- Lessons on healthy habits, diet, and exercise throughout the curriculum.
- Opportunities to participate in movement exercises provided by staff members trained in these Areas.
- Multi-Sensory integration activities for all students, with additional supports and services for those who need it, by our movement specialist and/or occupational therapist or physical therapist.

After School

Nannie Helen Burroughs PCS plans to offer students additional after-school classes in the creative arts, academic, sports, and interest based clubs to further pursue their interests. These activities will be implemented by interested Nannie Helen Burroughs PCS staff members and partners:

- After-school movement and/or art lessons, provided by our arts teachers.
- Environmental Responsibility Club, organized by a staff member interested and experienced in environmental sciences as well as volunteers.
- Academic tutoring provided by a partnering agency.

And our internationally renowned Nannie Helen Burroughs Choir and Band

In line with our goal of inviting parents to participate in their children's school life and help us build a community, at least once every quarter NHBPCS will arrange social events with local to attract our students' families to the school and build a social environment. We will continue to form additional partnerships with community organizations and hire qualified staff as we grow and develop additional extracurricular activities for our students.

If the saying that "One picture is worth a thousand words" is true, then Educational Trips are of inestimable value. Every student will be provided the opportunity to broaden his/her classroom experiences through field trips. Our teachers will expose the students to as many places of interest as possible.

Participating in extracurricular activities helps students in other ways. Specific activities help with specific goals. The most basic reason for joining a club or team is that it gives students a sense of pride and accomplishments. Students who are involved and engaged are less likely to become addicted to bad habits, like smoking or drinking.

At the beginning of the school year, NHBPCS will have a list of activities to join or make announcements. The groups and/or activities will be announced in the school bulletin boards and in the school newspaper. Some of the clubs will include dance, mentoring, soccer, step team, etc.

Some of things that have to be considered for joining an activity or a group at NHBPCS will include, but not limited to:

- **Age.** You may have to be a certain age or in a certain grade to join an activity.
- **Physical.** If you're joining a team, you may need to take a physical. Talking with your family doctor may help you decide whether a team is a good choice for you.
- **Grades.** Many groups require a minimum GPA to join.
- **Time.** If you're involved in competitive sports, you need to have the time to practice and compete. There's also the time it takes to get ready emotionally for a

game, and the time you spend getting pizza with the team after games. Team members are often responsible for setting up for a game or helping in other ways. Clubs can meet as infrequently as once every other week, but some teams have practice every day after school and meets on the weekend.

NHBPCS will be unique with its own array of offerings. But if students don't find what you want within the school, partnering with a community center or volunteer for a local nonprofit organization or business. Also consider organizations who want to participate in service projects.

Qualities of Successful Afterschool Programs

Parents want after-school programs to help put their children on the path to success – in school and beyond. The characteristics of after-school programs are important so that it will positively impact the students with strategic outcomes such as homework completion, initiative, behavior and relationships with peers and adults.

After-school programs should offer children the chance to have fun and feel comforted, as well as be excited by learning. Children should look forward to going to it. The best programs offer a comprehensive set of activities that do the following for children:

- Foster the self-worth of each child, and develop the children's self-care skills.
- Develop their personal and interpersonal social skills, and promote respect.
- Provide help with homework, tutoring, and other learning activities.
- Provide time and space for quiet study.
- Provide new, developmentally-appropriate enrichment activities to add to students' learning at school, help them develop thinking and problem-solving skills, and ignite their curiosity and love of learning.
- Provide recreational and physical activities to develop physical skills and constructively channel children's energy pent up after a day sitting in a classroom.
- Encourage participation in individual sports activities to help youth develop self-esteem by striving for a personal best, and participation in group sports to provide lessons about cooperation and conflict resolution.

Creating a Successful Afterschool Program

After-school programs are increasingly being looked at to boost academic achievement, stem youth crime, increase children's health and well-being, and support working families. There are four characteristics that are key to the success of an after-school program: staff, programming, communicating with families, and making connections.

Staff

Education, compensation (including salary and benefits) and retention of staff are key to after-school program quality. Programs with more highly-educated and better-paid staff had significantly better quality.

Programming

Programs with small group sizes for activities, low staff-to-youth ratios and emphasis on structured activities and project-based approaches led to positive youth outcomes. Higher quality programs also provided challenging activities that were well-paced throughout the afternoon, not rushed or stressful.

Communication with Families

Students who showed the most improvement in their relations with adults were significantly more likely to attend programs where there was good communication with parents at pickup time. Parent outreach and engagement strategies lead to better relationships with adults in the program as well. Yet only 10 percent of program coordinators said they spoke with parents on a regular basis to provide updates. The most common reason that staff communicated with families was to discuss a problem, such as attendance or a behavioral issue.

Connections

When it come between schools and after-school programs, it is important to note that where a program was located – in a school or in the community – had no relationship to the quality of the programming it provided. Programs reporting the strongest relationship with school teachers and principals had children who improved the most in four of the five areas that were examined: homework completion and effort, taking initiative, behavior in the program, and relations with their peers. In addition, programs with stronger connections to school had more engaging, challenging activities, higher staff engagement, and higher quality homework assistance.

4E. Safety, Order, and Student Discipline

Safety and Order through the School Curriculum

At Nannie Helen Burroughs PCS, we will be proactive in creating conditions for students' physical and emotional safety. Our described curriculum and instructional methodologies, including the arts and project-based learning will ensure that all students are highly engaged and have multiple opportunities for success based on their strengths to promote positive feelings toward school and learning. The social-cognitive perspective embedded in our school philosophy holds that students' positive self-efficacy beliefs lead to their motivational, behavioral, and cognitive engagement in learning, enhanced self-regulation, and improved academic achievement of our students. We believe that our instructional methodologies and engaging activities will minimize problem behaviors and enhance the learning environment. In inclusive classrooms, where students are involved in the construction and interpretation of the cognitive and social aspects of that environment, engagement replaces the need for classroom management.

In addition to positive approaches to student engagement, our use of the Positive Classroom model will create an orderly, positive school culture based on routines and expectations that

include students and teachers in creating rules and implementing them. Through guidelines provided by the Classroom approach, each teacher and his/her students will come up with rules for a list of inappropriate behaviors and logical consequences. In addition, we will publish the Students and Staff Rules of Conduct and disseminate them to teachers and parents. This handbook will include rules for teachers that will be considered in their formal evaluations. Rules for students will be made explicit to students and parents at school and during the parent orientation event before the start of the school year. All violations of any school rules relating to drugs and violence will be handled in collaboration with the D.C. Police Department.

The use of **Positive Bucks** will be utilized as a reward for various levels of behavior. There are two Tiers. Tier 1 rewards students who display positive student behavior in the classroom and throughout the school community. Tier 2 is a level where students that need additional support will participate in other activities to achieve positive behavior. Students within this tier may participate in student/staff lunch buddy program. This will allow students to develop better interactions with staff as well as other peers. The Positive Behavior Matrix will be posted through the school building as well as recited and utilized during daily activities and programs.

Nannie Helen Burroughs PCS has developed a set of guidelines and strategies designed to help students have a safe and orderly school environment, and to support school staff respond to crisis situations.

Social and Behavioral Supports Through Special Education Services

In many cases, students' behavioral, social, and emotional challenges are related to developmental challenges in these areas, and/or difficult life experiences. To avoid unnecessary referrals for students support team, we will try to meet the needs of these students through behavioral interventions and emotional support. If we suspect that a student is manifesting behavioral problems due to a disability, we will take great measures to involve parents, and use a variety of measures by qualified personnel prior to diagnosis.

Through the process set up by our director of student services, in collaboration with our Student Support Team, we will ensure that we identify and address students' social, emotional, and behavioral challenges. NHBPCS will implement an incentive based approach and positive reinforcement through participation in preferred activities, as well as appropriate limits, to help students monitor and manage their own behavior by the use of Positive bucks. If a student's challenges are due to a disability that requires specialized instruction, we will offer additional supports through our special education staff and service providers. All behavioral intervention plans and incentive programs will be designed in collaboration with parents and teachers.

Student and Staff Rules of Conduct

Nannie Helen Burroughs PCS's handbook describing rules of conduct for students and staff and disseminate it to all teachers and parents that inform them of Nannie Helen Burroughs PCS's guidelines for teacher professionalism and student behaviors; the guidelines will clarify the consequences when rules are broken. The handbook will also provide steps to be taken in case of emergencies involving drugs, violence, reporting parental abuse or neglect, and fire or other events requiring evacuation. We will review all guidelines with staff on a regular basis and practice necessary procedures, such as fire drills and emergency evacuations.

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

Teacher-Driven Professional Development

In a climate where teachers feel stagnated at the hands of regulations, testing, and politics, it is vital that teachers become empowered both in their own teaching and as agents of change. The process of teacher professional growth through changes in roles and identities is imperative.

Professional Development has to be timely, effective, engaging, applicable to the classroom, focused on improving teaching and learning, teacher driven, and relevant to the needs of the participants. This is why Professional Developments will always take place the first 2 weeks of school before the students start and every 4th Friday of the month. NHBPCS will have their own in-house experts on many topics. Research shows that real change in classroom practices takes place when learning is sustained over a period of time. So it makes sense to start building internal capacity now to ensure effective implementation of the Common Core State Standards. With Pearson's Capacity Builder Plus™, our staff trainers will receive Common Core training and licensed Pearson training materials. The goal of professional development is to improve teaching and learning. The professional development has to give the teachers concrete things that they can go back and do in their classrooms. Sessions will be based on the best practices in teaching and learning.

Teachers should be involved. It should be a discussion. It should involve everyone sharing ideas and resources, not just one person at the front of the room. Trainings will not be isolated. Any professional development should include a way for participants to get assistance and feedback when they implement what they have learned. Follow up sessions, classroom visits, and personal support are needed to ensure that what is learned and is applied properly.

Every Teacher as a Literacy Expert

Students who start at an early age to learn not only how to read and write, but also how to learn *through* reading and writing, their learning in all content areas will improve. Furthermore, they will be more prepared for college and the workplace; they will be more informed citizens and critical consumers; and they ultimately will be more prepared to become life-long learners.

There is a growing philosophy that every teacher is a literacy teacher, a view that is becoming increasingly important as states prepare for the Common Core State Standards, which place an emphasis on content literacy. Part of the confusion may stem from the tendency to refer to the English Language Arts (ELA) class as Literacy class. We are discovering the need to expand our understanding of literacy as a set of essential skills that are critical for success in every subject area. Teaching literacy in isolation misses the point of why we need to be literate in the first place.

Teachers as Classroom Researchers

Teacher research differs from more formal or academic research about schools and teaching in a number of meaningful ways that make it quite valuable to teachers, administrators, and academic researchers alike. Teaching and learning centers provide an array of programs and services to assist the instructor who is struggling or the excellent teacher looking for something new. The pedagogical tools suggested can range from collaborative group work to problem-based learning to on-line instruction.

The dilemma facing the individual instructor is choosing from a myriad of teaching strategies to use in a particular classroom situation. Factors such as class size, content area, and student demographics play a role. The instructor's own skills and style are also critical factors. Classroom Action Research (CAR) is systematic inquiry with the goal of informing practice in a particular situation. CAR is a way for instructors to discover what works best in their own classroom situation, thus allowing informed decisions about teaching and its community.

Classroom Action Research occupies a midpoint on a continuum ranging from teacher reflection at one end to traditional educational research at the other. It is more data-based and systematic than reflection, but less formal and controlled than traditional educational research. Instructors use data readily available from their classes in order to answer practical questions about teaching and learning in their classrooms. Methods of conducting classroom action research projects are diverse, and easily mastered by faculty from any discipline.

Professional development partners and/or mentors

There are many benefits of forming professional development partnerships. Professional development programs with our partners from Pearson Education Group will ensure that a spirited and pedagogical approach of the rigorous educational instruction is embodied in our professional development. Pearson will help NHBPCS to integrate the Common Core State Standards throughout our system by applying a Schoolwide Improvement Model.

Pearson trainers will facilitate more than 50 one and two day interactive workshops that range from Common Core orientation to in depth explorations of content and pedagogy during our re-building years. Pearson consultants will work with our administrators and teachers in the building to provide 1:1 coaching, small-group support, and consultative services that build and sustain learning.

Our other partners that will be involved in our professional development are TouchMath and the Spalding Method which offers two 15 hour professional development courses plus on-site support with Q & A sessions, classroom demonstrations, and observations.

g. Structure of the School Day and Year:

Our first year we will have 3 Kindergarten classes, 2 first grade classes, and 2 second grade classes. The following is a sample schedule for students in the 1st and 2nd grades. The school day starts at 8:30 am and ends at 4:00 pm. Every 4th Friday of the month will be devoted to Professional Development. The school year calendar will closely resemble DC Public Schools calendar where there will be 4 semesters. There will be before care from 7-8:30 am and aftercare from 4-6:00 pm.

8:30 Breakfast

8:15 Morning Meeting

1. Teacher, assistant and students greet each other and speak about 2 positive out of a listed 6 attributes they will pay particular attention to, to demonstrate that day
2. A visual schedule is presented to the class and discussed and hung back up in view of all students
3. A stretching and movement activity will follow to prepare their bodies and minds for group and seat work

9:00 Language Arts in group or seat work

10:00 Movement

10:30 Math in small groups or seat work

11:30 Lunch

12:00 Recess

12:30 Science/Social Studies/ Technology

1:30 Physical Education, Art, Music, Theatre

2:30 Spanish Arts

3:15 Literacy or Math Blocks

3:45 Dismissal from Homeroom

Business Plan

1.Planning and Establishment

a. Profile of Founding Group:

Keith Jackson (Principal) is a native Washingtonian where he attended DC public schools until his high school graduation. In 1995, he received his Bachelor of Arts degree from Howard University. Mr. Jackson went on to obtain a Master's of Science degree from Purdue University located in West Lafayette, Indiana. Currently, he is currently pursuing a Doctorate of Education at Northcentral University in Arizona. Mr. Jackson has been a dedicated, highly qualified educator for over 10 years. He has worked in such urban areas as Washington, D.C., Atlanta, Georgia, Prince George's County, Maryland and Detroit, Michigan. Mr. Jackson has held positions in elementary and middle grades as a classroom instructor, Parent Teacher Association vice-president, Title-1 coordinator, district testing coordinator and professional development trainer and most recently as Vice Principal for the last 4 years.

Tesha Nixon Cunningham (Director of Education) received her B. A. in English, Minored in Fine Arts with a concentration on Theater from the prestigious Georgetown University and a M. A. degree in Curriculum & Instruction from National-Louis University. For ten years, Mrs. Cunningham held the position of English Teacher Mentor at for Friendship Academy in Washington, DC before beginning a reading intervention program titled, *SMART Knights* (Students Maintaining Academic Rigor Together) and is currently spearheading a reading intervention program at Anacostia High School serving as the Reading Specialist; in addition, she is acting as a teacher mentor for new teachers. She is a creative teacher, strong motivator, and excellent role model who believes that it is essential to provide support to help colleagues and students succeed; consequently, she has worn many hats in her professional career such as Motivational Speaker, Lead Teacher, Academic Coach, and Teacher Mentor. Most recently, Mrs. Cunningham has been responsible for identifying students who are reading 3-6 years below grade level, developing the curriculum and facilitating small group sessions in order to improve reading levels throughout each school year. Under her leadership, and her innovative program she has managed to collect data that demonstrates that students in her cohort were able to achieve reading gains, prove college readiness, and raise GPA's. The program has seen over a 20% increase in DCCAS Reading scores and raised over 60% of student Lexile Reading levels in its first year. Tesha is an active member in the school community in her efforts to help develop well-rounded students by volunteering to lead the school's fashion club as well as the Head Coach for the girl's basketball team.

Richelle W. Harvey (Executive Director) was a District of Columbia Elementary School teacher for five years and has been a Pediatric Occupational Therapist for ten years. She has been a supervising and training occupational therapist with District of Columbia School System in the past, where duties included orienting new therapists, organizing trainings, ordering supplies, reviewing and appearing for hearings and cases, and assisting in developing the DCPS Handbook Guidelines for Occupational and Physical Therapists. In addition she has serviced charter schools, The District of Columbia Infant and Toddlers with Disabilities Part C program and Baltimore and Prince Georges County School Systems. Ms. Harvey currently holds a Masters of Occupational Therapy Degree with a concentration in 'Pediatrics and School System Administration' from Howard University and is currently licensed in the District of Columbia. For the past 5 years Ms. Harvey has operated her own therapy company which places Occupational, Physical, and Speech Therapist in public schools. Within the last 2 years she has been the operator and owner of a special needs daycare center. She

has spearheaded the re-opening of Nannie Helen Burroughs School and organized the dynamic group of educators for the Founding Board Members.

Georgeanna Nixon (Board Member) graduated Cum Laude from Howard University with a B.A. in Early Childhood Education and Psychology and from the University of District of Columbia with a Masters of Education. After serving as an Early Childhood professor at the University of District of Columbia she later held a position as a Highly Effective teacher for over thirty years. For the past 5 years, Georgeanna held the position as a Highly Effective mentor teacher before retiring from District of Columbia Public Schools. Mrs. Nixon brings a wealth of knowledge and experience to the Nannie Helen Burroughs PCS development and with her expertise and passion for educating children we are sure to achieve greatness.

Nicole' S. Kelly (Director of Operations) has almost 20 years of experience as an educator (elementary through college levels), mentor, and entrepreneur. She has experience in teaching general and special education at the elementary through high school levels in school districts including Baltimore City Public Schools, Prince George's County Public Schools, DC Public Schools, parochial school, and residential facilities. Nicole' has numerous years of experiences working with individuals from various cultural and socioeconomic backgrounds. She has mentored teachers, service providers, and support staff in both general and special education classes, providing them with strategies that led to significant gains in student achievement and decreases in behavioral difficulties overall. Nicole' has been an adjunct professor for the Community College of Baltimore County and various literacy programs developing and teaching courses in career development, job readiness, basic skills, conflict resolution, and anger management. Nicole' has been making a name for herself within the professional development community, merging her background in marketing and training with her passion of supporting teachers in their efforts to help advance their students in academic achievement. She has designed effective trainings and resources for parents, teachers, and service providers of students with various challenges. Nicole' received her Bachelor of Arts degree in Administration and Management from Sojourner Douglass College. Additionally, she also received a Master of Arts degree in Educational Leadership and Teaching from the College of Notre Dame in Baltimore, MD. As a career-changer, Nicole' completed the Alternative Teaching Residency in 2008 to continue as a special education teacher, serving faithfully in that role. Outside of the education field, Nicole' has a wide range of professional experiences including real estate, finances, taxation, promotions/event management, fundraising, business development, and grants management.

Dr. Keith Byrd (Board Member) was most recently the President of the Nannie Helen Burroughs School Board of Trustee where he oversaw the daily operations of the school. A native of Washington, D.C., Rev. Dr. Keith William Byrd, Sr., is Pastor at the historic 148 year old Zion Baptist Church in Northwest, Washington D.C. He was called as the church's ninth pastor in January 2006. He received his Bachelor of Science Degree from the University of Maryland at College Park, a Master of Divinity Degree from the Howard University School of Divinity, and a Doctorate in Leadership from the Wesley Theological Seminary.

b. Planning Process:

The founding group of Nannie Helen Burroughs Public Charter School has come together to establish the non-profit, Federal tax-exempt organization the Nannie Helen Burroughs Public Charter School, Inc. to re-establish and operate Nannie Helen Burroughs School as a Public Charter School. The sole purpose of the organization is nothing but to continue operate a school rich in tradition of academic excellence that produces strong conscious community leaders. NHBPCS founders believe that high levels of community and parental involvement will lead to both high parental satisfaction and higher student achievement. Thus, the communities' parents from the local daycares and Community Center were surveyed and asked to sign a letter in agreement for Nannie Helen Burroughs School to be turned into a Charter school. **Appendix**

Once NHBPCS opens up parents will be surveyed annually for their opinion of the school and how well it is serving their children. Each spring, a parent survey and a student survey will be conducted. The results will be compiled, recorded and retained, and they will be presented as part of the overall evaluation information that provided to the Board of Trustees. The goals of the survey are to discern any areas that the parents and students feel should be addressed more thoroughly, areas that the parents and students feel are being adequately addressed, and those areas that the parents and students feel might make a more complete program, if instituted. The overall goal of the survey is to ensure both student and parent satisfaction with NHBPCS's programs, through open communication with and responsiveness of the school

Parents will be an integral part of the school. Every effort will be made to encourage parents to:

- Serve as school volunteers,
- Promote and strengthen parental responsibility and involvement,
- Serve on the School Council and other committees,
- Involve themselves with the subcommittees developed by the Board of Trustees.

Additionally, the following policy for parent involvement in school governance will be employed:

- Involving parents in the design and implementation of NHBPCS
- Providing orientation and other training for parents to ensure their knowledge and participation in the school, and ensuring they understand the school's mission and policies, and outlining a process for parental feedback to school leaders.
- Requiring pre-set times that teachers and the school director are available to parents and a process for effective, regular communication, including quarterly parent teacher conferences and school-wide parent open houses.
- Systematically providing updates to parents on their child's academic progress, attendance, and behavior in the school.
- Providing an institutional structure and culture of parental involvement, for example: establishing a parent association; forming parent/trustee subcommittees on various issue areas; instituting a formal process of communication with the Board; and assigning parental responsibilities for and participation in school events and field trips, etc.
- Allowing parents to sign voluntary "contracts," pledging to be involved in their child's education, responsive and helpful to the school for various needs (fund-raising, clean-up, social events), or other expectations (though such contracts cannot be

binding or at all viewed as a condition for a child's admission to or retention at the school).

- Making parents aware of all meetings of the Board of Trustees and other school meetings.

NHBPCS' founders intend to have a positive working relationship with the local school units.

c. Corporate Structure and

It has been just recently incorporated in Washington, DC and Federal Tax Exemption application is just filed. **Please see Appendix...**for Articles of Incorporation, corporate by-laws. NHBPCS Inc. is an independent organization and currently it has no binding relation or affiliation with any other entity.

2. Governance and Management

a. Board of Trustees:

The Board of Trustees (hereinafter, the Board) will have ultimate authority as the governing body of the school. The Board is responsible for monitoring the financial, educational, and managerial well being of the school.

Founding Board Members will act as Board of Trustees as soon as the charter is granted unless a Founding Member now has a leadership position with the school, then the school leaders will serve as ex officio members of the Board of Trustees. This will allow them to provide information and insight for decision-making and will assist them in implementing board policies accurately.

The Board of Directors will consist of nine members and will always include two parents. The recruitment and orientation of new Board member will include followings:

1. Need: If the number of members will become less than nine or a member with certain expertise will be needed on the Board, the Board chair will ask all Board members or ex officio member to recommend highly qualified individuals to fill the vacancy.
2. Recommendation: Any Board member may recommend an individual for Board membership. The recommended individual should have expertise in at least one of these areas: education, scientific research, financial services, human resources, nonprofit administration, business administration, law, real estate and building renovation, and technology. The Board may request an informal interview with the recommended individual.
3. Invitation: After Board discussion, the Board may decide to invite the recommended individual to serve on the Board. Expert individuals who have ties with the communities that the school will serve will be given higher priority. Prospective Board members will be given the Board Member Folder, which includes the school's executive summary, bylaws, educational philosophy, responsibilities of the Board, and organizational structure.
4. Visit: The prospective member will be asked to visit the school and talk to the director and Board members.
5. Acceptance: Prospective Board members may accept the invitation after the information sessions described previously.
6. Orientation: At this point, the new member should already have extensive knowledge about Board responsibilities and the school. The Board chair will have a one-day meeting with the new Board member before that person's term starts. In this meeting, they will go over the

Board Member Folder and discuss each file in detail. The director will attend a portion of this meeting to present information about the school, such as the parent/student profile, student achievements, staff, and daily routine of the school.

7. Annual Development: Every summer, the Board will have member development retreats. In these retreats, managerial and educational consultants, community leaders, and professionals from universities and companies will be asked to give seminars related to Board members' functions, such as submitting grants, soliciting funding, evaluating staff, and overseeing school operations. Board members will be encouraged to attend national or state meetings related to school governance, non-profit board development.

Evaluation of the Board

Annual Internal Evaluation: The Board will appoint a Board Review Committee (BRC) consisting of three Board members. The members of this committee will rotate each year. The BRC will prepare a report for the Board indicating major actions taken by the Board, results of those actions, trustee attendance, fundraising efforts, the school's overall performance, and As their first order of business, each committee will create a charter or written charge. Minutes will be kept for committee meetings and shared with the larger board. The board will meet a minimum of 8 times with a quorum over the course of the first year of operation and will meet a minimum of 4 times a year with a quorum in ensuing years. These meetings will be laid out in a written calendar that will be disseminated to the directors at the start of each academic year.

Directors will receive an agenda (created by the board president) and supporting materials prior to each meeting.

Any amendments to the bylaws will be complete before the school opens for operation.

The following officer positions will be established:

- **President:** Leads the board in its work. To support an effective, positively functioning Board, the President ensures that members understand their jobs and are able to fulfill those expectations. She/he provides structure so that the work of the board and the school can be accomplished and ensures that management tools are developed and implemented. The President convenes and presides over Board meetings. The President is the Chair of the Executive Committee and works with the committee chairs.
- **Vice President:** Performs the duties of president when the president is unable or unavailable to perform those duties. She/he will also assist the president in her/his work as needed.
- **Treasurer:** Have a thorough knowledge of the organization and a personal commitment to its goals and objectives
Understand financial accounting for nonprofit organizations
Serve as financial officer of the organization and chairperson of the finance committee
Manage, with the finance committee, the board's review of and action related to the board's financial responsibilities
Work with the Executive Director to ensure that appropriate financial reports are made available to the board on a timely basis
Assist the Executive Director in preparing the annual budget and presenting the budget to the board for approval
Review the annual audit and answers board members' questions about the audit
- **Secretary:** Attend all board meetings
Maintain all board records and ensure their accuracy and safety

Review board minutes

Assume responsibilities of the president in the absence of the board president, president-elect and vice president

Provide notice of meetings of the board and/or of a committee when such notice is required

The board will establish the following committees:

- **Nominating:** The Nominating Committee will ensure that the board is consistently staffed with high-quality members with an appropriate array of competencies and perspectives. They will anticipate vacancies in the board and conduct outreach, recruitment, and thorough vetting of potential directors. They will also create and supervise the implantation of a written succession plan for directors and the school leaders.
- **Finance:** The Finance Committee will be led by the treasurer and will work closely with the director of organizational capacity. This committee will evaluate and ensure the school's financial integrity using a suite of reports and financial metrics and provide regular updates to the larger board on the status of the school's finances including key financial events, trends, concerns, and assessment of fiscal health, and will identify areas requiring attention. They will lead the process for creating and approving the school's annual budget and oversee the development and implementation of the school's financial policies. They will also ensure that appropriate financial controls are in place and that the school is submitting all legally required financial reports.
- **Executive:** The Executive Committee is composed of the board officers and committee chairs. They will convene only when an urgent decision must be made and it is not practical to convene the entire board. Like all other committees, the Executive Committee will take minutes that will be shared with the larger board.

The school leaders will sit on the board as ex officio members.

Rules and Policies

The Board is responsible for monitoring the financial, educational, and managerial well being of the schools by ensuring all are aligned with the mission. Key responsibilities of the Board include:

- Ensuring that the school will be in compliance with federal and state laws and regulations,
- Ensuring that the school's educational goals and objectives are met,
- Continuously monitoring the current needs of students and the community and setting goals and objectives for the school aligned with these needs,
- Developing and approving school policies and regulations,
- Recruiting, supervising, and evaluating school's Director,
- Approving and/or recruiting of school's staff,
- Approving the school's business and management plan,
- Approving the school's annual budget,
- Selecting and evaluating the school facilities and approving of renovation plans

Role Distinction between Board and Director

The Board will be responsible for setting goals, ensuring these goals are met, and approving or disapproving the decisions of the Executive Director.

The Executive Director will be responsible for taking action to achieve the goals set by the Board, running the school on a day-to-day basis, and taking action on the daily issues regarding education, students, parents, staff, etc. The Director will inform the Board about decisions in monthly meetings with the Board. It is the Director's responsibility to advise the Board on the continuation, renewal, or termination of staff.

Monitoring Student Performance

Student performance will be one of the critical measures covered in the annual operating plan described below. As part of the annual operating plan, the board will regularly and formally monitor student's performance. Student performance will be made available in an annual report containing data regarding progress based on our various assessment measures including DC_CAS scores in the AYP report.

Relationship of the Board of Directors to the School's Structure and Staff, Parents, and Students Administrative Structure and Staff

The Board of Directors will hire, supervise, and evaluate the school leaders, and will delegate all managerial and operational decision-making to the school leaders. Board meetings will be open to the public and school staff will be encouraged (but not required) to attend. The exception to this will be when the board convenes a closed "executive" session to discuss sensitive matters, such as discipline or the removal of a school leader or director. Board committees will work closely with appropriate staff members. School staff will support the board by providing necessary information in a complete, accurate, and timely fashion. An ethic of candor and mutual respect between the staff and the board will be cultivated from the very start. In addition, the board will create a "whistle blower" policy that will identify the process for staff members to report fraud, waste, or abuse. The policy will protect "whistle blowers" from retribution by school managers or directors.

c. Administrative Structure

The **Executive Director** is the "Face" of NHBPCS and oversees its entire operation. They report directly to the Board of Trustees, and are hired, supervised and evaluated by the same. Consequently, they serve as the key liaison to the Board of Trustees for all matters. The Executive Director, in turn, supervises all other key administrative personnel. The Executive Director has direct responsibility for: Leadership (vision and mission of the school, accountability plan implementation, models and supports qualities indicated by school's vision, resolves conflicts, institutes organizational change as needed), Professional Conduct (sets and enforces all ethical standards, assures adherence to all state and federal law, demonstrates and implements an atmosphere concurrent with the school's mission), Organizational Management (Implements Strategic Plan, Oversees operation of the school, oversees budget planning and implementation in support of mission and vision, documents and communicates goals and progress to Board and community), Facilities and Equipment (Oversight of location of facility, renovation, adherence to safety, health and construction codes, implementation of multi-year maintenance planning), Safety (Articulates and implements policy regarding severe weather, threats to school, trauma, crises planning, responsible for day-to-day safety of staff and students in building and out during school activities), Policy and Governance (differentiates administrative procedure from Board policy

matters, interprets federal and state regulation for implementation, responsible for use of legal counsel when needed, liaison to the DESE and other state organizations]

The **Director of Operations** is responsible for Human Resources Management (responsible for implementation of all personnel policy, oversees staff evaluations and feedback, responsible for contracts with all staff, compensation and benefits planning), Communication and Community (Communicates with Staff, Parents, Students, Community Members, Media, responsible for webpage, acts as business manager is responsible for the oversight of all financial and resource issues within the school. They are hired and supervised by the Executive Director. Their duties include: the budget planning and implementation process, payroll, purchasing, bookkeeping, adherence to all state and federal laws regarding payroll, taxes, purchase and acquisition, oversight of building maintenance and janitorial contracts, procurement of an independent audit, implementation of all human resources policies and procedures including all employee benefits.

The **Principal** is the Educational Leader of the school. They are hired and report to the Executive Director but are primarily responsible for the implementation of all academic policy and for the academic success of every student. They have direct responsibility for Program Development and Assessment, Curriculum Development and Assessment, Scheduling, Staff Development, Student Record Keeping, student achievement reporting, Testing (MCAS and AYP), student intake and orientation, off-campus programs, learning standards and benchmarks, supervision of all teachers (including academic department leadership), new hires and terminations as well, the guidance office, student discipline, nutrition services, and health services.

The Director of Education must see his school's mission and curriculum from idea to reality. Develop a solid leadership team of staff members to ensure retention outcomes. Manage daily academic operations to remain within budgetary constraints and improve operating margins. Apart of hiring, training, evaluating, and retaining qualified faculty. Supervise the completion of faculty lesson plans, faculty evaluations, and assessment of lesson plans. Coordinate efforts with Human Resources to ensure all chairs, faculty, and direct reports understand job expectations and receive annual written performance evaluations. Participate in curriculum development, evaluation and revision as requested. Coordinate with appropriate curriculum partners to ensure faculty is trained on all designated curriculum and institutional assessment initiatives. Lead student retention activities that include, but are not limited to: contacting absent students, new student orientation, coordinating departmental student academic advising, providing a beginning point of contact for Special Education services. Ensure compliance with state standards and accreditation, regulations, and policies.

The **Development Director** is hired and supervised by the Executive Director. Working with the ED and the Board of Trustees and the Board for the not-for-profit 501(c) 3 associated with the school, the Development Director is responsible for grant-writing and fund-raising activities necessary to supplement the federal and state budget allocated to the school.

3. Finance

a. Anticipated Sources of Funds:

The biggest source of revenue comes from the student tuition disbursement given by the local districts. This tuition revenue makes up about 75% of the total revenues. The Exhibit 9 below shows the revenue streams for three years.

Tuition disbursement is calculated based on number of students, percentage of disadvantaged students, percentage of special education and ELL students, per-pupil facilities allotment. The biggest share of the Federal Revenues is the \$180,000 per year start-up money for start-up year and the first 2 years of operation. Federal Revenues includes entitlements and grants for such as Title I, TitleII-B, Title V and IDEA. In calculating Title I figures, \$3733 per student is assumed and local averages are used to calculate the number of eligible students.

Exhibit 9:

	Planning Year	Year1	Year2
Student Enrollment			
Kindergarten		51	51
Grade1		40	51
Grade 2		40	40
Grade 3			40
Total Students		131	182
% Special Education		20%	20%
% ELL		1%	1%

Per Pupil Revenue			
Kindergarten		11,861	11,861
Grade1-3		9124	9124
Facilities Allowance		2800	2800
Per Pupil Revenue			
Total per pupil allocation		1,334,831.00	1,939,742.00
Total Facilities Allocation		366,800.00	509,600.00
Total SPED Funding		164,866.00	228,276.00
Total ELL Funding		6204	6204
Total Per Pupil		1,872,701.00	2,683,822.00
Other Public Revenue			
Federal Entitlements	180,000	489,023	679,406
Grants and Donations		5%	
Total Income	180,000	2,361,724	3,336,3228

--	--	--	--

Goals for the projected five year budget are to secure grants and more private and cooperate sponsorship to help defray the cost of supplies and technology allowing NHBPCS to accumulate operating reserves.

b. Planned Fundraising Efforts:

NHBPCS has long been a staple in the Deanwood Community with active fundraising sources including our PTA, Alumni, and Progressive National Baptist Convention. In addition we will apply in a timely manner for all federal monies to which our student population is eligible. We have already have a Fundraising Committee that is aggressively targeting potential donors, organizations and corporations. Once the school begins operation, fundraising will be directed by a committee of the Board. 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. Immediately following the submission of our charter application to the DCPCSB, we will apply for the Walton Family Foundation Charter School Startup grant of \$250,000. Our founding group and 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 will seek to have our school listed as part of the Combined Federal Campaign, which facilitates charitable giving within the federal government workforce.

c. Financial Management and Accounting

NHBPCS 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 Director of Operation will be in charge of establishing the school's financial systems with assistance from the Board and with review by the Executive Director. We expect to develop operating cash reserves because of the per pupil funding allotment. 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 Director of Operations will be responsible for preparing these reports and presenting them to the Executive Director.

The Executive Director will be responsible for preparing summary financial reports for each board meeting.

d. Civil Liability and Insurance

Using Selective Insurance NHBPCS will procure insurance policies that meet or exceed the levels recommended by the PCSB. These include:

Type Estimated	Amount
General Liability	\$1 million per occurrence, \$2 million aggregate
Directors and Officer Liability	\$1 million

Educators Legal Liability	\$1 million
Student Accident	Per-student basis
Umbrella Coverage	\$3 million
Property/Lease Insurance	100% of replacement cost
Boiler and Machinery Insurance	\$1 million (if appropriate), or actual loss
Auto Liability Insurance	\$1 million
Worker's Compensation	As required by law

e. Provision for Audit

Every year, a full audit of the school's financial systems and transactions will be undertaken by an outside certified public accountant that is otherwise unaffiliated with NHBPCS. The auditor will be chosen from the list of pre-approved firms provided by the D.C. PCSB. The audit process will be fully supported by the board Finance Committee and the school staff. A copy of the audit will be provided to the D.C. PCSB by the published deadlines.

4. Facilities

a. Identification of a Site:

NHBPCS will be located at 601 50th St. NE, Washington, DC 20019 in far Northeast Washington D.C. on a beautiful thirteen-acre campus. The school was bought by Miss Burroughs in 1907 along with the Progressive National Baptist Convention. In 1971 the current structure 41,000 sq. ft was built complete with a full gymnasium. Most recently a full developmentally appropriate outdoor playground was added.

b. Site Renovation:

A new boiler was installed in November 2011 but the school is in need of modernization and updating to bring everything to code and making it ADA compliant. Sigal Construction of Washington DC has provided an estimate (attached in Excel File) for a complete renovation project for \$5,438,000.00. Due to the exorbitant amount this renovation would be done in phases beginning with bringing all wiring and major systems up to code and new windows.

5. Recruiting and Marketing

a. Outreach to the Community

The Nannie Helen Burroughs PCS founding group and advisory group members will work diligently to publicize, we plan to serve both the students and the community; we are also committed to serve as a strong resource to the community by serving not only the students but incorporating the families of the community as well. Our main focus and driving force is to create a strong educational program that is attracting to members of the community as well as nationally. Taking a proactive approach by incorporating parent involvement systematically into school operations is what we deem as extremely important.

Serving the Community

The Nannie Helen Burroughs PCS Founding group anticipates providing the following services to the community:

- *Parent and Family Workshops* will be designed for both the enrolled and non-enrolled students and families. Services will include, for example, ways to help children with homework, understanding IEP's, and awareness of support/resource services that are available. Serving refreshments during workshops and continuous advertisements will assist with attendance and awareness.
- *Community Service Projects* begin in the classrooms by way of cross-curricular monthly projects based on the school philosophy enriched virtues aforementioned in the Educational Plan. For example, projects resulting in collecting recyclable products throughout the community, performing plays/skits on the topic of anti-bullying etc.
- *Community Networking Events* will be formatted again for both the non-enrolled and enrolled students and families. Events will include, for example, community fairs, literacy fairs, health fairs, and job fairs.

In the converting process, within the means of identified legal requirements, the Nannie Helen Burroughs PCS administration and founders will make every necessary effort to inform the community of the conversion from private to charter. This is a conversion that will be a benefit to the community for obvious reasons; based on the low-income data provided in above sections the private school was under-enrolled because of finances. Opening Nannie Helen Burroughs PCS will be a breath of fresh air for the parents of the community who are looking for a school that serves the children and their unique needs with no admission fees to strain their budget.

Notifying the Community of the school's existence

The Nannie Helen Burroughs PCS founding group and advisory group members will use a range of mediums in order to reach as many community members as possible. For example, we will include face-to face meetings, online media marketing, radio announcements and commercials, and print media. The outreach efforts will include:

- The Nannie Helen Burroughs PCS website
- Student recruitment information sessions
- Radio PSA's/announcements (e.g., Radio One stations and CBS)
- Bus/Metro Ads and Metrorail systems
- Social media (e.g., Facebook and Twitter)
- Advertisements in local newspapers
- The annual Charter School Expo
- Public Service Announcements
- Open houses
- Community events (e.g., street fairs and parades)

More specifically, the plans for outreach and publicizing the school within the community include developing and maintaining strong relationships with the following (but are not limited to):

- Progressive National Baptist Convention (Relationship has already been established)
- Deanwood Community Center
- Deanwood Library

- First Baptist Church of Deanwood Daycare
- Step-by-Step Therapeutic Childcare Center (Relationship has already been established)
- Families of the former Nannie Helen Burroughs School (Relationships have already been established)
- Department of Unemployment Services
- East of the River Collaborative (nonprofit organizations)
- National Center for Children and Families (nonprofit organizations)

b. Recruitment of Students

The outreach efforts that will be made to potential students and their families will be systematic and strategically accomplished. We know that the recruitment of students is essential and the founders of Nannie Helen Burroughs PCS specifically target the members of the community as a starting point.

The target market is students entering grades K-5 who are located in Washington, DC. Based on research provided by the local Metropolitan Police station, 6th District, typically, the families within our target market range frequent certain businesses located on Minnesota Avenue, the Department of Unemployment Services, listen to Radio One stations, and use Metro bus services for transportation. With this in mind, we have constructed the best ways to reach the families we plan to serve using those avenues along with others. Also, based on comments and concerns of parents of the former Nannie Helen Burroughs School, it was highlighted that they mostly desire a school that provides a strong academic foundation for their children, has an environment that is family oriented, and addresses the specific academic needs.

Areas that attract the student body and ensures desired enrollment numbers	Nannie Helen Burroughs PCS Efforts will be executed by (but not limited to):
Academic Support and Enrichment for student body	<ul style="list-style-type: none"> • Offering Saturday Enrichment programs • Conducting small group pull-outs throughout the school day • Incorporating a multi-sensory curriculum that addresses different learning styles
Basic Student/Parent Needs	<ul style="list-style-type: none"> • Maintaining a parent and student resource center (including computers for parent and student use, local job announcements, resource/guide books etc.) • Offering guidance and counseling by incorporating mental health support • Offering healthy breakfast and snacks for students in addition to the daily lunch
Igniting Student Interests	<ul style="list-style-type: none"> • Offering Saturday dance classes • Infusing team sports and athletic

	<p>experiences throughout the year</p> <ul style="list-style-type: none"> • Providing fine arts activities and workshops • Offering field experiences each semester • Hosting holiday dances • Providing mentorships
Maintaining a Welcoming Environment	<ul style="list-style-type: none"> • Opening the parent and student resource center up to members of the community • Encouraging parents and family members to chaperone during field experiences • Offering family workshops • Hosting school fairs, school plays, and sporting events throughout the school year • Providing open enrollment fairs that include sample activities and workshops for parents and children to participate in • Making it evident to parents and children in Washington, DC that we have open admission for ALL DC students/residents regardless of grade level equivalency and based on early enrollment • Inviting potential students and guardians from local homeless shelters for families (e.g., Homeless Children Playtime Project, Shelter for Women and children etc.) to open houses and events
Anticipating and Avoiding Under-Enrollment	<ul style="list-style-type: none"> • Hosting networking socials that allow for questions for clarification and on-site enrollment opportunities beginning in January through the month of September (as needed) • Clearly communicating deadlines by way of written advertisements, flyers and banners posted throughout the Metropolitan area • Encouraging potential students, parents, guardians, and families to apply as early as January • Contacting students and parents of the closing schools in the surrounding areas prior to school's closings • Continuing the relationships with local day-cares and families by having on-

	site admissions opportunities beginning with an Intent to enroll form that will be signed by each interested parent/guardian
--	--

The Nannie Helen Burroughs PCS plans to encourage open enrollment followed by the Lottery process for selections and in case of under-enrollment, which we do not anticipate, we will adjust the number of faculty and hiring contracts while continuing the efforts to advertise and recruit new students.

C. Operations Plan

1. STUDENT POLICIES AND PROCEDURES

a. Timetable for Registering and Enrollment

REGISTERING

Application deadline: March 15, 2014. Apply to NHBPCS by March 15 to be included in a school's lottery

Lottery Date: March 22, 2014. NHBPCS will hold their lotteries on this date and notify families soon thereafter.

Deadline to accept your lottery space: April 12, 2014. If you are offered a space in the lottery, you must contact the school — and in some cases, complete required forms* — by April 12 to accept your space. If you don't notify the school by April 12, the school may give your space to someone on the waiting list.

ENROLLMENT AND LOTTERY GUIDELINES

According to the School Reform Act, enrollment in public charter schools is open to all students who are residents of the District of Columbia, and if space is available, to non-resident students who pay tuition at the rate established by the State Education Agency. A public charter school may not limit enrollment based on student's race, color, religion, national origin, language spoken, intellectual or athletic ability.

To ensure that children in the District of Columbia receive fair and equitable opportunities to enroll in and attend public charter schools, the District Of Columbia Public Charter School Board (PCSB) has created enrollment and lottery guidelines. Which NHBPCS will follow. These guidelines are located in the PCSB Policy and Procedures Handbook.

ENROLLMENT AND LOTTERY PROCESS

1. NHBPCS determines enrollment period and makes public announcement of enrollment deadlines. Evidence of school's public announcements will be verified during the PCSB's Annual Compliance Review. Therefore, these data should be collected and maintained at the school. **Best Practices: Written announcement is posted in local papers, community fliers, bulletins, websites, etc.**
2. NHBPCS receives completed applications for enrollment by posted deadline.
3. If NHBPCS is over-subscribed at the end of the enrollment period, then all the applications go into the lottery.
4. The **lottery** is a system of random selection of applications that identifies students for enrollment and generates the school's waiting list. During the lottery process all completed and accepted applications submitted during the enrollment period are publicly drawn in random order until capacity is reached and the remainder is placed on the waiting list. **Best Practices: The public lottery should occur soon after the closure of the enrollment period.**
5. The **waiting list** ranks applications that were submitted during the enrollment period. The applicants will be identified by number and by grade. As spaces become available they will be offered to the applicants in the order of placement on the waiting list.
6. NHBPCS will place those applications received by the deadline in order of their submission on a waiting list and then all other applications will be placed after them in order of their submission on that waiting list.
 - o **Best Practices: Schools should maintain a current waiting list in the main office.**

b. PROCEDURES FOR ENROLLMENT and WITHDRAWALS

ENROLLMENT FOR 2014-2015

Enrollment for all grades at Nannie Helen Burroughs PCS is by random public lottery. Any student in the District of Columbia is eligible to attend NHBPCS. There are no entrance tests, fees or requirements.

Nannie Helen Burroughs Public Charter School will follow the Charter Board procedures and the office will contact you back if needed to answer your questions and obtain additional information from you. In some cases, NHBPCS may have a waiting list. You will be notified if this is the case. Once your child has been enrolled, staff will contact you to set up the enrollment meeting and complete the enrollment application.

Parents will need the following documents to enroll:

- Copy of birth certificate as well as original to view
- Copy of your student's immunization record as well as original to view
 - o If student is not immunized, then parent will need to submit an immunization waiver form
- Students entering into Kindergarten or First Grade will need to provide proof of Report of Health Checkup for School Entry
 - o DC requires first grade students to have a health screening.

- The screening should be completed within 18 months prior to or within 90 days of entering first grade.
 - Parents may also waive this health screening, but need to sign and submit the form promptly with registration.
- Copy of most recent IEP or 504 plan for any student who has an active IEP or 504 plan..
- A utility bill or property tax statement establishing residency in the Nannie Helen Burroughs PCS community.

Admission to NHBPCS requires a commitment from both students and parents to the goals and vision of this charter. All prospective students and their parents or guardians must complete an enrollment application before admission. NHBPCS actively recruits a diverse student population who understands and values the school's mission and are committed to its instructional and operational philosophy.

Each year the Board of Directors establishes the maximum capacity of the School. Preference for enrollment is given to employees' children, then siblings of current students, students who reside within the District, and students from the District of Columbia.

Students selected through the lottery process have thirty (30 days) to sign a commitment letter to indicate that the pupil will attend the school. If the signed commitment letter is not returned within the allotted period of time, the School will proceed to offer enrollment to the next student on the waiting list created through the lottery process. After the school year has begun, applications for enrollment continue to be accepted and date/time stamped on a rolling basis, with students accepted for enrollment on the basis of available capacity. The School makes every reasonable attempt to accommodate all the students who wish to attend.

Nannie Helen Burroughs PCS is secular in its programs, admission policies, employment practices, and all other operations, and does not discriminate against any pupil on the basis of ethnicity, national origin, gender, or disability or any other characteristic. Admission to this charter is not determined according to the place of residence of the pupils, or of their parents or guardians, as long as it is within the District of Columbia.

NHBPCS complies with all laws establishing minimum and maximum age for public school attendance.

To help prospective parents learn more about Nannie Helen Burroughs PCS, we are inviting the public to attend a Parent Information Meetings and/or a School Tour by appointment.

PARENT INFORMATION MEETINGS: Parent Information Meetings will be offered on campus, located at 601 50th St NE, Washington, DC 20019. The meeting will include a 45-minute presentation that reviews our school's philosophy, curriculum, and history, followed by a question and answer session.

SCHOOL TOURS: (By appointment only) School tours will be scheduled for selected dates.

This gives parents the opportunity to visit our classrooms and watch the NHBPCS vision translated into day-to-day practice. School tours are by appointment only and are limited per tour as to not have a negative impact on learning. You may contact the school office to arrange to participate in a tour.

LOTTERY

The Lottery will be held in March on school campus. You do NOT need to be present at the Lottery in order to be offered a position in the school. There are typically spaces available at every grade level in addition to Kindergarten.

Preference is given to the children of founding parents, siblings of current students and to the children of faculty and staff. Siblings are defined as any two students who share a legal parent/guardian. (Legal documentation is required.) A secondary level of preference is offered to students who reside within the boundaries of the District of Columbia. Applications received after the deadline will not be processed for the lottery. These applicants will be placed on the bottom of the waitlist, after the lottery, in first come – first served order.

AFTER THE LOTTERY

Within 5 days of the conclusion of the lottery, families of students that were selected will be notified by certified mail and phone. Families will have 10 days to accept or reject the offer of a position for their child to become a student at NHBPCS. You must formally accept the offer of the position by completing, signing and returning your offer letter. All offer letters must be on file in the school office in order to protect your position.

Once you have accepted a position at NHBPCS, you have completed **STEP ONE** in the enrollment process.

In order to secure your child's position in NHBPCS, you need to proceed to **STEP TWO**, which is to complete an ENROLLMENT Packet. The Enrollment Packet has many forms that must be completed, which give the school vital safety and family information about your child.

If you have questions or need clarification you may contact the Administrative assistant in the school office.

WITHDRAWAL POLICY

Withdrawals require at least one (1) days' notice.

Parents wishing to withdraw a student from school must present a signed request to the principal stating the reason for the withdrawal and the effective date.

Teachers will inform the office if the student has a book that is outstanding. It is the parent's responsibility to pay for any fines or lost books.

☑ All other money matters must be cleared prior to the release of the student's withdrawal forms.

2. Human Resources Information

Nannie Helen Burroughs PCS intends to actively recruit its duly credentialed teachers through various agencies, websites, and advertisement. In addition, NHBPCS will take all steps necessary to

minimize the use of teachers holding emergency credentials and will seek to maintain a potential list of credentialed teachers from which to draw in the case of a teacher vacancy during the school year. Postings for all open positions will be published to a broad professional audience with intent to recruit and hire diverse staff that appropriately represents racial dynamics of the target population. Their educational and teaching experience will be evaluated by the OSSE Credentialing and they must meet all requirements to obtain a District of Columbia before being hired.

Nannie Helen Burroughs PCS will not discriminate against any applicant or employee on the basis of race, color, age, gender, sex, national origin, sexual orientation and marital status. All staff will be expected to be sensitive to the linguistic and cultural needs of students and expand their understanding of such needs through participation in staff development opportunities.

a. Key Leadership Roles

The **Executive Director** is the "Face" of NHBPCS and oversees its entire operation. They report directly to the Board of Trustees, and are hired, supervised and evaluated by the same. Consequently, they serve as the key liaison to the Board of Trustees for all matters. The Executive Director, in turn, supervises all other key administrative personnel. The Executive Director has direct responsibility for: Leadership (vision and mission of the school, accountability plan implementation, models and supports qualities indicated by school's vision, resolves conflicts, institutes organizational change as needed), Professional Conduct (sets and enforces all ethical standards, assures adherence to all state and federal law, demonstrates and implements an atmosphere concurrent with the school's mission), Organizational Management (Implements Strategic Plan, Oversees operation of the school, oversees budget planning and implementation in support of mission and vision, documents and communicates goals and progress to Board and community), Facilities and Equipment (Oversight of location of facility, renovation, adherence to safety, health and construction codes, implementation of multi-year maintenance planning), Safety (Articulates and implements policy regarding severe weather, threats to school, trauma, crises planning, responsible for day-to-day safety of staff and students in building and out during school activities), Policy and Governance (differentiates administrative procedure from Board policy matters, interprets federal and state regulation for implementation, responsible for use of legal counsel when needed, liaison to the DESE and other state organizations)

The **Director of Operations** is responsible for Human Resources Management (responsible for implementation of all personnel policy, oversees staff evaluations and feedback, responsible for contracts with all staff, compensation and benefits planning), Communication and Community (Communicates with Staff, Parents, Students, Community Members, Media, responsible for webpage, acts as business manager is responsible for the oversight of all financial and resource issues within the school. They are hired and supervised by the Executive Director. Their duties include: the budget planning and implementation process, payroll, purchasing, bookkeeping, adherence to all state and federal laws regarding payroll, taxes, purchase and acquisition, oversight of building maintenance and janitorial contracts, procurement of an independent audit, implementation of all human resources policies and procedures including all employee benefits.

The **Principal** is the Educational Leader of the school. They are hired and report to the Executive Director but are primarily responsible for the implementation of all academic policy and for the academic success of every student. They have direct responsibility for Program Development and Assessment, Curriculum Development and Assessment, Scheduling, Staff Development, Student Record Keeping, student achievement reporting, Testing (MCAS and AYP), student intake and orientation, off-campus programs, learning standards and benchmarks, supervision of all teachers (including academic department leadership), new hires and terminations as well, the guidance office, student discipline, nutrition services, and health services.

The **Director of Education** must see his school's mission and curriculum from idea to reality. Develop a solid leadership team of staff members to ensure retention outcomes. Manage daily academic operations to remain within budgetary constraints and improve operating margins. Apart of hiring, training, evaluating, and retaining qualified faculty. Supervise the completion of faculty lesson plans, faculty evaluations, and assessment of lesson plans. Coordinate efforts with Human Resources to ensure all chairs, faculty, and direct reports understand job expectations and receive annual written performance evaluations. Participate in curriculum development, evaluation and revision as requested. Coordinate with appropriate curriculum partners to ensure faculty is trained on all designated curriculum and institutional assessment initiatives. Lead student retention activities that include, but are not limited to: contacting absent students, new student orientation, coordinating departmental student academic advising, providing a beginning point of contact for Special Education services. Ensure compliance with state standards and accreditation, regulations, and policies. The director of education will hold weekly staff meetings to discuss all matters related to curriculum and instruction, and monitoring student performance. Teachers will be asked to report on all matters related to students' response to instruction and performance on both informal and formal assessments. Teachers and administrators will collaborate to solve problems related to all matters affecting students' performance and wellbeing. In addition to evaluating teachers' performance, the directors of education and student services will conduct weekly classroom observations to monitor students' level of engagement in learning, teacher-student interactions, and students' responses to curriculum and instruction, to evaluate the effectiveness of materials and methodologies implemented. The director of education will conduct informal interviews with older students (grades 3-8) about their educational experiences at the school and take into account their levels of motivation in response to particular programs. Parents and guardians will be involved through a Parent-Teacher-Student Association (PTSA) that will hold regular biweekly or monthly meetings. The PTSA leader will communicate on a regular basis with the director of education subsequent to meetings to ensure parent input is considered in decisions that affect the school. In addition, parents will be able to provide input and feedback during monthly "Parent Involvement" meetings hosted by the school. Finally, teachers and parents will receive a survey about the school's performance at the end of each academic year. Survey responses will be taken into account in planning for the subsequent school year.

The **Development Director** is hired and supervised by the Executive Director. Working with the ED and the Board of Trustees and the Board for the not-for-profit 501(c) 3 associated with the school, the Development Director is responsible for grant-writing and fund-raising activities necessary to supplement the federal and state budget allocated to the school.

b. Qualifications of School Staff

The Principal of Nannie Helen Burroughs PCS is the operational and instructional leader at the School and is responsible for helping the School and students achieve the outcomes outlined in this charter petition. All NHBPCS teachers (i.e., educational facilitators, specialists, teachers of record, and site-based teachers) must hold a District of Columbia Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. As per No Child Left Behind (NCLB) and state charter guidelines, core and college preparatory classes are taught by appropriately credentialed, highly qualified teachers. Core classes are defined to include English-language arts, mathematics, science, and history-social science. As allowed by statute, flexibility is given to non-core, non-college preparatory teachers.

A teacher of a core academic subject must demonstrate core academic subject matter competency. Additionally, educators (i.e., educational facilitators, specialists, site-based teachers, coordinators) employed by the school must:

- Be willing to work collaboratively with parents and other staff members
- Be willing to participate in professional development opportunities and to engage in continuous reflection on the goals and methods of education at NHBPCS.
- Strive toward implementing Julian Charter School's mission and vision
- Be skilled at or willing to be trained in the current and future teaching practices used at NHBPCS.
- Be knowledgeable about educational psychology and developmentally appropriate practices
- Be able to design and to tailor curriculum for individual students and groups of students
- Enjoy working and being with students
- Be facilitators of learning rather than dispensers of knowledge
- Be committed to making a difference in the quality of the School and in the lives of the students and staff.

Nannie Helen Burroughs PCS may also employ or retain additional certificated and non-certificated personnel to assist in providing supplementary instruction, management, and support services. All staff must have the necessary qualifications, skills, experience, and/or credentials to fulfill their job description.

Temporary or short-term personnel may be employed by NHBPCS. The qualifications and educational experiences for these positions are determined by the school's Executive Director and administrative teams. All staff must have the necessary qualifications, experience, expertise, and/or credentials appropriate for the position being filled.

Qualifications for the current School positions (the NHBPCS Organizational Chart further delineates supervisory roles and oversight responsibilities) and for additional employees are outlined in approved job descriptions. These job descriptions and supporting documentation are subject to periodic inspection by the Board of Directors and available upon request.

NHBPCS recruits highly qualified teachers using established teacher credentialing services, charter school employment fairs, and other generally acceptable recruitment strategies. Procedures regarding the selection of personnel (certificated, classified, and administrative) are established by the Board of Directors.

c. Staffing Plan

Nannie Helen Burroughs PCS is seeking an experienced and innovative staff with exemplary academic and professional credentials. Our ideal staff are visionaries who yearns to put his/her experience, knowledge, and drive into action, laying the groundwork and setting the tone for an inspiring and welcoming school climate. The school's structure and climate should challenge and motivate our diverse students, teachers, and families to achieve academic excellence, develop as people, and positively impact the communities in which they live. Resourcefulness, flexibility, and an entrepreneurial spirit are key qualities.

A commitment to the educational philosophy of our school and demonstrated passion about our ideals is imperative which will include:

1. Maintain pupil-teacher ratios in Board Policy/Administrative Regulation.

2. Base elementary staffing on 2014/2015 enrollment projections.

3. Staff elementary schools at the following teacher pupil ratios (TPR):

A. Target initially at a TPR for Kgn there will be a teacher and assistant in each of the 3 classrooms of 17 = 1:8.5

For 1-2 grade there will be 2 classes of each grade level with a teacher and assistant TPR of 1:10,

B. Use a conservative, flexible approach to staffing.

C. Consider adding an additional teacher if a building grade level Staffing Plan TPR

reaches:

grades 1-3 = 1:23.7

grades 4-5 = 1:25.5

4. English Language Learner (ELL) Staffing to be based on students' needs

5. Special Education Staffing to be based on established criteria.

6. Guidelines for assigning instructional time to elementary special area teachers (SAT) (art, music, PE, Keyboarding) will be 1440 minutes. Because scheduling SAT's should not dictate scheduling of core academic classes, it is requested there be continued flexibility in determining SAT instructional minutes in order to accommodate building schedule development.

In keeping with our continued small class size and teacher student ratio we will be to better meet the children's needs and be more aware if there are academic problems.

3. Arrangements for Meeting District and Federal Requirements

Health and Safety

NHBPCS will adhere to all applicable health and safety laws and regulations, pursuant to §38-1802.0. (11) and §2204(c)(4) of the D.C. School Reform Act, and will comply with all

required or requested health and safety inspections by government officials. In addition, NHBPCS's staff will be trained in first aid and CPR to maintain the health and safety of students and staff.

Safety

NHBPCS will comply with the Americans with Disabilities Act and all requirements of the D.C. Code §5-501 et seq. for fire safety.

Transportation

NHBPCSPCS will inform all students' parents/guardians of the eligibility for reduced fares on the Metro bus and Metrorail Transit System on the same terms and conditions as are applicable to any student attending a D.C. public school. Staff will arrange for the transportation of students with disabilities through the D.C. Public Schools. If necessary, NHBPCS will consider contracting with a private transport vendor, if the school cannot be easily reached using public transportation.

Enrollment Data

NHBPCS will maintain accurate daily enrollment and attendance records for all students. The school will record and compile this information and provide copies to the appropriate authorities in accordance with §2204(c)(12) of the D.C. School Reform Act.

Maintenance and Dissemination of Student Records

NHBPCS will use a computerized student information system to maintain student data and records. This system will be used for internal purposes and to record and report student information in accordance with the D.C. School Reform Act, Parts B and D, and other applicable laws, including D.C. Code §31-401 et seq. (Compulsory School Attendance); D.C. Code §31-501 et seq. (Immunization of School Students); D.C. Code §31-601 et seq. (Tuition of Non residents); D.C. Code §29-501 et seq. (Nonprofit Corporations).

Compulsory Attendance Laws

NHBPCS will be vigilant in keeping enrollment and attendance records to ensure that every student is accounted for every day. School leaders will take appropriate steps to address persistent violations of school and D.C. requirements.

Individuals with Disabilities Education Act and Rehabilitation Act of 1973:

NHBPCS will comply with all federal regulations concerning special education. The school's special education programs and services will be developed by professionals who are thoroughly familiar with the requirements of federal law pertaining to students with special needs.

Title I of the Improving America's Schools Act

Any funds NHBPCS receives through this program will be used to provide intensive academic support programs within the school in accordance with D.C. and federal requirements.

Civil Rights Statutes and Regulations of the Federal Government and the District of Columbia

NHBPCS will comply with all federal and D.C. civil rights regulations to ensure that students, employees, and volunteers will not be discriminated against in any unlawful manner.

Other

NHBPCS will ensure that the school meets any applicable requirements of D.C. Municipal Code 29, Public Welfare, Excerpt: 3 Chapter 3, Child Development Facilities, as well

as the guidelines of the U.S. Consumer Product Safety Commission regarding playground equipment

4. Implementation of the Charter

a. Timetable and Tasks for Implementation of Charter

NHBPCS will execute the tasks required to open the school according the following timetable:

Activity	Begun	Jun-Aug2013	Sept-Dec2013	Jan-March2014	April-July2014
Accountability					
Begin work on comprehensive mission accomplishment plan	X	X			
Begin developing one-year and five-year academic and nonacademic goals and outcomes	X	X	X	X	x
Determine data collection needs and reporting requirements	X	X	X	X	x
Identify and research hardware and software options for managing student, personnel, and financial information and reporting requirements	X	X	X	X	
Research, refine and establish annual and five-year academic and non-academic goals and targets	X	X	X	X	x
Select student, staff, and school assessment instruments for academic and non-academic goals	x	x	x		
Select or develop satisfaction surveys and measures		X	X	x	
Purchase hardware and software for managing student, personnel and financial information		x	x	x	
Finalize student records and forms templates			x	x	
Establish suspension and expulsion policies	x	x	x	x	
Admissions					
Collect examples and begin designing application and registration forms		x			
Establish actual student application period	x	x			
Establish an impartial lottery procedure for selecting students if application exceed available seats			x		
Develop confidentiality policy for student records			x		
Collect samples and develop student/parent handbook			x	x	
If building is not ready during enrollment period, secure temporary space where parents/guardians can enroll students by phone or in-person; designate contact person for interested applicants		x	x	x	
Accept student applications and acknowledge receipt of applications		x	x	x	x
Enter application information into student information system		x	x	x	x
Conduct lottery and establish waiting lists				x	x
Send confirmation of admission or waiting list status; notify parents/guardians of deadline for completing registration				x	x
Conduct student registration, ensure receipt of all required or necessary information (including school calendar, dress code or uniform requirements, promotion				x	x

requirements, school code of conduct) and that commitment are executed by each student and parent/guardian					
Move applicants off waiting list into accepted status and continue registration until school is fully enrolled					X
Activity				X	X
Create form letter for requesting records from previous school and begin requests as students enroll				X	
Hold an open house and parent/guardian and student Orientation			X	X	X
Continue development of student/parent handbook			X	X	
Establish plan for recording and compiling attendance information			X	X	
Communication, Marketing and Recruitment					
Develop community outreach and student recruiting strategy, to include determining advertising and information materials needed, targeted neighborhoods, special events, distribution methods, print/media contacts and opportunities	X	X	X		
Hold meeting with key community, private sector, religious and political leaders	X	X	X	X	X
Develop fact sheets on school design and curriculum		X	X		
Develop website		X	X		
Begin development of brochures and other promotional materials			X		
Issue press release announcing planned school and opening date		X			
Create social media strategy			X		
Update/expand website as needed			X	X	X
Hold open houses and parent forums. Participate in other community events		X	X	X	X
Run ads, distribute literature, and promote school via special events and activities in targeted neighborhoods; prepare materials in other languages		X	X	X	X
Develop and implement strategy to elicit parent and community volunteers and college student interns		X	X	X	X
Education Program Development					
Continue to develop and refine educational program to assure it is aligned with educational goals and accountability		X	X	X	X
Facilities					
Identify and secure an interim school site	X	X	X	X	X
Negotiate and finalize lease	X	X	X	X	X
Identify and address all applicable zoning requirement/restrictions			X	X	
If renovating or building:			X		
1. Secure financing for build-out	X	X	X		
2. Commence construction documents and issue RFPs	X	X	X		
3. Select general contractor/subs and finalize construction documents/architectural plans	X	X	X		
4. Obtain building occupancy permits as	X				

needed					
5. Establish "drop dead" deadline for occupancy vs. alternative plans	X	X			
6. Create contingency plan if "drop dead" date not met	X	X			
Complete all inspections (fire code, health and safety, ADA, asbestos, etc.)	X	X			
Obtain certificate of occupancy	X				
Install security system and train staff					
Acquire furniture and materials (see procurement)	X	X	X	X	
Procure and manage telecom/internet installation	X	X			
Move in furniture and fixtures, arrange classrooms, office, library and other space				X	X
Open building for public access	X	X	X	X	
If building not ready, secure space for pre-opening activities				X	X
Financial Management					
Engage back-office services vendor		X			
Develop protocols for operations with back-office services vendor		X	X		
Develop one-year and five-year operating and capital budget for Board of Directors approval		X	X		
Establish school bank accounts and other financial services		X			
Develop financial management systems and policies, establish internal controls		X	X	X	
Determine insurance needs and obtain policies		X			
Engage payroll vendor		X			
Develop and implement internal fiscal health assessment system				X	X
Select independent auditor					X
Food Service					
Determine level of food provision (breakfast, lunch, afterschool snack)		X			
Select food service vendor		X			
Ensure facility meets food service requirements and code				X	X
Governance					
Assemble Founding Group	X	X	X	X	X
File to establish nonprofit corporation status in D.C.	X				
Apply for 501(c)3 status with Internal Revenue Service	X	X			
Establish board, develop board meeting schedule		X			
Define and establish Advisory Board		X			
Adopt bylaws and amend as needed		X	X	X	X
Establish and activate Board committees			X	X	X
Establish Board of Directors and recruit new members		X	X	X	X
Schedule first board meeting		X	X		
Conduct election of remaining board members		X			
Establish plan for transition from start-up board to ongoing governance body		X	X		

Health and Safety					
Get student medical and health forms, including most recent physical exam, TB tests, Immunization records from previous schools					X
Check student medical and health forms for completeness and conduct follow as necessary					X
Establish policy for addressing noncompliance by parents/guardians regarding medical and health information required by statute or regulation				X	
Provide all staff with first aid training and ensure that school has adequate first aid supplies inventory					X
Establish evacuation routes/procedures; schedule fire drills					X
Create emergency preparedness plan				X	
Legal and organizational					
Receive approval of charter application	X				
Negotiate and sign contract with chartering authority		X			
Parent Involvement					
Ensure ongoing and meaningful involvement of parents in school governance, committees, classrooms and other areas				X	X
Create parent support and training plan		X		X	X
Establish and carry out process for choosing parent directors				X	X
Personnel					
Collect samples; begin to develop personnel policies and procedures		X	X		
Develop employee benefit package, including retirement			X	X	
Collect samples and design employee handbook		X	X		
Determine staffing needs, including for specialized staff			X	X	
Collect samples and design employment applications and employment contracts			X		
Develop job descriptions	X	X	X		
Develop timeline for hiring staff		X	X		
Research requirement for background checks and potential vendors		X			
Conduct search for teachers and staff; interview candidates		X	X	X	X
Research policies and procedures for staff taking leave from DCPS	X	X			
Advertise for staff opening, conduct interview and hire staff. Have employment contracts signed and on file		X	X	X	V
Finalize personnel policies and procedures and employee handbook			X		
Develop staff professional development plan and schedule for year, including pre-opening activities			X	X	X
Establish salary scale/compensation structure	X	X	X		
Conduct background checks				X	X
Create personnel files			X	X	X

Assign classrooms and offices					X
Conduct employee orientation and pre-opening professional development activities					X
Distribute employee handbooks					X
Establish staff evaluation policies and forms				X	
					X
Distribute class lists and cumulative records to teachers as appropriate					
Procurement					
Order/Manage delivery of textbooks, instructional materials			X	X	X
Order/Manage delivery of desks, furniture, classroom equipment			X	X	X
Order/Manage delivery of officer equipment and supplies			X	X	X
Order/Manage delivery of computer and other technology			X	X	X
Order/Manage delivery of kitchen/cafeteria, gym/recreational and other equipment and supplies			X	X	
Special Education					
Obtain cumulative files (including existing IEPs) and suspension reports for all students from previous schools				X	X
Identify students with IEPs				X	X
Create special education record keeping process, ensuring confidential records are kept in locked cabinet			X	X	
Establish pre-referral and referral process for students with potential special needs			X		
Develop a description of special education program and service delivery approach	X	X	X		
Sustainability					
Begin creating sustainability plan, including strategic financing plan	X	X			
Finalize sustainability plan, begin executing			X	X	X
Technology					
Determine computer/other technology procurement for Year 1		X	X		
Continue developing technology plan			X	X	X

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

Use of Technology Structure or Plan to Enhance the Educational Environment

NHBPCS will create a technology structure to support the following goals:

- Collecting, aggregating and reporting student information, including enrollment information, attendance, discipline and classroom performance
- Maintaining employee records, including employment data, compensation, benefits, evaluations and professional development
- Recording and aggregating financial transactions and other critical financial data to meet reporting requirements and to conduct fiscal health assessments
- Sharing information with families and the larger community via public and non-public sections of the school's website
- Supporting collaboration between teachers via shared curriculum
- Allowing for the age-appropriate use of technology in classroom teaching

The director of organizational capacity will lead the technology effort, while working closely

with the director of education and the school staff. Upon receiving a charter, the director of organizational capacity will begin creating a detailed technology plan. Given the potential expense technology investments represent in terms of money and staff time, the technology plan will strive to adopt simple, easily updated, and accessible technology solutions that meet the school's needs. All teachers and full-time staff will have computers. The director of education and the director of organizational capacity will have ultimate responsibility for data required by stakeholders. They will be assisted in the effort by the director of student services, the administrative assistant, and other teachers and staff as appropriate.

c. Major Contracts Planned

Potential major contracts equal to or exceeding \$25,000 include:

- Textbooks
- Classroom and office furnishings
- Accounting services
- Food service

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

Parents/Families

NHBPCS considers families essential partners in the education of their children.

Parents/families will participate in a mandatory orientation prior to the opening of the school year. This orientation will introduce parents to school staff, review expectations for parents and children, and provide an opportunity for parents to get to know each other and the school. All families will receive a copy of the parent handbook upon registration.

Teachers

As described above, teachers will participate in extensive professional development prior to the opening of the school year. This intensive training will build the team, develop a common ethos, and set expectations. Teachers will work in small groups related to their areas of focus. Teachers and staff will receive a copy of the employee handbook when they are hired.

e. Services Sought from the District of Columbia Public Schools

As of the writing of this application, NHBPCS has no plans for using DCPS services.

However, as specifics about this school's facility, student body, and other considerations emerge, the school leaders may consult DCPS officials about services.

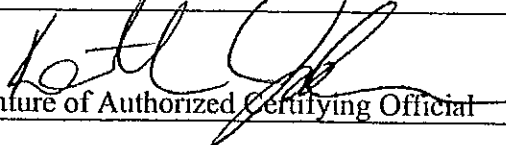
Certifications

Assurances Form

(This form must be submitted with the application.)

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

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

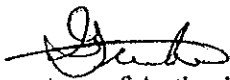
 Signature of Authorized Certifying Official	Title <i>Principal</i>
Applicant Organization <i>NHBPCS</i>	Date Submitted

Assurances Form

(This form must be submitted with the application.)

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

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

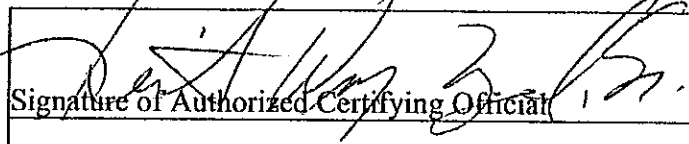
 Signature of Authorized Certifying Official	Title <u>Board Member</u>
Applicant Organization <u>DHBPCCS</u>	Date Submitted <u>2/15/2013</u>

Assurances Form

(This form must be submitted with the application.)

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

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

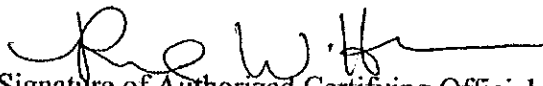
 Signature of Authorized Certifying Officer	Title
Applicant Organization	Date Submitted

Assurances Form

(This form must be submitted with the application.)

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

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

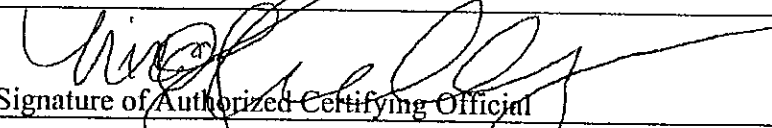
 Signature of Authorized Certifying Official	Title
Applicant Organization NHBCS	Date Submitted 2/15/13

Assurances Form

(This form must be submitted with the application.)

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

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

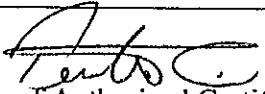
 Signature of Authorized Certifying Official	Dir. of Operations Title
Dannie Helen Burroughs DCPS Applicant Organization	2/14/2013 Date Submitted

Assurances Form

(This form must be submitted with the application.)

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

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

 Signature of Authorized Certifying Official	Title
Applicant Organization NHBPCU	Date Submitted 2-15-2013

E. Budget Narrative

The Nannie Helen Burroughs PCS budget is the financial plan designed to achieve the core educational mission of the governing body. At its best, our budget mirrors the goals, and ambitions of our students, teachers, leadership team and the community at large.

As for the pre-operating budget, the requirements, needs, and priorities were examined. Our goal setting and budget development processes were based on making sure that the support programs for our students. We want our children to complete their primary elementary school years with access to the opportunities for success in secondary schools that their neighbors and older siblings have had in recent years and previous generations.

The attached pre-operating budget and five-year estimated budget outlines the proposed revenues, expenses, as well as the breakdown of monthly cash flow projections.

Pre-Operating Budget

DESCRIPTION				
REVENUES				
1	Per Pupil Charter Payments			Notes
2	Per Pupil Facilities Allowance			
3	Federal Entitlements			
4	Other Government Funding/Grants	180,000		Title V b
5	Total Public Funding	180,000		
6	Private Grants and Donations			
7	Activity Fees			
8	Loans			
9	Other Income (please describe in footnote)			
10	Total Non-Public Funding	0		
11	EMO Management Fee (= line 73, col. G)			
12				
13				
14	TOTAL REVENUES		\$180,000	
EXPENSES				
<i>Personnel Salaries and Benefits</i>				
15	Principal/Executive Salary			Notes
16	Teachers Salaries	100,000		
17	Teacher Aides/Assistance Salaries			
18	Other Education Professionals Salaries			
19	Business/Operations Salaries			
20	Clerical Salaries			
21	Custodial Salaries			
22	Other Staff Salaries			
23	Employee Benefits			
24	Contracted Staff	20,000		
25	Staff Development Costs			
26				
27	Subtotal: Personnel Costs		\$120,000	
28				
29	<i>Direct Student Costs</i>			
30	Textbooks			
31	Student Supplies and Materials			
32	Library and Media Center Materials			
33	Computers and Materials			
34	Other Instructional Equipment			
35	Classroom Furnishings and Supplies			
36	Student Assessment Materials			
37	Contracted Student Services			
38	Miscellaneous Student Costs			
39				
40	Subtotal: Direct Student Costs		\$0	
41				
42	<i>Occupancy Expenses</i>			
43	Rent			
44	Mortgage Principal Payments			
45	Mortgage Interest Payments			
46	Building Maintenance and Repairs			
47	Renovation/Leasehold Improvements			
48	Utilities			
49	Janitorial Supplies			
50	Equipment Rental and Maintenance			
51	Contracted Building Services			
52				
53	Subtotal: Occupancy Expenses		\$0	

Pre-Operating Budget

EXPENSES				Notes
54				
55	Office Expenses			
56	Office Supplies and Materials		500	
57	Office Furnishings and Equipment			
58	Office Equipment Rental and Maintenance			
59	Telephone/Telecommunications			
60	Legal, Accounting and Payroll Services		5,000	Website
61	Printing and Copying		22,500	Accounting, Reporting, Audit
62	Postage and Shipping		10,000	Student and teacher recruitment
63	Other		1,000	Student and teacher recruitment
64			15,000	Student and teacher recruitment
65	Subtotal: Office Expenses			
66			\$54,000	
67	General Expenses			
68	Insurance			
69	Interest Expense			
70	Transportation			
71	Food Service			
72	Administration Fee (to PCSB)			
73	EMO Management Fee			
74	Other General Expense			
75			5,000	Contingency
76	Subtotal: General Expenses			
77			\$5,000	
78	TOTAL EXPENSES			
79			\$179,000	
80	EXCESS (OR DEFICIENCY)			
			\$1,000	
NOTES:				

[illegible][illegible]

PCS Planning Year Monthly Cash Flow Projection

DESCRIPTION	Month 1 July	Month 2 August	Month 3 Sept	Month 4 Oct	Month 5 Nov	Month 6 Dec	Month 7 Jan	Month 8 Feb	Month 9 March	Month 10 April	Month 11 May	Month 12 June	Total
Office Expenses													
Office Supplies and Materials	\$100												\$500
Equipment													
Office Equipment Rental and Maintenance													
Telephone/ Telecommunications		\$1,000											
Legal Accounting and Payroll													
Services	\$1,542	\$1,542	\$1,542	\$1,542	\$1,542	\$1,542	\$1,542	\$1,542	\$1,542	\$1,542	\$1,542	\$1,542	\$5,000
Printing and Copying	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$22,500
Postage and Shipping	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$2,000
Other	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$10,000
Occupancy Expenses													
Rent													
Mortgage Interest Payments													
Maintenance and Repairs													
Renovation/Leasehold Improvements													
Utilities													
Janitorial Supplies													
Equipment Rental and Maintenance													
Contracted Building Services													
General Expenses													
Insurance													
Interest Expense													
Transportation													
Food Services													
Administration Fee													
Other General Expense	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$5,000
6. Total Expenses	\$14,225	\$15,125	\$14,225	\$15,125	\$15,125	\$15,225	\$14,125	\$15,125	\$14,225	\$15,125	\$14,225	\$15,125	\$179,000
7. Fund Balance (end of month)	\$165,775	\$150,550	\$136,425	\$121,300	\$107,175	\$91,950	\$77,825	\$62,700	\$48,475	\$33,350	\$19,125	\$1,000	

Two-Year Operating Budget Worksheet: Year ONE

DESCRIPTION		BUDGETED AMOUNTS			
		Column A	Column B	Column C	Column D
		501(c)3 School Applicant	Education Management Organization	Total Revenues by Funding Source	Expenditures as a Percent of Total Public Funding
REVENUES					
1	Per Pupil Charter Payments	1,334,831		1,334,831	
2	Per Pupil Facilities Allowance	366,800		366,800	
3	Federal Entitlements	489,023		489,023	
4	Other Government Funding/Grants			0	
5	Total Public Funding			0	
6	Private Grants and Donations			0	
7	Activity Fees			0	
8	Loans			0	
9	Other Income (please describe in footnote)			0	
10	Total Non-Public Funding	80,000		80,000	
11	EMO Management Fee (= line 73, col. G)			0	
12					
13					
14	TOTAL REVENUES	\$2,190,654			
EXPENSES					
<i>Personnel Salaries and Benefits</i>					
15	Principal/Executive Salary	245,000		245,000	
16	Teachers Salaries	640,000		640,000	
17	Teacher Aides/Assistance Salaries	175,000		175,000	
18	Other Education Professionals Salaries	50,000		50,000	
19	Business/Operations Salaries	50,000		50,000	
20	Clerical Salaries	30,000		30,000	
21	Custodial Salaries	40,000		40,000	
22	Other Staff Salaries				
23	Employee Benefits	238,000		238,000	
24	Contracted Staff	100,000		100,000	
25	Staff Development Costs	15,000		15,000	
26					
27	Subtotal: Personnel Costs	\$1,583,000		1,583,000	
28					
29	<i>Direct Student Costs</i>				
30	Textbooks	33,000		33,000	
31	Student Supplies and Materials	30,000		30,000	
32	Library and Media Center Materials				
33	Computers and Materials	17,000		17,000	
34	Other Instructional Equipment				
35	Classroom Furnishings and Supplies	32,000		32,000	
36	Student Assessment Materials	5,000		5,000	
37	Contracted Student Services	15,000		15,000	
38	Miscellaneous Student Costs				
39					
40	Subtotal: Direct Student Costs	\$137,000		137,000	
41					
42	<i>Occupancy Expenses</i>				
43	Rent	240,000		240,000	
44	Mortgage Principal Payments				
45	Mortgage Interest Payments				
46	Building Maintenance and Repairs				
47	Renovation/Leasehold Improvements	55,000		55,000	
48	Utilities				
49	Janitorial Supplies	4,000		4,000	
50	Equipment Rental and Maintenance				
51	Contracted Building Services				

Two-Year Operating Budget Worksheet: Year ONE

52				
53	Subtotal: Occupancy Expenses	\$299,000		299000
54				
55	Office Expenses			
56	Office Supplies and Materials	10,000		10000
57	Office Furnishings and Equipment	24,000		24000
58	Office Equipment Rental and Maintenance	2,000		2000
59	Telephone/Telecommunications	3,000		3000
60	Legal, Accounting and Payroll Services	12,000		12000
61	Printing and Copying	1,000		1000
62	Postage and Shipping	1,000		1000
63	Other	5,000		5000
64				
65	Subtotal: Office Expenses	\$58,000		58000
66				
67	General Expenses			
68	Insurance	11,000		11000
69	Interest Expense			
70	Transportation	1,500		1500
71	Food Service	90,200		90200
72	Administration Fee (to PCSB)	10,954		10,954
73	EMO Management Fee			
74	Other General Expense			
75				
76	Subtotal: General Expenses	\$113,654		113654
77				
78	TOTAL EXPENSES	\$2,190,654		2,190,654
79				
80	EXCESS (OR DEFICIENCY)	\$0		0
81	Excess (or deficit) retained by school	\$0		
82	Excess (or deficit) retained by EMO			

ASSUMPTIONS

Student Enrollment	131	131
Facility Size (square footage)		
Average Teacher Salary	50000	5000
Student/Teacher Ratio	10 to 1	10 to 1
Other Major Assumptions		

NOTES:

Two-Year Operating Budget Worksheet: Year TWO

DESCRIPTION		BUDGETED AMOUNTS		
		Column A	Column B	Column C
		501(c)3 School Applicant	Education Management Organization	Total Revenues by Funding Source
REVENUES				Expenditures as a Percent of Total Public Funding
1	Per Pupil Charter Payments	1,800,155		1,800,155
2	Per Pupil Facilities Allowance	509,600		509,600
3	Federal Entitlements	679,406		679,406
4	Other Government Funding/Grants			0
5	Total Public Funding	2,989,161		2,989,161
6	Private Grants and Donations			0
7	Activity Fees			0
8	Loans			0
9	Other Income (please describe in footnote)			0
10	Total Non-Public Funding			0
11	EMO Management Fee (= line 73, col. G)			0
12				
13				
14	TOTAL REVENUES	\$2,989,161		

		501(c)3 School Applicant	Education Management Organization	Combined Total	Expenditures as a Percent of Total Public Funding
EXPENSES					
<i>Personnel Salaries and Benefits</i>					
15	Principal/Executive Salary	251,000		251,000	0.08397005
16	Teachers Salaries	800,000		800,000	0.267633627
17	Teacher Aides/Assistance Salaries	225,000		225,000	0.075271958
18	Other Education Professionals Salaries	60,000		60,000	0.020072522
19	Business/Operations Salaries	60,000		60,000	0.020072522
20	Clerical Salaries	62,000		62,000	0.020741606
21	Custodial Salaries	82,000		82,000	0.027432447
22	Other Staff Salaries	50,000		50,000	0.016727102
23	Employee Benefits	320,000		320,000	0.010705345
24	Contracted Staff	140,000		140,000	0.046835885
25	Staff Development Costs	25,000		25,000	0.008363551
26					
27	Subtotal: Personnel Costs	\$2,075,000		2,075,000	0.69417472
28					
<i>Direct Student Costs</i>					
30	Textbooks	15,000		15,000	0.005018131
31	Student Supplies and Materials	10,000		10,000	0.00334542
32	Library and Media Center Materials	10,000		10,000	0.00334542
33	Computers and Materials	20,000		20,000	0.006690841
34	Other Instructional Equipment	10,000		10,000	0.00334542
35	Classroom Furnishings and Supplies	35,000		35,000	0.011708971
36	Student Assessment Materials	8,000		8,000	0.002676336
37	Contracted Student Services	25,000		25,000	0.008363551
38	Miscellaneous Student Costs	15,000		15,000	0.005018131
39					
40	Subtotal: Direct Student Costs	\$148,000		148,000	0.049512221
41					
<i>Occupancy Expenses</i>					
43	Rent	252,000		252,000	0.084304592
44	Mortgage Principal Payments				0
45	Mortgage Interest Payments				0
46	Building Maintenance and Repairs				0
47	Renovation/Leasehold Improvements	435,000		435,000	0.145525785
48	Utilities				0
49	Janitorial Supplies	5,000		5,000	0.00167271
50	Equipment Rental and Maintenance	2,000		2,000	0.000669084
51	Contracted Building Services				0
52					
53	Subtotal: Occupancy Expenses	\$694,000		694,000	0.232172171
54					

Two-Year Operating Budget Worksheet: Year TWO

55 Office Expenses

56	Office Supplies and Materials	10,000	10000	0.00334542
57	Office Furnishings and Equipment	10,000	10000	0.00334542
58	Office Equipment Rental and Maintenance	2,000	2000	0.000669084
59	Telephone/Telecommunications	3,000	3000	0.001003626
60	Legal, Accounting and Payroll Services	12,000	12000	0.004014504
61	Printing and Copying	1,000	1000	0.000334542
62	Postage and Shipping	1,000	1000	0.000334542
63	Other	5,000	5000	0.00167271
64				
65	Subtotal: Office Expenses	\$44,000	44000	0.014719849

67 General Expenses

68	Insurance	13,000	13000	0.004349046
69	Interest Expense			0
70	Transportation	1,500	1500	0.000501813
71	Food Service	96,350	96350	0.032233125
72	Administration Fee (to PCSB)	14,946	14946	0.005000065
73	EMO Management Fee			0
74	Other General Expense	45,000	45000	0.015054392
75				
76	Subtotal: General Expenses	\$128,796	128796	0.043087676

78 TOTAL EXPENSES

78		\$2,973,896		0
----	--	-------------	--	---

80 EXCESS (OR DEFICIENCY)

81	Excess (or deficit) retained by school	\$15,265	
82	Excess (or deficit) retained by EMO		

ASSUMPTIONS

Student Enrollment	
Facility Size (square footage)	
Average Teacher Salary	
Student/Teacher Ratio	
Other Major Assumptions	

NOTES:

Charter School Cashflow Projections **Year 1 Cashflow Projection**

Name of Proposed School: _____ NHBPCS

	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	Tot
Beginning Cash Balance	1000	253,753	75,473	-76,827	410,976	248,510	140,744	352,246	216,480	118,015	330,718	200,253	
Plus Receipts:													
Per Pupil Charter Payments	333,707			333,707			333,707			333,707			1,33
Federal Entitlements				54,335	54,335	54,335	54,335	54,335	54,335	54,335	54,335	54,335	41
Per Pupil Facilities Allowance	91,700			275,100									34
Grants and Donations			20,000			20,000			20,000			20,000	34
Total Receipts	425,407		95,473	663,142	465,311	322,845	528,786	406,581	290,815	506,057	385,053	274,568	2,11
Less Disbursements													
Salaries	25,800	118,564	118,564	118,564	118,564	118,564	118,564	118,564	118,564	118,564	118,564	118,564	1,33
Benefits	6450	21,050	21,050	21,050	21,050	21,050	21,050	21,050	21,050	21,050	21,050	21,050	25
Staff Development		12,000			500		2000		500				25
Textbooks and Supplies	39,000				24,000								4
Computers and Materials	10,000					7000							4
Classroom Furnishings	32,000												1
Assessment Materials	2000												3
Rent	20,000	20,000	20,000	20,000	20,000	3000							3
Renovation Improvements	15000				15000								24
Janitorial Supplies	333	333	333	333	333	333	333	333	333	333	333	333	24
Office Supplies and Furnishin	16,000	4000	1000	1000	6,000	500	500	1000	1000	1000	1000	1000	24
Accounting and Payroll	1000	1000	1000	1000	1000	1000	1000	1000	1000	1000	1000	1000	1
Telecommunications	250	250	250	250	250	250	250	250	250	250	250	250	1
Copying and Postage	167	167	167	167	167	167	167	167	166	166	166	166	1
Other								2500				2500	1
Insurance	916	916	916	916	917	917	917	917	917	917	917	917	1
Transportation					300	300		300		300		300	1
Food Service			9020		9020	9020		9020		9020		9020	5
Administration Fee	2738.5			2738.5			2738.5			2738.5			5
Other (Specify)													
Total Disbursements	171,654	178,280	172,300	252,165.50	216,801	182,101	176,540	190,101	172,800	175,339	184,800	172,600	
Ending Cash Balance	253,753	75,473	-76,827	410,976	248,510	140,744	352,246	216,480	118,015	330,718	200,253	101,988	2,16

Five-Year Estimated Budget Worksheet

Description	Year 1	Year 2	Year 3	Year 4	Year 5
Revenues					
Per Pupil Charter Payments	\$1,334,831	\$1,800,155	\$2,265,479	\$2,685,183	\$2,685,183
Per Pupil Facility Allowance	\$366,800	\$509,600	\$652,400	\$781,200	\$781,200
Federal Entitlements	\$489,023	\$679,406	\$869,789	\$1,041,507	\$1,041,507
Activity Fees					
Non-Public Funds	\$80,000				
Total Revenues	\$2,190,654	\$2,989,161	\$3,787,668	\$4,507,890	\$4,507,890
Expenses					
Personnel Salaries and Benefits	\$1,583,000	\$2,075,000	\$2,507,000	\$2,909,000	\$3,401,000
Direct Student Costs	\$137,000	\$148,000	\$154,000	\$161,000	\$161,000
Occupancy	\$299,000	\$694,000	\$800,000	\$917,000	\$734,000
Office Expenses	\$58,000	\$44,000	\$46,000	\$37,000	\$37,000
General Expenses	\$113,654	\$128,796	\$143,938	\$159,080	\$174,222
Total Expenses	\$2,190,654	\$2,973,896	\$3,650,938	\$4,183,080	\$4,507,222
Net	\$0	\$15,265	\$136,730	\$324,810	\$668

PCS Capital Budget

	FY 13-14	SY 14-15	SY 16-17
Teacher Computers		\$17,000	\$20,000
Classroom furnishings and Supplies		\$32,000	\$35,000
Office Furnishings and Equipment		\$34,000	\$20,000
Renovations and leasehold Improvements		\$55,00	\$435,000
Total Capital Expenses		\$138,000	\$510,000

Nannie Hellen Bourough PCS

Preliminary Budget

2/16/2013

		<u>Total</u>
DESIGN		\$ 250,000
GENERAL REQUIREMENTS		\$ 90,000
EXTERIOR ENVELOPE		\$ 200,000
INTERIOR FINISHES		\$ 2,723,000
MECHANICAL, ELECTRICAL, PLUMBING		\$ 1,485,000
Total Direct Cost		<u>\$ 4,748,000</u>
Indirect Costs	5.0%	\$ 237,000
General Liability Insurance	1.0%	\$ 50,000
Contingency	7.0%	\$ 349,000
P/P Bonds	1.0%	\$ 54,000
Total Project Cost		\$ 5,438,000

Nannie Hellen Bourough PCS

Preliminary Budget
2/22/13

ITEM	QTY	UNIT	UNIT PRICE	COST	TOTAL
<u>EXTERIOR ENVELOPE</u>					
Exterior Façade (New Windows)	1	LS	200,000.00	200,000	
Total - Exterior Wall				\$	200,000
<u>INTERIOR FINISHES</u>					
Interior Architectural Finishes	49,510	SF	55.00	2,723,000	
Total - Building Finishes				\$	2,723,000
<u>MECHANICAL, ELECTRICAL, PLUMBING</u>					
Mechanical	49,510	SF	40.00	-	
Fire Protection Sprinklers	49,510	SF	3.00	-	
Electrical	49,510	SF	30.00	1,485,000	
IT / COMM / AV				-	by Owner
Elect / Telcom Ductbank				incl above	
Total - Mechanical, Electrical, Plumbing				\$	1,485,000

Nannie Hellen Bourough PCS

Preliminary Budget
2/22/13

ITEM	QTY	UNIT	UNIT PRICE	COST	TOTAL
DESIGN					
Design (Schematic, Design Development, CD's)	1	LS	250,000	250,000	
TOTAL - General Requirements:				\$	250,000
GENERAL REQUIREMENTS					
Testing & Inspection				- by Owner	
Permit Fee & Permit Expediting				- by Owner	
Commissioning				- by Owner	
DC Bond for Sidewalk Permit				- by Owner	
Utility Fees				- by Owner	
Utility connections and charges				- by Owner	
Security Guards	6	mos	15,000	90,000	
TOTAL - General Requirements:				\$	90,000

1:23 PM
12/16/10
Accrual Basis

Nannie Helen Burroughs School, Inc.
PNBC 2010 Convention Campaign Contribution for NHBS
As of December 31, 2010

Type	Date	Memo	Amount
4100 - Grants & Contributions			
4091 - Contributions Income			
4096 - Restricted			
Deposit	8/6/2010	✓ Constance Denay Parks - Convention Campaign Contribution	250
Deposit	8/6/2010	✓ Patricia Sewell - Convention Campaign Contribution	500
Deposit	8/6/2010	✓ Shirley Story - Nelson - Convention Campaign Contribution	500
Deposit	8/6/2010	✓ Kary Free - Convention Campaign Contribution	500
Deposit	8/6/2010	✓ Cynthia Parks - Convention Campaign Contribution	500
Deposit	8/6/2010	✓ Andrea Dennis - Convention Campaign Contribution	500
Deposit	8/6/2010	✓ Thankful Baptist Church - Convention Campaign Contribution	500
Deposit	8/6/2010	✓ Charles Adams - Convention Campaign Contribution	1,000
Deposit	8/6/2010	✓ Gracie Thompson - Convention Campaign Contribution	1,000
Deposit	8/6/2010	✓ Good Shepherd Missionary Baptist Church - Convention Campaign Contribution	1,000
Deposit	8/9/2010	✓ New Jerusalem M.B. Church - Convention Campaign Contribution	1,000
Deposit	8/9/2010	✓ Stanley Slater - Convention Campaign Contribution / Pastor Evans	250
Deposit	8/9/2010	✓ W. Clarke Ewart - Convention Campaign Contribution / Pastor Evans	250
Deposit	8/10/2010	Eleanor B. Warren - Convention Campaign Contribution	5
Deposit	8/10/2010	Rev. Hubert Cockherham - Convention Campaign Contribution	10
Deposit	8/10/2010	S. Denise Carter-McCormick - Convention Campaign Contribution	10
Deposit	8/10/2010	Shirley Haile - Convention Campaign Contribution	10
Deposit	8/10/2010	Renelda Brown - Convention Campaign Contribution	15
Deposit	8/10/2010	Timothy Simpson - Convention Campaign Contribution	20
Deposit	8/10/2010	Rev. Albert Patterson - Convention Campaign Contribution	20
Deposit	8/10/2010	Margaret Whetstone - Convention Campaign Contribution	20
Deposit	8/10/2010	Klaus Tate - Convention Campaign Contribution	20
Deposit	8/10/2010	Namoi Armegashie - Convention Campaign Contribution	20
Deposit	8/10/2010	Yvonne Campbell - Convention Campaign Contribution	20
Deposit	8/10/2010	Robert & Maxcine Collier - Convention Campaign Contribution	25
Deposit	8/10/2010	Rev. Evalene Litman Sargent - Convention Campaign Contribution	25
Deposit	8/10/2010	Vivian Bright - Convention Campaign Contribution	50
Deposit	8/10/2010	Andra Madkins - Convention Campaign Contribution	50
Deposit	8/10/2010	Camiel Thompson-Burse - Convention Campaign Contribution	50
Deposit	8/10/2010	C.L. Haskett - Convention Campaign Contribution	50
Deposit	8/10/2010	Shirley Jeffries - Convention Campaign Contribution	50
Deposit	8/10/2010	Frances McIver - Convention Campaign Contribution	50
Deposit	8/10/2010	William Randolph, Sr. - Convention Campaign Contribution	150
Deposit	8/10/2010	Milicent Cranford - Convention Campaign Contribution	100
Deposit	8/10/2010	Sandra Smith - Convention Campaign Contribution	100
Deposit	8/10/2010	Johnny Young - Convention Campaign Contribution	100
Deposit	8/10/2010	Betty Crawford - Convention Campaign Contribution	100
Deposit	8/10/2010	Mardeal Pitts - Convention Campaign Contribution	100
Deposit	8/10/2010	Saint Paul First Baptist Church - Convention Campaign Contribution	100
Deposit	8/10/2010	Barbara Burroughs - Convention Campaign Contribution	100
Deposit	8/10/2010	Carol Jones - Convention Campaign Contribution	100

Nannie Helen Burroughs School, Inc.
PNBC 2010 Convention Campaign Contribution for NHBS
As of December 31, 2010

Type	Date	Memo	Amount
Deposit	8/10/2010	Steven & Stephanie Nash - Convention Campaign Contribution	250.
Deposit	8/10/2010	New Jersey Convention Of Progressive Baptist - Convention Campaign Contribution	285.
Deposit	8/10/2010	Harrison Rearden - Convention Campaign Contribution	500.
Deposit	8/10/2010	Liberty Temple Community Development - Convention Campaign Contribution	500.
Deposit	8/10/2010	The Baptist Convention of the District of Columbia and Vicinity - Convention Campaign Contribution	500.
Deposit	8/10/2010	John Nicholas, Jr. - Convention Campaign Contribution	1,000.
Deposit	8/10/2010	New Jersey Convention of Progressive Baptist - Convention Campaign Contribution	1,000.
Deposit	8/10/2010	St John Missionary Baptist Church - Convention Campaign Contribution	1,000.
Deposit	8/10/2010	Heritage Christian C Baptist Church Inc. - Convention Campaign Contribution	2,000.
Deposit	8/10/2010	Wayside Baptist Church Inc. - Convention Campaign Contribution	2,000.
Deposit	8/13/2010	Stella Hughes / On Behalf of Mt. Zion Baptist Church - Convention Campaign Contribution	500.
Deposit	8/13/2010	Dr. Walter L. Parish, II - Convention Campaign Contribution	500.
Deposit	8/13/2010	Anthony W. McMillan - Convention Campaign Contribution	500.
Deposit	8/18/2010	Paramount Baptist Church - Convention Campaign Contribution	500.
Deposit	8/18/2010	PNBC - Cash Conversion - Convention Campaign Contribution	3,077.
Deposit	8/19/2010	Greater Nwe Jerusalem Missionary Baptist Church Of LA - Convention Campaign Contribution	500.
Deposit	8/19/2010	Centerville Baptist Church - Convention Campaign Contribution	1,000.
Deposit	8/19/2010	Pioneer Missionary Baptist Church - Convention Campaign Contribution	5,000.
Deposit	8/19/2010	Faith Missionary Baptist Church - Convention Campaign Contribution	1,000.
Deposit	8/20/2010	American Baptist Home Mission Society - Convention Campaign Contribution	4,000.
Deposit	8/23/2010	West Chestnut Street Baptist Church - Convention Campaign Contribution	500.
Deposit	8/24/2010	St. John Missionary Baptist Church - Convention Campaign Contribution	100.
Deposit	8/26/2010	Rev. Ode Hines - Convention Campaign Contribution	500.
Deposit	8/26/2010	Immanuel Christian Ministries - Convention Campaign Contribution	500.
Deposit	8/30/2010	Arthur Carson - Convention Campaign Contribution	300.
Deposit	9/1/2010	United Metropolitan Missionary Baptist Church - Convention Campaign Contribution	2,000.
Deposit	9/1/2010	Jacqueline A. Cook - Convention Campaign Contribution	1,000.
Deposit	9/1/2010	Herbert C. Bruce Jr. - Convention Campaign Contribution	500.
Deposit	9/3/2010	H. Wendell Thompson - Convention Campaign Contribution	500.
Deposit	9/3/2010	Metropolitan Baptist Church, Inc. - Convention Campaign Contribution	1,002.
Deposit	9/3/2010	First Baptist Church of Highland Park, Inc. - Convention Campaign Contribution	2,500.
Deposit	9/7/2010	Rev. Ode H. Hines - Convention Campaign Contribution	500.
Deposit	9/8/2010	Saint John Baptist Church - Convention Campaign Contribution	1,000.
Deposit	9/8/2010	Bethlehem Baptist District Association of Chicago & Vicinity / Dolly Craig - Convention Campaign...	200.
Deposit	9/14/2010	Pilgrim Baptist Church - Convention Campaign Contribution	1,000.
Deposit	9/15/2010	Holy Cross Baptist Church - Convention Campaign Contribution	290.
Deposit	9/15/2010	Herbert C. Bruce, Jr. - Convention Campaign Contribution	500.
Deposit	9/15/2010	Holy Cross Baptist Church Missionary & Benevolent Fund - Convention Campaign Contribution	2,000.
Deposit	9/20/2010	Mt. Carmel Baptist Church - Convention Campaign Contribution	5,000.
Deposit	9/21/2010	Rev. Perry Smith - Convention Campaign Contribution	1,000.
Deposit	9/21/2010	Dr. T. De Witt Smith, Jr. / Trinity Baptist Church of Metro Atlanta - Convention Campaign Contri...	1,000.
Deposit	9/21/2010	Rev. Timothy Stewart / Bethel Baptist Church - Convention Campaign Contribution	1,000.
Deposit	9/21/2010	Rev. Terry Streeter / Mt. Pleasant Baptist Church - Convention Campaign Contribution	1,000.
Deposit	9/24/2010	First Agape Baptist Church - Convention Campaign Contribution	2,000.

1:23 PM
12/16/10
Accrual Basis

Nannie Helen Burroughs School, Inc.
PNBC 2010 Convention Campaign Contribution for NHBS
As of December 31, 2010

Type	Date	Memo	Amount
Deposit	10/5/2010	Mount Vernon Baptist Church - Convention Campaign Contribution	2.00
Deposit	10/14/2010	Saint Mary's Baptist Church - Convention Campaign Contribution	50
Deposit	10/15/2010	Mr. Maxwell Washington - Convention Campaign Contribution	50
Deposit	10/18/2010	Nannie Helen Burroughs Scholarship Fund Operating Assistance - Convention Campaign Contribution	1.00
Deposit	10/18/2010	The Baptist Convention of the District of Columbia and Vicinity	5.00
Deposit	10/18/2010	Louis B. Jones for James Burrell - Convention Campaign Contribution	50
Deposit	10/22/2010	Mount Pilgrim Church - Convention Campaign Contribution	31
Deposit	10/25/2010	DC Layman PNBC - Convention Campaign Contribution - Missionary Society	30
Deposit	11/1/2010	Calvary Baptist Church - Convention Campaign Contribution - Check # 19580 to PNBC	1.00
Deposit	11/1/2010	Yashika N. Tippet - Convention Campaign Contribution - Check # 2314 to PNBC	25
Total 4096 - Restricted			72.08
Total 4091 - Contributions Income			72.08
Total 4100 - Grants & Contributions			72.08
TOTAL			72.08

F. Resumes, Board Member Agreements and Statements

Georgeanna Nixon

SUMMARY OF QUALIFICATIONS

- District of Columbia Public Schools (DCPS) Standard Teaching License Pre-K through 6th
- Received the highest rating for DCPS Professional Performance Evaluation Process
- Unique and strong professional background in theoretical and practical applications of teaching, teacher mentoring programs, supervision, staff selection, curriculum development

TEACHING EXPERIENCE

Teacher Mentor, June 2005 – present

Office of Human Capital, District of Columbia Public Schools, Washington, D.C.

- Serve as full time teacher mentor by providing opportunities for intervention (i.e. observations), and modeling appropriate and innovative teaching and learning methodologies and classroom/behavior management through techniques such as demonstrations/modeling, team teaching, presentations, simulations, and consultations using best practices for beginning teachers, teachers on 90-day plans, and those needing assistance
- Act as a vehicle for beginning teachers to identify instructional resources and support throughout entire school community (including coaches, staff developers, Assistant Principals, et. al.)
- Assist principal and teachers on 90-day plans in developing Intervention Plans and Needs of Improvement Plans
- Spearhead and support committees on new teacher induction programs such as New Teacher Orientation, New Teacher Cohort, Professional Development Institute, Incentives and Awards.

Early Childhood Teacher/Teacher Mentor, January 1988 – 2005

Birney Elementary, Washington, D.C.

- Successfully taught students Pre-K through 3rd demonstrating the ability to create a supportive, learning-focused community
- Assessed and tracked student progress data, reaching a measurable annual student achievement goal of one to two years academic growth.
- Coordinated, conducted, and spearheaded in school peer-mentoring
- Designed specialized instruction on Language Arts for students with special needs
- Monitored and communicated clear behavioral expectations using Daily Behavior Tracker
- Formulated and implemented a school-wide Positive Consequence System

Head Teacher/Instructor, October 1976 – 1978

University of the District of Columbia, Washington, D.C.

- Monitored, implemented, and supervised model pre-k classroom for university practicum students
- Instructed college courses, seminars and trainings for teacher certification.
- Consultant for university instructors, private sector teachers and administrators.
- Spearheaded UDC Early Childhood Learning Center Parent Association
- Formulated and implemented programs for students' diverse learning styles and development.

Head Start Director, September 1971 - 1976

Cardozo Day Care Center/Clifton Terrace Day Care Center, Washington D.C.

- Managed, organized and coordinated two Head Start child-care centers in two different locations
- Supervised and evaluated personnel assigned to daily operation of the two centers
- Monitored and reviewed applications, documents and other pertinent forms
- Designed course scope and sequence for staff training