

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

**APPLICATION TO ESTABLISH A
PUBLIC CHARTER SCHOOL IN THE
DISTRICT OF COLUMBIA**

Submitted by:

**MONUMENT ACADEMY
PUBLIC CHARTER SCHOOL**

March 3, 2014

Applicant Information Sheet

New Charter School

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: Monument Academy Public Charter School

Name of Entity Applying for Charter Status in D.C.: Monument Academy Public Charter School

Contact Person: Emily Bloomfield

Name of Person Authorized to Negotiate: Emily Bloomfield
(Must be member of local founding group and not serving as a consultant or affiliated with an educational service provider.)

Authorized Signature: Emily Bloomfield

Proposed Start Date: August 2015 Proposed Year One Budget: \$ 2,256,644

Start-up Information

Year	Starting Age/Grade	Highest Age/Grade	Total Number of Students/ Enrollment Ceiling
One	5 th	5 th	40
Two	5 th	6 th	80
Capacity	5 th	12 th	317

Proposed Location of School (address or area of city): N/A

Name of Educational Service Provider (if applicable): _____

Type of Application (Check One)

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

If conversion, name the school being converted: _____

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

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

Executive Summary

Mission

Monument Academy will be a weekday boarding school for students in grades 5-12. The mission of Monument Academy is to provide students, particularly those who have had or might have contact with the foster care system, with the requisite academic, social, emotional and life skills to be successful in college, career and community, and to create an outstanding school that attracts, supports, and retains exceptional and caring people. The Academy does this by providing stability, adult connection, high quality academics, therapeutic support and life skills for pre-teens and teens, so that when they are graduated they are prepared for post-secondary education, on a career trajectory and have the social, emotional and self-care skills to maintain a healthy, connected and economically self-supporting life.

Needs Assessment

Addressing the unique needs of these older children is challenging. This is the focus of Monument Academy. Most youth in care experience a great deal of instability, with between one and two living placements a year. Educational disruption can ensue. Recent legislation included in the Fostering Connections Act is helping to stabilize educational placement for children whose residential situations change. However, this does not mitigate the social and emotional cost. Additionally, too many schools, particularly at the middle and high school level, are poorly equipped to serve students who are often far behind grade level, and who have experienced trauma, chronic instability and dislocation.

Addressing the Need

Across the country, outcomes for youth aging out of foster care are tragically poor, on every imaginable dimension. The goal of Monument Academy is to radically change this fate for pre-teens and teens in the Washington, DC foster care system. The philosophy for educating the students of Monument Academy is rooted in a conviction that all students have the capacity to succeed at high academic levels and experience positive life outcomes. The school will accomplish this by providing the following:

- An **excellent education** with high expectations for students and teachers that engages students as agents of their own learning, develops critical thinking and problem-solving, cultivates a growth mindset and prepares them for postsecondary completion and career paths in high growth sectors of the economy.
- **Weekday boarding**, which maximizes time for academic, well-being, vocational, and life skills offerings, promotes permanency and supports caretakers (e.g., biological parent, extended family, foster parents) to secure stable, long term connections. The stability it provides is a key predictor of successful outcomes for youth in care. Part of our innovation is integrating these offerings. The academic, well-being, and residential staff will receive the same training, ensuring students experience consistency, and will have collaborative time to discuss student needs.
- **Family engagement and partnership** that supports stability and permanency, making students 'available' for learning and promoting their educational, social, emotional and career goals.

- A **life skills curriculum** encompassing daily living, goal setting, workplace skills and financial literacy that maximizes students' opportunity for successful launch into adulthood.
- A **well-being program** focusing on the emotional and physical health of students, as well as including and supporting the caretakers and all of our staff working with the students.

These are the five pillars of Monument Academy. Many elements of what the school offers exist on a standalone basis in other settings. For example, there are some excellent therapeutic approaches and life skills curricula. There are charter and DC Public schools where students get outstanding results. At the same time, even the best schools lack the services and training, not to mention residential stability or support for permanency, to create lasting solutions for many teens and pre-teens in DC's foster care system or for caregivers/family who struggle to maintain permanency for their children. Publicly funded boarding schools are rare, but well suited to meet this need. Monument Academy places the student at the center, anchored in the school and community of connected adults, including but not limited to his or her classroom teachers, who support and work in collaboration with guardians, caregivers and families.

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EDUCATIONAL PLAN

1. MISSION AND PURPOSE OF THE PROPOSED PUBLIC CHARTER SCHOOL

A. MISSION AND PHILOSOPHY

Mission

The mission of Monument Academy is to provide students, particularly those who have had or might have contact with the foster care system, with the requisite academic, social, emotional, and life skills to be successful in college, career, and community, and to create an outstanding school that attracts, supports, and retains exceptional and caring staff.

Philosophy

The philosophy for educating the students of Monument Academy is rooted in a belief that all students have the capacity to succeed at high academic levels and experience positive life outcomes. The school's founders believe that while many students may have been subject to adverse childhood experiences, these events do not define who they are or predetermine their trajectories. We also believe in the growth mindset paradigm, where adults and students value hard work, persistence and the process of learning, and understand that valuing dedication and effort, not "talent" and "fixed ability," foster a love of learning and improved outcomes both academically and personally. Our school is designed with an emphasis on personalized learning, experience-based learning, and social-emotional well-being to ensure that students with disabilities or who are English Language Learners will benefit from our school.

The following is a list of core values and beliefs that will guide the decisions we make for our school:

- **Equip for Life:** Our measure of success for students is not only college and career, but a meaningful life in their community as well.
- **Cultivate Growth Mindset:** Students and staff should see that their abilities and possibilities are achieved through hard work and persistence, and that this approach fosters resilience and a true love of learning
- **Connect the Dots:** Students should have an engaging, relevant, challenging, and meaningful education that shows them how the effort they make to grow academically and emotionally helps them reach their life goals.
- **Learn from Mistakes:** Everyone fails sometimes, and this is as an opportunity for growth. For students, structure and discipline is caring and prioritizes their ability to self-regulate, learn, make academic progress and maintain permanency in their homes.
- **Own It:** Students will succeed when they are given the tools and support to question and engage deeply in their learning from trusted, caring adults in a safe and healthy environment.

- **Sustain Staff:** Staff should have the time and space to learn, collaborate with each other, reflect and celebrate.
- **Embrace Families and Community:** Caregivers are engaged, valued members of the team; school includes the workplace, other schools, universities, community organizations and a diversity of people, backgrounds and experiences.
- **It's "And" not "Or":** The debate over whether education OR well-being OR life skills OR connection matters most to students is false. Each is equally important and should be seamlessly integrated in the life of the school.

Growth Plan and Enrollment Matrix

Through our partnership with Child and Family Services (CFS), we have received data that shows that as of the end of 2013 there are 1,475 children, ages 0-21, who are in the foster care system in D.C. The breakdown of children by age is listed in the table below.¹

Age	# in Care	Age	# in Care
0	18	11	48
1	49	12	47
2	85	13	59
3	59	14	74
4	71	15	67
5	46	16	91
6	55	17	111
7	49	18	130
8	66	19	129
9	44	20	123
10	52	21	2

As the table shows, there are a higher number of youth in care from ages 16 and up. This is due to a local and national policy away from removal and toward providing more in-home family services. For example, the AFCARS report by the US Department of Health and Human Services tracks the national number of youth in care. The latest AFCARS report, published in July 2012, indicates that the number of youth in foster care has dropped from 488,285 in 2007 to 400,500 in 2011.² D.C.'s data mirrors this national trend. The average number of children in each age cohort, excluding ages 16 and older that were impacted by prior removal policies, is 55 students.

¹ DCCFSA, January 7, 2014.

² U.S. Department of Health and Human Services, *AFCARS Report 19*, <http://www.acf.hhs.gov/sites/default/files/cb/afcarsreport19.pdf>, pg.1

Given this information, and the fact that children both in care and those who are either receiving in-home services or who have been in care but exited (often living with extended family), frequently benefit from more personalized attention, Monument Academy has decided to have forty students for each grade level. We recognize that not all students in foster care will attend our school, and anticipate a mix of those in foster home placements, those who have exited and are living with extended family, as well as those who are currently with their families, but receiving services from CFSA. The school is open enrollment and other families may also apply. Forty students per grade level will allow us to have smaller class sizes for staff to personalize instruction and set goals with each student according our school's educational values.

In year one, the fifth grade class will be split into two classes of twenty students. Each classroom will have one teacher, one teaching fellow, and a special education teacher will be available to push into the room as needed, therefore creating a 10:1 or 7:1 adult to student ratio. As our school grows, we would like to maintain or decrease this ratio.

Starting with fewer students also allows the staff to get to know students well and will allow each student to develop a connection with an adult at the school. This number also reflects a balance of keeping class sizes small while still allowing us to have the resources for the proposed programming and services.

Our plan is to open with one fifth grade class of forty students, and to expand one grade level each year with a class of the same size. If spaces become available, we will accept new students in every grade level, with the exception of 12th grade in the high school. This enrollment plan is reflected in the table below.

	SY 2015-16	SY 2016-17	SY 2017-18	SY 2018-19	SY 2019-20	SY 2020-21	SY 2021-22	SY 2022-23
5 th	40	40	40	40	40	40	40	40
6 th		40	40	40	40	40	40	40
7 th			40	40	40	40	40	40
8 th				40	40	40	40	40
9 th					40	40	40	40
10 th						40	40	40
11 th							40	40
12 th								37
Est. Sped	18	36	54	72	90	108	125	140
Est. ELL	3	6	9	13	16	19	22	25
MS Total	40	80	120	160	160	160	160	160
HS Total	0	0	0	0	40	80	120	157
Total	40	80	120	160	200	240	280	317

From our CFSA data, we know that around 40-45% of the middle school students³ who receive services from CFSA are identified as special education students. We anticipate that our population will mirror this data. While CFSA does not currently track the number of English Language Learners, we are currently using the DCPCSB and DCPS averages of 8-9%⁴ as a projection for the number of ELL students we will serve.

EDUCATIONAL PLAN

1. MISSION AND PURPOSE OF THE PROPOSED PUBLIC CHARTER SCHOOL

B. EDUCATIONAL NEEDS OF THE TARGET POPULATION

Educational Needs and Demographic Analysis

According to CFSA, 512 children⁵ were removed from their homes and placed in foster care during FY 2012-2013. Nearly all of those children are either African American or Hispanic, and all qualify for free or reduced lunch.⁶ The reasons for removal are listed below.⁷

FY12 Entry Reason on Home Removal Screen	Total
Neglect	387
Drug Abuse	77
Incarceration of Parent(s)	76
Physical Abuse	66
Alcohol Abuse	18
Child's Behavior Problem	14
Abandonment	12
Caretaker ill/unable to cope	12
Inadequate Housing	12
Death of Parent(s)	11
Sexual Abuse	9
Voluntary	6
Child's Disability	1
Total	512

These experiences can adversely affect a child in many ways, including anxiety, depression, PTSD, inattention and defiance. Recognizing that these trauma-related issues can create a barrier to learning, Monument Academy seeks to build a school that combines academic excellence with an equivalent emphasis on emotional well-being so that these students are best able to succeed in the long term. Traditionally, for many of the children and youth housed

³ DCCFSA, January 7, 2014.

⁴ DC Public Charter School Board, *Facts about DC Public Charter School Board and Charter Schools, October 2013*, <http://www.dccpsb.org/data/files/fast%20facts%20-%20October%202013%2011.pdf>.

⁵ Council of the District of Columbia Committee on Human Services, *Child and Family Services Agency FY13 Oversight Responses 2-15-13*, http://www.dccouncil.us/files/user_uploads/event_testimony/CFSA_FY_2013_Performance_Oversight_-_Responses_2_15_13.pdf, pg. 6

⁶ DCCFSA, January 7, 2014.

⁷ Council of the District of Columbia Committee on Human Services, *Child and Family Services Agency FY13 Oversight Responses 2-15-13*, http://www.dccouncil.us/files/user_uploads/event_testimony/CFSA_FY_2013_Performance_Oversight_-_Responses_2_15_13.pdf, pg. 7

in foster care each year in the United States, “the educational outcomes are dismal.”⁸ In fact, “the long-term outcomes for those with poor educational experiences include difficulty in transitioning to adulthood, poverty, homelessness, and incarceration.”⁹ A 2001 Washington State study found that “youth in foster care scored, on average, 15 to 20 percentile points below non-foster youth in statewide achievement tests. At both the elementary and secondary levels, twice as many foster youth had repeated a grade, changed schools during the year, or enrolled in special education programs, when compared with non-foster youth.”¹⁰ According to the Northwest Alumni Study, only 1.8% of foster care alumni in the study completed a bachelor’s degree. This compares with 27.5% of general population of individuals same age.¹¹

While current data on D.C. youth in care is still being compiled, preliminary data show that only a third of youth in foster care graduate from high school on time. The citywide average on time graduation rate is 61%.¹² This means that foster youth are half as likely to graduate from high school on time as the average student in D.C. Our program is designed to prepare students to be college and career ready and to give students the social emotional well-being and life skills to succeed in the community. By starting our innovative programming in fifth grade, Monument Academy aims to dramatically improve the graduation rates for this group of at-risk youth.

The high school graduation rate reflects the reality of the K-12 educational experience for youth in care. Foster youth are “more likely than other children to have academic and behavioral problems in school, with higher rates of absenteeism and disciplinary referrals. Some research suggests that as many as 75% perform below grade level, and more than 50% are retained at least one year in school.”¹³ The reasons why students have had such poor educational outcomes has been due to “maltreatment, multiple placements, school transfers, inconsistent social support, gaps in school enrollment, inadequate school programs at group homes, falling behind in skill areas, delay in transfer of school records, and difficulty being evaluated for special education placement.”¹⁴ By providing a stable environment, including a weekday boarding program, and innovative professional development that trains all staff in Trauma Systems Therapy, Monument Academy will be equipped to work with students from fragile backgrounds, supported in ways that will improve their life trajectories compared with peers in other schools.

⁸ National Working Group on Foster Care and Education, *Fact Sheet Educational Outcomes for Children and Youth in Foster and Out-of-Home Care*, <http://fosteringmediaconnections.org/wp-content/uploads/2011/04/Education-fact-sheet-Dec-2008.pdf>, pg 1

⁹ National Center for State Courts, *Future Trends in State Courts*, 2011, http://www.ncsc.org/Microsites/Future-Trends-2011/~media/Files/PDF/Information%20and%20Resources/TRENDS_book2011.ashx, pg 137

¹⁰ Casey Family Programs, *Assessing the Effects of Foster Care*, http://www.casey.org/Resources/Publications/pdf/CaseyNationalAlumniStudy_FullReport.pdf, pg 26

¹¹ Casey Family Programs, *Improving Family Foster Care*, http://www.casey.org/Resources/Publications/pdf/ImprovingFamilyFosterCare_FR.pdf, pg 40

¹² Executive Office of the Mayor, *OSSE Releases District High School Graduation Rates*, <http://mayor.dc.gov/release/osse-releases-district-high-school-graduation-rates>

¹³ Smith, Wendy B. *Youth Leaving Foster Care*. New York: Oxford University Press, 2011. (page 199-200)

¹⁴ Smith, Wendy B. *Youth Leaving Foster Care*. New York: Oxford University Press, 2011. (page 199-200)

In D.C. 91% of students placed in foster care during 2012 have been in a foster home for longer than 7 months, with 74% of students having been in foster care for over 25 months.¹⁵ Of these, nearly 21% are age 17, and will leave foster care within the next several years. When adolescents live in foster care for any length of time it has an impact on their lives forever. During 2012, 65 of the 512 students became mothers, with 84% of them becoming mothers after entering into foster care. Of those 65 mothers, only three were employed.¹⁶ In addition, 25% of the students served by CFSA in FY2012 were at some point considered “dual jacket” students, meaning they were concurrently involved with both CFSA as well as the juvenile justice system.¹⁷

While the legislation, such as the Fostering Connections Act, which guarantees children in care the right to stay in their school of origin, has improved educational stability for many youth in foster care, a number of issues remain. To begin with, this has not solved the overriding problem of residential and family instability and disruption. Each new placement brings interruption, transition and loss. Additionally, many of these children are attending low performing schools. However, even when schools perform adequately on an academic basis, many are poorly equipped and struggle to handle the emotional needs of the children who have experienced trauma or to support their families. As a result many children in care or who have had contact with the system are at risk and may experience a disproportionately higher rate of disciplinary action, either in the form of suspensions or expulsions.

Our research indicates that Monument Academy will need to be prepared to serve a student population where 40-45% or more of the students attending will have special needs, particularly emotional ones. Our programming will work with students whether or not their needs have been formally diagnosed at their previous schools. We also anticipate that our students will need to be taught skills outside of academics, including emotional regulation, executive functioning, and life skills such as financial literacy, laundry, and basic cooking in order to prepare for aging out and the possibility of living on their own. Monument Academy will integrate these skills into the residential program and offer a well-rounded education alongside the high quality academics.

School's Impact on the Surrounding Community

Monument Academy will fill a need in the city to serve students in the foster care system or who have touched the system. We plan on being a model of innovation, especially in terms of working with social and emotional needs. We hope to be a “lab” school where other schools in the District and outside may come and learn and where we can share best practices. After all,

¹⁵ Council of the District of Columbia Committee on Human Services, *Child and Family Services Agency FY13 Oversight Responses 2-15-13, Attachment Q21, Foster Youth Served FY12 and FY 13*, http://www.dccouncil.us/files/user_uploads/event_testimony/Attachment_Q21_Youth_Served_FY12FY13_2-13-13.xls

¹⁶ Council of the District of Columbia Committee on Human Services, *Child and Family Services Agency FY13 Oversight Responses 2-15-13, Attachment q38 Teen Moms FY12 and FY13*, http://www.dccouncil.us/files/user_uploads/budget_responses/Attachment_Q38a-b_Teen_Moms_FY12FY13.pdf

¹⁷ Council of the District of Columbia Committee on Human Services, *Child and Family Services Agency FY13 Oversight Responses 2-15-13*, http://www.dccouncil.us/files/user_uploads/event_testimony/CFSA_FY_2013_Performance_Oversight_-_Responses_2_15_13.pdf, pg. 36

many schools in D.C. and in very high poverty areas have children who regularly experience trauma and schools are continually looking for ways to support them. We have learned in discussions with a number of school leaders that they often have children who are struggling in disrupted families and who could benefit from the stability that a residential school with these wraparound skills could provide. These school leaders see this school as a partner in the effort to help all children succeed. By opening our school, we intend to provide better post secondary outcomes to a population of youth who may otherwise lag behind their peers.

Monument Academy's location will be determined by the ability of the facility to house a residential program rather than by choosing a specific ward or area of the city. Since we are reaching out to a targeted population of students who are distributed throughout the District, we do not anticipate having a large impact on the existing community or neighborhood schools. We have developed relationships with both DCPS and charter school leaders so that they can refer students whom they think would benefit from our school.

Once we have identified one or two potential locations, we will also engage the local ANC in conversations to address any questions or concerns.

EDUCATIONAL PLAN

1. MISSION AND PURPOSE OF THE PROPOSED PUBLIC CHARTER SCHOOL

C. EDUCATIONAL FOCUS

Educational Focus

Monument Academy will focus on five central pillars that infuse the schedule, curriculum, hiring, professional development, and accountability measures. These pillars are Excellent and Engaging Education, Social Emotional Well-Being, Permanency and Stability, Adult Connections, and Life Skills. The five pillars are based on research on the factors that lead to success after emancipation for foster youth.

Excellent and Engaging Education

Monument Academy will personalize each student's learning experience to provide an excellent and student-directed education. We believe we can accomplish this in a variety of ways. First, our instructional delivery will prioritize making connections to the community either by problem solving or using trips into the community for research and learning. This will allow students to make real world connections to the academic content. In the classroom, we intend to provide students choice in selecting how they practice and demonstrate their learning. This could mean that students choose to practice through hands-on work or digital content or demonstrate mastery through a project, oral presentation, or a written assessment. We realize that this type of learning requires planning time for teachers. As a support, in year one, we will provide teachers with experience-based units from the curriculum of other schools, such as Georgetown Day School, where we have established a partnership, so that they can use it as a resource and modify it as appropriate. This saves teachers the time in gathering

primary sources and developing entire lesson units. We see incorporating this experience-based, authentic approach as the ultimate vision for learning at school, and will support teachers, as they start small, perhaps by starting with differentiation of practice during classroom instruction or different ways to allow students to demonstrate mastery, so that teachers may build towards this ultimate vision.

Our middle school schedule was developed with large portions of time set aside for personalized instruction. There are two primary blocks of instructional time for grades 5-6 that are three hours long. One is dedicated to Science and Math and the other to English and Social Studies. The schedule is intentionally designed to be flexible and to allow time for acceleration as well as intervention, understanding that our students will come with a variety of academic needs. Our goal is to create an environment where each student can work at his/her individual pace and with the appropriate materials. Knowing from the data that many students in care are behind grade level, we have constructed fifth and sixth grade as the years for remediation and mastery of grade level content, although the personalized approach to instruction allows those on or above grade level to continue to progress. Aware that it may take more than two years for the majority of students to be at or above grade level, the seventh and eighth grade schedule provides the same amount of flexibility for personalized instruction. Our goal is to use the middle school years to get students where they need to be academically so that they can take full advantage of our high school offerings.

Our high school program is designed to prepare students for college, career and beyond. We know that youth who emancipate from foster care have to be able to support themselves financially, even while pursuing a college degree. We will offer coursework that aligns to a CTE program that will allow students to learn more about the healthcare and technology professions. The course sequence will be designed so that students can graduate with a career certificate and have the opportunity to access higher paying jobs with career trajectories. Since we have a small number of students, we plan to work with professional organizations and agencies throughout the city to find work placements or internships for students, and our high school schedule will be designed at the upper grade levels to give students time off campus for these activities.

Social Emotional Well-Being

Monument Academy will focus on social emotional well being in multiple ways. First, we will hire a Director of Well-Being who, together with the Director of Residential Life, will oversee a staff of social workers for the academic and residential programs. All staff members, not just the well-being staff, will be trained in Trauma Systems Therapy (TST), so that they have the background knowledge and skills to work with children who have experienced trauma to know the best ways to work with our students given their background. TST is a program that was recommended to us by CFSA as an “approach to assessing [the fit] between the child’s emotional regulation capacities and the adequacy of the social environment/system of care to

help the child.”¹⁸ It is a comprehensive system that brings together the staff from CFSA, the family, and the school to be able to support a child.

We have made this a pillar of our school because we believe that social emotional well-being of students plays a material role in student achievement and long-term success. Our schedule reflects a commitment to social emotional well-being and goal setting. Each day, a student will wake up and engage in physical exercise, which may include meditation and yoga. When they transition to the academic program, we have set aside an hour at the beginning of each academic day where they can learn executive functioning skills and goal setting. Students will learn approaches to regulating their emotions and be equipped with the organizational tools to become self-directed learners. Our school culture is designed to have all staff and students reflect on how their emotional state impacts their responses. For students, this will come in the form of reflection forms that are aligned with the daily, weekly, quarterly, yearlong, and life goals they set for themselves. For staff it will become a norm to discuss with one another and with school leadership their reactions and interactions with students. Our school will provide time for meditation and reflection, both for students and staff, along with regular breaks during our instructional blocks where students have time to decompress and recharge.

Permanency and Stability

Monument Academy will be a weekday boarding school to help ensure stability for students and work with families to promote the long-term goal of permanency. According to the findings of the Northwest Alumni Study, maintaining placement stability “appears to have a large positive effect on adult mental health.”¹⁹ The goal is to provide long-term stable placement for children so that their home lives and schooling remains uninterrupted through high school graduation. In addition to providing improved academic and emotional supports, residential stability provides respite for caretakers, many of whom are extended family members or biological families who may be struggling for a variety of reasons. We will work with families/guardians to support them in maintaining a stable home environment, thus maximizing the likelihood that a student’s placement will become or remain permanent, whether through adoption or reunification.

Adult Connections

Youth in foster care must form positive relationships with adults to be successful. “Facilitating a permanent, family-like connection to an adult is the single most important thing anyone can do to make the difference in the life of a youth in or leaving foster care.”²⁰ According to the research from Turnaround for Children, an organization dedicated to working with students who have experienced traumatic stress, students “can moderate and adapt their stress reactions with the consistent support of a caring, responsive adult who fosters a sense of

¹⁸ G. Saxe, B. H. Ellis, and J. Kaplow, *Collaborative Treatment of Traumatized Children and Teens The Trauma Systems Therapy Approach*, New York: Guilford Press, 2007. (pg. 6).

¹⁹ P. Pecora, et al. *What Works in Foster Care? Key Components of Success from the Northwest Foster Care Alumni Survey*, New York: Oxford University Press, 2010. (pg. 13).

²⁰ M. Shirk and G. Stangler. *On Their Own What Happens to Kids When They Age Out of the Foster Care System*, Boulder: Basic Books, 2004. (pg. 259)

protection, coping, and control enabling the child to return to a state of calm.²¹ We intend to partner students with a staff member who is an advisor for the student. The advisor will start by creating a profile of each student, including a neurocognitive assessment, and develop with that student an individualized learning plan. This individual will be the point person for keeping track of academic improvement and ensuring the student has access to any necessary supplemental services by working with the special education coordinator if the student has an IEP. If they require accommodations the advisor will participate in the discussions about multiple forms of assessments that are rigorous and allow each student to demonstrate proficiency in subject matter. From the moment the student matriculates at Monument Academy this advisor is the point person between student, family and teachers on all academic matters, and is responsible for ensuring that the student is on track to graduate and on a trajectory for post-secondary completion. Additional adult connections will be afforded as our program grows. For instance, we will explore partnerships with outside organizations that provide mentoring services to at-risk youth. Internships and work placements as part of the CTE program will also offer other opportunities for adult mentoring.

Life Skills

Our middle school residential program will embed life skills such as personal hygiene, laundry, cleaning, and cooking in evening program offerings. Students will be expected to contribute in each of these areas and learn the basics of each task during the residential program so that they will be successful as independent adults. We know that after leaving foster care, “alumni often struggle to make ends meet. One study found that by age 23 or 24, more than half of the young adults formerly in care had experienced financial hardships, including not having enough money to pay for food, rent, or utilities.”²² Since these areas can be major hardships for youth leaving care, we will provide students with the resources, information, and guidance they need to obtain vital documents and services necessary for independent living, for instance a government issued ID, social security card, and a bank account. High school students will work on college applications, financial aid forms, and resumes and will be taught financial literacy skills as the students move closer to independence.

From staffing to schedule to culture and beyond, every aspect of Monument Academy is designed with these five pillars in mind to ensure successful outcomes for youth in foster care.

EDUCATIONAL PLAN

2. GOALS AND STUDENT ACADEMIC ACHIEVEMENT EXPECTATIONS

We expect that at least 60% of the students attending Monument Academy will be current or past foster care participants, have a level 3 or 4 IEP, be homeless, have current or past contact

²¹ Turnaround for Children, *Poverty, Stress, Schools: Implications for Research, Practice, and Assessment*, <http://turnaroundusa.org/wp-content/uploads/2013/12/Turnaround-for-Children-Briefing-Dec-2013.pdf>, pg 1.

²² Child Welfare Information Gateway, *Helping Youth Transition to Adulthood: Guidance for Foster Parents*, https://www.childwelfare.gov/pubs/youth_transition.pdf, pg. 11.

with DYRS or have an expulsion from a previous school. Thus, we anticipate eligibility for evaluation using an Alternative Accountability System.

The proposed PCSB policy asks that alternative accountability schools provide specific targets relative to baseline data for that population of students from previous years or results from other schools servicing similar populations of students in Washington, D.C. or other districts in the country. Our model, however, is unique in the sense that very few public schools in the nation serve large numbers of foster youth, particularly in the percentages required for Alternative Accountability designation. There are non-public therapeutic schools or programs that exist, but most focus on the well-being of the students and few, if any, focus on providing high quality academics. Furthermore, their academic data is not publicly available.

Monument Academy is committed to student growth and to improving the overall outcomes for foster youth in D.C. In order to know that students are growing academically, we need a baseline against which our results can be compared. However, national data on youth in care is often lagging and only provides a snapshot of where students might be. For instance, there may be data available that shows national graduation rates or persistence rates, but achievement data is not typically broken down by grade level. Where data is available, it is further limited by the fact that states use different assessments and have different measures of proficiency. Accordingly, using another state's foster care population would not help Monument Academy select goals and targets for D.C. students.

The good news is that in January 2014, the Statewide Longitudinal Education Data System (SLED) began to import data from CFSA's internal data system allowing youth receiving services from CFSA to be identified within SLED. CFSA can now access the educational records of students in care with ease, including school mobility information as well as academic performance on statewide assessments. In February 2014, we established partnerships with CFSA, OSSE, and Tembo Consulting to receive data based on our actual target population of D.C. foster youth. Tembo Consulting, a company that has developed and implemented high stakes accountability measures for a number of districts and authorizers, has offered to do a *pro bono* growth analysis of students in care as compared with the general population of D.C. students. Our objective is to create informed performance goals for Monument Academy based on these comparisons of growth. This analysis and these results are forthcoming and will not be available when this application is submitted on March 3, 2014. However, once we have this data we will set our goals to achieve measurably better outcomes for youth in care with respect to performance growth, grade level achievement, gateway measures and graduation rates. We believe in accountability and transparency and this specific data will allow us to work with the DCPCSB as we set the most accurate and appropriate goals drawn from data specific to the students we would like to serve.

With respect to academic performance data, in addition to our partnerships with OSSE, CFSA, and Tembo Consulting, we spoke with representatives from NWEA MAP. We had hoped that

they would have a special subgroup for at-risk youth in their growth targets so that we could obtain data from a nationally normed assessment. While NWEA MAP does not, in fact, track at-risk youth as a specific subset, we discovered that Dr. Jody Ernst, the Vice President of Research and Policy Analytics at Momentum Consulting, has run a seven state analysis and offered us her data comparing at-risk youth performance to the general population of students in those states. Dr. Ernst is nationally known for her work establishing alternative accountability systems for charter schools. We will review both the DC-CAS data and the NWEA MAP data for at-risk youth to determine which measure (if not both) can most effectively measure the academic progress of our students. We recognize that Monument Academy will open during the city's transition to the PARCC assessment and will review that data instead of DC-CAS data when it is available. We will set academic growth goals with reference to the performance of all youth in CFSA with the objective of exceeding current performance levels.

If as we anticipate, we receive the NWEA MAP information and the median growth percentile data from Tembo Consulting at the beginning of March, we would set academic growth goals for our students according to the following timeline.

Task	By
Receive data from Tembo Consulting	March 7, 2014
Receive data from Dr. Ernst	March 7, 2014
Distribute data to founding group members	March 12, 2014
Meet with founding group members to discuss data and draft goals and benchmarks	March 19, 2014
Send draft goals and benchmarks to founding group members for comment	March 26, 2014
Finalize goals and benchmarks	April 9, 2014
Submit goals and benchmarks for DCPCSB approval	TBD

In addition to setting growth goals based on academic data, we are committed to finding reliable measures of progress for the other key elements of our mission, particularly the social-emotional well-being and "non-cognitive" skills of our students. We have researched methods of collecting this data, consulting with both child psychiatrists as well as policy experts steeped in the field of collecting social and emotional data. This is a new and somewhat controversial field. To date, we found that there is no perfect way of collecting this data or assessing its validity. It is even more difficult to attempt drawing a correlation with outcomes. Nevertheless, part of being innovative is trying several informed approaches and determining which measures are most reliable. Thus, initially, we plan to collect data using a survey such as the California Healthy Kids Survey, as well as to collect behavioral and social emotional outcome data for students. Once we have established a baseline set of data for our students, we will set at least one measurable goal, aligned with our mission, using this information. We will submit an amendment to our charter with this goal for approval by the DCPCSB. At the same time, we will work to secure funding and a research partner, such as Georgetown Medical School, to

research and evaluate the validity of these measures for accurately capturing and predicting progress and outcomes in these areas.

We are committed to transparency and being a leader in the field of collecting and sharing data as well as working with other schools and the DCPCSB in an effort to establish a high quality accountability system for alternative schools.

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3. CHARTER SCHOOL CURRICULUM

A. STUDENT LEARNING STANDARDS

Common Core State Standards Adoption for Math and Literacy

Monument Academy will use the Common Core State Standards (CCSS) as the foundation for the curriculum in Literacy and Math. We have adopted these standards because they are “(1) research and evidence based, (2) aligned with college and work expectations, (3) rigorous, and (4) internationally benchmarked.”²³ A centerpiece of our mission is preparing students to be college and career ready. Therefore, we chose the CCSS because it is research-based, academically rigorous and will equip our students to be well prepared for whatever they choose to pursue after graduation. In addition, the CCSS have a strong focus on the development of critical thinking skills and habits of lifelong learning for career advancement. Furthermore, research shows that many D.C. foster care youth move between D.C. and Maryland schools, so we believe that adopting a set of standards used by both states ensures the least amount of academic disruption for students who may be adopted or moved by guardians between states.

While the CCSS details what our students will learn and master academically, we believe the key to maximizing the impact of the Common Core will be to provide deep professional development for our faculty. This professional development will focus on the teaching shifts that need to happen in the delivery of instruction. All of our faculty will receive training in the six instructional shifts recommended to effectively implement the ELA and Math CCSS. The Eight Standards of Mathematical Practice will also guide unit and daily lesson planning as well as the development of assessments of student learning. The CCSS and the accompanying instructional shifts represent not only what we will teach, but *how* we will teach it as well.

Grades 5-12 English Language Arts (ELA)

In ELA, we will ensure that the students learn in a text-rich environment. Our curriculum will address standards in reading (informational and nonfiction), writing, speaking, listening, and language, as outlined in the CCSS. Our instruction will remain student-centered in order to meet students at their reading level when they enroll at Monument Academy. We will instruct with a mix of opportunities for students to read at their independent reading level through the use of leveled libraries as well as exposing students to grade-appropriate complex text by

²³ Common Core State Standards Initiative, *English Language Arts Standards » Home » English Language Arts Standards*, <http://www.corestandards.org/ELA-Literacy>

scaffolding instruction. Our instructional program will steadily increase the complexity of both text and tasks that students are exposed to throughout their educational career. The CCSS stresses studying and understanding a wide range of informational and literary texts throughout middle and high school. The CCSS for Literacy in History/Social Studies, Science, and Technical Subjects will guide this portion of the academic planning. This is desirable since our high school will offer electives in career technical education, requiring facility with scientific and technical publications.

Grades 5-12 Math

We have selected the CCSS for Mathematics because the standards ask students to build conceptual knowledge and justify their understanding of mathematical practice, leading to a deeper understanding of the content and elevating student's critical thinking skills beyond mathematics that focuses on only computational skills. As the Eight Standards for Mathematical Practice encompass both the National Council of Teachers of Mathematics process standards, as well as the findings from the National Research Council's report *Adding It Up*, the Standards will become the backbone of how we deliver instruction in our math program to ensure that students are able to demonstrate mastery of the CCSS for Mathematics. The Standards for mathematical practice support our philosophy of integrating teaching across disciplines. For example, the first standard of mathematical practice "to make sense of problems and persevere in solving them"²⁴ will be reinforced through our executive functioning curriculum and our growth mindset practices and language. The third standard "construct[ing] viable arguments and critique reasoning of others"²⁵ will also be practiced in ELA, Science, and Social Studies. Though we will elaborate on our methods of instruction in Section 3C, we intend to connect as much learning as possible to real world applications, consistent with the fourth standard of mathematical practice. Our hands-on approach will give students access to a variety of tools and students will be taught to use them strategically and appropriately through the fifth standard of mathematical practice.

Grades 5-12 Science

Monument Academy will adopt the Next Generation Science Standards (NGSS), which will be fully implemented throughout the city in the 2016-2017 school year. The NGSS are aligned to the Common Core in Language Arts and Math, and like the Common Core, emphasize depth over breadth. The conceptual shifts in the NGSS focus on the "interconnected nature of science as it is practiced and experienced in the real world."²⁶ Through the NGSS, students will need to apply what they have learned by doing what real scientists and engineers do, which aligns with our philosophy of real-world connections and practical application of knowledge. The NGSS are internationally benchmarked and have also been adopted by the state of Maryland. These

²⁴ Common Core State Standards Initiative, *Mathematics » Mathematics » Standards for Mathematical Practice*, <http://www.corestandards.org/math/practice>

²⁵ Common Core State Standards Initiative, *Mathematics » Mathematics » Standards for Mathematical Practice*, <http://www.corestandards.org/math/practice>

²⁶ Next Generation Science Standards, *Appendix A—Conceptual Shifts in the Next Generation Science Standards*, <http://www.nextgenscience.org/sites/ngss/files/Appendix%20A%20-%204.11.13%20Conceptual%20Shifts%20in%20the%20Next%20Generation%20Science%20Standards.pdf>

standards complement and reinforce the skills and content in our high school CTE offerings, and also fit our objective of preparing students for career as well as college readiness.

Grades 5-12 Social Studies

Monument Academy will adopt the D.C. Social Studies learning standards to provide a continuous learning experience for our students who may have attended many other schools in the District throughout their educational experience. History and Social Studies classes are an additional opportunity for students to practice answering text-based questions and demonstrate competency in navigating text to provide those answers. As mentioned above, the CCSS for Literacy in History/Social Studies, Science, and Technical Subjects will be integrated across subject areas. Text and content-based writing will be a centerpiece of the History and Social Studies curricula.

Grades 9-12 Career Standards

In addition to the NGSS, Monument Academy will use the Common Career Technical Core (CCTC)²⁷. The CCTC's development was informed by high quality state and industry standards as well as input and guidance from educators, and business and industry leaders. The CCTC focuses on twelve career ready practices that address the knowledge and skills necessary for the work place. Specifically, Monument Academy will ensure that its science program is also aligned with the Career Clusters for Health Science and Information Technology. We will also incorporate the recommended Programs of Study to ensure that our students successfully transition between secondary and postsecondary education.

English Language Learners (ELL)

We will make accommodation and modifications to meet the needs of English Language Learners as advised by an ELL teaching specialist. We will use the WIDA test to determine students' level of English Language proficiency in the areas of reading, writing, listening and speaking, and will provide individualized services to help them achieve proficiency. Supports provided to students may include direct language and vocabulary instruction across content areas, regular supported opportunities for students to practice using academic language in writing, listening and speaking, and incorporation of a variety of modes of instruction to give students access to content despite language barriers, such as kinesthetic or visual learning activities. In order to support students with these needs, staff will receive regular professional development in differentiation for ELLs. We will create a community where all students and families feel welcome to bring their home language and culture into the school.

Students with Disabilities

Given the high number of special education students we will serve, and the high-risk nature of the rest of our student body, we will take the approach that "what works for special education students is good education for all students," i.e., we will ensure our curriculum and approach to

²⁷ CTE: Learning that works for America , *Common Career Technical Core*, <http://www.careertech.org/career-technical-education/cctc/info.html>

teaching follow best practices for special education students. Specifically, across our curriculum we will ensure that the standards are attainable for students with disabilities by:

- Ensuring that pre-requisite skills are built into the curriculum so that students are able to access grade-level content when exposed
- Providing a range of differentiated materials so that students can work on their own levels (e.g., independent reading, students working on fractions at different levels based on proficiency)
- Using scaffolds and teaching methods known to support students with disabilities, e.g., pre-teaching content, frequent repetition, providing graphic organizers to support retention, breaking objectives and tasks into smaller chunks, using visual supports, building student metacognition (known to improve retention and understanding in students with disabilities) and delivering instruction through a variety of learning modes (kinesthetic, auditory, etc.)
- Using evidence-based curricula specifically known to have an impact with students with disabilities

In addition to following this approach to general education, we will be able to support students' individual needs during their instructional blocks because we have built in a significant amount of time to personalize instruction in the middle school years. Students may work with teachers as part of an intervention group (that may include other students with disabilities, or general education students with similar needs) and/or work with teachers on mastering individual IEP goals. At the high school level, special education teachers will push in or pull out, depending on individual student needs. Our personalized instruction model will allow us to provide additional targeted, individualized practice to students while freeing up teachers to spend time with individuals or small groups of students to meet their specific goals and needs.

Where appropriate, we may also purchase and deliver specific curricula or resources to support specific disabilities, such as functional curricula (for students with significant cognitive impairment), curricula with embedded emotional regulation (for students with emotional and behavioral disorders), or curriculum that removes language as a barrier (for students with language-processing disabilities). These curricula will be used across our continuum of services as appropriate to each student (see Section 3D).

We will ensure our methods meet students' needs through frequent progress monitoring and adjustment of interventions and IEPs as necessary. Because we know students in the populations we serve are frequently and disproportionately mis- or over-identified, we will conduct a careful review of externally written IEPs and ensure internal IEPs put students on a path to exit services if appropriate, or at a minimum, place students in the least restrictive environment that will ensure their success. We will ensure students are not over-identified through a robust pre-referral process

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B. RESOURCES AND INSTRUCTIONAL MATERIALS

We have spoken with many high performing schools in D.C. and nationally to learn how they select resources and instructional materials. Following our conversations, the founding team developed the following criteria to select resources and instructional materials for each subject area and grade level:

- **Alignment to selected standards**

We will seek materials that are created specifically for CCSS instead of resources that simply align old material to CCSS. For Science, we will seek resources and instructional materials that align with the Next Generation Science Standards.

- **Ability to customize**

In most high performing schools teachers write their own unit and lesson plans, but the schools provide them with a resource library for ideas or that provide a starting point and they may then change or tweak the materials as appropriate. We plan on providing our teachers with resources, but expect that they bring expertise to adapt unit plans and write lesson plans that meet the needs of our students. Therefore, it is critical that any resource we select be adaptable so that the teacher can decide how to best use it within the time and space of the classroom. The ability to customize includes the resource being flexible enough to work with students with disabilities and English Language Learners.

- **Rigorous**

High performing schools do not simply teach students at their ability level if they are far behind, but also spend time each day teaching students on-grade level concepts. Resources that allow teachers to easily scaffold the materials and allow for customization for the diverse needs of our learners will be prioritized.

- **Research-based**

Evidence must exist to show the resource's efficacy, particularly with students who may be behind their peers academically.

- **Experience-based**

One of Monument Academy's fundamental values is that school should be engaging, relevant, challenging and meaningful, and provide student voice in the school. We will place a high value on curriculum that takes students out of the traditional teacher-driven instruction and moves more towards allowing the teachers to become facilitators of learning in the classroom. Any resource that provides hands-on learning experiences or connections to the workplace and community where students can take advantages of the cultural institutions in Washington, D.C. will be favored for selection.

- **Recommendations by high performing schools**

For digital content and resources, we plan on selecting products that are recommended by other high performing schools. In terms of digital content selection, ease of teacher use and access to quality data will be the top two criteria. Other criteria include

whether or not the digital content provides direct instruction or practice or whether or not it is automatically adaptive vs. teacher controlled.

English Language Arts

For our English Language Arts curriculum, the teacher will be conducting mini-lessons and read alouds of on grade level texts, emphasizing the close reading skills that the Common Core requires. We will purchase a robust classroom library of independent reading books that provide multiple options across all reading levels in many different content levels, both fiction and non-fiction, with a focus on high-interest lower level texts as necessary to serve struggling readers. Based on discussions with high-performing schools serving high poverty students, having highly engaging texts is one of the most critical components for building literacy in at-risk middle and high school students. Research by Richard Allington shows that effective teachers in high literacy classrooms “are more likely to give students opportunities to choose the texts they read and the topics they write about,”²⁸ while Michael Pressley’s research of effective literacy classrooms shows that there should be “many, many books to read at students’ instructional and independent reading levels, both fiction and nonfiction, and of interest to readers.” In addition, Michael Pressley’s research found that students in highly effective literacy environments are taught self-regulation and decision making, which aligns with the social and emotional pillar for our school. Reading research shows that in order for students to increase their reading levels, students must actually spend most of their time reading content that is of interest and practice reading independently with content that is on their level. By providing a robust set of independent readers, our classrooms will follow what the research suggests while being aligned to our school’s philosophy of providing student choice and therefore engagement with their reading materials.

In order to support ELA teachers, we will provide resources such as:

- *When Kids Can’t Read: What Teachers Can Do: A Guide for Teachers 6-12* by Kylene Beers
- *The Art of Teaching Reading* by Lucy Calkins
- *The Art of Teaching Writing* by Lucy Calkins
- *Reading Reasons: Motivational Mini-Lessons for Middle and High School* by Kelly Gallagher
- *Write like this: Real-World Writing Through Modeling and Mentor Texts* by Kelly Gallagher
- *I Read It, but I Don’t Get It: Comprehension Strategies for Adolescent Readers* by Chris Tovani

We will provide teachers with professional development, based on the Reading and Writing Workshop Institute at Teacher’s College at Columbia University.

²⁸ South Carolina State Department of Education, *A Research Summary: Engaged Reading and Reading Achievement*, http://ed.sc.gov/agency/programs-services/190/ccss-support/documents/Pre-Workshop_Handout_Gr_K-1_A_Research_Summary-Engaged_Reading.pdf

During our planning year we will choose a starting set of appropriate intervention curricula such as Wilson Reading, Read 180 or Corrective Reading and augment this library as we better understand our students' needs and the range of interventions required to adequately serve them.

Math

We are considering using a program called JUMP Math for our middle school. JUMP Math is aligned to the CCSS, and the curriculum is designed to work on grade level concepts with students who may be two years behind. A program like JUMP Math is aligned with our school philosophy as it teaches math by allowing students to build a deep conceptual knowledge of mathematical concepts. JUMP Math breaks down mathematical concepts into the smallest, discrete steps possible, making it easier to identify the cause of a student's misunderstanding. In execution, it provides teachers with multiple opportunities for informal assessment throughout the lesson. The results of these informal assessments allow teachers to assign the appropriate follow-up problems within the curriculum that provide practice, review, or extension work. Within the lesson, there are multiple opportunities for games, inquiry, and partner work. Leading educational psychologist Carol Dweck, has recommended JUMP Math in promoting a growth mindset for students because it values effort, persistence, and growth. JUMP Math starts by building confidence in math, which in turn leads to decreased behavior incidents and a high level of student engagement. JUMP Math is also research-based and in a randomized controlled study, the students using the curriculum "achieved more than double the academic growth in core mathematical competencies evaluated using a well known set of standardized test".²⁹

JUMP Math is currently developed for Grades K-8 and will continue to expand until a full high school curriculum is developed. We will evaluate the resource as it develops and see if it is appropriate for our high school students.

To ensure our population of learners is successful with JUMP Math or any other curriculum, we will complement the curriculum with instructional methods that move from concrete understanding of concepts, to abstract application, to procedural fluency. This will be achieved through a variety of learning methods, e.g., through the use of manipulatives, visual representation, and kinesthetic activities.

We will choose a starting set of appropriate intervention curricula such as ST Math or Math Solutions in addition to programs that focus on building on math fact fluency. We will add to this library of intervention programs, as we better understand our students' needs and the range of interventions required to adequately serve them.

²⁹ Bornstein, David. "A Better Way to Teach Math." *New York Times* April 18, 2011: http://opinionator.blogs.nytimes.com/2011/04/18/a-better-way-to-teach-math/?_php=true&_type=blogs&_r=0

Science/Social Studies

For Science and Social Studies, Georgetown Day School (GDS) has generously offered their curriculum, which focuses on experience-based learning, to use as a basis for rigorous on-grade level instruction for students. The GDS approach and materials are well-aligned to Next Generation Science Standards as well as the D.C. Social Studies standards and meets Monument Academy's philosophy by providing the students with hands-on projects which lead the students to think like practitioners. We will rely on our teachers to customize this curriculum to meet the diverse needs of our learners and to scaffold the materials to meet the needs of learners who are behind, have disabilities or are English Language Learners.

In order to meet the needs of all learners, we will use assessments to determine academic and emotional functioning of the students, and where appropriate, we will provide customized curriculum to meet the student's needs as provided by his/her IEP team.

Curriculum Development Timeline

While we have considered these materials and resources for curriculum development, the final decision for resources and instructional materials will be made by the Principal, in consultation with the CEO. During the planning year, the Principal will be responsible for the curriculum development and resource procurement. He or she will lead the development of a scope and sequence for each content area that will be finalized by October 2014. The summative assessments will be identified or developed by December 2014, and curriculum maps will be developed by May 2015. For more details on the curriculum development process, please refer to Appendix J: Curriculum.

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3. CHARTER SCHOOL CURRICULUM

C. METHODS OF INSTRUCTION

Personalized Instruction

Our instructional method is based on personalized instruction for each student. Each student, regardless of disability or ELL status, will create a personalized learning plan at our school. This includes setting individualized academic and behavioral goals using research-based diagnostics.

In the fifth and sixth grade, our schedule is designed to maximize the time a student spends working on his or her specific goals. The basic structure provides two blocks of instructional time of three hours each. One block is for ELA and Social Studies, and the other block is for Math and Science. Each block will have some time (20-45 minutes, depending on topic or lesson) for on-grade level instruction. For the remaining time students will be working on content at their own level and choosing how they will demonstrate mastery of concepts. Remediation, intervention, and acceleration are all built into this time since students are working at their own level and pace. In the middle school we will have, at minimum, a teacher and a teaching fellow during each instructional block, which represents a 10:1 student ratio.

The special education teacher may also co-teach or push in during parts of the lesson. We will teach and model independent learning expectations from the beginning of the year and support students so that they can learn to work independently or in groups while the teacher is working with another group of students.

Student group size and teacher support will be based on the student's tier of student need; students who are at or above grade level will work in larger groups with a single teacher or independently as appropriate, while students who have more intensive remediation needs will work in smaller groups with a teacher, even working one-on-one if necessary. Groups will also be determined by students' emotional and behavioral needs or disabilities, as necessary (e.g., separate group for students who require functional math curriculum because of significant cognitive disability). By giving students controlled choice during their independent learning time, we will increase engagement and create a student-centered classroom where students own their own learning.

In the Literacy/Social Studies block, students will receive whole group instruction on grade level that focuses on a mini-lesson or read aloud for up to 20 minutes. The mini-lesson will include the explicit modeling of a new skill or concept and will include opportunities for students to make connections to their prior learning and/or personal experiences. Students will be asked scaffolded questions so that the teacher can facilitate the development of higher-order thinking skills. These skills could be the focus of a mini-lesson. For example, if teaching the skill of text-to-text connections, a teacher may engage the class in a think aloud and explicitly model the process by speaking her thoughts aloud and being transparent about the steps taken to complete the task. After whole group instruction, students will then engage in activities that support deeper comprehension of the skill or concepts presented in the mini-lesson. For those who do not read at grade level, students will receive modified text at their reading level. During this time, the teacher will be conducting small group instruction for intervention or enrichment and will also complete individual check-ins.

The reading block will be followed by a writer's workshop for 60 minutes. Writer's workshop is designed in a way that allows students to learn new skills and concepts together, but to practice and develop their skills at an individual pace. Writer's workshop also provides an opportunity for controlled choice, as students will be able to select various topics to research and write about within a particular assignment's guidelines.

The remaining time in the block can be spent on activities that support the content of the Social Studies standards or additional small group intervention and enrichment groups. Strong value will be placed on Social Studies content because we know that the content standards build vocabulary and provide context for students to further their comprehension of both fiction and non-fiction texts. Therefore, Social Studies will be integrated into literacy instruction, both in reading and writing. Students will engage in the Social Studies content through nonfiction texts and other educational media resources, such as documentaries and periodicals. Speaking and

listening skills as well as writing skills will be employed to allow students to practice and master the complex thinking skills (such as analysis and synthesis) required to master the Social Studies standards. We will also engage students in the material through experience-based learning.

The Math/Science block will mirror the Literacy/Social Studies block in that it will start with whole group instruction and move to independent work. Whole group instruction can either be explicit modeling of a new skill or concept, which includes scaffolded instruction. There will be a heavy emphasis on the conceptual understanding behind mathematics and teachers, therefore, will employ many different instructional strategies. Teachers will be expected to model their thought processes through think-alouds, facilitate the learning of content in multiple ways to include the use of visual models and manipulatives and infuse literacy in daily instruction. During the independent work period, students will have opportunities to extend their learning of the skill or concept presented in class. Concurrently, teachers will work with a small group or individual student for enrichment or intervention. Some students may work independently or in small groups on standards review and fluency skills, using technology-based instructional aids.

Science will be taught during the same instructional block. We will prioritize science content and the critical thinking skills developed through the study of science. Mathematics skills will be interwoven in science instruction. The block schedule allows teachers the freedom and flexibility to create hands on experiments and activities to extend learning in both Science and Mathematics with projects that embed reading and writing in the content areas as well. The cross-curricular approach allows multiple opportunities for students to apply their learning in different contexts, which increases their opportunities to practice and demonstrate mastery of the standards.

We designed this schedule to be able to differentiate instruction for all of our students, to provide purposeful movement in the classroom, and to promote independent learning and a sense of curiosity. This schedule affords us the opportunity to differentiate instruction to meet the academic needs of all students, including the ability to provide services to students who have been identified as ELL and those eligible to receive Special Education services, as well as for students with social-emotional and behavioral needs who require interventions. Our schedule minimizes disruption or time away from the general education setting, which also allows us to ensure that each student learns in the least restrictive environment. At our school, the norm will be to embrace different pathways, both in terms of the methods used to deliver instruction as well as the methods used for students to demonstrate mastery of the learning standards. During seventh and eighth grade, the Math and Literacy blocks will be two hours long, but the Science and Social Studies will be taught in a separate one-hour block and by different instructors. This move towards subject specialization allows teachers who are experts in their subject matter to teach the students.

Technology will be an integral part of our instructional program, providing various opportunities for differentiation across subject areas. To ensure that students are prepared early to succeed in a technologically driven workforce, we will move students to proficiency in technological skills. Starting in the fifth grade, we will teach basic computer skills, including typing, the use of major programs such as Word and PowerPoint and thoughtful use of the Internet. These skills help students become independent learners. Using computers, students can investigate topics of interest to them, access tools and resources on the Internet, and direct their own learning using self-paced, adaptive digital programs. Recognizing that productive self-paced learning may be a dramatic shift for students accustomed to teacher-directed instruction at previous schools, during our planning year we will explore how best to prepare our students to become self-directed learners (e.g., the appropriate amount of time spent on independent digital content) in light of their complex emotional needs. We will also investigate the data systems and digital curriculum that would help support the transition to competency-based learning.

Experience-Based Learning

In order to make our students' experience highly engaging, experience-based learning will guide the development of our unit planning and daily instruction. Criteria for experience-based learning include:

- Involving something personally significant to students (this could include themes of social justice and civil rights in Social Studies, or inventions in science)
- Personally engaging students
- Reflective thinking and opportunities for students to write about or discuss their experiences during the process
- Whole person is involved – senses and personalities in addition to intellect
- Prior learning is recognized
- Teachers and students establish trust, respect, and concern for each other³⁰

Examples of experience-based learning could include role playing, service learning, guided discovery, field study, internships, etc. Our teachers will craft lessons that provide hands-on learning experiences or engage with community in the Washington, D.C. metro area. Our partnership with Georgetown Day School is a starting point where we will receive resources and materials that have been used effectively for decades. We do not expect our teachers to implement these lessons verbatim, but intend to provide multiple examples of what experience-based learning could look like as well as a library of resources. For example, in an eighth grade History class, the teacher might facilitate a re-enactment of the Continental Congress as part of the US History curriculum. As part of the experience, each student would undertake significant research on a member of the Continental Congress. Teachers would teach students the skills necessary to use primary documents so that they could dive deeply into the backgrounds of their members as well as the events leading up to and including the Continental Congress. Students would gather information on the clothing that members wore

³⁰ Foley, G. (Ed.). *Understanding Adult Education and Training*. Second Edition. Sydney: Allen & Unwin. (pg, 225-239)

(and make the costumes), understand transportation and communication of the time, and focus on questions about race, gender and class in terms of who was and was not represented at this historic event. Bringing history to life in this way, literally making and stepping into the shoes of people at that time, is an authentic way for our students to engage with text and learning. Our staff will be able to scaffold these materials and to make them accessible for students of all reading levels, English Language Learners, and students with disabilities. When possible, experiences such as these will be presented as a collaboration across content areas with teachers working together to introduce the knowledge and skills relevant to their content areas and necessary for the students to maximize their learning. This type of instruction aligns with our school's philosophy to make learning engaging for all students, and to help students make authentic real world connections throughout their time at Monument Academy.

Focus on Social Emotional Learning

Our model is different because we work from the “best of” not “instead of” approach. Monument Academy moves beyond the debate about whether it is education OR therapy OR life skills OR connection that matters most. Our entire staff will be trained in the Trauma Systems Therapy approach in order to proactively meet students’ needs. To set a positive, predictable, and community-based climate, we will implement the Positive Behavioral Interventions and Supports (PBIS) framework in order to provide children the structures they need to succeed both academically and emotionally. We will use the Response to Intervention approach for early-identification of student needs and to ensure students receive the research-based intervention they require to succeed. We will also incorporate the research and evidence that supports students and adults to develop and practice a growth mindset to learning and emotional regulation. We diverge from “no excuses” charter school models, understanding that an inflexible discipline system may not work for every child, especially one that has experienced trauma.

With this philosophy in mind, a student’s day begins with a half hour of physical exercise, yoga, or mediation. After this time, students transition from the residential to the academics portions of the day. At the beginning of the year in the younger grades, executive functioning skills will be taught. Students will also create their own long term, short term and daily goals, which cover both academics and behavior. Though we have long instructional blocks planned, students will be given frequent breaks, where they can chat with friends, draw or take a walk. We also intend to use Quiet Time, a 15-minute meditation time with guided breathing and reflection, which has improved academic and emotional outcomes for schools in California.³¹

We will hire a Director of Well-Being who will be responsible for the life skills and social-emotional outcomes for students, as well as family engagement. This Director will work with the academic staff to ensure that the programming and the schedule are aligned with these goals. The Director of Well-Being will supervise a staff of social workers that will work with students during both the academic and residential portions of the day.

³¹ David Lynch Foundation, *Quiet Time Brochure*, <https://www.davidlynchfoundation.org/pdf/Quiet-Time-Brochure.pdf>

We consider a focus on social-emotional learning to be a method of instruction because it requires our staff to be well versed in Trauma Systems Therapy, Response to Intervention, Positive Behavior Interventions and Supports, and growth mindset theory, and provides a shared language for all staff to use that permeates our program. This is incredibly important, as many of our students may come with emotional or behavioral issues, and our focus on social-emotional learning will allow us to provide structure, discipline and predictability while ensuring safety so that students can become independent learners with good decision-making skills. This is core to our mission and philosophy.

EDUCATIONAL PLAN

3. CHARTER SCHOOL CURRICULUM

D. STRATEGIES FOR PROVIDING INTENSIVE ACADEMIC SUPPORT

Academic Support

As discussed under methods of instruction, our instructional methods, curriculum and schedule are designed to allow teachers to meet the individual needs of a wide variety of students, including students who are substantially below grade level in reading and mathematics, but who may not be identified as having a disability. We have structures in place for students who require more intensive intervention, regardless of having an IEP, through our focus on personalized and small group instruction. This section of the application describes the range of the interventions offered in more detail, the process by which we will determine whether a student is eligible for special education services, and the continuum of services we will offer for students who are identified.

While we intend to implement a robust RtI program to identify early challenges that students are having and address them through specific interventions, a student may be referred for evaluation for SPED services prior to completing the full RtI cycle where appropriate or when requested by a parent.

Behavioral/Emotional Support

Given the likelihood that many of our students will have experienced trauma and may struggle with social-emotional and behavioral management skills, we recognize that behavioral supports are crucial to the success of our academic program. Structures will be embedded throughout the school to support behavioral and social-emotional success. For example, during our instructional block, students have opportunities to take breaks, refresh, and recharge. We place value on developing student independence and a large part of this is learning to self-regulate emotionally and to self-advocate for needs. Self-regulation and self-advocacy will be encouraged. Behavioral expectations will be clear and consistent across the residential and academic environments, and it will be clear to all students that they are able to and are responsible for meeting those expectations. All staff members will be trained to respond to student needs by listening to the student before jumping to judgment or consequences. As

part of their reflection, students will be encouraged to accept responsibility for their behaviors, identify the natural consequences that occurred because of their behaviors, and brainstorm and practice an alternate behavior to use in future situations. Beyond school-wide structures, Monument Academy will identify research-based social-emotional and behavioral interventions, such as those from the PreReferral Inventory Manual (PRIM) by Stephen B. McCarney. This resource is widely used in educational settings to match students with appropriate interventions unique to their needs. The PRIM outlines research-based interventions and provides guidance on implementing them with fidelity as well as data that can measure the effectiveness of the intervention. In addition to the PRIM, teachers, together with the wellness staff, can employ other research-based intervention methods, such as the ones listed at Intervention Central³², to address students' behavioral needs.

Continuum of Services

We are committed to providing a continuum of services that flexibly but appropriately meets the needs of a range of students. We believe in the value of inclusive education for both special education students and their general education peers, and will seek to serve students in this least restrictive environment (short of exit from services) whenever possible. However, where an IEP team determines that a student's needs cannot be met within that inclusive model, we will ensure the availability of an increasingly intensive range of services. We expect to need to provide many of the following settings, listed from least to most restrictive, based on students who enroll in our school:

- Pull-out services, generally to supplement general education services and/or meet individual student IEP goals
- Academic Resource classes where students receive alternative curriculum appropriate to a low-incidence disability, very severe proficiency gap, or significant cognitive disability (e.g., students on the autism spectrum)
- Emotional/Behavioral Resource classes where students receive alternative curriculum that may not be significantly different from general education class in terms of content, but which is delivered with embedded instruction on emotional and behavioral regulation and in a setting that accommodates these disabilities (e.g., cool-down sensory tent)
- In the event that a student requires home-based and hospital services, we will evaluate the best provider for these services, whether in-house or through contracting with an outside provider.
- Where necessary, we will utilize the OSSE's placement review process, access to a special education school.

Decisions to change student services will be made with input from the student's teachers, related service providers, and the student's family (and the student where appropriate).

³² Intervention Central. *Behavioral Interventions*, <http://www.interventioncentral.org/behavioral-intervention-modification>

Child Find and RtI

We are committed to ensuring any student with a disability, even if not identified as such upon entering Monument Academy, receives appropriate services. To that end, we will follow the guidance provided by OSSE and its Child Find policy by ensuring staff, families and the public understand Monument Academy guidelines. We will do this during both annual training and throughout the year. During our summer training institute, we will train staff on the process, timeline and key factors in identifying a child who may have a disability. In addition, we will detail in our parent handbook and provide parents with training on the signs they should look for when they have concerns about their child's progress academically and the steps they may take with the school to explore the evaluation process. Finally, we will launch a public information campaign, and follow all relevant timelines established by IDEA and OSSE.

We are committed, however, to avoiding the mis- and over-identification that is common for the populations we will serve. To that end, we will implement a robust Response to Intervention process that gives students access to a range of increasingly intensive interventions prior referral, so that we can be certain their struggles are due to a disability, rather than to a lack of appropriate instruction.

Tiers of Intervention:

Our system will include 3 Tiers of intervention:

- All students will receive Tier 1 instruction, which will be our core instructional program designed to ensure that at least 80 percent of our students could be successful without additional intervention. Given that the majority of our population is likely to be significantly behind, as detailed above, our core curriculum will include content that bridges students from remedial performance to grade-level content. Instruction in this tier will include differentiation of the core content for individual student needs. This will ensure we are able to serve the vast majority of our students without more intensive intervention. Students will receive only Tier 1 instruction until they are found eligible for Tier 2 or 3 intervention based on data (see below for additional detail) or require additional services to support a disability or language need.
- Some students, about 15 percent, will require additional, targeted Tier 2 instruction to remediate specific skill gaps that fall well outside the core curriculum and can be provided in the classroom or in a pull out session as determined. Given that our students will be in middle and high school, we expect that students needing Tier 2 interventions will require intervention 3 to 5 times per week, in groups of no more than 6 students. These interventions may last for one to two targeted 6-9 week cycles of intervention, as long as the interventions are effective. If student data shows, however, that after 30 days the student is not making adequate progress, a team may decide to change the intervention or increase the student's support to Tier 3.
- A much smaller share of students, about 5 percent, will require intensive, Tier 3 intervention; this is also the highest intensity of intervention the school will try before considering referring a student for evaluation. Students requiring this level of support

will receive an additional, evidence-based intervention in a pullout setting daily, for 30-60 minutes per day, and in groups ranging from 1-3 students only. In cases where a student is significantly behind and making little to no progress in lower tiers of instruction, Tier 3 instruction may actually replace Tier 1 or core instruction for a limited period of time (e.g., a student may go to a replacement reading class with a specialist instead of joining his/her class). If possible, Tier 3 plans will be made with students and families to increase their likelihood of success. If, after 60 days of intervening at this intensity, students continue to fail to make adequate progress, the team may refer the student for evaluation for special education services.

Overview of the RtI Process

Our RtI process will be run by the Principal in the early years of the school because we believe effectively identifying student needs and increasing or decreasing supports in a responsive way is central to achieving the mission of the school. The Principal will oversee staff collection of data and placement of students in appropriate interventions, and coach staff to ensure effective delivery of interventions, or adjustment of interventions as necessary, to maximize student success. The Principal's involvement in this process will also allow him/her to provide on-the-job professional development on serving students with a wide range of needs effectively, and identifying a disability if applicable.

In order to place students into intervention, Monument Academy will regularly collect data to screen for students who may be struggling in academic and non-academic behavior. The Principal will facilitate extended grade level meetings at a minimum every 6-9 weeks, where teachers will create personalized learning plans and, if necessary, determine what tier of intervention students need, reviewing data from the student's absolute level and growth. At these meetings, teachers will also create intervention plans in students' academic or nonacademic areas of need. While plans are in place each cycle, the Principal will regularly observe interventions and review student progress monitoring data to ensure interventions are delivered with fidelity and have the desired effect on student outcomes. This data will be reviewed bi-weekly for students receiving Tier 2 support and weekly for students receiving Tier 3 intensive intervention.

This process, coupled with our instructional schedule, which allows for personalized instruction, will allow teachers to deliver appropriate interventions for students and, if necessary, determine that the student may need additional support for a disability.

EDUCATIONAL PLAN

3. CHARTER SCHOOL CURRICULUM

E. STRATEGIES FOR MEETING THE NEEDS OF ACCELERATED LEARNERS

Accelerated Learners

We firmly believe that our personalized learning approach will allow students who are accelerated access to materials and time with teaching staff to meet their unique needs. Since all students will be working on content at their own level, the small group instruction during the differentiated learning time will be customized by the teacher for accelerated learners. In Math accelerated learners will have multiple opportunities for extension daily through solving more complex problems. In addition, we intend to provide students with access to digital content so they can move at their own pace. However, we realize the limitations of digital content in teaching higher order thinking skills and see this content as building basic prior knowledge for the teacher to use as a foundation.

In addition, at our high school, we will allow accelerated students who have completed their core requirements to take college-level courses online through massively open online curriculum (MOOCs) such as Coursera or Udacity. We will also work to establish a partnership with an online university and, if feasible, a high quality accessible community college. These self-directed and independent learning experiences will prepare our students for success in secondary settings and will build on their skills developed in our middle school to be goal-driven and responsible for their own success. They will also provide them college credits that can accelerate them through attainment of their post-secondary degree, which can in and of itself be a motivator for pursuing that degree.

EDUCATIONAL PLAN

3. CHARTER SCHOOL CURRICULUM

F. GRADUATION AND PROMOTION REQUIREMENTS

Promotion will be based on a mix of attendance and a portfolio of student's coursework throughout the year.

Attendance

If a student has more than 20 excused or unexcused absences per school year, the school reserves the right to retain that student.

Portfolio of Student Work

Work samples from a student's coursework through the year, accompanied by pieces of self-assessment and reflection, will be used to evaluate a student's promotion to the next year. The portfolio must demonstrate a student's growth and ability to maintain a trajectory that allows students to be on or above grade level for middle school promotion or high school graduation. Students will be expected to present their portfolio 2-3 times per year during Family Days. Students will also be expected to demonstrate mastery of content through a culminating project or end-of-year assessment. The portfolio will be reviewed by at least two academic staff members using a rubric that will be developed during planning year. If the student fails two or more core academic classes, the school reserves the right to retain the student. Monument Academy will consider any grade lower than 70% to be a failing grade.

High School

In order to receive a high school diploma, the following courses must be completed at each grade level. This coursework is informed by OSSE's requirements to receive a high school diploma from a publically funded D.C. school and to prepare students for college and career readiness.

Ninth Grade	Tenth Grade	Eleventh Grade	Twelfth Grade
- English 9 - Algebra 1 or Geometry - Material Science - World History 1 - Art or Music - Physical Education/Health 1 - Elective	- English 10 - Algebra 2 - AP World History or World History 2 - Biology - Art or Music - Language or Coding 1 - Elective	- English 11 - Algebra 2/Trigonometry or Geometry - US History - AP Computer Science, AP Biology or Engineering - Physical Education/Health 2 - Language or Coding 2	- AP English or English 12 - AP Statistics or Statistics - Economics and Financial Literacy - AP Psychology or Psychology - Elective

Monument Academy will not offer a certificate of completion unless the student is identified with severe cognitive disabilities. A certificate of completion does not offer the same post-secondary outcomes as a diploma, and a high school diploma is a future indicator of success for youth out of care. Monument Academy will offer career certification programming in healthcare and technology fields that are aligned with our CTE offerings.

EDUCATIONAL PLAN

4. SUPPORT FOR LEARNING

A. PLANNING YEAR

Timeframe	Activity	Area
February 2014	Develop board profiles Develop job descriptions for board members	Board of Trustees
March 2014	Write job descriptions for Principal, Director of Well-Being, and Ops Manager	Key Personnel
	Develop target list of potential board members	Board of Trustees
April 2014	Develop interview process for key personnel	Key Personnel

	Write job descriptions for instructional staff	Instructional Staff
May 2014	Start search for key personnel & instructional Staff	Key Personnel Instructional Staff
	Submit 501c3 paperwork to IRS	Board of Trustees
	Start active process for identifying best real estate option and planning for build out/development	Facilities
July-August 2014	Principal hired	Key Personnel
August 2014	Building site identified	Facilities
	Outreach materials and applications finalized	Community Engagement & Student Recruitment
September 2014	Begin outreach to stakeholders and partners	Community Engagement & Student Recruitment
	Start accepting applications	Community Engagement & Student Recruitment
October 2014	Director of Well-Being hired	Key Personnel
	Scope and Sequences by content area approved by Principal	Curriculum
	Develop interview process for instructional staff	Instructional Staff
November 2014	Begin candidate interviews for instructional staff	Instructional Staff
December 2014	Discipline, Attendance, promotion and grading policies written.	School Policies
	Summative assessments by content area approved by Principal	Curriculum
January 2015	Ops Manager hired	Key Personnel
	Board approves school policies	School Policies
February 2015	Develop process for interviewing residential staff	Residential Staff
March 2015	Interview Residential staff	Residential Staff
	Residential life manual completed	School Policies
	Applications due	Community Engagement & Student Recruitment
	Public lottery if oversubscribed	Community Engagement & Student Recruitment
	Announcement of lottery results, including students selected and waitlisted.	Community Engagement & Student Recruitment
April 2015	Instructional staff hired	Instructional Staff
	Family Engagement plan completed	School Policies
	Enrollment forms collected	Community Engagement &

	Maintain waitlist	Student Recruitment
May 2015	Curriculum maps for each content area approved by Principal	Curriculum
June 2015	Residential staff hired	Residential Staff
	Orientation and training for all board members	Board of Trustees
	Facility in move in ready condition	Facilities
July 2015	Professional Development Training for all staff	Instructional and Residential Staff
July 2015	Unit and lesson plans finalized	Curriculum
August 2015	Orientation for students and family	Community Engagement & Student Recruitment
	First day of school	Community Engagement & Student Recruitment
October 2015	Parent members on the board	Board of Trustees
	Parent training and orientation for the board	
January 2016	Board Retreat	Board of Trustees

We anticipate that every aspect of starting a new charter school is challenging. In particular, we recognize the importance of each and every hiring decision. As soon as our charter application becomes approved, we will begin recruiting for our Principal as well as other key hires for our organization. We will recruit within our personal networks as well as work with outside organizations such as Teach for America, New Schools Venture Fund, and Bridgespan to conduct a national search for our staff members. In order to find our facility, we are actively working with Building Hope, which has already identified a few potential suitable facilities. Once our charter is approved, we will actively work with them to secure a location for our school. The details for this process can be found in our Operations section.

EDUCATIONAL PLAN

4. SUPPORT FOR LEARNING

B. SCHOOL ORGANIZATION AND CULTURE

School Culture

Our approach to building self-motivation is to help students make the connections between their life goals and the work they do every day in school to accomplish those outcomes. We discuss and expose them to a variety of career opportunities, talk about aspirations for family and community life, and then show them in concrete ways how what they learn and do in school and in post-secondary is part of the process for realizing those goals. Our faculty doesn't just teach content, but guides and models the connection between effort and persistence and the attainment of goals. We help students do this in concrete ways by teaching them the planning and organizational skills, starting with a long term life goal and helping them plan backwards to see how their actions each year, month, week, and day can help bring them

closer to their goals. We are committed to fostering a growth mindset that demonstrates the connection between effort and improvement, and creating a culture that values working hard, persistence and improvement. Research shows that this improves engagement and motivation, the willingness to take on new challenges, and decreases anxiety and aggression. This approach recognizes effort, not abilities or DIS abilities, and thus builds the positive environment that encourages all types of learners.

While other schools also engage in such goal setting, ours will distinguish itself by the systematic way in which students will check and reflect upon their progress towards their goals. This process recognizes patterns and triggers for their behavior and encourages developing effective solutions for their personal growth. This is important for youth in foster care, because oftentimes they feel that they do not have control over their transient lives as they change homes and schools. Monument Academy will provide an environment where students learn to take charge, both academically and emotionally. Whenever possible, natural and logical positive and negative consequences will be used to support students' behavioral and academic choices.

Mental health professionals have told us that the most important variable in a child's life is to have a consistent, caring adult by and on their side. Each student will have an adult advisor that remains dependable throughout the adult's tenure at the school and this advisor helps ensure that their students are taking steps toward meeting their goals. The advisor may provide suggestions or resources for their students, but ultimately the advisor is a guide and the intention is for the student to truly own this/her progress toward his/her goals.

We hold a firm belief that all students can achieve at high levels and that it is our responsibility as educators to discover the instructional method that is most effective with each child. A student's academic standing and emotional well-being will be assessed upon entry. The frequent (often informal) assessment of current learning will allow for group and individualized corrective instruction aligned to specific skills and content. We will ensure that corrective instruction and intervention are targeted and data based and are not assigned based on assumption or applied in a sweeping manner to students who have academic deficiencies in specific areas. If data indicates that students are deficient in foundational skills, such as reading acquisition and an understanding of simple algorithms, they will receive targeted, research-based intervention until they demonstrate proficiency. Students will still be exposed to and given the opportunity to learn and master grade-level standards despite current reading levels. This will help maintain student motivation and ensure they do not fall further behind their peers while receiving intervention for foundational skills.

Classroom instruction will be consistently improved by using short and frequent assessments of both the Common Core-aligned content that has been taught and of the requisite skills necessary for students to achieve as independent learners (social skills, life skills, and basic literacy and mathematics skills, higher order thinking skills, etc). In addition to internally

created mini-assessments, we will use adaptive technology and reading inventories to assess the level of proficiency of students at appropriate intervals throughout the year. This will also allow for additional targeted instruction for individuals and student groups. Our classroom instruction will encourage investigation and create a safe space for student trial and error. Our residential and academic environments will aim to ignite the intellectual curiosity of our students so that they truly become self-directed learners.

Each student will have ongoing individual projects that will incorporate deeper learning and application of skills to relevant real world situations. These projects will be designed with student interest and mastery of standards in mind. These projects will also teach cooperative learning and time management skills as a method for increasing the academic endurance of students. Individualized projects will allow students to move at their own pace while mastering and demonstrating proficiency on the skills. Teachers will work as facilitators to encourage feedback and application of learning.

In order to document their learning, students will keep updated electronic portfolios where they are gathering evidence of their mastery of each standard. Students will be asked to defend their learning at the end of each semester. Self-tracking of academic goals also increases student self-motivation.

Students with disabilities will be held to the same high expectations. We will ensure that teachers have a strong awareness and understanding of IEP accommodations and what the observations should look like in the classroom. Administration will observe regularly to hold faculty accountable to fidelity of implementation of IEP accommodations. Faculty will regularly collect data and track progress toward IEP goals. Concerns regarding students who are not progressing will be discussed weekly in collaborative sessions with the relevant staff members. The meetings will produce action plans to address the student's specific needs.

We will use research-based strategies to support English Language Learners. Both English Language Learners and students with disabilities will receive support from a highly qualified ELL or SPED teacher, respectively. Students will be given ample time to practice and master skills at a pace appropriate to their specific needs.

We anticipate some mid-year enrollment. Therefore we will have a robust acculturation strategy. Initially, each student enrolling mid-year will be assigned a student partner and an adult advisor. As the school grows in size, older students can act as mentors to the younger students. The student partner will assist the new student in understanding the systems, routines, and expectations in the academic and residential environments. The adult advisor will assist the new student in setting up their goals and will check in daily (or more frequently if necessary) to support the transition. All staff members that will be supporting a new student will receive any information (including prior school records) that the school receives. The instructional staff will collect baseline assessments within the first two weeks of enrollment.

This will ensure that new students are grouped appropriately and set up for academic success. Additional supports may be assigned in response to specific student needs.

Each year, an orientation will be held for parents/guardians and students and a manual that outlines school expectations will be distributed. When possible, students will be encouraged to spend a night in the residential housing prior to enrolling. Parents will be connected with other parents of students in the school in order to support their transition as well.

Complaint Resolution Policy

If a complaint arises from parents and/or students, these will be directed to a school administrator. Complaints concerning administration or complaints that remain unresolved in an acceptable manner can also be addressed directly to the CEO. The administration (and CEO, when necessary) will conduct an investigation, gather data, and/or observe student and staff to get the full picture and resolve the issue in a timely fashion. Wellness staff will be utilized to support conflict resolution between students as well as mediation amongst adults, if and when appropriate. For any complaints related to special education, the case manager and school administrator should be contacted directly in order to resolve the concern. The Board will be the final place of appeal for parents who have a complaint or concern with the administration of the school, as outlined in the Business Section.

EDUCATIONAL PLAN

4. SUPPORT FOR LEARNING

C. SAFETY, ORDER, AND STUDENT DISCIPLINE

Safe and Orderly Environment

At Monument Academy, there is a foundational belief that when expectations are made clear and boundaries are consistently respected all students are capable of positively contributing to a safe and orderly learning and living environment. A clear routine that is predictable and consistent, but that allows for choice and personal expression of needs, will allow students to perform their best in all environments.

Given that we anticipate a high level of students who have experienced trauma and may have behavior management challenges from previous schools and home environments, we will have a knowledgeable and well-trained staff on property 24 hours per day. Students with extreme behaviors will be separated from their peers in order to engage in de-escalation strategies independently or guided by staff.

In addition to the above, Monument Academy will be compliant with DCMR Chapter 25. The school will clearly outline and communicate verbally and in writing to all students, families, and staff the discipline policies as approved by the DCPCSB and the Board of Monument Academy. Boundaries and expectations, as outlined in the discipline policy, will be reinforced consistently in both the academic and residential environments. While suspension is a last resort as a

disciplinary consequence, students who present a threat to themselves or others will be separated from the living and learning environments until an appropriate solution is determined.

Monument Academy will also support the mental and emotional health of our staff. We recognize that our staff will be engaged in challenging work that requires intense focus and endurance. We will be vigilant to the needs of staff in order to ensure that when they interact with students they are in a personal state that allows them to be positive in all school environments. This will also help us prevent staff burnout.

Monument Academy will employ a comprehensive Positive Behavior Intervention Support model (PBIS). This model begins with the school determining core values and defining what these values look like in each area of the school. Common language will be developed around the core values in order to frame all expectations in the positive for students. A robust menu of behavioral and academic interventions will be developed at the universal, secondary, and tertiary levels. (This section of the application will specifically address the behavioral side of the intervention pyramid.) All students will experience universal level interventions. These are basic interventions put in place for the whole student body, such as verbal redirection, proximity, reflection centers, praise, and loss of privileges. When these interventions are not effectively addressing behavioral concerns, students may receive either selective or targeted interventions at the secondary or tertiary levels based upon their specific needs.

Staff will meet on an as-needed basis, to ensure that students are matched with appropriate interventions. These discussions will include data analysis and intervention planning. The group will then monitor for the fidelity of implementation and determine the effectiveness of the intervention based upon data. The team will decide to continue the intervention plan, try a new strategy, or end the plan to determine if it is no longer a necessary support. Should the student not respond to a variety of research-based interventions that have been implemented with fidelity and tracked for a minimum of six weeks, the team can move to recommend appropriate assessments to determine eligibility for special education services.

Policies across the campus will ensure safety, but will also aim to replicate a home and family environment. This will require all adults to communicate high expectations and trust to all students. Students must be held consistently accountable to the behavioral expectations in the residential and academic settings. Consequences must be predictable for students so that they develop the skills necessary to consider consequences prior to making decisions. Students must have space to learn and grow despite misbehaviors. This is also consistent with the growth mindset paradigm, where children may experience setbacks but the focus is on learning from failure and persisting. Students will be given the opportunity to correct their behaviors and give back to the community in reasonable ways. The overarching value is that students are free to make independent decisions, but they are also responsible for the consequences of each choice.

Students demonstrating behaviors that disrupt the learning of others will accept responsibility for their behaviors, identify the natural consequences that occurred because of their behaviors, and brainstorm and practice an alternate behavior to use in future situations. Initially, students will be redirected and given an opportunity to correct their own behavior. If unsuccessful, there will be a space in each classroom and common area where students will be asked to reflect on his or her misbehaviors. Students will be removed from the instructional setting only if deemed necessary for the learning of the other students and will be supervised by the well-being staff. Every effort will be made to return the student to the instructional setting as quickly as possible, following the student's problem solving session and replacement behavior practice.

Logical consequences will be assigned to address misbehaviors and students will engage in the discussion around both the natural and logical consequences of their choices. Examples of natural consequences are a loss of trust or hurting a classmate's feelings. Logical consequences could include cleaning areas that were disrupted by the student's behavior, apologizing to classmates, creating posters or a campaign to educate peers on a particular subject, for example, anti-bullying initiatives, or making up lost instructional time when peers are engaged in recreation or fellowship activities. Loss of privilege will also be an acceptable consequence for persistent behaviors.

Discipline Policy Development Timeline

A specific discipline policy for each grade span at Monument Academy will be developed with the support of an experienced partner, such as Turnaround for Children, and mental health providers. We will employ discipline practices that include natural and logical consequences and are research-based specifically for students who may have experienced severe trauma. We will have this policy outlined and finalized by October 2014. The board will approve the discipline policies by December 2014. This timeframe allows our founding staff members to plan with our partners. A sample framework of our discipline policy can be found in Appendix I, Required Documents.

EDUCATIONAL PLAN

4. SUPPORT FOR LEARNING

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

Teacher & Staff Development

One of Monument Academy's core values is "sustain staff" and we believe that professional development is integral to achieving this objective. We will follow a "just in time" professional development model, where staff are given exactly what they need until the next formal PD session. The Principal will be actively involved in the selection, development, and delivery of the

professional development. When possible, professional development will be embedded in and connected to a teacher's own evaluation and professional growth goals.

Our professional development will start with four weeks of staff training during the month of July, which in Year 1 will focus on the following topic areas:

- Mission and Philosophy of Monument Academy
- D.C. Foster Youth & Families
- Trauma Systems Therapy
- School Wide Systems and Culture Building
- Culture Week Expectations
- Academic Planning, Expectations, and Philosophy
- Residential Life Introduction & Planning
- Special Education

All staff members will be required to attend all trainings, but the residential and academic staff will split at certain times to plan for unique aspects of their program. The professional development will be designed and facilitated by a mix of Monument Academy staff members as well as outside facilitators when necessary. We anticipate that an organization such as Turnaround for Children will provide professional development support for setting a positive school climate and culture, while the Flamboyant Foundation and CFSA will help with the family engagement training. We are also considering a partnership with the D.C. Special Education Cooperative to provide training so that all staff will understand how special education services are delivered and so that teaching staff will understand IEP goals, progress monitoring, service tracking, accommodations and modification, and accurate and timely upkeep of student records in EZ IEP. At a minimum, we will provide basic introduction on special education, 504 plans, Child Find, and during our academic planning time, we will ensure that staff knows how to analyze student performance data, including the data required for IEP and 504 plans.

We know that this work can be tremendously demanding, and that it is important for our staff to build the culture of working collaboratively and to provide opportunities for our residential staff and academic staff to interact regularly. Each month, we plan to set aside one day where students will be off campus when the staff can meet as a team. Students will be supervised either by an outside organization along with one or two staff members or with a rotating schedule of staff members from each department so that each departmental/functional perspective of a student's day is not missed during staff development. These days may be used for data review, additional professional development, and to reflect on school structure and programming. The Principal will coach teachers and provide feedback on a regular basis.

During the school week, teachers will also be afforded 1.5 of hours of planning per day. One of these planning sessions will be set aside for collaborative planning while another will be used

for data review meetings where student performance data across disciplines will be analyzed to determine what each child needs to succeed emotionally as well as academically.

During our planning year, a staff member will be trained at the Reading and Writing workshop Institute at Columbia University Teacher's College so that they can provide this training to all our staff during our summer professional development training institute. Currently, co-founder Joan Lee, a certified reading specialist, is scheduled to attend. Joan has the background experience in literacy instruction and professional development experience to be able to implement this train the trainer model.

Administrator Development

We are currently in discussion to develop a partnership with Turnaround for Children. Part of the partnership will include coaching for our school leadership. In addition, two of our founding members have worked for New Leaders to develop principals. They will be involved in providing coaching for the Principal.

EDUCATIONAL PLAN

4. SUPPORT FOR LEARNING

D. STRUCTURE OF THE SCHOOL DAY AND YEAR

Monument Academy will provide 205 days of programming for students, including 194 instructional days. Since we are a school with a residential component, student drop off will begin on Sunday afternoon with a staggered drop off schedule that will allow staff time with each family to discuss the student's academic progress the prior week and to allow the parents to ask questions and share information about the student that they feel the staff should know. These drop off sessions are key to developing relationships with students and family as well as ensuring that all parties are communicating with each other for the students' best interest.

The school year with students will begin with ten days of culture building. During this time, students will get to know one another as well as the staff while acclimating to the residential program. We will introduce students to classroom routines, behavioral expectations, as well as team and trust building. We will spend a part of planning year exploring whether a campground or outdoor site can host a part of this culture building experience. We will also offer introductory typing classes beginning in this timeframe.

A draft calendar that reflects the number of instructional days, assessment periods, professional development, school breaks, and family days is as follows:

Monument Academy Year Calendar-DRAFT

2015 - 2016

July 2015						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 2015						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2015						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2015						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2015						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2015						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 2016						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 2016						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29					

March 2016						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April 2016						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May 2016						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June 2016						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Events
Staff Professional Development, no students
Student Orientation & Culture Building
First Day of School
NWEA MAP testing window
Break or Federal Holiday, no school for staff & students
Last Day of School for Students
ACCESS for ELLs®
Staff PD, students offsite for academics
Family Days

Student Days
11 Culture Building Days
194 Instructional Days
205 total days with students

Staff Days
30 Staff Training & PD days
11 Culture Building Days
184 Instructional Days
225 total days with staff

When on campus, a student's day will start at 7:00 a.m. and end by 9:30 p.m. with the end time being extended as the students increase in age. We believe that time spent in both the academic and residential portions of the day are crucial to realizing the vision of our school.

Regardless of the grade level, each student will wake up by 7:00 a.m., eat breakfast, and experience a half hour of physical activity of choice before 8:00 a.m. The physical activity options will include walking or running, yoga or stretching. At 8:00 a.m. students will transition from the residential program to the academic program.

At 8:00 a.m. every staff member and student will engage in Quiet Time, which is a 15-minute meditation time with guided breathing and reflection. This method has been utilized in schools in the San Francisco Unified School District and has led to "decreased teacher turnover, greater academic achievement, improved youth wellness and an improved classroom climate"³³ and is aligned with our school's philosophy to help students self-regulate and our mission to promote social and emotional well-being. At 8:15 a.m. student schedules will change based on their grade levels and are listed separately below.

Fifth and Sixth Grade Schedule

Knowing that a majority of our students will likely arrive behind academically, our fifth and sixth grade schedule is flexible to allow time for on-grade level content as well as intervention. Our schedule is also designed to maximize the time spent on personalized learning activities for students, allowing teachers to be able to differentiate instruction.

Start Time	End Time	Course/Activity
8:15 a.m.	9:00 a.m.	- This time is set aside to focus on goal setting for the day as well as a time for students to check in with their on-campus advisors - At the beginning of the year, part of this time will be spent explicitly teaching executive functioning skills from a text such as <i>Unstuck and On Target</i>. This mini-lesson will be referenced by all adults, including residential staff, throughout the day. - Towards the middle of the year, this time can also be used to teach a mini-lesson for a specific study skill or organization concept to be reinforced throughout the day.
9:00 a.m.	12:00 p.m.	- ELA/Social Studies block - Approximately 20 will be spent on on-grade level instruction - The remaining portion of the time will be spent on individualized instruction, including small group

³³ David Lynch Foundation, *Quiet Time Brochure*, <https://www.davidlynchfoundation.org/pdf/Quiet-Time-Brochure.pdf>

		instruction, digital content, independent work, or collaborative projects. • There will be time built in for small breaks throughout the block, including stretch breaks, a snack, movement, or just time to chat with friends
12:00 p.m.	2:00 p.m.	• Lunch • Recess • Electives (art and physical education) • 15 minute Quiet Time
2:00 p.m.	5:00 p.m.	• Math/Science block • An appropriate portion of the time will be spent on on-grade level instruction as the curriculum we select dictates. • The remaining time will be spent on individualized instruction, including small group instruction, digital content, independent work or collaborative projects. • There will be time built in for small breaks throughout the block, including stretch breaks, movement, or just time to chat with friends
5:00 p.m.	6:00 p.m.	• MakerSpace or cooking club
6:00 p.m.	7:00 p.m.	• Dinner (prepared and served by cooking club students)
7:00 p.m.	8:30 p.m.	• Community time (games, TV, internet)
8:30 p.m.	9:30 p.m.	• Reading, journaling, or residential meetings, depending on the day with 9:30 p.m. lights out

Seventh and Eighth Grade Schedule

Our seventh and eighth grade schedule reflects two major changes: 1) Science and Social Studies are taught in separate classes to prepare students for high school where subjects become more specialized 2) the electives and extracurricular activities occur at the end of the day.

Our expectation is that by the time students reach seventh and eighth grade a majority will be on grade level. The time spent on individualized instruction is geared more towards developing independent learners and designed with projects that develop critical thinking skills (see Section 3B and 3C for more details). However, because some students, either those new to the school and behind, or those who are still catching up, will continue to require additional time for intervention and remediation, we will still offer targeted intervention during the individualized instruction time.

Start Time	End Time	Course/Activity
8:15 a.m.	8:45 a.m.	This time is set aside to focus on goal setting for the day as well as a time for students to check in with their on-campus advisors
8:45 a.m.	10:15 a.m.	- ELA block 30-45 minutes on-grade level instruction 45-60 minutes of individualized instruction, including small group instruction, digital content, independent work, or collaborative projects
10:15 a.m.	11:15 a.m.	Social Studies
11:15 a.m.	12:30 p.m.	- Recess - Lunch 15 minute Quiet Time
12:30 p.m.	1:30 p.m.	Science
1:30 p.m.	3:00 p.m.	- Math block - An appropriate portion of the time will be spent on on-grade level instruction as the curriculum we select dictates. - The remaining time will be spent on will be spent on individualized instruction, including small group instruction, digital content, independent work or collaborative projects.
3:00 p.m.	6:00 p.m.	Electives (art, PE, sports, MakerSpace or culinary arts)
6:00 p.m.	7:00 p.m.	Dinner (prepared and served by culinary arts students)
7:00 p.m.	8:00 p.m.	Homework
8:00 p.m.	9:00 p.m.	Community time (games, TV, internet)
9:00 p.m.	10:00 p.m.	Reading, journaling, or residential meetings, depending on the day with 10:00 p.m. lights out

Our school will be in its third year of existence by the time we have our first seventh grade class. By year three, we hope to establish a partnership with another local school (DCPS or DCPCS) so that students may participate in after-school activities with students at other schools or host other students at our school. Since we will have a relatively small student population, it will be important to pool resources where possible to offer our students more choices in activities, especially in sports. For more details, please see Section 4H.

High School Schedule

We are considering a blended schedule for high school, where students receive instruction in 45-minute blocks four days a week and have modified block scheduling one day a week.

Sample High School Schedule						
	9th Grade Regular Day Schedule	9th Grade Modified Block Schedule Day	10th Grade Regular Day Schedule	10th Grade Modified Block Schedule Day	11th Grade Regular Day Schedule	11th Grade Modified Block Schedule Day
7:30-00	Breakfast/Physical Activity	Breakfast/Physical Activity	Breakfast/Physical Activity	Breakfast/Physical Activity	Breakfast/Physical Activity	Breakfast/Physical Activity
7:45-00						
8:00-00						
8:15-00						
8:30-00						
8:45-00						
9:00-00	Advisory	Advisory	Advisory	Advisory	Advisory/Post Secondary Planning	Advisory/Post Secondary Planning
9:15-00						
9:30-00	Algebra 1 or Geometry	Algebra 1 or Geometry	Algebra 2	Algebra 2	A2/Trig or Geometry	A2/Trig or Geometry
9:45-00						
10:00-00						
10:15-00	English 9	English 9	English 10	English 10	English 11	English 11
10:30-00						
11:00-00	World History	World History	AP World History or World History 2	AP World History or World History 2	US History with reference to DC History	US History with reference to DC History
11:15-00						
11:30-00						
11:45-00						
12:00-00	Lunch/Clubs	Lunch/Clubs	Lunch/Clubs	Lunch/Clubs	Lunch/Clubs	Lunch/Clubs
12:15-00						
12:30-00	Material Science	Science Lab- Health=Bio-Engineering/Pharma	Biology	Science Lab: Health applications, e.g. anatomy bio-mechanics or IT- Bio-informatics	AP Computer Science, AP Biology, or Engineering	AP Computer Science, AP Biology, Engineering
12:45-00						
13:00-00	Art or Music	IT=NanoComputing, Wearable IT	Art or Music	CTE Elective or Remediation	CTE Elective or Remediation	CTE Elective or Remediation
13:15-00						
13:30-00						
13:45-00						
14:00-00	PE/Health	PE/Health	CTE Elective or Remediation	CTE Elective or Remediation	PE/Health	SAT/ACT (1st Semester) College exploration (2nd Semester) 1 full year of ACT college/career ready
14:15-00						
14:30-00						
14:45-00	CTE Elective or Remediation					
15:00-00						
15:15-00						
15:30-00						
15:45-00						
16:00-00						
16:15-00						
16:30-00	Sports/Clubs or Enrichment or Remediation	Sports/Clubs or Enrichment or Remediation	Sports/Clubs or Enrichment or Remediation	Sports/Clubs or Enrichment or Remediation	Sports/Clubs or Enrichment or Remediation	Sports/Clubs or Enrichment or Remediation
16:45-00						
17:00-00						
17:15-00						
17:30-00						
17:45-00						
18:00-00	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner
18:15-00						
18:30-00						
18:45-00						
19:00-00						
19:15-00						
19:30-00	Study Hall	Study Hall	Study Hall	Study Hall	Study Hall	Study Hall
19:45-00						
20:00-00						
20:15-00						
20:30-00						
20:45-00						
21:00-00						
21:15-00	Personal/Community time	Personal/Community time	Personal/Community time	Personal/Community time	Personal/Community time	Personal/Community time
21:30-00						
21:45-00						
22:00-00	Reading/Journaling	Reading/Journaling	Reading/Journaling	Reading/Journaling	Reading/Journaling	Reading/Journaling
22:15-00						
22:30-00						
22:45-00						

With the freedom of modified block scheduling, the school will be able to provide a structure that will encourage student exploration and opportunities to go deeper with content. With the personalized learning plans, students will be able to participate in science labs, CTE course offerings, and in senior year internships or work placements.

EDUCATIONAL PLAN

4. SUPPORT FOR LEARNING

F. FAMILY INVOLVEMENT

During the summer of 2013, Monument Academy founders Emily Bloomfield and Joan Lee held several sessions at CFSA headquarters so that potential families could be involved in the planning of the school from the very start. These sessions helped to guide aspects of our programming as we listened to feedback from parents about our vision and initial programming for our school. These conversations informed ways to facilitate family involvement in campus life. These planning sessions with potential families will continue throughout our planning year.

Monument Academy has also secured a partnership with Flamboyant Foundation to help plan and develop a family engagement vision and set of practices during the planning year. Children at Monument Academy will come from a myriad of guardianship/family arrangements and it is critical that we undertake this work in a thoughtful, sensitive, non-judgmental fashion that best supports a child's stability and emotional well-being. Flamboyant Foundation's expertise in this area will be a significant resource in developing appropriate and supportive ways for families to be involved in their students' lives and contribute to their success.

As mentioned in Section E, drop off on Sundays will be an opportune time for outreach to families. In addition, 2-3 days a year have been scheduled for a "Family Day" where families see student work, progress, and life at the school. On Family Days, students will be able to engage in student-led parent teacher conferences to showcase the work they have accomplished while at our school.

Family stability, whether students are with biological parents, resource parents or Kinship care, is a critical indicator of success for foster youth. We have created a residential program to support a stable home life for students, but we know that it is critical to students' success that they feel connected to their families and caregivers while they are boarding. We will leverage technology as a tool in our family engagement practice. Using tools such as Skype, Google Hangout or Snapchat, teachers will help students document work to share with families and advisors will facilitate regular check-ins.

We will pursue a partnership with the Center for Adoption Support and Education as they currently provide several high quality webinars for parents of foster youth and adoptive parents. The purpose of the webinars is "to help foster and adoptive families learn valuable

skills to build strong families”³⁴ and webinar topics include “Wounded Children, Healing Homes: The Impact of Traumatized Children on the Family.” Monument Academy staff will also present information sessions on Trauma Systems Therapy so that parents can understand the underlying principles for behavior management and use language and techniques in the home that mirrors language used by staff at the school. Other webinar topics provided by staff can include the challenges of raising a teen, applying to college, securing a paid internship, or managing to a budget. We will work with the Flamboyant Foundation to develop other family engagement strategies, such as a survey that could be administered to parents. The results of the survey will be reported back to the Monument Academy’s Board.

Informing Families of their Rights

The procedural safeguards for IDEA will be available on the Monument Academy website and within our school building upon request. If, during our parent orientation, a guardian suspects his child has a disability, we will review parental rights and provide a document that gives more detailed information on how to request an evaluation. Additionally, we will ensure that parents receive additional copies of the procedural safeguards at each reevaluation and anytime a disciplinary measure that requires parental notification takes place. This information will be available in the parent handbook.

Eventually, we will hire a designated parent liaison to ensure that staff is available to answer any questions regarding the procedural safeguards, to explain the process and refer to external advocates when appropriate. Until this person is hired, the Director of Well-Being will take on this role.

Communication with Families

For family communications, Monument Academy will send information to the addresses of all families on file. These communications will contain the school’s performance according to the Alternative Accountability Framework, OSSE’s accountability index and the school’s annual report. Translations of these materials will be provided to non-English speaking families. This information will also be posted on the school’s website. In addition, we will host an annual performance Q&A for families to review this information. For daily disruptions, such as school closure, early release, and late starts due to inclement weather or emergencies, parents will be notified through an automatic call phone tree, emails, text messages, as well as information posted to the school website and local media outlets.

³⁴ Center for Adoption Support and Education, *Strengthening Your Family Webinar Series*, <http://adoptionssupport.org/index.php/strengthening-your-family-webinar-series-2/>

EDUCATIONAL PLAN

4. SUPPORT FOR LEARNING

G. COMMUNITY ENGAGEMENT

Community Engagement

We have an ongoing working relationship with Brenda Donald, the Director of D.C. Child and Family Services. We have secured a working relationship with Flamboyant Foundation and are in active conversations with Turnaround For Children, The Mindset Works, as well as Project 1.27, exploring partnership or advisory relationships once the charter is approved. We have established relationships and sought advice from stakeholders including D.C. Department of Behavioral Health, Georgetown University Center for Social Justice Research, Teaching and Service, New Schools Venture Fund, The Children's Law Center, The Deputy Mayor for Education, D.C. Public Schools, and CityBridge Foundation. Because this school is innovative and we will be learning as we go, we intend to continually draw on outside experts and resources to inform and challenge us to bring the best solutions to a complex but rewarding challenge of preparing at-risk youth.

Community Partners	Activity	How it Builds Capacity
Child and Family Services	• Referrals for students • Joint relationship for planning, consolidation of services	Marketing and outreach to target population Provision of essential data
Flamboyant Foundation	• Family Engagement strategy	Family Engagement
Turnaround for Children	• School Culture and Environment	Staff development, culture
Mindset Works	• Professional Development	Culture, Climate
Georgetown University Center for Social Justice Research, Teaching and Service	• Provides student volunteers	Mentoring, other forms of assistance for school
Project 1.27	• Residential Programming Assistance	Staffing for residential program, recruitment of foster and adoptive families for students
Georgetown Medical School	• Mental Health	Expert services and advice, training
Georgetown Day School	• Curriculum and Resources	Curriculum resources
Reading Partners	• Tutoring	Literacy growth

EDUCATIONAL PLAN

4. SUPPORT FOR LEARNING

H. EXTRACURRICULAR ACTIVITIES

During our first year of operation, Monument Academy will offer yoga, art, physical education, MakerSpace, and cooking lessons for students. YoKid, based in Alexandria, Virginia, provides yoga instruction to students as well as a 20-hour teacher certification course. Our plan is to pay for one counselor to become a trained yoga teacher who can teach the skills to students on-site. Our art and physical education will be provided by the social workers we hire, as we intend to hire people with backgrounds in art and sports therapy. During the residential program, students will take MakerSpace and Code in the Schools. They will also learn to cook, clean, and do laundry. All activities will be provided free of charge to students.

Depending on where our facility is ultimately located, we intend to pursue partnerships with local schools so that our students can participate together in sports, arts activities such as theater, and MakerSpace and in high school have access to certain courses that we might not be able to offer (e.g., a wider array of world languages, certain AP classes, team sports.) Chancellor Kaya Henderson has expressed support for a Monument Academy/DCPS after school programming collaboration, and we will contact the appropriate school leader once our location is settled. We will also reach out to charter school leaders in the area to determine whether similar types of partnerships might work.

In our planning year and beyond we will explore other potential partnerships in the community that might provide extracurricular enrichment, such as choir, horseback riding, wilderness activities and more so that we can offer an array of choices to suit different student interests.

BUSINESS PLAN

1. PLANNING AND ESTABLISHMENT

A. PROFILE OF FOUNDING GROUP

The Founding and Planning Group has come together over several years as Monument Academy developed and evolved from a concept to the creation of a school. It comprises a group of experts across a variety of fields who are committed to the mission and values of the school.

Emily Bloomfield, a co founder of the school, is leading the initiative. Since 2011 she has been researching, developing and spearheading the charter application. Emily has served on the board of D.C. Public Charter School Board, and currently serves on the boards of the D.C. College Success Foundation and Georgetown Day School. She also serves on the D.C. Superior Court Education sub-Committee charged with recommending actions D.C. magistrates can take to improve educational outcomes for youth in foster care, and on the Raise D.C. Task Force on Disconnected Youth. She previously worked for Stand for Children, an education advocacy non-profit that organizes communities to advance initiatives promoting improved public education, as Senior Policy Advisor from 2008-2011. Before that, Emily served on the Board of Education in the Santa Monica-Malibu Unified School District (SMMUSD) as part of the leadership forwarding the transformation program that dramatically improved overall educational outcomes and narrowed the achievement gap among students of different socio-economic and ethnic/racial backgrounds. On SMMUSD board, Emily was initially elected as a member, then Vice-President, and ultimately President. She served as an elected member of the board from 2002 until her move back to Washington, D.C. in 2007. Emily began her career in economic development at the World Bank, then worked in a series of economic research, strategic planning, marketing and product management executive roles including The Los Angeles Times and CitySearch (now owned by Ticketmaster), where she managed the launch of several online city guides.

Joan Lee, a co-founder of the school, has experience evaluating, designing and implementing blended learning models, as well as in teacher evaluation and non-profit management. As an independent consultant, Joan works with districts and charter management organizations to design and implement personalized instruction models as well as to develop and deliver personalized professional development instruction to staff. She is also a former Education Elements consultant who worked with over twenty schools, providing support with change management, customized professional development, and technology implementation. Joan has extensively researched the Finnish education system during her nine months as a Fulbright Grantee. From this experience, Joan learned the importance of social-emotional well-being, as well as excellent systems operations, teacher training, and professional development. Joan's professional experience in Washington, D.C. includes working for District of Columbia Public Schools (DCPS) during the launch of IMPACT, DCPS' teacher evaluation system, and managing DCPS' Race to the Top Grant. She has also managed college students across the city who

became Americorps volunteers for an after-school literacy program called Heads Up. During her time at Heads Up, Joan was the Site Director for Amidon-Bowen Elementary School in Ward 6, and developed the innovative after-school curriculum as the curriculum specialist. Joan started her teaching career with Teach for America as a sixth grade reading specialist at a high needs Title 1 school in Gallup, NM. She has a Bachelor of Arts and a Masters of Science in Education, both from the University of Pennsylvania.

Marlene Magrino, a co-founder of the school, is Director of the Aspiring Principals Program with New Leaders in the Washington, D.C. office. Prior to joining New Leaders, Marlene was a consultant focused on urban district reform efforts, specifically those related to instructional and leadership practices. She partnered with District of Columbia Public Schools (DCPS) to implement the Full-Service Schools model in its highest need middle schools. The focus of this model is to provide Academic success for all students, social, emotional, and behavioral well-being for all students, a positive and welcoming school climate, strong partnerships between families and schools and coordinated and effective delivery of services and supports. She also designed the first iterations of the Mary Jane Patterson Fellowship, a program for aspiring principals in DCPS. Marlene was a campus director at The Washington Middle School for Girls in Ward 8, assistant principal at D.C. Prep, and a teacher at schools in Washington, D.C. as well as Houston, TX, where she was trained and taught at Yes Prep. She began her professional work with children as a counselor and teacher at a residential therapeutic wilderness camp with Eckerd Youth Alternatives in North Carolina. Eckerd served at-risk youth, primarily students referred through the juvenile justice system, many of whom had also experienced trauma. The program utilized research-based, positive strategies for behavior modification. The camp also served as the instructional institution for the residents. After serving as a counselor, Marlene went on to serve as a senior and master counselor and later a trainer for new counselors. Starting with this wilderness experience, Marlene has acquired a deep knowledge of social-emotional practices and interventions that are successful with at-risk youth. During her career she has developed expertise in Instructional Leadership, Response to Intervention, and Positive Behavior Intervention Systems, skills and frameworks that are necessary for a school to effectively serve students who struggle academically and behaviorally.

Shawn Hardnett is currently serving as the Chief of Student Achievement for Center City Public Charter Schools, where he is responsible for the development, implementation and oversight of all academic programs as well as the recruitment, selection and development of school leadership at the six local campuses. Immediately before Center City PCS, Shawn served as the Chief Officer for School Excellence at Friendship Public Charter Schools where he did similar work, specifically engaging school leaders and the Academic Affairs teams in selecting, developing and aligning the acquired curricular resources for the Common Core, selecting and overseeing assessments, and helping principals use data to drive instruction. He began his career in education as an administrator on the campus of Buffalo State College, where he served as Residential Life Assistant and Residential Hall Director for on-campus living as well as Residential Program Coordinator for the Math/Science and Upward Bound summer

institutes. He later returned to his native Rochester, New York where he started his teaching tenure in the city's public schools. There, he created and ran an after school Rite of Passage program for African American and Latino males. With regularity, he found that students transitioning in and out of the foster care system made up a significant percentage of those enrolled in his program. He went on to serve as a founding teacher and administrator at KIPP Bayview Academy in San Francisco, where he taught full-time while building and supporting the school's culture and climate systems. Later, he founded and served as Head of School for KIPP's first single gender school, KIPP Polaris College Preparatory Academy for Boys in Houston, Texas. After 7 years with KIPP, Shawn went on to New Leaders in D.C. At New Leaders, Shawn was a Leadership Coach, then Director of Charter Leadership Development and finally Executive Director of Program Delivery with New Leaders' national office. Shawn has spoken at a number of educational events on leadership development and mentoring. Additionally, Shawn's experience in Rochester and with KIPP has involved working with and supporting youth in foster care academically and through after school enrichment programs.

Charles Moore is the Co-Founder and CEO of LightPath Apps., which creates tools that help people thrive when planning for or responding to life's most important events, and where he raised the initial seed funding. Before starting LightPath Apps, Charles was a Senior Associate at McKinsey & Company where he served leading organizations in several industries, including healthcare, economic development, and education. He has previously worked at D.C. Public Schools and Boys & Girls Clubs of Greater Washington. In those roles, Charles has built experience that is relevant to Monument Academy, including creating a five-year baseline budget forecast for the Chief Financial Officer of DCPS, creating a model for a 10-year budget for a US federal government agency, and leading the strategic planning for BGCGW. Charles earned a Masters of Business Administration from the Stanford Graduate School of Business, graduating as an Arjay Miller Scholar (top 10%) and with the Certificate for Public Management. He also earned a Masters of Arts in Education from the Stanford School of Education. He completed his undergraduate studies at Harvard College, graduating *magna cum laude* in Economics. Among other volunteer activities, Charles serves on the D.C. Public Education Fund's Young Professionals Committee.

Shalini Shybut is Director of Response to Intervention at E.L. Haynes Public Charter School and Director of Special Projects to the Founder, provides expertise on academic growth models and interventions for a target population of students who still struggle to succeed academically, especially at the secondary school level. She is leading the implementation of Response to Intervention (RtI), a framework that allows teachers to identify and individualize interventions for struggling students, especially students who enter middle and high school significantly behind grade level and students who are identified as English Language Learners, special education students, or both. She has established data processes and analytics at Haynes to identify students who are below and significantly below grade level, and ensure they make ambitious progress toward grade-level proficiency. She has also led school leaders and teachers in identifying and, where necessary, developing the curriculum and supportive settings

to help them progress academically; in particular, she led the launch of the school's first secondary reading and math intervention classes. She has led staff development on RtI, the pre-referral process for high-risk students, and teaching remedial math and reading at the middle and high school levels. In addition to this role, Shalini has supported the Founder and school leadership team with strategic planning and organizational health improvement. Prior to E.L. Haynes, Shalini was an engagement manager and senior associate at McKinsey & Company, where she focused on strategy, organizational health and performance improvement. Part of her client portfolio at McKinsey included large education organizations. Shalini started her career in Teach For America as a fifth grade bilingual and special education teacher.

Karen Lee is a current high school Social Studies teacher and department chair at Thurgood Marshall Academy PCHS. She has expansive experience in curriculum development and instruction both at Thurgood Marshall and prior to that as a founding staff member at Maya Angelou Public Charter School. She has been a classroom teacher and teacher leader in D.C. schools for the past 11 years. During her time at Maya Angelou, she developed the Social Studies department curriculum, led the 12th grade student academic and support team and developed the school wide interim data program. Since joining the team at Thurgood Marshall, she has continued her work with curriculum and professional development in addition to classroom instruction. Prior to opening Maya Angelou PCHS, Karen worked as a social worker for at-risk, homeless and runaway youth at Covenant House Washington, D.C. Karen also has experience developing international education curriculum and cross cultural collaborations. She was awarded the Distinguished Fulbright Teaching Award and conducted research in upper secondary schools in Finland for eight months. She has earned a Masters in Education Curriculum and Instruction at Trinity University and her undergraduate studies at the University of Idaho.

Faye Levin: Faye Levin is an attorney who brings legal expertise, executive search and extensive board governance experience to our founding group. Faye has served on the boards of the regional Anti-Defamation League and Georgetown Day School and continues to serve on the boards of Washington Hebrew Congregation and the Edmund Burke School. She has served on Head/Executive Search Committees for almost all of these institutions and has played an active role in developing effective governance policies and practices. At Burke, she chaired the Search committee for the new Head of School, served on the Governance, Advancement and Finance committees, chaired the transition committee and has been asked to chair the board in 2014-2016. She also served on many of these same committees in her other Board roles. For the last several years, Faye has coordinated a significant portion of the Library of Congress National Book Festival (NBF). In addition, she is a consultant for several non-profit executive searches. She is a graduate of Clark University, and has a JD from Boston University School of Law and an LLM in Taxation from NYU School of Law.

Advisors

Countless individuals have spent time advising Monument Academy, as well as introducing us to stakeholders in the community, sending us research, and providing feedback on our planning efforts. Below is a brief background on some of the key advisors who have spent the most extensive amount of time providing guidance in our work to date and who intend to remain involved in Monument Academy. There is also a table with a more complete set of advisors who also offered advice, time and encouragement. (We apologize to others whom we have not mentioned but to whom we owe much wisdom and counsel.)

Wendy Kilbourne Read - Twenty years ago, Wendy was the lead actress on an NBC television series when she volunteered to work with a 6-year-old foster child. Over the next 12 years, she was dismayed to see him moved 27 times before he was emancipated from the dependency court system. His experience in foster care compelled Wendy to pursue a career as an advocate for foster youth. She earned her B.A. in Early Childhood Development, completed her J.D., and is now a licensed attorney living in Santa Barbara, California. After clerking for Santa Barbara's Presiding Juvenile Judge, Wendy founded the Children's Project Foundation—this is an ongoing effort to develop a residential charter school for foster teens in California. Her work on this project has helped establish Wendy as a leading advocate both locally and nationally for improving educational outcomes for foster children. Recently, Wendy's expertise in bridging systems of care and convening "big picture" discussions has led to consulting work with both large foundations and small grass-roots efforts focused on foster care and education reform.

Susan Gross - co-founded the Management Assistance Group, a nonprofit management/organizational development organization that builds the organizational strength, effectiveness, and staying power of groups working to build a more just and equitable world. Among the groups she worked with are the Children's Defense Fund, Human Rights Watch, Natural Resources Defense Council, American Civil Liberties Union, Voices for Children, Innocence Project, Advocates for Children, Latin American Youth Center, Amnesty International, Economic Policy Institute, and the National Association for the Education of Young Children. Susan is the author of a book, *Seven Turning Points: Leading Through Pivotal Transitions in Organization Life*, which spells out how organizations must respond, change and adapt at various stages in their development. The book won the Independent Publishers Association's Silver Benjamin Franklin Award Silver Medal. Susan has mentored a male youth in foster care under a CFSA program managed by Community and Family Life Services; worked with kindergarten students at the KIPP Grow Academy; run a writing center for students at the SEED Charter School; and served as board chair of the Young Women's Project, which empowers teens in foster care to advocate for improvements in the system. In 2010, Susan became a member of the D.C. Citizen Review Panel, an independent oversight body mandated by Federal and D.C. law to monitor and assess the performance of Community and Family Services Agency and make recommendations for improvement. She served as its chair from 2011 to 2013, when she had to step down because she moved out of the District. Through this work, Susan has developed considerable expertise on the D.C. child welfare system. Susan has offered to provide executive coaching to the CEO on an ongoing basis.

Matthew Biel, MD, MSc, is the Chief of Child and Adolescent Psychiatry at Georgetown University Hospital and Associate Professor of Clinical Psychiatry and Pediatrics at Georgetown University School of Medicine. He also directs Georgetown's residency training program in Child and Adolescent Psychiatry. Matt's clinical work focuses on trauma, anxiety, autism spectrum disorders, and co-occurring medical and psychiatric symptoms in children. He has extensive experience with community based organizations in D.C., including Mary's Center, and works actively to reduce mental health disparities affecting children in low income communities. Matt has provided extensive advice and input on the well-being program of Monument Academy and is committed to working with the school during the implementation year and beyond. He is interested in exploring partnership opportunities between Georgetown Medical School and psychiatrists and the school as part of their research and community outreach work.

Nancy Rappaport, MD, is Associate Professor of Psychiatry at Harvard Medical School. She is also Attending Child and Adolescent Psychiatrist at Harvard teaching affiliate Cambridge-Health Alliance, where she is also Director of School-Based Programs with a focus on servicing at-risk youth, families and staff in public schools. She recently published *The Behavior Code: A Practical Guide to Understanding and Teaching the Most Challenging Students*. Nancy has been an ongoing source of advice and has connected us to practitioners working with children who have experienced trauma, neglect and abuse. She has offered to advise us on an ongoing basis.

Peter Edelman is a law professor and the Co-Director, Joint Degree in Law and Public Policy, and Faculty Director for the Center on Poverty, Inequality and Public Policy at Georgetown University. He has been an Associate Dean of the Law Center, a Director of the New York State Division for Youth and Vice President of the University of Massachusetts. He has worked extensively in the areas of juvenile justice, foster care and improving outcomes for at-risk youth. He has introduced us to key stakeholders, provided feedback on our concept and intends to continue to be a resource to the school as needed.

Dan Theisen, Co-founder EdOps, provides support on an outsourced basis in the financial, operational and compliance parts of running a charter school.

Tom Porter, Building Hope, Director of Real Estate Operations manages real estate transactions and directs project management efforts for public charter schools in Washington, D.C.

Barclay Collins is a partner in the firm's Washington, D.C. office of K&L Gates, LLC and a member of the Tax-Exempt Organizations/Nonprofit Institutions practice group. He advises tax-exempt clients on a wide-range of operational and organizational matters, including establishing nonprofit and for profit affiliated entities and addressing governance, benefits, taxation (including Form 990 compliance and federal and state tax audits), fiduciary responsibilities, executive compensation and all other aspects of operating affiliated entities.

He also advises on establishing and monitoring grant-making programs, negotiating gift agreements, establishing joint ventures, negotiating investment agreements and evaluating related structural issues to support charitable endeavors in the U.S. and internationally. His clients include universities, research institutes, foundations and non-governmental organizations. Barclay is providing non-profit incorporation services to Monument Academy pro bono.

Kirstyn Martin has been the Executive Director for Career and Technical Education in Fulton County Schools in Atlanta, GA. There she created small learning communities and technical/virtual/extended learning strands and opportunities that allowed students to explore and acquire career training and certification in preparation for postsecondary education and careers, particularly in STEM fields. Prior to that, as a Broad Resident in Chicago Public schools, she was the Career Technical Education Marketing Director. Her roles included CTE Marketing director and Director of Strategy & Operations for Office of College and Career Preparation, in which she developed and executed strategies to get students into and through college. Kirstyn has been advising Monument Academy on the middle and high school CTE program and course offerings and has offered to be an advisor to us during the implementation and rollout years.

For a more comprehensive list of co-founders and advisors, we have prepared this chart. However, this is a small sample of the numerous people who have provided counsel and input over the course of this work:

Name	Role	Area of Expertise
Emily Bloomfield	Founding Member	Business, Education
Joan Lee	Founding Member	Education, Blended Learning, Teacher Evaluation
Marlene Magrino	Founding Member	Education, Leadership Development, RtI, PBIS
Shawn Hardnett	Founding Member	Education, School Startup, Leadership Development, Administration
Shalini Shybut	Founding Member	Education, Strategy, Business, RtI
Charles More	Founding Member	Business, Finance, Strategy Education
Karen Lee	Founding Member	Social Work, Education
Wendy Read	Founding Member	Social Entrepreneurship, Foster Care, Legal
Faye Levin	Founding Member	Governance, Legal
Barclay Collins	Advisor	Tax attorney
Matthew Biel, MD	Advisor	Psychiatrist
Nancy Rappaport, MD	Advisor	Psychiatrist
Brenda Donald	Advisor	Director of D.C. Child and Family Services
Peter Edelman	Advisor	Lawyer specializing in juvenile justice policies, poverty. Former

Susan Gross	Advisor	Business, Social Entrepreneur, Foster Care
David Domenici	Advisor	Education, Juvenile Justice, Policy
Jennie Niles	Advisor	School Leader
John Deasy	Advisor	Superintendent, LAUSD
Dan Theisen	Advisor	Finance, Operations
Tom Porter	Advisor	Real Estate
Bryan Patten	Advisor	Finance, Operations
Carol Dweck	Advisor	Education, Research
John Mighton	Advisor	Mathematician, CEO of Jump Math
Jody Ernst	Advisor	Education Policy, Consultant
David Stewart	Advisor	Data Analysis, Educational Statistics
Kirstyn Martin	Advisor	Career and Technical Education, Business
Michael Lamb	Advisor	Wraparound
Ted Mitchell	Advisor	Education Investment
Maura Marino	Advisor	Education Investment
Mieka Wick	Advisor	Education Philanthropy
Katherine Bradley	Advisor	Education Philanthropy
Carrie Irvin	Advisor	Governance
Susan Stevenson	Advisor	Family Engagement
Simmons Lettre	Advisor	Governance

BUSINESS PLAN

1. PLANNING AND ESTABLISHMENT

B. PLANNING PROCESS

The idea for the school resulted from extensive research into the challenges of youth who age out of foster care and an examination of what factors are most predictive of their long-term success. We studied available options in the educational landscape in Washington, D.C. and elsewhere. From our research it became clear that there is a gap in the market when it comes to serving children who have experienced neglect, abuse, trauma, home instability and other risk factors. Among the most significant predictors of positive outcomes for youth aging out of care are a high quality education, stability and social-emotional well-being. Many elements do exist on a standalone basis (e.g., excellent charter schools, research informed therapeutic approaches, excellent life skills curriculum). However, too often, these are not coordinated, and there is too little time in the traditional school day to accomplish all of the necessary objectives. Even the best schools do not have the services and training, not to mention residential stability or support for permanency, to create lasting solutions for many teens and pre-teens in D.C.'s foster care system or for caregivers/families of origin who may be struggling to maintain permanency for their children. Even where a school has a great therapeutic program, its impact on a transient child may be short-lived.

Recognizing this gap, the founders of Monument Academy set about on a two-year research and outreach process. Our goal was to develop the concept for a boarding school that would provide not only an excellent education but also social-emotional well-being, life skills, adult connection and stability. We took this concept to a wide range of experts in a broad range of fields, including education, mental health, governance, law, children's advocacy, and child welfare, as well as families involved in the child welfare system, and incorporated their feedback into the planning and design that is reflected in this application. Some of these experts are now founding board members, and some have agreed to serve in an ongoing advisory capacity to the school.

Once we have charter approval, we will draw upon this extensive network of contacts and advisors to expand our Board, particularly in the areas of mental health, finance, law and real estate. We have had numerous offers to serve on our Board, but have deliberately waited to ensure that we grow with the appropriate mix of skills as well as realistic expectations about what the work of the Board entails. We are also assembling an advisory board of those experts who are providing guidance and advice to our school but are not in a position to serve as a Board member.

BUSINESS PLAN

1. PLANNING AND ESTABLISHMENT

C. CORPORATE STRUCTURE AND NONPROFIT STATUS OF THE SCHOOL

The Articles of Incorporation have been filed with the District of Columbia. The Certificate of Incorporation was issued on 9/13/13. An amendment was filed on 2/18/14 to change the name from Monument Academy, Inc. to Monument Academy Public Charter School.

The by-laws and IRS 501(c)(3) paperwork have been submitted to the IRS and are awaiting approval.

BUSINESS PLAN

2. GOVERNANCE AND MANAGEMENT

A. BOARD OF TRUSTEES

The Board of Trustees for Monument Academy will comprise an odd number of members not to exceed 15, including two parent members. A majority will be residents of the District of Columbia. The Board must include a representation of skills, experience and community connections to ensure fidelity to the mission and success of the school, including educational, financial, legal, mental health, development and governance expertise. For additional advice and expertise, the Board will also have an advisory board of leaders upon whom it may draw for specific needs. The CEO and the Principal will serve as Ex-Officio members of the Board and will not count towards the membership number.

To date, the Board is made up of a subset of the school's founders. Prior to opening the school, additional members will be recruited by the founding leadership and Board based on the following criteria:

- Their belief in and support for the vision and mission of the school
- Their experiences in key functions required for governance of the school
- Their willingness to dedicate the time required by this crucial role
- Their understanding and commitment to their role as overseers of the school, which means holding high expectations for the leadership of the school and outcomes for students and doing what they can to support their success
- Residency in the District of Columbia for a least half of the members

Once fully established, the Board will establish a Governance and Nominating Committee that will be tasked with bringing forward a slate of nominees for approval to fill seats on the Board so as to ensure that all key areas of expertise are covered. This committee will also be responsible for creating a Board orientation and training plan for all new members. Within two months of the school opening, the Governance and Nominating Committee will identify and appoint two parent members to the Board.

There will be standing committees as well as other committees that the Board may establish from time to time. To date these committees include:

- Executive Committee: Working with the CEO and Principal, the Executive Committee may act on behalf of the Board when urgent matters arise between Board meetings. It will also work with the CEO to plan the agenda for Board meetings, and lead annual performance review of the CEO. This committee will be chaired by the Board President, and will also comprise the Vice President, Secretary, and Treasurer (who will also serve as Head of the Finance Committee).
- Finance Committee with an Audit sub-Committee: Together with the school's CEO, Principal, and Director of Operations and Business, the Finance Committee reviews the annual operating and capital budget prepared and presented under the oversight of the CEO, with input from the Principal, and makes recommendations regarding the budget to the Board. It will review major financial and property transactions not reflected in the budget and make recommendations to the Board. If appropriate, it will recommend the establishment of a buildings and grounds sub-committee to assist with decisions related to the acquisition, construction, renovation and financing of all facilities and facilities-related decisions. The Audit Sub-Committee will also monitor internal financial controls and consult and work with independent auditors. The Treasurer reports the audit and any recommendations made by the auditor to the full Board.
- Governance and Nominating Committee: Working with the CEO, the Governance and Nominating Committee provides for the Board's effectiveness and continued development. The specific responsibilities of this committee include recommending to the Board policies and processes designed to provide for effective and efficient governance. This committee will also propose a slate of candidates for the offices of

Board President, Vice President, Treasurer and Secretary, as well as present candidates to fill vacancies as people rotate off the Board.

- Educational Achievement and Accountability Committee: Working with the CEO and Principal, and supported by the data and well-being staff, this committee analyzes educational and other data to ensure the school is meeting or exceeding the goals set forth in the accountability plan. It also ensures compliance with State and Federal regulations and maintenance of any relevant accreditations.

Additional members, including people who are not on the Board, may be appointed from time to time to standing committees. They will be recruited and appointed based on expertise and interest in particular functional areas, such as finance or real estate. Each standing committee will have a charge specific to its permitted activities and such charges will be incorporated into a Board Policy Manual, to be developed and approved during the planning year. The function of any committee so established will be fact-finding, deliberative, and advisory to the Board. Committees will not have authority to take legislative or administrative actions, nor to adopt policies for the school. The CEO and the Principal will be ex officio members of each committee, except where his/her evaluation, tenure, or compensation is to be deliberated.

Board Officers

Board officers include the President, Vice President, Treasurer and Secretary. The Treasurer is also the Chair of the Finance Committee. The President of the Board will, in consultation with Trustees, suggest a slate of candidates for these positions. The Board will vote on the slate at a meeting prior to the June board meeting. Officers of the Board will serve a one-year term of office, and may be re-elected to that office for no more than three terms.

Board Transition and Succession

The Board currently comprises three founding members, Emily Bloomfield, Shawn Hardnett, and Faye Levin. Between charter approval and March 2015, it will expand to include other members of the founding group as well as new members who represent the cross section of needs for the Board. The members of the initial Board, plus any members added before June 2015, will be considered a transitional Board. Their time served on the Board will not count toward the term limits.

The first official Board meeting and terms will start on June 1, 2015. As of June 2015, Emily Bloomfield will move to an ex officio capacity when she assumes the role of CEO. In order to provide some stability and continuity at launch and to ensure a staggered rotation of Trustees, five of the June 2015 Trustees will begin three-year terms; another five will serve a two-year term; and the final five will serve one year terms. For *those Trustees serving two and one year terms*, those initial terms will not count toward the overall term limits.

Subsequent to the first official Board meeting, the Governance and Nominating Committee will develop a nominations process for replacing vacancies on the Board that arise as a result of

retirement or term limits. Succession planning will be led by the Governance and Nominating Committee, which will, through a nominations process, put forward a slate of candidates.

Terms of office will follow these rules:

- After the initial Board positions and rotations have been established, all new Trustees are elected to serve a three-year term, which term may be extended until a successor has been elected.
- Trustee terms will be staggered so that approximately one third the numbers of directors will end their terms in any given year.
- Trustees may serve no more than three (3) terms in succession.
- After a one-year absence a Trustee may be re-elected to the board for a maximum of a one term.
- The term of office shall be considered to begin June 1 and end May 31 of the third year in office (unless the term is extended until a successor has been elected).

The Board may fill vacancies due to the expiration of a Trustee's term of office, resignation, death, or removal of a Trustee or may appoint new Trustees to fill a previously unfilled position, subject to the maximum number of Trustees under the Bylaws. Vacancies on the Board due to resignation, death, or removal will be filled by the Board for the balance of the term of the Trustee being replaced.

A Trustee may be removed with or without cause by a two-thirds vote of the Trustees then in office. If the President of the Board resigns as President then the Vice President becomes President for the remainder of the term.

Each year the Executive Committee will review the CEO. The performance evaluation will be based on a rubric, as well as a set of annual goals agreed upon by the CEO and the Board, and take into account the school's performance on academic, financial and operational measures and provide a narrative with specific feedback that will inform compensation and contract renewal, any recommended professional development and/or coaching or non-renewal.

The Board's Relationship To School Administrators and Staff

The Board is not engaged in the day-to-day operations of the school. The CEO of the school reports to the Board; the Principal reports to the CEO and is responsible for the hiring, management and termination of employees, as well as managing the daily work of the school. Key personnel may work with Board committees in support of their work (e.g. a Director of Operations with the Finance Committee), but the Board holds the CEO as ultimately accountable for performance.

The Board's Relationship with Parents

Family engagement is essential to the work of the school and student well-being, and is highly valued at Monument Academy. The Board will actively solicit family input when selecting the Parent Trustees. Children may come from a variety of family circumstances, including guardians

who are extended family members, foster parents or biological family. Monument Academy will endeavor to work with the education decision-maker and the guardian in the event these are two different people/couples. Guardians will be welcome at Board meetings. The Board will also be a final place of appeal for parents who have a complaint or concern with the administration of the school. Regular parent/guardian surveys will be conducted and results reported back to the Board. In addition, we encourage Board members to actively engage with the school community as time and occasion permit.

The Board's Relationship with Students

We encourage Board members to tour classrooms and contribute their time or skills to the school if the opportunity presents itself. Given the confidential nature of many students' circumstances, we will ask that Board members respect the privacy of all students and families. Student surveys may be conducted and results reported back to the Board. Once the high school is open, the Board may want to consider providing an opportunity for a non-voting high school student representative to attend open sessions of meetings.

BUSINESS PLAN

2. GOVERNANCE AND MANAGEMENT

B. RULES AND POLICIES

The Board of Trustees job description and performance expectations are provided in Section I of the application. Included in their powers and duties are:

- Hiring, evaluating, and if necessary, replacing the CEO of the School when it is in the best interest of the school.
- Monitoring school performance to ensure that it is meeting academic and non-academic goals set out in the charter agreement. The Board will analyze data and critically examine evidence to ensure that progress on and attainment of goals is happening.
- Financial oversight and ensuring the financial well-being of the school and responsible stewardship of public funds. This role includes ensuring that the budget is aligned with the academic and strategic priorities of the school.
- Approving and voting on contracts.
- Reviewing, adopting and overseeing school policies.
- Being the Board of final appeal for parent grievances.
- Approving the school calendar, curriculum, promotion and graduation requirements
- Engaging in strategic planning.
- Conducting a regular self-evaluation.
- Participating, to the extent possible, in outreach and involvement with the school community.

All Trustees have a duty of care, duty of loyalty and duty of obedience to Monument Academy. This means that they attend all meetings and come fully prepared, that they put the interests of

the students and the school at the forefront of their interactions with the school, and that they ensure decisions and communications are aligned with the mission of the school.

Trustees are expected to attend all Board meetings. It shall be the duty of the Secretary of the Board to communicate with any Trustee after such Trustee's three unexcused, consecutive absences to ascertain the Trustee's interest in remaining on the Board. Failure to provide an adequate response may result in removal from the Board.

In the spirit of the District of Columbia's Open Meetings Act, to the fullest extent possible and practicable, votes and discussions by the Board and Board committees are open to the public, and will be subject to certain limited closed session exceptions. In the case of meetings, votes and discussions conducted in closed session, every Trustee has a duty to maintain the confidentiality of Board discussion and actions, including votes. Any Trustee violating this confidence may be removed from the Board.

The Board has adopted a conflict of interest policy to protect the corporation's interest when it is contemplating any transaction or arrangement which may benefit any Trustee, officer, employee, affiliate, or member of a committee with Board-delegated powers. Trustees will be asked to sign the conflict of interest policy annually. A Trustee will be considered to have a conflict of interest if (a) the Trustee has existing or potential financial interests that interfere or even have the perception of interfering with the Trustee's independent unbiased judgment in fulfilling his/her responsibilities to the school, or (b) the Trustee is aware that a member of his/her family or any organization in which the Trustee (or a member of his/her family) is an officer, director, employee, member, partner, trustee, or controlling stockholder, has an existing or potential financial or other interest. If the Trustee has a conflict of interest then he/she must declare this conflict and abstain from voting.

Any Trustee who is uncertain whether he/she has a conflict of interest in any matter may ask the Board or any appropriately designated committee to determine whether a conflict of interest exists and the Board or committee will resolve the question by a majority vote.

A Code of Ethics Statement is contained in Section I of the application.

Trustees should ensure that decisions are made in alignment with the mission of the school. They are responsible for ensuring legal compliance with local and Federal laws. Finally, even where there may be a difference of opinion before and during a vote, once a majority consensus is reached it is the duty of Board members to speak with one voice publicly.

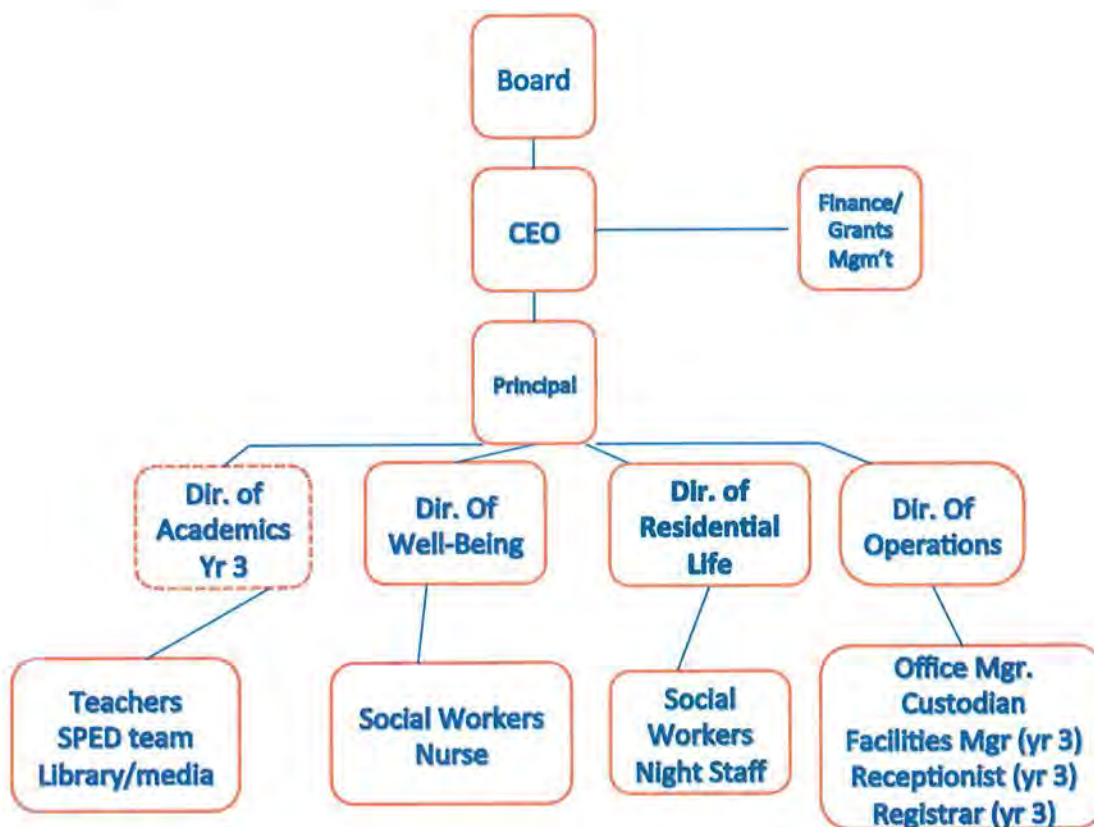
BUSINESS PLAN

2. GOVERNANCE AND MANAGEMENT

C. ADMINISTRATIVE STRUCTURE

The founding structure for Monument Academy has a CEO who reports to the Board and oversees the Principal of the school and the Finances/Grants. The CEO will be responsible for external affairs, which includes maintaining and developing critical strategic partnerships, fundraising and leading the visioning and strategic planning work, particularly looking at questions of how the school can scale/replicate in innovative ways. The CEO will also help lead the work with respect to facilities, though with significant input from the Principal. This allows the Principal to devote full time to all the internal aspects of opening up, running and integrating the academic, residential, social-emotional and life skills elements of the school. As the school builds out to full scale, and more administrators are brought on to take over the direct management of the teaching staff, the Principal's time may be more available for broader management of the larger school, including more of the external affairs. At that time, the role of CEO and Principal may converge into one role, and the current CEO may move into a Board role or some other capacity as determined by the Board and based solely on the needs of the school. At that time the organization chart would change to reflect this.

Meanwhile, the school will open with the organizational structure and job descriptions as outlined below:



CEO:

- Sets the tone for the school's values, management and operations, and acts as chief strategist
- Reports to the Board of Trustees and is accountable to the Board for the academic and financial progress of the school, including timely reporting
- Hires the Principal and supports that person in establishing the key leadership staff to help implement the vision and mission, and realize the academic and financial outcomes
- Develops and maintains key external partnerships with key stakeholders, institutions and philanthropies that can support the work of the school
- Manages and executes a fundraising plan
- Spearheads strategic planning with the Board, looking at opportunities and ways to scale and collaborate with organizations to extend the mission and reach of Monument Academy
- Leads, together with the Principal, the evaluation and selection of facilities
- Oversees and manages finances/oversight of external financial and operations support from Ed-Ops or equivalent outsourced provider

Principal/Director of Academics:

- Ensures that the stated goals of the charter are met
- Develops job descriptions/expectations and performance management and evaluation systems for key staff, and leading staff hiring.
- Oversees staff development, including creating time for collaborative planning, reflection and continued innovation
- Identifies/implements data systems to ensure that the school is on track to achieve academic and other accountability goals
- Finalizes and implements academic policies, including promotion and graduation requirements, safety and discipline policy, parent handbook
- Recruits students and ensuring enrollment is at capacity
- Oversees the well-being program, from hiring key staff to ensuring the schedule, the residential program and the professional development support staff in achieving the school's mission.
- Oversees systems and operations to support staff in achieving the school's mission.
- Together with the CEO, leads the selection and development of facilities
- Regularly reports to the CEO and Board on academic and non-academic indicators of progress
- Strategically engages with the CEO and Board with respect to continual school improvement

Director of Well-Being:

- Plans and implements the physical, social and emotional well-being program for students, in collaboration with the Principal and Director of Residential Life, including developing measures of accountability and milestones for students
- Together with the Principal [and?] SPED coordinator, creates the student support systems, including staffing for students with disabilities and operational systems to ensure compliance and best practices in meeting the needs of all students
- Together with the Director of Residential Life, hires all counseling and residential staff
- Helps to plan the curriculum and calendar along with the Principal
- Brings the latest research/evidence-based approaches to trauma systems therapy for purposes of staff development and school planning
- Collaborates with school leadership, particularly the Director of Residential Life, to develop community-based partners to strengthen school supports, enhance and extend opportunities for students

Director of Residential Life:

- Collaborates closely with the Principal/CAO and Director of Well-Being to ensure the academic, physical, social and emotional programs are fully integrated into the residential life of students
- Together with the Director of Well-Being, hires staff working in the after school/evening programs
- Supervises and evaluates direct reports
- Establishes and creates a safe, healthy, and educational environment for students and staff working and residing in the residential space

Director of Operations:

- Manages bid processes and operational vendor selection and management
- Oversees student enrollment
- Hires for all positions that support this role
- Oversees IT systems for data collection and compliance with PCSB and OSSE reporting requirements
- Manages facilities, including leasing, procurement, renovations and upkeep.

BUSINESS PLAN

3. FINANCES

A. ANTICIPATED SOURCES OF FUNDS

Our budget was prepared with the assistance of Ed-Ops. It was based on 2013-14 funding levels, including residential funding. Based on that we anticipate funding levels to be as follows during our Planning Year and the first two years of operation:

ANTICIPATED SOURCES OF FUNDS³⁵

	Planning Year	Year 1	Year 2
Student Enrollment			
Fifth Grade		40	40
Sixth Grade		0	40
Total Number of Students		40	80
% of students receiving special education services		45%	45%
% of students who are English Language Learners (ELLs)		10%	10%
Totals Based on Per Pupil Allocations			
UPSFF		\$1,557,032	\$3,478,836
Facilities Allowance		\$302,200	\$604,440
Per Pupil Revenue			
Total Per Pupil Allocation		\$351,982	\$735,959
Total Facilities Allowance		\$302,220	\$604,440
Total Special Education Funding		\$522,596	\$1,277,184
Total ELL Funding		\$17,599	\$36,254
Total Residential Funding		\$664,855	\$1,369,601
Total Summer School Funding		\$0	\$59,837
Total Per Pupil Charter Payments		\$1,859,252	\$4,083,276
Other Public Revenue			
Federal Entitlements	\$210,000	\$303,541	\$353,254
National School Lunch Program		\$31,512	\$69,909
Healthy Schools Act Program		\$2,058	\$4,565
Medicaid Billing		\$10,000	\$20,000
E-Rate Program		\$0	\$11,680
Total Other Public Revenue	\$210,000	\$347,111	\$459,408
Private Revenue			
Grants and Donations	\$40,000	\$50,000	\$50,000
Activity Fees		\$0	\$0
Interest Income		\$281	\$716
Total Private Revenue	\$40,000	\$50,281	\$50,716
Total Income	\$250,000	\$2,256,644	\$4,593,400

³⁵ All revenue assumptions reflect a 10% enrollment discount from the enrollment reported above.

The table above shows that revenue for Monument Academy in the first two year of operation comes almost exclusively from the District of Columbia and Federal entitlement funding. We project that in the first year, District funding will amount to \$1,656,018 based on an enrollment of 40 students, 45% of whom have an Individualized Education Program (IEP) (based on the percentage of foster care students in the District with IEPs). Broken down, this includes \$379,700 in per pupil allocation, \$335,800 in facilities funding, \$277,941 in Special Education funding, \$17,087 of Limited English Proficient/Non-English Proficient (LEP/NEP) (based on the average percentages of these students in the district), and \$645,490 for the total residential funding.

Federal entitlement funding in Year 1 is projected to equal \$308,809, which includes Title Vb funding and an additional \$37,771 for school lunches, \$1,969 for the Healthy Schools Act, and \$10,000 in Medicaid billing. The total will comprise roughly 17% of the total budget. We have budgeted very conservatively that private revenue and interest income will account for no more than 2% of our total revenues.

In the second year of operation the school will double to 80 students. Per pupil funding will increase to \$793,915, facilities funding will rise to \$671,600, SPED will amount to \$606,876 and LEP/NEP to \$34,198. The residential allocation will total \$1,329,710. In the second year \$64,549 will be added to revenues for summer school. Total revenues will amount to \$3,501,838. Federal entitlements will rise to \$361,315 when combined with the National School Lunch Program for \$83,794, the Healthy Schools Act for \$4,368, Medicaid for \$20,000, and the E-Rate program for \$11,680. All Other Public funding will total \$481,157. Again, very conservatively, we are not forecasting any growth in private revenue beyond the first year level of \$40,000

We will also apply for Walton Family Foundation funding for our Planning and first year of operation. However, we have not included that in our Anticipated Source of Funding Table. We will apply for the funding upon notification of charter approval. In addition, we will aggressively seek grants during our planning year and beyond. We have a growing database of organizations that focus on foster care, mental health, and life skills as part of their mission.

Contingency Planning

In the event that there is an unexpected shortfall in District or Federal funds, or that the school is under-enrolled, we may take the following actions:

- Reduce salaries by \$10,000 for some positions, such as the Director of Well-Being and the Special Education Coordinator, which could save \$20,000 annually
- Possibly eliminate one social worker position saving an additional \$55,000.
- Look at opportunities to reduce contracted student services, currently budgeted at \$129,520
- Evaluate ways to cut the budget for classroom furnishings and supplies, currently budgeted for \$90,000 in year 1

Five-Year Budget Goals and Objectives

One key objective of our five-year budget is to accumulate healthy reserves. As seen in the five-year budget in Section E of the application, we ensure that the school's operations are built on a financially sustainable path, one that provides long-term viability. This was achieved by planning for a minimum 5% cash surplus in each of the first five years of operations, thereby building up a reserve balance to protect against unforeseen emergencies and other risks associated with start-up charter schools (i.e., enrollment shortfalls, cash-flow issues, lack of operating history). Furthermore, by setting aside at least a 5% surplus each year, the school will be better prepared to finance the move to a permanent facility in a future year, which is also a goal for Monument Academy.

BUSINESS PLAN

3. FINANCES

B. PLANNED FUNDRAISING EFFORTS

Fundraising will take place in a three-stage process:

The first stage has been underway for over two years in the form of taking this concept to numerous stakeholders and philanthropists in the community to seek input and guidance. Awareness of this effort as well as enthusiasm has grown continually over time, and the next step before proceeding with a request for funding is gaining charter approval.

The second stage comes on gaining charter approval. The school will be eligible and apply for Title Vb planning and programming funding. We will also apply to the Walton Foundation for a start-up grant, which awards up to \$250,000 for the planning and startup year. In addition, we have applied for a Next Generation Learning Challenge Grant for Breakthrough Schools – D.C. Planning Grants, which will provide up to \$100,000 in funding for the startup year. If we are awarded the grant, we will be eligible to apply for a D.C. Launch Grant in Spring of 2015, which is an award of up to \$450,000 to help open the school.

The third phase of fundraising would also start after receiving the charter and applying for the startup funding. The school has a large database of contacts established with a wide array of funders. We would start with those that have the closest alignment to our mission. These include:

- The Annie E Casey Foundation
- CityBridge
- Meyer Family Foundation
- The Kellogg Foundation
- The Hawn Foundation

We also have a number of potential partners, including Georgetown Medical School, Turnaround for Children, Flamboyant Foundation, Project 1.27 and others who have expressed

enthusiasm about working with us once we gain charter approval. These bring many in-kind resources of high value to the school in terms of expertise, professional development, recruiting key personnel and other supports.

During our planning year we will also develop a strategy for fundraising, including grant applications and partnerships. There are a number of foundations and philanthropies that target youth in foster care, homeless youth, at-risk families, Career and Technical Training, social and emotional well-being, and they will be the focus of these efforts. We will also work with our Board to establish development and fundraising goals.

BUSINESS PLAN

3. FINANCES

C. FINANCIAL MANAGEMENT AND ACCOUNTING

Financial management and internal accounting procedures

Monument Academy will put into place policies and practices that:

- Regularly check that spending is in alignment with the strategic priorities of the school
- Ensure transparency and careful use of funds so that the school is financially sound and sustainable
- Are consistent with generally accepted accounting practices (GAAP)
- Comply with all oversight requirements of the DCPCSB, OSSE and any other organizations or agencies where reporting is a condition of funding.

To this end, the Board President, the Head of the Finance Committee, the CEO, the Principal and the Director of Operations will develop a financial policies and procedures manual, with reference to the DCPCSB Fiscal Policy Handbook, for adoption by the Board. It will be the responsibility of the Finance Committee together with the Director of Operations to review the manual annually and suggest any amendments. Monument Academy has worked with EdOps on budgeting, planning, human resources and other back office needs during the application and planning process, and intends to continue working with them through the planning year. During that year we will examine how we might go forward working with EdOps or a similar vendor to assist with budgeting, financial planning and reporting, compliance and other back office supports.

Monument Academy has opened a bank account and has an initial deposit of \$10,000 from a private donation. On securing charter approval, it will seek to secure a line of credit from its primary deposit institution of up to \$100,000. The school will engage in a practice of budgeting conservatively and once the school is open will use regular quarterly financial reports to inform the senior leadership team and the Finance Committee of the school's financial performance in order to monitor and manage cash flow appropriately. The external vendor will actively manage accounts receivable to ensure timely payments on monies due, as well as seek lines of credit when appropriate.

BUSINESS PLAN

3. FINANCES

D. CIVIL LIABILITY AND INSURANCE

On securing the charter application, Monument Academy will work with an insurance broker as well as our lawyer to secure the necessary insurance to meet or exceed DCPCSB requirements. At the outset, we will carry insurance for the following areas in the minimum stated amounts:

Type	Estimated Amount
General Liability	\$1 million/incident, \$2 million aggregate
Umbrella Coverage	At least \$3 million, \$5 million if providing transportation
Directors and Officers Liability	\$1 million
Educators' Legal Liability	\$1 million
Property Lease Insurance	100% of replacement cost
Boiler and Machinery Insurance	\$1 million
Auto Liability	\$1 million
Workers' Compensation	As required by law
Computer/technology insurance	TBD

We have spoken with John Broullire and Justin Felmey of M&T Insurance Agency, specialists in insuring charter schools, as well as with our counsel, and we will ensure that the insurance we have will be necessary to meet our needs and that it will meet or exceed the DCPCSB's minimum requirements.

BUSINESS PLAN

3. FINANCES

E. PROVISION FOR AUDIT

Monument Academy will engage an outside audit firm, selected from the approved list provided by the DCPCSB, and undertake an annual audit for submission to the Finance and Audit committees as well as the PCSB by the required yearly deadline. The school will provide all financial records and supporting documents to the audit firm to ensure a thorough and reliable report.

BUSINESS PLAN

4. FACILITIES

A. IDENTIFICATION OF A SITE

Since undertaking the process of engaging stakeholders and getting feedback on the concept for Monument Academy, we have been having discussions with different organizations and government entities about facilities. The needs of the school are unique, as we require

residential accommodation as well as educational space. Because this school addresses many issues that the city has identified as high priorities, e.g., at-risk youth, homelessness, foster care, drop-out prevention, adjudicated youth, we have been building a case that it merits collaboration from different sectors of the government and the private sector. Accordingly, we have spoken with:

- The Deputy Mayor for Education
- Child and Family Services
- The Executive Director for St Elizabeth's East under the Deputy Mayor for Economic Development
- Josh Kern, TenSquare
- CityInterest
- Jim Lee, Director of Manhattan Construction
- Michele Hagans, Fort Realty
- Mayor Anthony Williams, Executive Director of the Federal City Council

We are currently working with Tom Porter of Building Hope. We have identified the most important requirements for the space. At a minimum, these include:

- Metro access
- Proximity to a major artery, particularly one that extends to Maryland/Prince George's County
- Space that is suitable for residential use, and has adequate living facilities for adults as well as children
- Classrooms
- Green space for sports, activities, a garden

Building Hope has already identified several buildings which meet or exceed these minimal requirements and could be suitable for the residential and educational needs of students. However we are awaiting charter approval before we can proceed with negotiating space. Because Monument Academy is a residential school with a mission to serve a particular group of at-risk youth, the main focus is on obtaining the right facility with the characteristics mentioned above, rather than targeting a particular community. Many guardians, foster parents and extended family who have custody of D.C. students live in Maryland and throughout the District, and thus access is more critical than being located in one particular neighborhood.

BUSINESS PLAN

4. FACILITIES

B. FINANCING PLANS FOR FACILITIES

For purposes of financial modeling, we have assumed that the school will be participating in the Building Hope Incubator Program. In this program, the school would pay Building Hope either

80 or 90% of its facilities' allotment for a full service lease. Building Hope would handle any necessary facilities renovations.

In the event that the school does not participate in the incubator program, or in order to meet our longer term facilities' needs, we recognize that obtaining financing for the renovation or purchase of a facility might be necessary. The particulars of this financing arrangement would be dictated by our specific needs at the time and market conditions. That said, our research indicates that D.C. charter schools pursue a wide variety of facility financing options. These options include traditional bank loans, subordinated debt and credit enhancement (common products are provided by OSSE and Building Hope), new market tax credits, and tax exempt bond issuances. In addition to building our own internal board capacity in financial and real estate issues, we are also committed to retaining experienced professionals to help us navigate any facilities financing process we undertake.

BUSINESS PLAN

4. FACILITIES

C. BUILDING MAINTENANCE

As part of the price for its incubator program, Building Hope provides outsourced janitorial and facilities management services at no additional cost. To meet the particular needs of our residential student population, we have also budgeted to employ a custodian on staff who would be on-site to address immediate facilities' needs. In the event that the school does not participate in the incubator program, we would plan to outsource janitorial and facilities management services to professionals experienced in serving schools while maintaining a custodian or porter on-staff to meet immediate needs. Through this approach, the school, under the Director of Operations, will ensure that it meets all building and safety codes and that a process is established for regular facilities review for identification of any ongoing maintenance needs. Students will also be responsible for helping to maintain their personal space as part of their life skills curriculum.

BUSINESS PLAN

5. RECRUITING AND MARKETING

A. RECRUITMENT OF STUDENTS

Because Monument Academy's mission is to work with children who have either had contact or are at risk of coming into contact with Child and Family Services, the recruitment effort will be narrowly targeted to reach community organizations and government agencies that work most closely with this group. Monument Academy already has ongoing relationships with many of these entities. They include:

- D.C. Child and Family Services
- The Family Court Divisions of the D.C. Superior Court
- The Children's Law Center

- Leadership of other charter schools working with middle and high school aged children
- DCPS
- Covenant House

Monument Academy has already engaged in limited outreach as a result of early focus groups with resource parents of children in foster care. We gathered feedback and suggestions from parents that were valuable inputs into the school design and parent engagement planning, and gathered an email list of interested guardians.

Once Monument Academy obtains a charter it will begin in June 2014 to put together material that explains the mission and benefits of the school and circulate it to these key stakeholders, as well as seek opportunities to do outreach to families they help. We will engage them to help us to identify families that may benefit from and be interested in our school. We know from our many conversations with the stakeholders listed, including charter school leaders, that they are continually aware of many families who may be interested. Recruitment will continue on an ongoing basis, throughout the year.

Although Monument Academy will be open to all D.C. students, it does not intend to advertise, participate in the charter school expo or the common lottery because it is targeting a particular group of students. A significant number of foster care youth who are District residents are placed in foster homes and guardianship situations in the greater D.C. region because there is a shortage of foster homes or family who live in the District.

Although Monument Academy does not intend to locate in an area densely populated with other schools, if it is ultimately situated near other schools we do not expect that this will affect student recruitment. Monument Academy will be drawing from a particular population of students who are distributed throughout the city and even out of state. Additionally, it has a unique mission, program and residential component that is not available in other schools and may appeal to a distinct community of families. Therefore, the location of the school and potential proximity to other schools should not have a meaningful impact on enrollment at Monument Academy or on neighboring schools.

If the school finds itself below projected enrollment levels then it will widen its marketing approach, first by examining where there are other stakeholders who may provide referrals, such as homeless shelters and other organizations serving at-risk youth. It may also market more widely and advertise as the opening date for the school approaches. Because we have small classes/grades we do not anticipate that it will be difficult to reach full enrollment. In that unlikely event we will cut back on some of the staff, as outlined in Section 3a, as we undertake a further effort to recruit students.

Monument Academy will adhere to the legal requirement that charters not turn away or discourage any applicant, even if the student does not fit the “target” profile, and will welcome

all students at the school. There is no wrong student for Monument Academy and all students benefit from having a diversity of backgrounds represented. We will not discriminate on the basis of race, color, ethnicity, religion, gender, national origin or sexual preference. If the school is oversubscribed, a public lottery will be held.

The calendar for outreach is as follows:

Dates	Activity
June '14-Sept '15	Contact stakeholders, make presentations, leave literature
June '14-August '14	Develop marketing material, website, application forms
January '15-April '15	Applications accepted
April '15	Lottery held if necessary and notifications sent out
April '15 & ongoing	Maintenance of a waiting list. Continued outreach if necessary to meet enrollment target
May '15	Confirmation of enrollment and enrollment packets due
August '15	Orientation for students and families before school starts

OPERATIONS PLAN

1. STUDENT POLICIES AND PROCEDURES

A. TIMETABLE FOR REGISTERING AND ENROLLING

Monument Academy does not intend to participate in the Common Lottery. Although the school is open to all District students, it is designed to serve those who are particularly in need of residential stability and thus we do not intend to engage in mass marketing. If Monument Academy is approved to open in the Fall of 2015, the timeline for marketing, enrollment and opening school are provided below:

Enrollment Calendar

Dates	Activity
Summer 2014	Develop marketing materials and application
July 2014-March 2015	Outreach, presentations to families, stakeholders (e.g., CFSA, Children's Law Center, DCPS, other Charters, support groups)
September 2014	Announcement of enrollment details, including application deadline and lottery date, & application availability
September 2014-March 2015	Collection of applications
March 16, 2015	Applications due
Week of March 16 2015	Public lottery if oversubscribed
March 20, 2015	Announcement of lottery results, including students selected and waitlist
Week of March 22-April 30	Distribute and collect enrollment forms
April-August 2015	Residency verification, establishment of educational decision-maker(s) for student, collection of educational records and other relevant documentation
April-full enrollment 2014	Waitlist selection announced
July 2015	Parent orientation
August 3 2015	1 st day of school (tentative)

Lottery System

Any child who is a resident of the District of Columbia and in the grade levels provided at Monument Academy is eligible to apply and enroll at the school. The school is open to children regardless of race, ethnicity, religion, aptitude, socio-economic status, gender, sexual preference, national origin, language, housing status or other factors prohibited by law. If there are more applicants than places in any grade level, a public lottery will be held and a wait list established for students who do not secure a seat. Priority will be given to District residents.

Sibling/Preference Enrollment

Siblings of children who have gained admission via the lottery are granted a preference, as are children who have siblings enrolled in the school.

OPERATIONS PLAN

1. STUDENT POLICIES AND PROCEDURES

B. POLICIES AND PROCEDURES FOR OPEN ENROLLMENT, INCLUDING WAITLIST OF AND WITHDRAWAL OF STUDENTS

Enrollment and Withdrawal Procedure for Residents

Enrollment Process

Once families are admitted to the school they will be given a month to provide all necessary documentation, including proof of residency in alignment with OSSE policies. Additional documentation, including proof of immunization, any special education (IEP, 504) documentation and prior transcripts will also be collected. Because Monument Academy endeavors to support families whose lives are inherently unstable, we will work with them to help secure necessary documentation when this is particularly challenging, in accordance with the McKinney-Vento Homelessness Act. It is often the case that a child who is a resident of D.C. may be placed under the guardianship of an out of state resident. In this case we recognize that these children are entitled to apply for and gain admission to Monument Academy as a D.C. resident until such time as they may be legally adopted.

Once a student is enrolled, the leadership of the school will begin the process of reaching out to each family to assist with the transition to the academic and boarding life of the school. Family engagement and support is a meaningful part of the work at Monument Academy, and it begins as soon as a child is enrolled. We will use that time from April through June as we collect documentation to answer questions about the school, meet with our family engagement staff and address any questions and concerns. Once the school is in its first year of operation, families and students will have opportunities to visit (hopefully this will be a return visit for many who will have come and looked at the school as part of our marketing and outreach efforts) and tour with current students and ask any additional questions. In July we will offer a family orientation where we will explain our mission and philosophy, policies with respect to academics, behavior and residential life, activities and opportunities for family involvement, as well as how students can remain connected during the week.

Withdrawal

Families are entitled to withdraw their children from the school at any time and for any reason. Once the educational decision-maker notifies the school of the intent to withdraw, the school will collect all pertinent records for easy transferal to the next school. A designee of the school will also endeavor to conduct a confidential exit interview to understand if there are ways that Monument Academy can improve going forward.

D.C. Residency

Monument Academy will adhere to the District of Columbia and DCPCSB requirements that guardians provide proof of residency within the district for all students. We will work with families and CFSA if this is challenging due to changes in a child's residential circumstances and the difficulty some guardians may have in obtaining the necessary documentation. In order to comply with enrollment audit requirements, Monument Academy will work to collect residency verification forms after April 1 of each year and before the Audit date for enrollment.

Enrollment and Tuition Policy for Non-Residents

If slots still remain after the lottery, then out-of- District families will be offered a slot on a Non-Resident tuition basis at rates established by the Office of the State Superintendent for Education.

Mid-Year Enrollment

Monument Academy will accept students mid-year to the extent there are vacancies in a grade. We recognize that changes in family circumstances occur at unpredictable times and our mission is to support these students to the extent possible. This means making space available whenever the need and opportunity arises.

Enrollment: Other Entry Points

Monument Academy accepts children at any grade level with an opening, with the exception of 12th grade, and accepts students mid-year to the extent there are vacancies in a grade. This is consistent with our aim of working with at-risk youth. As we gain experience over time with the process of transitioning in students at every grade level and mid-year, we will re-examine the policy about 12th grade admissions. However, at this time we are concerned about the ability to accomplish our complex mission with older students, particularly given the senior year course offerings and work/internship one day a week. With so little time left to graduation and opportunity for intervention our biggest concern is that this could place undue stress on the rest of the work we are doing while providing limited benefit to the student. However, our goal would be to admit students at every grade level, and as we approach that time we will re-evaluate this as a school and a Board.

OPERATIONS PLAN

1. STUDENT POLICIES AND PROCEDURES

C. STUDENTS WITH DISABILITIES

Identification

Monument Academy will be its own LEA with respect to students with disabilities. Foster youth tend to be over-represented in the special education population. One reason is simply that many students are far behind grade level, but do not necessarily have a learning disability. With respect to emotional difficulties, many students struggle with PTSD, anxiety, attention and other trauma related mental health issues. Monument Academy is committed to supporting

students who are struggling academically with a strong remediation and acceleration program, as well as providing a school that incorporates social and emotional well-being.

The school will identify students in need of services in several ways:

- The first opportunity is once a student is accepted and educational decision-makers/guardians fill out an enrollment form. At that time we will ask the guardian to share an IEP that a student brings from his/her previous school. Sometimes families may not be able to provide an IEP, or the sending school may be slow to deliver it, so Monument Academy will independently verify IEPs through OSSE's Special Education Data System (SEDS). Subsequently, the school will undertake a re-evaluation to ensure its accuracy and timely implementation.
- The second opportunity is when guardians/educational decision-makers exercise their right to request an evaluation. The school will undertake a timely evaluation to determine if a child qualifies for special education services or a 504 plan.
- Finally, we will ensure that the eligibility for each student is determined pursuant to the requirements of IDEA and OSSE's evaluation and reevaluation policy by incorporating a Student Support Team (SST) process that uses a Response to Intervention (RtI) framework for monitoring student progress and potential difficulties. This will ensure that the school has an opportunity to implement a robust series of interventions prior to referral for any students of concern. We will also implement Positive Behavioral Intervention Systems (PBIS) as part of our behavioral management approach. All staff will be trained in these processes and frameworks, as well as trauma systems approaches. Using RtI and PBIS, we will ensure that the needs of each student are met whether or not they are identified as needing special education services. This guards against over identifying children as having disabilities when their actual challenges are due to lack of appropriate instruction or inappropriate response to trauma symptoms. (We may be working with Turnaround For Children as well, which will support staff and faculty in setting a positive school climate and culture). All these approaches support early identification and prevention of student academic and behavioral challenges. They also allow for the quick identification of those students who may be genuinely in need of additional services.

Providing Services

In addition to hiring a special education coordinator in our first year, we will actively recruit classroom teachers who have special education experience and/or dual certification. This will enable our classroom teachers to provide, to the fullest extent possible, a full inclusion experience for those requiring special education services. Differentiation and co-teaching will be used to help provide for students in the classroom. If additional services are required, such as occupational and physical therapy, the school will contract separately with those providers. When students require pullout services or other services or settings that support their needs, such as curricula or environments that address specific behavioral and emotional disabilities, then the school will provide the full spectrum of services, which may include a self-contained

environment for part of the day. This may be the case for some students with more profound emotional or intellectual disabilities. However, every effort will be made to ensure that they are able to rejoin the regular classroom as much and as quickly as possible.

Teachers will also be aware of students with 504 plans and behavioral improvement plans, and ensure that accommodations are provided so that those students are able to fully access learning in the classroom.

Our residential staff will include social workers who are trained and experienced in working with children who have experienced trauma. They will be part of the wrap-around support systems for helping all students, but particularly those with an IEP for an emotional disability.

Use of Data

Monument Academy will use the Special Education Data System (SEDS) to maintain all documentation on student IEPs. This includes collecting, tracking and monitoring referrals, evaluations, IEP developments, and progress with respect to implementation, behavior, attendance, and parent and teacher input. The data collected will be used and updated to ensure that students with disabilities along a continuum of services have their academic and emotional needs met in the least restrictive environment. The school will maintain its own data systems for 504 and behavioral intervention plans that include similar information, including evaluations, developments, progress with implementation, attendance and parent and teacher input. This will also be used and updated to ensure student progress and meeting students' needs in the least restrictive environment.

Life skills for independent living are critical for all youth who age out of Foster Care, so these will be incorporated into the school from fifth grade onward. In addition, for students with IEPs who reach the age of 16 or enter after the age of 16, Monument Academy offers transition services. These will include planning for post-secondary options, including two or four year college, as well as career awareness, self-advocacy and independent living skills.

OPERATIONS PLAN

1. STUDENT POLICIES AND PROCEDURES

D. ENGLISH LANGUAGE LEARNERS

Identification

Once a student is accepted at Monument Academy we will ask all families to fill out a home language survey. We will not discriminate based on race, ethnicity or national origin. This is essential in ensuring that the school does not overlook any student who should be screened for English Language proficiency. We will rely on OSSE's guidelines to assess what, if any, services are necessary using the WIDA-ACCESS Placement Test for the evaluation. If students are found to need ELL support services, an ELL coordinator, together with teachers, administrators and other staff, will be responsible for drafting a plan for services that will put the student on a

trajectory for acquiring written and spoken language proficiency. The school will seek the educational decision-maker's consent prior to implementing the plan.

Each year students receiving ELL services will be re-assessed using the ACCESS for ELLs test. This will determine whether and to what extent students will continue to require ELL support services. ELL needs will be met within the regular classroom to the fullest extent possible. Once students are assessed as no longer in need of services, Monument Academy will continue to monitor their progress to ensure that language is not a barrier to continued academic success.

We will also ask if guardians/educational decision makers prefer to receive communications from the school in their spoken language, and where they may not be literate we will rely on oral communication.

Communication with non-English speakers

Because family engagement is vital to the work of the school and our mission of stability for students, we will work to ensure that material is available in the spoken languages of guardians/educational decision makers, and that translation services are available for important communications, such as parent-teacher conferences or back to school events. We will fully comply with the District of Columbia's language access act and will work with guardians/educational decision makers to ensure that they will have access to the language service they choose. This includes hiring interpreters for family meetings when appropriate and on an as-needed basis.

OPERATIONS PLAN

2. HUMAN RESOURCE INFORMATION

A. KEY LEADERSHIP ROLES

Key Leaders

Chief Executive Officer

Co-founder Emily Bloomfield will dedicate 100% of her time to leading the start-up of Monument Academy. In this role she will oversee the Principal, work with the Principal to identify appropriate facilities, develop and maintain key partnerships, undertake development work, lead strategic initiatives to scale the work of the school and help lead student recruitment. Emily brings deep knowledge of the public school sector – both traditional and charter – resulting from her years of serving on the D.C. Public Charter School Board and as an elected member and President of the Santa Monica-Malibu Unified School District Board of Education. She has experience in strategic planning, marketing, business, recruiting, staffing and working in startups through her work at CitySearch, Carparts.com, the LA Times and other organizations.

Legal: We are working with Barclay Collins at KL Gates, LLP. He is handling all matters, on a pro bono basis, with respect to our conflict of interest policy, bylaws and non-profit filing . His

career at K&L Gates and earlier at Wilmer Hale has been advising tax-exempt clients on a wide-range of operational and organizational matters, including establishing nonprofit entities and addressing governance, benefits, taxation fiduciary responsibilities, and executive compensation. He will be working on an as-needed basis but less than 5% of his time. We have another advisor and board member, Faye Levin, an attorney, who provides input on governance and other matters. She will advise as needed, which we expect to be approximately 5-10% of her time. This is partly because the legal needs will fluctuate but not require a full or significant part-time investment of time.

Interim Leaders and Recruitment Plan

Curriculum Leader(s)

Until the Principal candidate is identified and hired, co-founders Joan Lee and Marlene Magrino will lead the day-to-day work of developing the academic program. This includes finalizing curriculum development and the calendar, creating and leading professional development, creating the teacher evaluation system, selecting and implementing data systems and hiring teachers. Joan Lee, who will be providing 100% of her time, has experience evaluating, designing and implementing blended learning curriculum, as well as training teachers in implementing blended learning. She worked for Education Elements as a consultant leading the design, launch and implementation of blended learning schools and providing professional development to teachers. Joan's experience at DCPS working on the design and launch of their IMPACT teacher evaluation system gives her the experience to lead our teacher evaluation work. She started her teaching career with Teach for America as a sixth grade reading specialist in Gallup, NM.

Marlene Magrino has extensive experience in school leadership and teacher training through her current role as the Director of Aspiring Principals Program at New Leaders and her prior role consulting in urban school district reform, particularly in the area of instructional leadership. She helped lead the implementation of Full Service Schools, the neediest K-8 DCPS schools offering wraparound services for students. This is a school framework introduced in the lowest performing DCPS middle schools. The components of the framework include standards-based backward design for instruction, Positive Behavior Supports, Systems of Care, and data-driven inquiry. Marlene coached the schools through the development of leadership and teacher teams to implement RtI, research-based instructional strategies including the unit planning process, and the creation and implementation of data systems to monitor the progress of individual student interventions and school-wide initiatives. Marlene has acquired a deep knowledge of social-emotional practices and interventions that are successful with at-risk youth. During her career she has developed expertise in Response to Intervention, and Positive Behavior Intervention Systems, skills and frameworks that are necessary for a school to effectively serve students who struggle academically. Marlene will provide at least 10% of her time to this effort.

Marlene and Joan will be supported in this work by other founding team members Shawn Hardnett, Chief Academic Officer at Center City Public Charter Schools, and Shalini Shybut, Director of Implementation for Response to Intervention at EL Haynes and formerly an associate at McKinsey & Company. They will each give approximately 5% of their time to this work. We have already undertaken an informal process to recruit the Principal. The position description is currently drafted and being circulated to advisors and experts in school leadership for comment. Once the application is submitted we will post it on education recruiting websites and begin an active recruitment process to fill this position. Shawn and Shalini will also assist in the interview process.

Business Officer

Founding team member Charles Moore is providing oversight and assistance in developing our budget and financial plans and will continue to do so during our planning year. Charles has significant experience that is relevant to Monument Academy, including creating a five-year baseline budget forecast for the Chief Financial Officer of DCPS, creating a model for a 10-year budget for a US federal government agency during his time at McKinsey & Co, and leading the strategic planning for Boys & Girls Clubs of Greater Washington. He has also put the leadership team in contact with other experienced school Business and Finance Officers who have provided feedback on our budget and operations and have offered to continue providing guidance and advice during our planning year. Meanwhile, Monument Academy will continue working with Dan Theisen and Bryan Patten at EdOps to provide back-office support for accounting and budgeting and HR services; they will also provide data management and compliance reporting during planning and implementation. Their business and extensive experience is providing such supports for charter schools in Washington D.C. We will undertake a search for a Director of Operations in our planning year.

OPERATIONS PLAN

2. HUMAN RESOURCE INFORMATION

B. QUALIFICATIONS OF SCHOOL STAFF

Hiring Standards

Monument Academy will hold high expectations for all school staff. Above all else, employees must have a commitment to working with one of the most at-risk groups of students and see themselves as meaningful contributors to a team of professionals. They must be culturally competent, collaborative, open-minded, patient, and have a growth mindset for themselves and the students. They must hold high expectations for themselves and their students, understanding that these students are capable of achieving at high levels. They must also possess excellent emotional self-regulation.

Standards for individual positions are as follows:

For teachers

Because many of our students will come in behind grade level, and a higher than average number may have IEPs, we are looking for teachers with the ability to teach reading and basic math skills, remediate and accelerate learning, and individualize instruction. Teachers must be comfortable acting as a facilitator of learning and not just as a deliverer of content. Teachers must also be willing to learn and adopt trauma informed approaches to classroom behavior management. Resiliency, persistence and optimism are highly valued. Minimum requirements include:

- A Bachelor's degree
- Achievement of NCLB's Highly Qualified standard (successful completion of the appropriate Praxis content test; or undergraduate/graduate major or equivalent in content area)
- 2 or more years of middle or high school teaching experience
- Experience working with at-risk youth, particularly in urban schools
- Dual certification as a reading specialist or special education teacher is a plus

The Special Education Coordinator and SPED teachers will be expected to have the appropriate certifications and experience, in addition to having the above qualifications.

As the school grows in grade levels and numbers of students, it will hire higher level administrators, including a Chief of Well-being and Chief Operations Officer. In the first years of operations, given the small number of students and more limited funding, it will hire staff at the mid-level positions, such as Director of Well-being and Director of Operations. We will hire candidates into those positions who have the potential to grow into the executive level roles. Therefore, the experience and qualifications required for these positions are similar:

For Principal (complete set of expectations in Appendix)

- Demonstrated managerial experience, including budgeting and planning, hiring and managing staff, oversight of daily operations
- Knowledge of how to use data to track educational and operational progress
- Graduate degree, preferably in business or public administration
- Knowledge of and commitment to personalized instruction and authentic approaches to learning
- Commitment to working with all employees to support them in being successful and working collaboratively to achieve shared goals
- Experience working with at-risk youth strongly desirable
- Classroom and principal experience highly desirable

For Director of Operations/Chief Operations Officer

- Demonstrated operations experience, including HR, budgeting, plant management, vendor management, and technology oversight
- Graduate degree, preferably MBA, preferred
- At least 3-5 years experience, preferably in an educational institution

For Director/Chief of Well-Being

- 3-5 years experience managing a residential program with at risk youth
- Master's degree in Social Work or related behavioral health field with at least two years of clinical experience
- Experience supervising mental health workers
- Experience using data to monitor and track student progress
- Experience working in an educational setting highly desirable

For Director of Residential Life

- 3-5 years experience managing a residential program with at risk youth
- Master's degree in Social Work or related behavioral health field with at least two years of clinical experience
- Supervisory experience
- Experience working in an educational setting highly desirable

Recruitment Process and Procedure

We have already begun to recruit for key leadership positions using our network of advisors and engaging the Teach for America alumni network. Once the charter application is approved, we will move into full recruitment mode, using traditional channels and networks such as New Leaders for New Schools, The New Teacher Project, and schools of education to actively solicit applications for these roles. We will conduct a national search for these positions. To the extent possible, our intention is to hire the leadership roles before hiring the instructional and well-being staff, so that they are able to help lead the process and identify those who will be reporting to them.

As a first step, our recruitment process will screen against the criteria established in the job posting. Qualified applicants will be invited for an interview with a team from Monument Academy. They will be asked for evidence that they have achieved the accomplishments provided in their resumes, including documentation of certificates and degrees. Teachers may be asked to provide writing samples and conduct one or more lessons for interviewers. We will undertake at least three reference checks that ascertain employment history, performance and relevant background for finalist candidates.

Extensive background checks will be conducted on all finalist candidates, and employment will be contingent on a clean result. These searches will include criminal and court records as well as sex offender registries.

Any adult volunteers working with children will be expected to undergo the same rigorous background check, with clean results. All checks will be kept in employees' confidential personnel files.

OPERATIONS PLAN

2. HUMAN RESOURCE INFORMATION

C. STAFFING PLAN

	<u>Year 1</u> <u>2015-16</u>	<u>Year 2</u> <u>2016-17</u>	<u>Year 3</u> <u>2017-18</u>	<u>Year 4</u> <u>2018-19</u>	<u>Year 5</u> <u>2019-20</u>
Academic					
Chief Academic Officer	0	0	1	1	1
Teachers (ES)	2	4	4	4	4
Teacher (MS & HS)	0	5	7	12	14
UTC Residents	2	4	6	8	10
Reading Specialist	0	1	1	1	1
Librarian/Media Specialist	0	0	0	1	1
Substitutes	1	2	3	4	5
Special Education					
SPED Coordinator/Teacher	1	1	1	1	1
SPED Teachers	0	2	3	4	5
Psychologist	0	0	1	1	1
Student Support - Daytime					
Director of Well-Being	1	1	1	1	1
Social Workers/Case Managers – Daytime	2	4	6	8	10
Family Outreach/Engagement	0	1	1	1	1
Nurse – Daytime	1	1	1	1	1
Student Support - Evening					
Director of Residential Life	1	1	1	1	1
Student Life Manager/Social Workers/Residential Advisors	2	4	6	8	10
Nurse – Evening	0	0	1	1	1
Internship Coordinator	0	0	0	0	1
Management/Admin/Campus Operations					
CEO	1	1	1	1	1
Principal	1	1	1	1	1
Facilities Manager	0	0	1	1	1
Business/Operations Director	1	1	1	1	1
Registrar/Data Manager	0	0	1	1	1
Director of Development	0	0	0	0	1
Office Manager	1	1	1	1	1
Receptionist/Admin Assistant	0	0	1	1	1
Custodian	1	1	1	1	1

- Monument Academy will open with a full time equivalent staff of 18 and 40 students. The CEO will support the organization by developing and maintaining external stakeholder relationships (e.g., with CFSA, potential partners such as Georgetown University, philanthropic organizations), and engaging in strategic work with the Board of Trustees around facilities planning, strategic planning with respect to scale and fundraising, and overseeing Finances, including all aspects of the contract and responsibilities undertaken by EdOps or a similar vendor.
- In the first two years, the Principal will also be serving as Director of Academics in addition to fulfilling the other responsibilities of a Principal. We will add a Director of Academics in Year 3 when we reach 120 students.
- We will open the school with two full time teachers. One will be an ELA teacher for reading and Social Studies, and the other a Math and teacher. We will have a strong preference for hiring one of those teachers with a dual certification in special education. We will have two teacher residents/apprentices, one supporting the ELA/Social Studies teacher and one supporting the Math/Science teacher. Classes will contain 20 students each, which allows for a ratio of 2 teachers (including the UTC resident) to 20 students. This will also allow for small group instruction, rotations and individualization of instruction. In year 2 we will add a literacy coach/reading specialist, because we anticipate needing to support teachers at every grade level who may be working with struggling readers. We will add a library/media specialist in the 4th year to support the growth of students and teaching staff.
- We will hire a SPED coordinator in year 1 who will also act as the SPED teacher in our first year. We will add 2 SPED teachers in year 2 and an additional SPED teacher in each subsequent year. The coordinator will supervise the other SPED staff. One of those teachers may become an ELL specialist depending on student needs. The addition of more SPED teachers supports our goal of being our own LEA for special education and educating students in the least restrictive environment, providing push-in services as appropriate.
- We will have a Director of Well-Being and 2 social workers in the daytime. The team will be responsible for all planning and supports with respect to social emotional well-being of students, a core part of Monument Academy's mission. This staff will also plan and help implement our life skills curriculum, together with the Director of Residential Life and the Student Life managers. This staff will also undertake much of the planning and work on family engagement. We will add 2 social workers each year through to 12th grade. Some extra-curricular subjects, such as art and physical education, may be taught by a social worker as a way of integrating therapy and these courses.
- We will have one Director of Residential Life to support the after school programming and manage the evening staff. In addition, we will have one social worker and 2 residential life managers in the evening, one who will be awake during the night, doing periodic room checks. These staff will be included in much of the professional development of the school staff and coordinate to support the academic and social-emotional goals of students. We project that we will add a social worker and two

resident assistants each year, depending on the configuration of the residential space and availability of rooms for the adults. This model relies in part on offering free accommodation as part of the compensation package.

- The operations staff is aligned to grow and scale as the student body size increases over the years. We will start with a Director of Operations who will be supported in much of the back office needs (HR, payroll, budgeting, data uploads) by EdOps or a similar vendor. Together with an office manager, these individuals should be able to handle the facilities and operational needs for the first two years. A custodian will be on staff to handle immediate needs. In years 3 and beyond we will add more support, including a Data manager/registrar, a facilities manager and a receptionist/administrative assistant.

Teacher Retention and Development

There are many reasons that staff retention and development is critical to the ongoing work and mission of Monument Academy, not the least of which is that adult connection is one predictor of success for adolescents who age out of foster care. According to Gallup, organizations that do an excellent job of developing, motivating and retaining their staff are able to answer 12 core questions affirmatively:

1. Do I know what is expected of me at work?
2. Do I have the materials and equipment that I need in order to do my work right?
3. At work, do I have the opportunity to do what I do best every day?
4. In the past seven days, have I received recognition or praise for doing good work?
5. Does my supervisor, or someone at work, seem to care about me as a person?
6. Is there someone at work who encourages my development?
7. At work, do my opinions seem to count?
8. Does the mission or purpose of my company make me feel that my job is important?
9. Are my coworkers committed to doing quality work?
10. Do I have a best friend at work?
11. In the past six months, has someone at work talked to me about my progress?
12. This past year, have I had opportunities at work to learn and grow?

Referencing these essential questions, we will endeavor to select excellent staff through our recruiting process and then retain them by:

- Providing attractive compensation
- Creating a collegial and collaborative environment, where teachers share values, get along and support each other
- Evaluating the Principal and the CEO in part on the basis of how well they retain highly effective and engaged staff
- Ensuring that operations and the budget align with supporting teachers and other staff in being successful in their work
- Setting clear expectations in the job description, interview and hiring process about the requirements and demands of the job, as well as the supports that we will provide

- Providing professional development that helps teachers create the climate for students' social-emotional well-being and implement our behavioral systems; the Principal and Director of Academics will also coach and individualize professional development to help teachers grow professionally in their practice
- Supporting teachers with their own emotional well-being; we recognize that this is demanding and stressful work and we want to ensure that our teachers get the professional counseling they may need
- Undertaking regular surveys that ask those 12 Core Questions and addressing potential areas of concern that may surface from responses

OPERATIONS PLAN

2. HUMAN RESOURCE INFORMATION

D. EMPLOYMENT POLICIES

Employment Policies

Attracting, supporting and retaining exceptional and caring teachers is built into the mission of Monument Academy. Thus, providing competitive salaries and benefits that meet or exceed charter levels, as well as excellent professional development and coaching for teachers, are critical to the core of our work. We also want to provide opportunities for career growth that still enable teachers to remain in the classroom, serving as master teachers and student advisors.

Teacher

During the planning year we will develop a framework for teacher evaluation. It will consist of a rubric for excellent teaching along multiple dimensions, including:

- Effective classroom management
- Ability to personalize instruction and reach different learners
- Ability to provide engaging lessons with opportunities for hands on, experiential learning
- Family engagement
- Collaborative problem-solving
- Subject knowledge
- Understanding of how students learn and willingness to persist when students face challenges
- Organization
- Student growth – this will make up some share of the evaluation to be determined
- Emotional self-regulation

Teachers will have a mid-year review and a final evaluation every year. Professional development will include embedded coaching for teachers that incorporates feedback and growth opportunities so that teachers feel supported to improve their practice on an ongoing basis. Monument Academy will also offer professional development relevant to the needs of

the whole school, for instance RtI, PBIS and trauma informed approaches to classroom management.

Other professional staff

Professional staff, including nurses and counselors, will also receive mid-year reviews and annual evaluations. The evaluations will be designed during the planning year and include:

- Mastery of area of expertise
- Professionalism
- Ability to work with students successfully
- Meeting goals and objectives in their job
- Collaboration
- Organization
- Ability to utilize trauma informed approaches to creating a safe and caring culture
- Emotional self-regulation

Opportunities for growth and professional development will be offered to support continued advancement.

All other staff

All other staff, such as the custodian and receptionist, will receive regular performance evaluations, to be developed during the planning year. These evaluations will be aligned to the requirements of the job.

Administrators

Administrator evaluations will be developed during the planning year. They will be consistent with the job descriptions and requirements of the job. Feedback from direct reports will be incorporated in the evaluations.

CEO

The Board of Monument Academy will evaluate the CEO of the school annually, with a mid-year review. This process will include soliciting feedback from direct reports, as well as ensuring that the school is on track to deliver against its performance goals. These goals will be established at the beginning of each school year. In addition, other criteria will include, but are not limited to:

- Effective engagement of community, including stakeholders and families
- Successful financial management and fundraising
- Compliance with charter and other laws
- Leading strategic planning
- Effective communication and engagement with the Board

Evaluations will be used as a basis for continued employment or termination of employees, though Monument Academy retains the right to hire and terminate at will. When performance evaluation frameworks are developed there will be a scale of performance that indicates how well an employee is doing and that becomes the measure for salary advancement, promotion,

or placing employees on a probationary status or termination. Depending on the circumstances of the termination, an employee may be eligible for unemployment benefits.

Monument Academy as a Competitive Employer

One charge of the Board's Finance Committee, together with the Director of Operations, will be to annually benchmark Monument Academy's salaries and benefits against those of other D.C. Public Charter Schools, Non-Public Schools and DCPS. Our goal will be to maintain a benefits package at or above the market rate, particularly in light of the challenging work for our staff. We will ensure that our budget prioritizes teaching and staff benefits in annual budget decisions, since retaining high quality staff is critical to our mission. We will also strive to provide career ladders for teachers who remain in the classroom, such as becoming teacher coaches and leaders of professional development in-house, rather than expending resources on external providers.

Monument Academy will also strive to create an excellent and supportive working climate for faculty and staff where their work is recognized and appreciated both formally and informally on a regular basis. We will ask our Board of Trustees to create one or more occasions for recognizing our employees, and will encourage our Principal to engage the staff in planning events and recognizing birthdays, new babies, weddings, work anniversaries and supporting each other in times of loss.

Policy Development Timetable and Content

Monument Academy will develop an employee handbook during the planning year, which will be adopted by the Board. It will include all policies related to hiring, termination, leaves of absence, sick leave, benefits plans and more. It will also contain policies related to maintaining a drug-free workplace and its non-discrimination policy.

Protection for Monument Academy Employees

The employee handbook will include a provision for hiring current DCPS employees. If a current DCPS employee comes to work at the school, he/she may request a two-year leave of absence from the District, renewable every two years, for an unlimited time. During that time, if the employee chooses, Monument Academy will pay into the employee's DCPS retirement plan at the specified rate. The manual will also contain Monument Academy's non-discrimination policy, as adopted by the Board.

OPERATIONS PLAN

3. IMPLEMENTATION OF THE CHARTER

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

Data and Technology Plan

An excellent technology platform is essential to the work of Monument Academy. From providing differentiated and customized learning experiences in the classroom, to communicating with parents, it is essential that we have an excellent data management system, appropriate hardware and software, and Internet access through at least a T-1 connection. Because we anticipate 100% of our students will qualify for free and reduced lunch, we will apply for the federal government's E-Rate program to procure essential technology and services at concessionary rates.

Monument Academy has already set up a Google Apps account for non-profits and we use it for email services as well as document sharing and storage. This has formed the basis for ongoing collaboration as we have researched what works in foster care, stored notes from extensive interviews with experts in the field and drafting both the application and grant applications. We plan to extend this approach as we build out the school's program, documenting the startup process, professional development, curriculum, assessments, our well-being program, calendar, residential life and much more.

In addition, Monument Academy will implement a complete data system that includes its student information system (SIS) as well as an academic data storage and tracking system. This will allow the school to comply with reporting requirements for the PCSB, as well as use academic data to help inform instruction and support our Response to Intervention and Positive Behavior Interventions and Supports program. Information collected, stored and tracked will include:

- Student applications and enrollment, lottery and waitlist administration
- Attendance
- Discipline
- Communications and tracking correspondence
- SPED, 504 and ELL plan documentation
- Student assessment, progress, grades
- Flexibility to include other measures, such as indicators of social-emotional well-being, tracking attainment of key life skills
- Student meal counts and other reporting information

Teachers need access to record grades and progress reports as well as to obtain information about student needs and accommodations. Students should be able to obtain schedules, grades and homework assignments from the system. Administrators should be able to generate data and reports for analytical and reporting requirements. This data needs to be accessible by parents to obtain student schedules, report cards and communications from the school. We will work to ensure that these reports and communications are as accessible via smartphones as from computers, since this may reach more families who do not have Internet access at home.

A Cloud-based system is of interest since it provides security and remote storage, as well as access from anywhere.

Computers will also be available in the classroom as well as on a limited basis in the residences. Typing classes will be offered to students so that they are able to use the technology to its fullest potential. Monument Academy plans on introducing basic coding in middle school and options for acquiring one or more CTE certifications in high school. The school will offer training to teachers so that they are able to incorporate technology into the classroom as well as make full use of the SIS.

In order to ensure that Monument Academy has a well-conceived and executed technology plan at the front end it will engage a technology consultant to help choose and install the appropriate hardware and software. The consultant will design and implement the training program for the staff.

Responsible Party

Joan Lee, who worked at Education Elements and has experience with various data systems, will lead our data analysis and accountability work at Monument Academy. She will work with EdOps to identify the best SIS solutions for the school. EdOps or a similar vendor will assist with the accurate and timely uploading of data to the PCSB and OSSE to ensure reporting compliance.

OPERATIONS PLAN

3. IMPLEMENTATION OF THE CHARTER

B. MAJOR CONTRACTS PLANNED

Major Contracts Planned

We anticipate entering into the following contracts that may equal or exceed \$25,000:

- EdOps
- Food services
- Facilities lease
- Renovations, architecture services
- Furniture
- Special education services such as OT, PT, therapy
- Information and technology systems and services
- Insurance

OPERATIONS PLAN

3. IMPLEMENTATION OF THE CHARTER

C. SERVICES SOUGHT FROM THE DISTRICT OF COLUMBIA PUBLIC SCHOOLS

Monument Academy will not seek any services from DCPS.

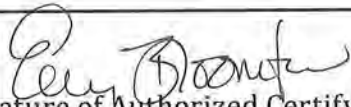
Assurances Form
(This form must be submitted with the application.)

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

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

Code § 38-201 et seq.); Immunization of School Students (D.C. Code § 38-501 et seq.); Tuition of Nonresidents (D.C. Code § 31-301 et seq.); Non-Profit Corporations (D.C. Code § 29-401 et seq.)

- e. Subchapter B of the Individuals with Disabilities Education Act (20 U.S.C. § 1411, et seq.) and Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794); any and all federal and local laws around providing a free and appropriate public education to all students with disabilities.
- f. English Language Learners: all federal and local laws and applicable regulations regarding identifying and serving students who are English language learners
- g. Title I of the Elementary and Secondary Education Act .
- h. Civil Rights Statutes and Regulations of the Federal Government and the District of Columbia: The Age Discrimination Act of 1975 (42 U.S.C. 6101 et seq.); title VI of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq.); title IX of the Education Amendments of 1972 (20 U.S.C. 1681 et seq.); and the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.)
- i. Background Checks of Employees and Volunteers: Perform an initial background check with respect to each employee and each person who regularly volunteers at the School more than ten (10) hours a week prior to the commencement of such employment or volunteer assignment; consider the results of such background checks in its decision to employ or utilize such persons either directly or through a School Management Contract. From time to time as established by the School Corporation, conduct random background checks on each employee and each person who regularly volunteers at the School more than ten (10) hours a week, but at a minimum once every two (2) years. (D.C. Code §4-1501 et seq.; District of Columbia Municipal Regulations 6B-412-427).
- j. Other: All other laws deemed applicable by PCSB (SRA §38-1802.11(a)(1)(B)).

 Signature of Authorized Certifying Official	CEO / Founder Title
Monument Academy Public Charter School Applicant Organization	3/3/14 Date Submitted

ANTICIPATED SOURCES OF FUNDS*

	Planning Year	Year 1	Year 2
Student Enrollment			
Fifth Grade		40	40
Sixth Grade		0	40
Total Number of Students		40	80
% of students receiving special education services		45%	45%
% of students who are English Language Learners (ELLs)		10%	10%
Per Pupil Allocations			
UPSFF		\$1,557,032	\$3,478,836
Facilities Allowance		\$302,200	\$604,440
Per Pupil Revenue			
Total Per Pupil Allocation		\$351,982	\$735,959
Total Facilities Allowance		\$302,220	\$604,440
Total Special Education Funding		\$522,596	\$1,277,184
Total ELL Funding		\$17,599	\$36,254
Total Residential Funding		\$664,855	\$1,369,601
Total Summer School Funding		\$0	\$59,837
Total Per Pupil Charter Payments		\$1,859,252	\$4,083,276
Other Public Revenue			
Federal Entitlements	\$210,000	\$303,541	\$353,254
National School Lunch Program		\$31,512	\$69,909
Healthy Schools Act Program		\$2,058	\$4,565
Medicaid Billing		\$10,000	\$20,000
E-Rate Program		\$0	\$11,680
Total Other Public Revenue	\$210,000	\$347,111	\$459,408
Private Revenue			
Grants and Donations	\$40,000	\$50,000	\$50,000
Activity Fees		\$0	\$0
Interest Income		\$281	\$716
Total Private Revenue	\$40,000	\$50,281	\$50,716
Total Income			
	\$250,000	\$2,256,644	\$4,593,400

*All revenue assumptions reflect a 10% enrollment discount from the enrollment reported above.

BUDGET NARRATIVE

The budgeting process was driven by founding group members Emily Bloomfield and Joan Lee. For the technical modeling work, Monument Academy partnered with EdOps, a D.C.-based firm specializing in providing accounting and financial services to the charter school community. EdOps has worked extensively with other D.C. charter schools, and it brought this experience to the budget planning process.

Budget assumptions were based upon data from comparable D.C. charter schools and EdOps' experience with charter school finances. In addition, the school founders performed extensive research on other residential schools across the country; this research helped inform the budget assumptions, as well. Ultimately, the creation of the various school budgets was guided by three priorities: high-quality programming, financial sustainability, and fiscal conservatism.

High-Quality Programming: Monument Academy intends to provide its students with an exceptional education, preparation for college, career, and community and a meaningful life. This budget reflects the investments necessary to create such a school, including above-average teacher salaries and dedicated support staff to drive instructional improvements, student achievement, and life skills training.

Financial Sustainability: Even the best educational program will be undermined if the resources are not available to sustain it. Thus, the second priority was to ensure that the school's operations are built on a financially sustainable path, one that provides long-term viability. This was achieved by planning for a minimum 5% cash surplus in each of the first five years of operations, thereby building up a reserve balance to protect against unforeseen emergencies and other risks associated with start-up charter schools (i.e., enrollment shortfalls, cash-flow issues, lack of operating history). Furthermore, by setting aside at least a 5% surplus each year, the school will be better prepared to finance the move to a permanent facility in a future year.

Fiscal Conservatism: The third priority in crafting the budgets was fiscal conservatism, both on the revenue side and the expense side. This was important because public education, as a taxpayer-financed enterprise, is subject to funding variability for both economic and political reasons. Additionally, as a new school, Monument Academy will not have a reserve account to soften the blow of any revenue shortfalls or cost overruns. Thus, the budget was developed with conservative budget assumptions, such as budgeting for contingency line-items in several of the major expense categories, a built-in enrollment discount (ten percent) in case the school misses its enrollment targets, and assuming the high end of the range for most expense categories.

PRE-OPENING (PLANNING YEAR) ASSUMPTIONS

The budget and cash flow projection for the Planning Year are attached (See Attachments 1 and 2). We are projecting \$250,000 in revenues - \$210K of which is from Title V-b Planning & Program Design funding and \$40,000 in private grants and donations. Most of the expense items are based on comparable data from other D.C. charter school planning year budgets and EdOps' experience.

As a new charter school with minimal reserves, cash will be tight during the Planning Year. As such, the school will seek to establish a \$25,000 line of credit with a bank to help cover the low-cash periods during the year (and into Operating Year 1, as well).

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

Revenues

- Federal Entitlements – The school has budgeted for \$210,000 in Title V-b funding, which is the expected amount for the Planning & Program Design phase.
- Private Grants & Donations – The school expects to conduct limited fundraising efforts during the Planning Year, raising approximately \$40,000 from primarily grassroots individual supporters of the school and support from its Founding Group. It is possible that more can be raised during the planning year, but we have erred on the side of conservatism during the Planning Year.

Expenses

- Contracted Staff – All paid personnel during the Planning Year will be paid as independent contractors. This includes \$135K for the services of the presumptive Principal and Business & Operations Director that will develop the program, \$10K for FOCUS' charter school start-up program, and an IT consultant for \$4,000.
- Student Supplies & Materials - \$5,000 has been budgeted for the purchase of curriculum-related supplies during the Planning Year. This will likely occur near the end of the Planning Year.
- Miscellaneous Student Expense – \$7,500 has been set aside for student recruitment, which includes advertising, mailings, and printing costs.
- Rent – We have not budgeted anything for rent in the planning year. The school leadership will base its operations out of the homes of its founders during the Planning Year.
- Office Supplies & Materials - \$3,000 for miscellaneous office supplies.
- Office Equipment Rental & Maintenance – \$4,500 for laptops and related technology equipment for the Principal and Business & Operations Director.
- Telephone/Telecommunications – \$3,000 to cover phone and internet access.
- Legal, Accounting, and Payroll – These include service fees for accounting software, bookkeeping, A/P, A/R, grants management, financial statement preparation and analysis, budgeting and reporting, as well as legal fees associated with the school's start-up.
- Insurance - \$2,000 for Directors & Officers liability and general liability insurance coverage.
- Other General Expense – \$2,500 for staff recruitment and filing fees related to the school's 501(c)(3) application.

OPERATING YEARS 1-5 ASSUMPTIONS

The budgets for Operating Year 1, Operating Year 2, and 5-Year Projections, as well as the Capital Budget for Years 1 and 2 and the Cash Flow Projection for Year 1, are attached (See Attachments 3-7). As with the Planning Year, these financial models were compiled using the three priorities of high-quality programming, financial sustainability and fiscal conservatism. We sought to craft a budget that would support the development of an outstanding educational program within reasonable financial constraints.

We included a 10% enrollment discount to factor in the possibility that the school misses its enrollment targets. This assumption lowers the expected enrollment-driven revenue, as well as the SPED-, ELL- and low-income-related revenue. While the school strongly believes it can meet its enrollment target, the enrollment discount provides a cushion in case it does not.

Revenues

Local/District Revenues

Public funding from the UPSFF (foundation-level and facilities) is 82% of total school revenue in Year 1.

The school expects a modest 5% increase over the next two years in the base UPSFF from the current school year level of \$9,306/student in 2013-14 to \$9,777/student in 2015-16 (2% increase in 2014-15 and 3% increase in 2015-16). In subsequent years, we modeled a 3% annual increase in the foundation-level UPSFF. All current funding weights/multipliers were maintained at the same level within the per-pupil funding formula for all five years. See chart below for a depiction of the funding rates for Grades 4-5, Middle School, High School, and Residential.

Funding/Student	2015-16	2016-17	2017-18	2018-19	2019-20
Grade 4-5	\$9,777	\$10,071	\$10,373	\$10,684	\$11,004
Middle School	\$10,071	\$10,373	\$10,684	\$11,004	\$11,335
High School	\$11,342	\$11,682	\$12,032	\$12,393	\$12,765
Residential	\$16,621	\$17,120	\$17,634	\$18,163	\$18,708

For facilities funding, we maintained the current residential rate of \$8,395/student for all five years.

SPED enrollment is estimated at 45% in each of the years, with the Level breakdown as follows: 10% Level 1, 16% Level 2, 16% Level 3, 3% Level 4. Low-income enrollment (free and reduced-lunch (FRL) percentage) is set at 95%. Given the student population that we will be serving, we believe these numbers to be accurate estimates and potentially have some level of conservatism built into them.

Federal Revenues (13% of total school revenues in Year 1)

We assumed \$260K from Title V-b for the Initial Implementation-Year 1 phase of the three-year grant. As the school will operate as its own LEA for the purposes of special education, we have assumed IDEA 611 funds of approximately \$11K. Among the federal Title funds, we have budgeted for \$28K of Title funds and \$6K of Title II funds. The school will not pursue Title III funding, since it does not expect to have enough ELL students to qualify for funding on its own and the administrative costs of participating in a Title III consortium currently outweigh the benefits.

The funding rates for Title I-III and IDEA 611 & 619 were based on a rough average of the DCPS and DC public charter per-pupil funding levels during the 2013-14 school year. In each subsequent year, we assumed a 3% annual increase.

Other Government Revenues (2% of total school revenues in Year 1.)

In the Other Government Funding/Grants revenue category, we assumed 3% annual increases in the funding per meal from the 2013-14 school year to Operating Year 1 for the National School Lunch Program (NSLP) and Healthy Schools Act (HSA) program, followed by annual 3% rises in subsequent years. We realize that not every meal that is ordered is actually eaten; this is important to track because every meal that is ordered is a cost but if it's not eaten, then no reimbursement will be available on the

revenue side. To account for this, we factored in a 90% consumption rate. Since all students will be residents of the school, we feel comfortable with a slightly higher consumption rate than the average charter school.

Also in the Other Government Funding/Grants category, we included a 90% discount on E-Rate eligible services beginning in Year 2. With a free and reduced-lunch enrollment percentage above 75%, Monument Academy will be eligible for the 90% E-Rate discount in most years. However, due to E-Rate rules, it is sometimes difficult to receive this full discount level during the first year of operations. Once the school has an operating history, it is easier to prove the FRL percentage and claim the appropriate discount.

We have also included revenue from Medicaid billing: \$10K in Year 1 and growing by \$10K in each subsequent year. We anticipate that we might be eligible to receive additional funds from this program but wanted to estimate conservatively.

Private Grants and Donations

We budgeted for \$50,000 in private donations in Year 1 with that amount increasing in subsequent years. In Year 1, we anticipate this coming primarily from individual supporters and friends of the school. Although the level of private funds is low, we wanted to maintain the conservatism in the model and thus did not project higher fundraising totals.

As mentioned earlier, the school also plans to apply for a \$250,000 grant through the Walton Family Foundation. While several new charter schools in D.C. have successfully accessed this grant in recent years, we did not want to assume that Monument Academy would also receive it. Thus, this money was not included in the budget. Obviously, if the school wins the Walton money and exceeds its otherwise very modest fundraising targets, it will dramatically increase the capacity and growth potential of the school and the budget will have to be revised.

Activity Fees

There are no activity fees included in the budget. Given the expected high FRL percentage of the student body, the amount that we anticipate could be collected from student lunch sales is minimal.

Other Income

Other Income includes a negligible amount for interest income.

Expenses

Note that all expenses include 3% annual cost-of-living/inflation increases for Years 1-5.

Personnel Salaries and Benefits

All budgeted salaries have been benchmarked and are considered to be within the norm of those offered by public charters schools within the region.

- Academic Salaries: Two Teachers with an average salary of \$60,000 in Year 1 and two Teaching Residents. As enrollment grows, the number of teachers and teaching residents will increase. By Year 5, we project four elementary teachers, 14 middle/high school teachers, ten teaching residents, one Reading Specialist (added in Year 2), a Chief Academic Officer (added in Year 3) and one Media Specialist (added in Year 4). We also have an allocation set aside for Substitutes that grows with enrollment.
- Special Education Salaries: 1 FTE in Year 1 – Special Education Coordinator/Teacher. The number of Special Education Teachers will grow along with the special education enrollment and is projected to be five FTE's by Year 5. In Year 3, we plan to hire a Psychologist. At least one of the Special Education Teachers will be ELL-certified.
- Student Support - Daytime Salaries: 3 FTE's in Year 1 – Director of Well-Being and two Social Workers/Case Manager for the daytime hours of our program. In Year 2, we will add a

Family/Outreach Engagement Coordinator. The number of social workers/case managers will grow with enrollment and is projected to be ten FTE's by Year 5. We intend to procure the services of a nurse from the DC Department of Health during the day.

- Student Support - Evening Salaries: 4 FTE's in Year 1 – Director of Residential Life, one Student Life Manager/Social Worker, and two Residential Advisors for the evening hours of program. In Year 3, we will hire an evening nurse. By Year 5, we project to have 14 FTE's: 8 additional Student Life Managers/Social Workers/Residential Advisors, an Internship Coordinator (hired in Year 5), plus the previously mentioned positions.
- Management/Admin/Campus Operations Salaries: 4 (paid) FTE's in Year 1 – Principal, Business/Operations Director, Office Manager, and Custodian. By Year 5, we project to have 8 FTEs thru the addition of a Facilities Manager (Year 3), Registrar/Data Manager (Year 3), Director of Development (Year 5), and Receptionist/Admin Assistant (Year 3). These will gradually be added beginning in Year 3 as the budget can support the positions. Additionally, we will have a CEO through all five years who will take essentially no salary (\$5.00 annually).
- Employee Benefits: FICA taxes at 7.65% of total salaries. DC unemployment insurance at 2.9% of the first \$9,000 in each employee's salary. All staff at 0.5 FTE and above will receive benefits (health, 401(k), life and disability insurance, etc.), budgeted at 10% of salaries.
- Contracted Staff - This includes a Curriculum Development Consultant, Data Consultant, Board Consultant, and Human Resources Consultant.
- Staff Development: The amount budgeted annually for professional development will grow in future years as the teaching staff grows. We have also set aside additional funds in Year 1.

Direct Student Expense

This represents the cost of textbooks, student supplies and uniforms, library materials, teacher computers, student desks and chairs, assessment materials, special education services, student information system, field trips, and student recruiting expenses. All baseline costs were based on the actual expenditures of operating D.C. public charter schools (as compared by EdOps), as well as the residential schools throughout the country researched by the Founding Team. Monument Academy will have slightly higher costs in this category than the typical charter school due to the level of wrap-around services that it will provide its students. Year-over-year increases reflect an inflation rate of 3%.

To reflect our fiscal conservatism, we have also budgeted for a miscellaneous student costs at \$100 per student as a contingency line-item.

Occupancy Expenses

Monument Academy expects to be in a Building Hope Incubator site in Years 1-3. As such, its facilities costs as a percentage of the per-pupil facilities allotment will be pre-determined in each of those years. In Years 1, rent expense will be 80% of the per-pupil facilities allotment; in Years 2-3, it will be 90%. This arrangement removes much of the risk associated with fixed facilities costs, since the school will have a rent that adjusts based upon actual (not projected) enrollment. It also means that this is the only Occupancy Expense line-item that will have any relevance in Years 1-3.

If we are unable to secure a facility with Building Hope, we remain confident that we will be able to secure a facility within facilities allotment budget.

In Years 4 – 5, we have assumed that the school will continue to lease space, but will do so at a non-Incubator site. We are assuming a space of 100 square feet per student for the educational building and 250 square feet per student for the residential building and rent of \$30 per square foot grown at 3% inflation. Operating expenses (inclusive of the cost to contract for janitorial and maintenance services) are estimated at \$7.00 per square foot and reflect an inflation rate of 3%.

Office Expenses

This primarily represents those expenses that support the business operations of the school. This includes office supplies and materials, office furniture and equipment, copier rentals and maintenance, telephone expense, printing, postage, computer support fees, and legal, accounting, and payroll services.

Estimated expenses represent the average amount a D.C. Public Charter School spends on an office expense line item.

To reflect our fiscal conservatism, we have also budgeted for a miscellaneous office expenses at \$100 per student as a contingency line-item.

General Expenses

This represents the cost of insurance, faculty travel, food service fees, staffing recruiting expenses, and authorizer fees. With the exception of the authorizer fees, all baseline costs were based on the actual expenditures of operating D.C. public charter schools (as compared by EdOps). Year-over-year increases reflect an inflation rate of 3%.

To reflect our fiscal conservatism, we have also budgeted for a miscellaneous general costs at \$100 per student as a contingency line-item.

Capital Budget

The school plans to capitalize several assets during its first two years of operation. Capital expenditure is budgeted in four categories: computers and materials, classroom and dormitory furnishings and supplies, office furnishings and equipment, and renovations/leasehold improvements. The net impact of said capitalization through the end of year two is forecasted at \$292.5K. Funds have been set aside in the capital budget to account for student growth and replacement of assets who have outgrown their useful life.

- Computers & Materials includes the cost of staff laptops and computer peripherals such as printers and monitors, as well as a laptop cart for the students. The staff laptops and peripherals are budgeted on a per staff basis at a cost of \$1,400, and the laptop cart is budgeted at \$25K.
- Classroom Furnishings & Supplies includes the cost of all classroom furniture such as student desks + chairs, teacher desks + chairs, and bookshelves. These are budgeted based upon the number of new classrooms in a given year. Each student desk + chair is budgeted at \$150. Each teacher desk + chair is budgeted at \$400. The bookshelves/cabinets are budgeted at \$100. Additionally, this category includes the cost of dorm furniture, which is budgeted on a per new student basis.
- Office Furnishings & Equipment includes the cost of non-classroom furniture such as office desks, office chairs, and filing cabinets. These are budgeted based upon the number of non-teaching staff. Each office desk + chair is budgeted at \$500. The filing cabinets are budgeted at \$550.
- Renovations & Leasehold Improvements is a flat amount that could be used for such things as painting of the building or minor renovations to the space. The amount remains relatively flat in the first few years (while in the Incubator space), and then grows in Year 4 and 5 as we anticipate finding a more permanent space.

Pre-Opening Budget

REVENUES		Year 0 (Pre-Opening)
1	Per Pupil Charter Payments	
2	Per Pupil Facilities Allowance	
3	Federal Entitlements	\$210,000
4	Other Government Funding/Grants	
5	Total Public Funding	
6	Private Grants and Donations	\$40,000
7	Activity Fees	
8	Loans	
9	Other Income (please describe in footnote)	
10	Total Non-Public Funding	
11	EMO Management Fee (= line 73, col. G)	
12		
13		
14	TOTAL REVENUES	\$250,000

EXPENSES		
Personnel Salaries and Benefits		
15	Principal/Executive Salary	
16	Teachers Salaries	
17	Teacher Aides/Assistance Salaries	
18	Other Education Professionals Salaries	
19	Business/Operations Salaries	
20	Clerical Salaries	
21	Custodial Salaries	
22	Other Staff Salaries	
23	Employee Benefits	
24	Contracted Staff	\$149,000
25	Staff Development Costs	
26		
27	Subtotal: Personnel Costs	\$149,000
28		
Direct Student Expenses		
30	Textbooks	
31	Student Supplies and Materials	\$5,000
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 Expenses	\$7,500
39		
40	Subtotal: Direct Student Expenses	\$12,500
41		

42 Occupancy Expenses**Year 0 (Pre-Opening)**

43	Rent	\$0
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

55 Office Expenses

56	Office Supplies and Materials	\$3,000
57	Office Furnishings and Equipment	\$4,500
58	Office Equipment Rental and Maintenance	
59	Telephone/Telecommunications	\$3,000
60	Legal, Accounting and Payroll Services	\$24,500
61	Printing and Copying	
62	Postage and Shipping	
63	Other Office Expense	

64		
65	Subtotal: Office Expenses	\$35,000

67 General Expenses

68	Insurance	\$2,000
69	Interest Expense	
70	Transportation	
71	Food Service	
72	Administration Fee (to PCSB)	
73	EMO Management Fee	
74	Other General Expense	\$2,500

75		
76	Subtotal: General Expenses	\$4,500

77		
78	TOTAL EXPENSES	\$201,000

79		
80	EXCESS (OR DEFICIENCY)	\$49,000

Pre-Opening Cash Flow Projection

DESCRIPTION	Month 1 Jul-14	Month 2 Aug-14	Month 3 Sep-14	Month 4 Oct-14	Month 5 Nov-14	Month 6 Dec-14	Month 7 Jan-15	Month 8 Feb-15	Month 9 Mar-15	Month 10 Apr-15	Month 11 May-15	Month 12 Jun-15	Total
1. Cash on Hand (start of month)	\$0	\$40,000	\$40,000	\$40,000	\$40,000	\$40,000	\$40,000	\$40,000	\$40,000	\$40,000	\$40,000	\$40,000	
2. Cash receipts													
Per Pupil Charter Payments													\$0
Federal Entitlements	\$17,208	\$18,458	\$16,958	\$16,030	\$16,030	\$16,030	\$16,238	\$16,238	\$16,238	\$16,238	\$17,667	\$26,667	\$210,000
Grants and Donations	\$40,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$40,000
Activities Fees													\$0
Other Income													\$0
3. Total Receipts	\$57,208	\$18,458	\$16,958	\$16,030	\$16,030	\$16,030	\$16,238	\$16,238	\$16,238	\$16,238	\$17,667	\$26,667	\$250,000
4. Total Cash Available	\$57,208	\$58,458	\$56,958	\$56,030	\$56,030	\$56,030	\$56,238	\$56,238	\$56,238	\$56,238	\$57,667	\$66,667	\$250,000
5. Expenses													
Personnel Salaries and Benefits													
Principal/Executive Salary	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Teachers Salaries	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Teacher Aides/Assistance													
Salaries	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other Education Professionals													
Salaries	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Business/Operations Salaries	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Clerical Salaries	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Custodial Salaries	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other Staff Salaries	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Employee Benefits	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Contracted Staff	\$12,417	\$12,417	\$12,417	\$12,417	\$12,417	\$12,417	\$12,417	\$12,417	\$12,417	\$12,417	\$12,417	\$12,417	\$149,000
Staff Development Costs	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Direct Student Expenses													
Textbooks	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Student Supplies and Materials	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$2,500	\$2,500	\$5,000
Library and Media Center													
Materials	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Computers and Materials	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other Instructional Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Classroom Furnishings and													
Supplies	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Student Assessment Materials	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Contracted Instructional/Student Services													
Contracted Instructional/Student Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Miscellaneous Student Expenses	\$0	\$0	\$0	\$1,071	\$1,071	\$1,071	\$1,071	\$1,071	\$1,071	\$1,071	\$0	\$0	\$7,500

[illegible]

Year One Budget

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	\$1,557,032		\$1,557,032	
2	Per Pupil Facilities Allowance	\$302,220		\$302,220	
3	Federal Entitlements	\$303,541		\$303,541	
4	Other Government Funding/Grants	\$43,570	\$0	\$43,570	
5	Total Public Funding	\$2,206,363	\$0	\$2,206,363	
6	Private Grants and Donations	\$50,000	\$0	\$50,000	
7	Activity Fees	\$0	\$0	\$0	
8	Loans	\$0	\$0	\$0	
9	Other Income	\$281	\$0	\$281	
10	Total Non-Public Funding	\$50,281	\$0	\$50,281	
11	EMO Management Fee (= line 73, col. G)		\$0	\$0	
12					
13					
14	TOTAL REVENUES	\$2,256,644	\$0		
EXPENSES					
		501(c)3 School Applicant	Education Management Organization	Combined Total	Expenditures as a Percent of Total Public Funding
<i>Personnel Salaries and Benefits</i>					
15		\$0	\$0	\$0	0.0%
16	Academic	\$175,000	\$0	\$175,000	7.9%
17	Special Education	\$75,000	\$0	\$75,000	3.4%
18	Student Support - Daytime	\$200,000	\$0	\$200,000	9.1%
19	Student Support - Evening	\$170,000	\$0	\$170,000	7.7%
20	Management/Admin/Campus Operations	\$260,005	\$0	\$260,005	11.8%
21		\$0	\$0	\$0	0.0%
22		\$0	\$0	\$0	0.0%
23	Employee Benefits & Taxes	\$186,195	\$0	\$186,195	8.4%
24	Contracted Staff	\$105,000	\$0	\$105,000	4.8%
25	Staff Development Expense	\$55,000	\$0	\$55,000	2.5%
26					
27	Subtotal: Personnel Costs	\$1,226,200	\$0	\$1,226,200	55.6%
28					
<i>Direct Student Expenses</i>					
29					
30	Textbooks	\$14,000	\$0	\$14,000	0.6%
31	Student Supplies and Materials	\$14,000	\$0	\$14,000	0.6%
32	Library and Media Center Materials	\$2,000	\$0	\$2,000	0.1%
33	Computers and Materials	\$48,800	\$0	\$48,800	2.2%
34	Other Instructional Equipment	\$0	\$0	\$0	0.0%
35	Classroom Furnishings and Supplies	\$90,000	\$0	\$90,000	4.1%
36	Student Assessment Materials	\$13,000	\$0	\$13,000	0.6%
37	Contracted Student Services	\$109,280	\$0	\$109,280	5.0%
38	Miscellaneous Student Expense	\$29,200	\$0	\$29,200	1.3%
39					
40	Subtotal: Direct Student Expenses	\$320,280	\$0	\$320,280	14.5%
41					
<i>Occupancy Expenses</i>					
42					
43	Rent	\$302,220	\$0	\$302,220	13.7%
44	Mortgage Principal Payments	\$0	\$0	\$0	0.0%
45	Mortgage Interest Payments	\$0	\$0	\$0	0.0%
46	Building Maintenance and Repairs	\$0	\$0	\$0	0.0%
47	Renovation/Leasehold Improvements	\$10,000	\$0	\$10,000	0.5%
48	Utilities	\$0	\$0	\$0	0.0%
49	Janitorial Supplies	\$0	\$0	\$0	0.0%
50	Equipment Rental and Maintenance	\$0	\$0	\$0	0.0%
51	Contracted Building Services	\$0	\$0	\$0	0.0%
52					
53	Subtotal: Occupancy Expenses	\$312,220	\$0	\$312,220	14.2%

EXPENSES		501(c)3 School Applicant	Education Management Organization	Combined Total	Expenditures as a Percent of Total Public Funding
54					
55	Office Expenses				
56	Office Supplies and Materials	\$5,000	\$0	\$5,000	0.2%
57	Office Furnishings and Equipment	\$12,000	\$0	\$12,000	0.5%
58	Office Equipment Rental and Maintenance	\$26,300	\$0	\$26,300	1.2%
59	Telephone/Telecommunications	\$12,600	\$0	\$12,600	0.6%
60	Legal, Accounting and Payroll Services	\$72,620	\$0	\$72,620	3.3%
61	Printing and Copying	\$1,000	\$0	\$1,000	0.0%
62	Postage and Shipping	\$600	\$0	\$600	0.0%
63	Other Office Expense	\$4,000	\$0	\$4,000	0.2%
64					
65	Subtotal: Office Expenses	\$134,120	\$0	\$134,120	6.1%
66					
67	General Expenses				
68	Insurance	\$29,250	\$0	\$29,250	1.3%
69	Interest Expense	\$0	\$0	\$0	0.0%
70	Transportation	\$5,000	\$0	\$5,000	0.2%
71	Food Service	\$96,745	\$0	\$96,745	4.4%
72	Administration Fee (to PCSB)	\$11,032	\$0	\$11,032	0.5%
73	Management Fee	\$0	\$0	\$0	0.0%
74	Other General Expense	\$12,825		\$12,825	0.6%
75					
76	Subtotal: General Expenses	\$154,852	\$0	\$154,852	7.0%
77					
78	TOTAL EXPENSES	\$2,147,672	\$0	\$2,147,672	97.3%
79					
80	EXCESS (OR DEFICIENCY)				
81	Excess (or deficit) retained by school	\$108,971		\$108,971	4.9%
82	Excess (or deficit) retained by EMO		\$0	\$0	0.0%
ASSUMPTIONS					
	Student Enrollment	40			
	Facility Size (square footage)	14,000			
	Average Teacher Salary	\$60,000			
	Student/Teacher Ratio	20 to 1			
	Student/Instructional Staff Ratio	10 to 1			
	Other Major Assumptions				

NOTES:

Year Two Budget

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	\$3,478,836		\$3,478,836	
2	Per Pupil Facilities Allowance	\$604,440		\$604,440	
3	Federal Entitlements	\$353,254		\$353,254	
4	Other Government Funding/Grants	\$106,154	\$0	\$106,154	
5	Total Public Funding	\$4,542,684	\$0	\$4,542,684	
6	Private Grants and Donations	\$50,000	\$0	\$50,000	
7	Activity Fees	\$0	\$0	\$0	
8	Loans	\$0	\$0	\$0	
9	Other Income	\$716	\$0	\$716	
10	Total Non-Public Funding	\$50,716	\$0	\$50,716	
11	EMO Management Fee (= line 73, col. G)		\$0	\$0	
12					
13					
14	TOTAL REVENUES	\$4,593,400	\$0		
EXPENSES					
		501(c)3 School Applicant	Education Management Organization	Combined Total	Expenditures as a Percent of Total Public Funding
<i>Personnel Salaries and Benefits</i>					
15		\$0	\$0	\$0	0.0%
16	Academic	\$793,100	\$0	\$793,100	17.5%
17	Special Education	\$200,850	\$0	\$200,850	4.4%
18	Student Support - Daytime	\$375,950	\$0	\$375,950	8.3%
19	Student Support - Evening	\$288,400	\$0	\$288,400	6.3%
20	Management/Admin/Campus Operations	\$267,805	\$0	\$267,805	5.9%
21		\$0	\$0	\$0	0.0%
22		\$0	\$0	\$0	0.0%
23	Employee Benefits & Taxes	\$394,377	\$0	\$394,377	8.7%
24	Contracted Staff	\$108,150	\$0	\$108,150	2.4%
25	Staff Development Expense	\$42,230	\$0	\$42,230	0.9%
26					
27	Subtotal: Personnel Costs	\$2,470,862	\$0	\$2,470,862	54.4%
28					
29	<i>Direct Student Expenses</i>				
30	Textbooks	\$17,304	\$0	\$17,304	0.4%
31	Student Supplies and Materials	\$30,694	\$0	\$30,694	0.7%
32	Library and Media Center Materials	\$4,120	\$0	\$4,120	0.1%
33	Computers and Materials	\$25,956	\$0	\$25,956	0.6%
34	Other Instructional Equipment	\$0	\$0	\$0	0.0%
35	Classroom Furnishings and Supplies	\$92,700	\$0	\$92,700	2.0%
36	Student Assessment Materials	\$21,630	\$0	\$21,630	0.5%
37	Contracted Student Services	\$277,235	\$0	\$277,235	6.1%
38	Miscellaneous Student Expense	\$44,290	\$0	\$44,290	1.0%
39					
40	Subtotal: Direct Student Expenses	\$513,929	\$0	\$513,929	11.3%
41					
42	<i>Occupancy Expenses</i>				
43	Rent	\$604,440	\$0	\$604,440	13.3%
44	Mortgage Principal Payments	\$0	\$0	\$0	0.0%
45	Mortgage Interest Payments	\$0	\$0	\$0	0.0%
46	Building Maintenance and Repairs	\$0	\$0	\$0	0.0%
47	Renovation/Leasehold Improvements	\$10,000	\$0	\$10,000	0.2%
48	Utilities	\$0	\$0	\$0	0.0%
49	Janitorial Supplies	\$0	\$0	\$0	0.0%
50	Equipment Rental and Maintenance	\$0	\$0	\$0	0.0%

EXPENSES		501(c)3 School Applicant	Education Management Organization	Combined Total	Expenditures as a Percent of Total Public Funding
51	Contracted Building Services	\$0	\$0	\$0	0.0%
52					
53	Subtotal: Occupancy Expenses	\$614,440	\$0	\$614,440	13.5%
54					
55	Office Expenses				
56	Office Supplies and Materials	\$10,300	\$0	\$10,300	0.2%
57	Office Furnishings and Equipment	\$3,090	\$0	\$3,090	0.1%
58	Office Equipment Rental and Maintenance	\$31,209	\$0	\$31,209	0.7%
59	Telephone/Telecommunications	\$12,978	\$0	\$12,978	0.3%
60	Legal, Accounting and Payroll Services	\$97,553	\$0	\$97,553	2.1%
61	Printing and Copying	\$2,060	\$0	\$2,060	0.0%
62	Postage and Shipping	\$1,236	\$0	\$1,236	0.0%
63	Other Office Expense	\$8,240	\$0	\$8,240	0.2%
64					
65	Subtotal: Office Expenses	\$166,666	\$0	\$166,666	3.7%
66					
67	General Expenses				
68	Insurance	\$59,600	\$0	\$59,600	1.3%
69	Interest Expense	\$0	\$0	\$0	0.0%
70	Transportation	\$5,150	\$0	\$5,150	0.1%
71	Food Service	\$214,626	\$0	\$214,626	4.7%
72	Administration Fee (to PCSB)	\$22,713	\$0	\$22,713	0.5%
73	Management Fee	\$0	\$0	\$0	0.0%
74	Other General Expense	\$17,999		\$17,999	0.4%
75					
76	Subtotal: General Expenses	\$320,089	\$0	\$320,089	7.0%
77					
78	TOTAL EXPENSES	\$4,085,985	\$0	\$4,085,985	89.9%
79					
80	EXCESS (OR DEFICIENCY)				
81	Excess (or deficit) retained by school	\$507,414		\$507,414	11.2%
82	Excess (or deficit) retained by EMO		\$0	\$0	0.0%
ASSUMPTIONS					
	Student Enrollment	80			
	Facility Size (square footage)	28,000			
	Average Teacher Salary	\$62,500			
	Student/Teacher Ratio	9 to 1			
	Student/Instructional Staff Ratio	6 to 1			
	Other Major Assumptions				

NOTES:

Five-Year Budget

DESCRIPTION REVENUES	Year 1	Year 2	Year 3	Year 4	Year 5
Per Pupil Charter Payments	\$1,859,252	\$4,083,276	\$6,345,662	\$8,735,636	\$11,211,525
Federal Entitlements	\$347,111	\$459,408	\$303,910	\$403,757	\$516,085
Income from Grants and Donations	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000
Activity Fees	\$0	\$0	\$0	\$0	\$0
Other Income	\$281	\$716	\$978	\$1,546	\$2,216
TOTAL REVENUES	\$2,256,644	\$4,593,400	\$6,700,550	\$9,190,938	\$11,779,826
EXPENSES					
Personnel Salaries and Benefits	\$1,226,200	\$2,470,862	\$3,666,080	\$4,758,078	\$5,750,997
Direct Student Expense	\$320,280	\$513,929	\$745,431	\$964,747	\$1,240,086
Occupancy Expenses	\$312,220	\$614,440	\$926,660	\$1,248,880	\$1,561,100
Office Expenses	\$134,120	\$166,666	\$249,569	\$290,695	\$387,054
General Expenses	\$154,852	\$320,089	\$492,122	\$674,641	\$866,757
TOTAL EXPENSES	\$2,147,672	\$4,085,985	\$6,079,861	\$7,937,041	\$9,805,993
EXCESS (OR DEFICIENCY)	\$108,971	\$507,414	\$620,688	\$1,253,897	\$1,973,833

Capital Budget

	Year 1	Year 2	Year 3	Year 4	Year 5
Computers and Materials	\$48,800	\$25,956	\$50,287	\$48,736	\$101,971
Classroom Furnishings and Supplies	\$90,000	\$92,700	\$95,481	\$98,345	\$101,296
Office Furnishings and Equipment	\$12,000	\$3,090	\$22,279	\$6,556	\$30,389
Renovation/Leasehold Improvements	\$10,000	\$10,000	\$20,000	\$40,000	\$50,000
TOTAL CAPITAL BUDGET	\$160,800	\$131,746	\$188,047	\$193,637	\$283,656

Year One Cash Flow Projection

DESCRIPTION	Pre-Opening	Month 1 Jul-15	Month 2 Aug-15	Month 3 Sep-15	Month 4 Oct-15	Month 5 Nov-15	Month 6 Dec-15	Month 7 Jan-16	Month 8 Feb-16	Month 9 Mar-16	Month 10 Apr-16	Month 11 May-16	Month 12 Jun-16	Total
1. Cash on Hand (start of month)	\$0	\$49,000	\$435,502	\$251,529	\$68,785	\$523,006	\$367,445	\$246,536	\$430,031	\$302,121	\$174,210	\$432,653	\$301,847	
2. Cash receipts														
Per Pupil Charter Payments	\$0	\$467,110	\$0	\$0	\$389,258	\$0	\$0	\$311,406	\$0	\$0	\$389,258	\$0	\$0	\$1,557,032
Per Pupil Facilities Allowance	\$0	\$90,696	\$0	\$0	\$211,554	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$302,220
Federal Entitlements	\$210,000	\$21,667	\$21,667	\$21,667	\$21,667	\$21,667	\$27,887	\$27,887	\$27,887	\$27,887	\$27,887	\$27,887	\$27,887	\$513,541
Other Government Funding/Grants	\$0	\$0	\$3,357	\$3,357	\$3,357	\$3,357	\$4,786	\$4,786	\$4,786	\$4,786	\$4,786	\$4,786	\$4,786	\$43,570
Private Grants and Donations	\$40,000	\$0	\$0	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$90,000
Activity Fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other Income	\$0	\$23	\$23	\$23	\$23	\$23	\$23	\$23	\$23	\$23	\$23	\$23	\$23	\$281
3. Total Receipts	\$250,000	\$579,466	\$21,690	\$30,047	\$630,659	\$30,047	\$37,696	\$345,102	\$37,696	\$37,696	\$426,954	\$37,696	\$37,696	\$2,506,644
4. Total Cash Available	\$250,000	\$628,466	\$457,192	\$281,576	\$599,644	\$553,053	\$425,142	\$595,638	\$467,727	\$339,817	\$601,164	\$470,353	\$339,643	\$2,506,644
5. Expenses														
Personnel Salaries and Benefits														
Academic	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Special Education	\$0	\$14,583	\$14,583	\$14,583	\$14,583	\$14,583	\$14,583	\$14,583	\$14,583	\$14,583	\$14,583	\$14,583	\$14,583	\$175,000
Student Support - Daytime	\$0	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250	\$75,000
Student Support - Evening	\$0	\$16,667	\$16,667	\$16,667	\$16,667	\$16,667	\$16,667	\$16,667	\$16,667	\$16,667	\$16,667	\$16,667	\$16,667	\$200,000
Management/Admin/Campus Operations	\$0	\$14,167	\$14,167	\$14,167	\$14,167	\$14,167	\$14,167	\$14,167	\$14,167	\$14,167	\$14,167	\$14,167	\$14,167	\$170,000
	\$0	\$21,667	\$21,667	\$21,667	\$21,667	\$21,667	\$21,667	\$21,667	\$21,667	\$21,667	\$21,667	\$21,667	\$21,667	\$260,005
	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Employee Benefits & Taxes	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Contracted Staff	\$0	\$15,516	\$15,516	\$15,516	\$15,516	\$15,516	\$15,516	\$15,516	\$15,516	\$15,516	\$15,516	\$15,516	\$15,516	\$186,195
Staff Development Expense	\$149,000	\$8,750	\$8,750	\$8,750	\$8,750	\$8,750	\$8,750	\$8,750	\$8,750	\$8,750	\$8,750	\$8,750	\$8,750	\$254,000
Direct Student Expenses	\$0	\$4,583	\$4,583	\$4,583	\$4,583	\$4,583	\$4,583	\$4,583	\$4,583	\$4,583	\$4,583	\$4,583	\$4,583	\$55,000
Textbooks	\$0	\$0	\$7,000	\$7,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$14,000
Student Supplies and Materials	\$5,000	\$667	\$3,667	\$3,667	\$667	\$667	\$667	\$667	\$667	\$667	\$667	\$667	\$667	\$19,000
Library and Media Center Materials	\$0	\$0	\$0	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$2,000
Computers and Materials	\$0	\$12,200	\$12,200	\$12,200	\$915	\$915	\$915	\$915	\$915	\$915	\$915	\$915	\$915	\$48,800
Other Instructional Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Classroom Furnishings and Supplies	\$0	\$22,500	\$22,500	\$22,500	\$1,688	\$1,688	\$1,688	\$1,688	\$1,688	\$1,688	\$1,688	\$1,688	\$1,688	\$90,000
Student Assessment Materials	\$0	\$1,083	\$1,083	\$1,083	\$1,083	\$1,083	\$1,083	\$1,083	\$1,083	\$1,083	\$1,083	\$1,083	\$1,083	\$13,000
Contracted Student Services	\$0	\$0	\$0	\$10,928	\$10,928	\$10,928	\$10,928	\$10,928	\$10,928	\$10,928	\$10,928	\$10,928	\$10,928	\$109,280
Miscellaneous Student Expense	\$7,500	\$2,900	\$5,600	\$1,200	\$1,200	\$1,200	\$1,200	\$1,200	\$1,200	\$1,200	\$4,100	\$4,100	\$4,100	\$36,700

DESCRIPTION	Pre-Opening	Month 1 Jul-15	Month 2 Aug-15	Month 3 Sep-15	Month 4 Oct-15	Month 5 Nov-15	Month 6 Dec-15	Month 7 Jan-16	Month 8 Feb-16	Month 9 Mar-16	Month 10 Apr-16	Month 11 May-16	Month 12 Jun-16	Total
DESCRIPTION	Pre-Opening	Month 1 Jul-15	Month 2 Aug-15	Month 3 Sep-15	Month 4 Oct-15	Month 5 Nov-15	Month 6 Dec-15	Month 7 Jan-16	Month 8 Feb-16	Month 9 Mar-16	Month 10 Apr-16	Month 11 May-16	Month 12 Jun-16	Total
Office Expenses														
Office Supplies and Materials	\$3,000	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$8,000
Office Equipment Rental and Maintenance	\$4,500	\$2,192	\$2,192	\$2,192	\$2,192	\$2,192	\$2,192	\$2,192	\$2,192	\$2,192	\$2,192	\$2,192	\$2,192	\$30,800
Office Furnishings and Equipment	\$0	\$3,000	\$3,000	\$3,000	\$225	\$225	\$225	\$225	\$225	\$225	\$225	\$225	\$225	\$12,000
Telephone/Telecommunications	\$3,000	\$1,050	\$1,050	\$1,050	\$1,050	\$1,050	\$1,050	\$1,050	\$1,050	\$1,050	\$1,050	\$1,050	\$1,050	\$15,600
Legal, Accounting and Payroll Services	\$24,500	\$4,968	\$4,968	\$4,968	\$4,968	\$4,968	\$4,968	\$4,968	\$4,968	\$4,968	\$4,968	\$4,968	\$4,968	\$37,120
Printing and Copying	\$0	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$1,000
Postage and Shipping	\$0	\$50	\$50	\$50	\$50	\$50	\$50	\$50	\$50	\$50	\$50	\$50	\$50	\$600
Other Office Expense	\$0	\$0	\$0	\$400	\$400	\$400	\$400	\$400	\$400	\$400	\$400	\$400	\$400	\$4,000
Occupancy Expenses														
Rent	\$0	\$25,185	\$25,185	\$25,185	\$25,185	\$25,185	\$25,185	\$25,185	\$25,185	\$25,185	\$25,185	\$25,185	\$25,185	\$302,220
Mortgage Interest Payments	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Mortgage Principal Payments	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Building Maintenance and Repairs	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Renovation/Leasehold Improvements	\$0	\$2,500	\$2,500	\$2,500	\$188	\$188	\$188	\$188	\$188	\$188	\$188	\$188	\$1,000	\$10,000
Utilities	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Janitorial Supplies	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Equipment Rental and Maintenance	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Contracted Building Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
General Expenses														
Insurance	\$2,000	\$2,438	\$2,438	\$2,438	\$2,438	\$2,438	\$2,438	\$2,438	\$2,438	\$2,438	\$2,438	\$2,438	\$2,438	\$31,250
Interest Expense	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Transportation	\$0	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$5,000
Food Service	\$0	\$8,062	\$8,062	\$8,062	\$8,062	\$8,062	\$8,062	\$8,062	\$8,062	\$8,062	\$8,062	\$8,062	\$8,062	\$96,745
Administration Fee (to PCSB)	\$0	\$0	\$0	\$0	\$11,032	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$11,032
Management Fee	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other General Expense	\$2,500	\$1,069	\$1,069	\$1,069	\$1,069	\$1,069	\$1,069	\$1,069	\$1,069	\$1,069	\$1,069	\$1,069	\$1,069	\$15,325
6. Total Expenses	\$201,000	\$192,953	\$205,683	\$212,791	\$175,638	\$165,606	\$178,606	\$185,606	\$165,606	\$165,606	\$168,506	\$168,506	\$181,571	\$2,349,672
7. Fund Balance (end of month)	\$49,000	\$435,502	\$251,529	\$58,768	\$523,006	\$387,446	\$246,536	\$430,031	\$302,121	\$174,210	\$432,688	\$301,847	\$157,971	

Emily M. Bloomfield



PROFESSIONAL HISTORY

2011-2013 **Monument Academy**, Washington, DC

Founder/Visionary. Conceived, and now researching, developing and leading the start up of Monument Academy Public Charter School, an innovative weekday boarding school for foster care and at risk youth grades 5-12. Managing and writing the business and operations plans for the school with a team of experienced founders and outside experts. Leveraging leadership roles with the DC Public Charter School Board, DC Superior Court Education sub-committee, Raise DC Task Force on Disconnected Youth, and the DC College Success Foundation to engage national and local experts and form partnerships with relevant organizations.

2007-2011 **Stand for Children**, Washington, DC

Senior Policy Advisor. Continually updated the leadership team and grassroots staff and provided expertise around key developments in education reform, including charter school movement, teacher evaluation, and the Race to the Top federal grant program. Collaborated with the Vice President of Digital on outreach and marketing campaign as the organization expanded from six to ten states.

2002-2007 **School Board**, Santa Monica-Malibu Unified School District. Santa Monica, CA
Member/Vice President/President. Elected in November, 2002 as one of seven members of the SMMUSD School Board of Education. Was part of the team that drove a transformation program that dramatically improved overall educational outcomes that also narrowed the achievement gap among students of different socio-economic and ethnic backgrounds. Liason to Financial Oversight Committee and Early Education taskforce.

1998-2001 **Carparts Technologies**, El Segundo, CA

Chief People Officer. Helped launch this supply chain technology company. Recruited on behalf of and staffed the company, including the entire senior management team, developed the organizational blueprint and compensation plan and managed a tight recruiting budget. Led, with the CEO and senior management team, the development and dissemination of company mission statement and set of operating values and norms. Served as "honest broker" and counselor to CEO to develop leadership skills and behavior at the senior level and throughout the organization.

1997-98 **Consultant**, Los Angeles, CA.

CareerPath: As interim product manager, evaluated the free employer package offered by this online recruiting service. Recommended retaining the product and charging a fee to generate a profit. Led a cross-functional team to re-launch the product with enhanced functionality and service

Urban Technology Center: As acting Marketing Director, developed and led survey of community technology centers to short list potential partners in a cooperative program with the US Government's "Weed & Seed" project (SeedTech). Assembled manual for training SeedTech trainers.

1996-1997 **CitySearch**, Pasadena, CA

Product Manager. Led the development and implementation of CitySearch 2.0, which integrated dynamic editorial content for the first time into the leading Internet city guide. Was responsible for developing and implementing all advertising products other than basic infosites, including website packages, area and topic sponsorships, and banner ads.

1994-96 **Los Angeles Times**, Los Angeles, CA.

Associate, Marketing & Strategic Planning. Was responsible for marketing and planning for classified advertising categories worth \$45 million in annual revenue, including real estate and rentals. Conducted pricing analysis, lead sales managers in category planning, devised strategy and business plans for new print and electronic products.

1993-94 **Children's Partnership**, Santa Monica, CA.

Consultant. Researched and advised on how multimedia can benefit children and children's advocacy. Contributed to *Children and the Information Superhighway* (1994).

1989-93 **LMC International, Ltd.**, Oxford, England.

Senior Research Economist. Promoted to head cocoa sector for consulting firm specializing in agro-based businesses. Doubled revenues in three years by expanding client base and developing new editorial products. Left sector as the company's most profitable. Managed teams of four to eight researchers. Work included market entry strategies, production cost models, pricing strategies, price forecasting, market research, manufacturing feasibility, analysis of impact of trade and price controls. Extensive overseas research, project management, and sales activities in 20 countries.

1984-87 **Public Sector Management Unit, The World Bank**, Washington DC.

Research Assistant, 1984-86. Qualitative and quantitative analysis of public sector programs, including investment projects and public administration reforms in several developing countries. Proposed strategies for restructuring public enterprises.

EDUCATION

1986-88 **M.Phil. Economics, Linacre College, Oxford University**. Oxford University Bursary; Social Science Research Pre-Dissertation Fellowship, Secretary of Graduate Economics Society (1987); Linacre College Women's Crew (1987-88, Captain 1987).

1983-84 **Master of Public Administration, Maxwell School of Citizenship and Public Affairs, Syracuse University**. Graduated first in class; awarded Presidential Management Internship; Maxwell School Fellowship.

1978-82 **B. A., University of Chicago**. Concentration: Cultural and Political Geography. Dean's List. Varsity Field Hockey (1978-82, Captain 1980-82, MVP 1981); Varsity Track (1982).

Languages: English (mother tongue), French (fluent), Spanish (proficient).

Interests/Hobbies: Book club, women's soccer club, parent participation in youth athletic programs (e.g., AYSO, Little League Baseball).

Monument Academy Public Charter School

Board Member Agreement Form

As a Member of the Board of Trustees for Monument Academy Public Charter School, I accept the duties and responsibilities set forth below

- The Board will adopt a clear statement of the mission, vision, and strategic goals of Monument Academy (the "School") and will establish policies and plans consistent with this statement.
- The Board will review and maintain appropriate bylaws.
- The Board will help to insure that the school and the Board operate in compliance with applicable laws and regulations, minimizing exposure to legal action, including maintaining up-to-date personnel policies, appropriate student discipline procedures, crisis management procedures, and sufficient liability insurance coverage.
- The Board will set the School's general policies and overall curriculum policies, approve the School's personnel policies, and monitor their implementation.
- The Board will adopt a conflict of interest policy and require all board members to identify any potential conflicts and sign a conflict of interest disclosure statement annually.
- The Board will select, evaluate, and if necessary, replace the CEO of the school.
- The Board will approve and monitor the annual budget and financial procedures and provide responsible stewardship of public funds. This includes ensuring that the budget is aligned with the academic and strategic priorities of the school.
- The Board will undertake formal strategic planning on a periodic basis, set annual goals related to the plan, and conduct annual written evaluations for the school, the CEO, and the Board itself.
- The Board will keep full and accurate records of its meetings, committee meetings and policies, and keep its deliberations confidential.
- The composition of the Board will reflect the strategic expertise, resources and perspectives needed to achieve the mission of the School.
- The Board will strive to ensure that all members are actively involved in the work of the Board and its committees.
- The Board will engage proactively with the CEO and Head of School in cultivating and maintaining good relations with the School constituents and the broader community.
- The Board will commit to a program of professional development for Board members, including annual new-trustee orientation, on-going trustee education and evaluation, and board-leadership succession planning.
- The Board will identify metrics and deliverables consistent with the goals set out in the School charter, collect and analyze data, and review School performance.
- Consistent with applicable law, the Board will (i) act as the board of final appeal for parent grievances, including suspension and expulsion; and (ii) approve the school

calendar, curriculum, promotion and graduation requirements; and (iii) approve contracts.

Individual Board Members will be expected to:

- Support and promote the School's mission, vision, strategic goals and policy positions, represent them accurately in the community, and use the School's mission as a guidepost for Board decision-making.
- Understand the bylaws and conform to legal requirements, including fiduciary duties of loyalty, obedience and care
- Stay fully informed about current operations and issues; review materials in advance and attend meetings regularly; participate fully in Board discussions, helping to keep the Board at the policy level; accept and support Board decisions, understanding that once a decision has been made, the Board speaks with one voice; and speak with candor during Board deliberations but keep such discussions and all Board deliberations confidential.
- Guard against potential or actual conflicts of interests, and execute annually and abide by the Conflict of Interest Disclosure Statement.
- Understand the finances of the School, and his/her fiduciary responsibility to the School for sound financial management.
- Provide ongoing advice and expertise (as appropriate) to the Board, understanding that the best interests of the students will be at the forefront of deliberations.
- Participate on at least one Board committee or task force

Read and understood:

EMILY BLOOMFIELD

Signature

A handwritten signature in blue ink, followed by a date written as "10/12/18".

Signature and Date

Conflict of Interest Form

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

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

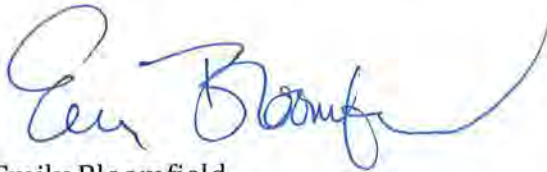
	Questions	Yes	No
1	Do or will you or your spouse have any contractual agreements with the proposed charter school?		✓
2	Do you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed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

Signature 	Title Founder / CEO
Applicant Organization MONUMENT ACADEMY PCS	Date Submitted 2/27/14

Personal Statement

I, Emily Bloomfield, am a founding member of Monument Academy. I feel passionately about ensuring that all children, including those whose family lives have been disrupted, are able to develop academically and emotionally in a nurturing and secure environment and lead fulfilling lives. I have seen how challenging it can be for older children who have been in contact with the foster care system to find a stable home, and how difficult it can be for the adult caregivers, many of whom work in isolation, to provide stability for youth who have experienced trauma. I believe that by supporting these adolescents and their caregivers by providing weekday boarding, trauma informed social and emotional supports, adult connection and excellent academics that we can work as a team to promote permanency and achieve life-altering positive outcomes for youth, including preparation for college, career and life in the community.

My business, research and education experience has positioned me to help launch and oversee the school. I undertook the study behind the original concept for the school, met with numerous experts in the areas of foster care, education, well-being, life skills, real estate, business and entrepreneurship, and helped to formulate the business plan. I have done extensive outreach to the philanthropic community and with stakeholders. I have recruited excellent colleagues, advisors and supporters who have helped to take this concept and, with me, turn it into the charter application. I am the primary author of the Business and Operations sections and contributed to the writing of the Education section. Many of my colleagues who have shared in this effort will continue with the school, either as staff or Board members. I intend to continue leading this work in the planning and implementation years and beyond as CEO of Monument Academy.



Emily Bloomfield
Founder and CEO, Monument Academy

SHAWN HARDNETT

CHIEF ACADEMIC OFFICER, EXECUTIVE DIRECTOR, HEAD OF SCHOOL, SCHOOL FOUNDER, PROGRAM COORDINATOR & INTERMEDIATE LEVEL EDUCATOR Urban Program Innovator, Instructional and School Culture Expert

Highly qualified Educational Leader as well as Residential Program Coordinator with 15+ years experience planning and implementing educational initiatives designed for public and urban learning environments. Results focused and effectual educational program implementer and instructor with proven ability to reduce instances of failure and increase overall academic performance within student populations with considerable personal and academic challenges. Strengths in:

- Academic Program and Curriculum Design
 - Urban School Design and Execution
 - School Leadership and Executive Coaching
 - Parent Engagement, Community and Public Relations
 - Nonprofit Organizational Strategic Design
 - Professional Development
 - College-Going School Culture of Efficacy
 - Residential Program Coordination
-

PROFESSIONAL EXPERIENCE

Friendship Public Charter School – Washington, DC

2012 – 2013

CHIEF OF SCHOOL EXCELLENCE

Initially recruited as a professional leadership coach responsible for the recruitment, selection, training and support of 13 school leaders serving 11 campuses in a network of charter and district partnership schools in both Washington, DC and Baltimore.

Immediately advanced to manage chief academic officer responsibilities including the total management and support of school leadership for the entire portfolio of schools as well as codification and refinement of an instructional and leadership model for the CMO.

Selected Results:

- Dramatically reduced charter school leadership and teacher turnover – leadership attrition down greater than 50% with seven of eight charter school leaders returning to their post for an additional year and an expected 50% reduction in voluntary teacher attrition.
 - Dramatically increased teacher satisfaction across all schools as reported by TNTP's Insight Survey for Instructional Culture – 13% average increase across 6 critical areas of measurement by midyear review.
 - Dramatically reduced out-of-school suspensions and general discipline – 30+% reduction in overall discipline.
 - Initiatives led to district-wide growth on NWEA MAP – 3% increase in overall national Reading percentile ranking and 2% increase in overall national Math percentile ranking.
-

New Leaders Incorporated, DC Program Team – Washington, DC

2010 – 2012

NATIONAL EXECUTIVE DIRECTOR OF PROGRAM (2011 – 2012)
DIRECTOR OF CHARTER LEADERSHIP DEVELOPMENT (2011 – 2012)
CHARTER LEADERSHIP COACH (2010 – 2011)

Initially recruited as a professional leadership coach responsible for the recruitment, selection, training and support of leaders serving the charter sector of Washington, DC.

Advanced to Director of Charter Leadership Development with additional responsibilities including support and development of the total leadership team at supported charter schools within the District of Columbia. Further advanced to National Executive Director of Program responsible for the management and oversight of the entire development program for the Residency Program Year for all program participants.

Selected Results:

- Of the 5 Resident Principals under my direct prevue, 2 are now serving as Founding Principals of high performing charter schools while 3 took leadership positions at their residency sites.
- Each resident was able to oversee significant growth in the areas they directed with one resident presiding over nearly 30 percentage points gains in the grade that she directed and 30 points gains for student with special needs.

KIPP Polaris College Preparatory Academy for Boys, KIPP Inc – Houston, TX

2007 – 2010

SCHOOL FOUNDER (2006 – 2007)

SCHOOL LEADER (2007 – 2010)

MATH AND READING INSTRUCTOR (2007 – 2010)

Received the Fisher Fellowship and completed the KIPP School Leadership Program. Immediately moved into foundations for the first single gender college preparatory academy within the KIPP network of high performing public charter schools.

Advanced to Head of School for this high performing KIPP start-up as it progressed toward full occupancy serving approximately 350 students while supporting the district effort to expand the single gender model in this region with up to six schools on the current campus serving upwards of 2500 students.

Selected Results:

- Maintained 98% attendance, lowest suspensions in KIPP Houston, and greater than 95% parent participation in school based activities from the opening of the school until the present. Upwards of 85% of parents report that the school is matriculating their child in a college trajectory and that the School Leader is focused on the development of their child as a priority.
- Created growth averaging 23 percentile points each year on the Stanford 10 in both Reading and Math moving incoming students from the 24th to the 73rd percentile and from the 18th to the 73rd percentile respectively in only two years.

KIPP Bayview Academy, SFUSD – San Francisco, CA

2003 – 2006

GRADE LEVEL DEAN (2005 – 2006)

COORDINATOR OF DISCIPLINE (2004 – 2005)

GRADE SIX MATH INSTRUCTOR (2004 – 2006)

GRADE FIVE MATH INSTRUCTOR (2003 – 2004)

Initially recruited as a grade-five math instructor and founding faculty member in an intermediate level autonomous charter school focusing on academic rigor and results. Established a clear voice for the ideals established within the school charter and created messages used as the delivery system for positive change.

Advanced to Coordinator of Discipline responsible for developing sustainable classroom management and school-wide discipline systems.

Selected Results:

- Produced growth significantly greater than one academic year on the Stanford Achievement Test in Math for 100% of all students tested with gains greater than 20 NCEs for 71% of all students tested.
- Progressed the number of students performing at proficient or advanced on the California Standards Test in Math by 23% points in a single year of instruction.

Frederick Douglass Middle School, RSCD – Rochester, NY

1996 – 2003

SELF- CONTAINED GRADE SEVEN INSTRUCTOR (2002 – 2003)

UPGRADE INSTRUCTOR (1999 – 2002)

SELF- CONTAINED GRADE SIX INSTRUCTOR (1996 – 1999)

Initially recruited as a multiple subject grade-six teacher within a cluster/house setting. Partnered with administration, counseling, and instructional support team to organize Upgrade, a program designed to abbreviate seventh grade and accelerate eighth grade for students retained for the first time, allowing them to make up the failed year and graduate on time.

Advanced to Lead Teacher serving to research and investigate educational practices that later became the basis for the school's comprehensive reform initiative.

Selected Results:

- Produced greater than 80% success over a three-year implementation period of the Upgrade program successfully moving one-time repeaters through seventh and eighth grade curriculum in one academic year.
- Served in the design and implementation of total school reform initiatives in the areas of Curriculum, School Climate, and Public Engagement.
- Served in the design and implementation of a school-wide character development curriculum that emphasized the personal strengths of the school namesake, Frederick Douglass.

Math/Science Upward Bound Program, Buffalo State College – Buffalo, N.Y.

1995 - 2003

HALL PROGRAM COORDINATOR (1998 – 2003)

RESIDENT DIRECTOR (1996 – 1998)

RESIDENT COUNSELOR (1995 – 1996)

Initially recruited as an onsite Resident Program Counselor in an intensive residential math and science enrichment institute. Designed the in-residence model for on campus conferences.

Advanced to Residential Program Coordinator responsible for the supervision and coordination of a total residential program designed to align classroom instruction and residential activities with the goals of the institute.

Selected Results:

- Achieved greater than 98% success in moving students through a rigorous academic itinerary onto successful program completion.
- Designed and instituted a discipline program that resulted in the complete elimination all instances of violence, truancy, drug use, and inappropriate physical contact for the duration of each institute.
- Designed on-going staff development activities addressing the unique and sensitive nature of residential programs resulting in the voluntary return of more than 75% of eligible staff annually.

EDUCATION

Master of Science in Educational Leadership

National Louis University – Chicago, Illinois

2007

Masters of Science in Elementary Education

Buffalo State College – Buffalo, New York

1996

Bachelors of Science in Elementary Education

Buffalo State College – Buffalo, New York

1994

Monument Academy Public Charter School

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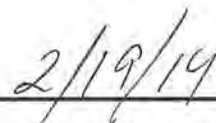
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- Understand the bylaws and conform to legal requirements, including fiduciary duties of loyalty, obedience and care
- Stay fully informed about current operations and issues; review materials in advance and attend meetings regularly; participate fully in Board discussions, helping to keep the Board at the policy level; accept and support Board decisions, understanding that once a decision has been made, the Board speaks with one voice; and speak with candor during Board deliberations but keep such discussions and all Board deliberations confidential.
- Guard against potential or actual conflicts of interests, and execute annually and abide by the Conflict of Interest Disclosure Statement.
- Understand the finances of the School, and his/her fiduciary responsibility to the School for sound financial management.
- Provide ongoing advice and expertise (as appropriate) to the Board, understanding that the best interests of the students will be at the forefront of deliberations.
- Participate on at least one Board committee or task force

Read and understood:

A handwritten signature in black ink, appearing to be 'C. [unclear]', written over a horizontal line.

Signature

A handwritten date '2/19/19' in black ink, written over a horizontal line.

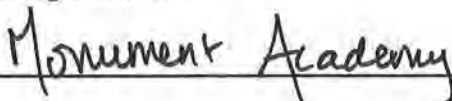
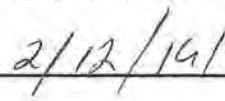
Signature and Date

Conflict of Interest Form

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

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

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

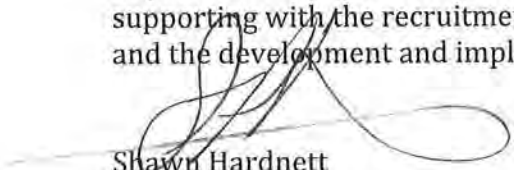
Signature 	Title
Applicant Organization 	Date Submitted 

PERSONAL STATEMENT: Shawn Hardnett

Monument Academy is a concept that is near and dear to my heart. With a mission to provide trajectory shifting academic development with social emotional support, the potential is that students with significant obstacles will have the opportunity to achieve at high levels. With so many students in the foster care system experiencing less than desirable outcomes, this endeavor will serve to significantly change those outcomes.

As a founding board member with Monument Academy, I bring a specific set of experience and skills that may be helpful in the progression of the school. I have 13 years of teaching experience at many of the specific levels that the academy intends to include. I have been a part of the foundation of two high performing charter schools that still exist today. I have trained principals locally and nationally and currently serve as the lead for academics within a well-established charter school network in Washington DC. Additionally, I was the Program Coordinator and Residential Life Director for academic summer institute serving urban students of poverty for nearly a decade. I believe deeply in the mission of the school to work with youth in foster care and am excited to contribute my time and effort to a school that provides not only excellent academics but also social-emotional well-being. As I have known the founder for several years now, I am also committed to supporting her in achieving a personal dream, especially in light of the fact that the achievement of that dream will lead to the benefit of others.

In particular, I would like to support the school by serving on the founding board, supporting with the recruitment, selection and development of the school leader and the development and implementation of a comprehensive residential program.



Shawn Hardnett
Chief, Student Achievement
Center City Public Charter School

KAREN J. LEE

EDUCATION

Trinity University, Washington, DC

GPA: 4.0/4.0

Masters of Education-Curriculum and Instruction

Major Emphasis in Democracy, Diversity and Social Justice

University of Idaho, Moscow ID

GPA: 3.56/4.0

Bachelor of Science, Secondary Education

Major Emphasis in Political Science, History

Minor Emphasis in Psychology

CURRENT POSITION

Thurgood Marshall Public Charter School (August 2010- present)

Washington, DC

Social Studies Teacher and Department Chair

- Design and deliver US Government, Psychology, Sociology and Early World History Curriculum
- Differentiate instruction based on students' need; consistently teach Exceptional Learners (ED, LD, OHI) and move students mastery of standards in social studies classes; use innovative teaching methods to exceed objectives of the city curriculum standards
- Integrate technology into daily instruction; utilize data to direct instruction; mentor core group of students
- Lead on going professional development for social studies teachers, analyze school data and meet with school leadership to meet school wide initiatives and goals

TEACHING EXPERIENCE

Maya Angelou Public Charter School- Evans Campus (August 2005-August 2010)

Washington, DC

Social Studies Teacher (August 2005-August 2010)

- Design and deliver Advanced Placement US Government, 9th grade Early World History and District of Columbia History Curriculum

12th Grade Academy Lead (August 2009-August 2010)

- Review student transcripts; schedule student's coursework; track academic progress of senior class
- Develop interventions for low performing students; work with student leaders to facilitate senior activities; lead senior town hall assemblies; work closely with counseling staff to ensure wrap around services

Department Chair (August 2009-August 2010)

- Lead social studies team to develop relevant and engaging lessons; conduct teacher observation and coaching sessions; work to align curriculum throughout the four courses to ensure seamless skill and content development
- Gather and analyze data to increase student performance

Mentor Teacher (August 2009-August 2010)

- Teacher mentor for new teachers to the school community
- Provide support to both middle and high school teachers across subjects in classroom management and teaching pedagogy

Interim Coordinator (August 2006-August 2010)

- Coordinate and implement schoolwide interim assessment program to maintain compliance with DCPS standards in all subjects
- Responsible for collecting and analyzing data across all subjects
- Develop and facilitate professional development sessions addressing achievement gaps and standard mastery
- Facilitate and plan the School Leadership Team

Mountain Cove High School, Summer Plus Program, Boise, ID (Summer 2002), *US History 9 and 11 Teacher*

- Taught 19th and 20th Century US History through the alternative school program for eight weeks
- Planned and developed lessons for two separate four hour blocks

Boise Evening School, Boise Independent School District (January 2002- June 2002), *Government Teacher*

- Taught government for one four hour block, two times a week
- Developed creative learning strategies for block hour schedules

RELEVANT EXPERIENCE

Maya Angelou Public Charter School- Evans Campus (July 2004-August 2005), *Youth Development Counselor*

- Developed, designed curriculum and implemented three independent programs: tutoring, elective classes and weekly internships for at-risk high school students
- Planed and taught literacy and numeracy block classes focused on teaching basic math and reading skills
- Founding staff member of campus: designed programs, organizational structures and partnerships

Covenant House Washington, Washington DC (March 2003- July 2004), *Service Manager*

- Walked along side of youth ages 16-21 assisting them in finding programs that meet their immediate needs- GED, food, clothing, employment, mental health

- Assisted in running the after school program for In School Youth ages 14-18

KAREN J. LEE

GRANTS

Distinguished Fulbright Awards in Teaching, Finland, January 2013-July 2013

Selected to conduct research in Finland regarding their secondary education system. The research will center around the educational choice made at age 16 to continue onto an academic or vocational track with an emphasis on the skills that are present and missing in both tracks of education.

Civic Voices- International Democracy Memory Bank, South Africa, 2010 and Philippines, Summer 2011

Selected to be a part of a civic education exchange program that involves teachers and students from around the world in the preservation of the legacy of their countries' democratic struggles

Fulbright-Hays Group Project Abroad to Bulgaria, 2008

Participated in four-week program to expand knowledge of Bulgarian history and to promote the understanding of the many civilizations, populations, and cultures that have impacted Bulgaria

Effective Practices Incentive Community Schools Award, 2008

Honored as an educator at an award-winning school with significant student achievement gains

AOL Aspires, 2006-2008

Created opportunities for students to use technology as an integral part of the Social Studies curriculum by attending a series of professional developments on wikis, blogs, podcasts, and videocasts, and used the training to infuse technology into lesson plans

The Summer Academy of West Africa, Senegal, West Africa, 2007

Planned and prepared for a 3-week transformative experience for 10-12 grade students in Senegal; participated and led discussions and activities focused on building leadership skills and understanding the history and future of West Africa

PROFESSIONAL DEVELOPMENT

- Member of National Council of Social Studies
- Gilder Lehrman American Civil Rights Movement Seminar, Cambridge England, July 2012
- Civil Rights Seminar, Birmingham Civil Rights Institute, January 2011
- Member of State Literacy Team supported by OSSE, November 2010-present
- Facing History and Facing Ourselves, Integration of Little Rock Online Course, October 2010
- Civic Voices Institute, March 2010
- Library of Congress Professional Development, March 2010
- Civic Mosaic Workshop by American Federation of Teachers, November 2009
- Student's Constitutional Rights Seminar by Center for Civic Education, October 2009
- DC We the People Teaching Institute by Center for Civic Education, Orange, VA, Summer 2009
- The Skillful Teacher Workshop by John Saphier: Washington, DC, 2007
- Curriculum Development Institute: Washington, DC, Summer of 2006-2008
- Data Driven Culture by Paul Bambrick-Santoyo: Washington, DC, 2007
- National Council for the Social Studies Conference, Washington, DC, 2007
- Understanding By Design, Washington, DC 2006, 2007
- The Advanced Placement Summer Institute US Government and Politics, Penn State, 2006

LICENSES & CERTIFICATES

- District of Columbia Teaching Certificate- Social Studies, Grades 7-12 expires: 9/2014
- Idaho Teaching Certificate- Social Studies, History, Political Science, Psychology, expires: 9/2011
- College Board Certified to teach Advanced Placement US Government and Politics, August 2006
- Completed Advancing Youth Development 30-hour Course, May/June 2004
- Completed training on The Culture of Gangs, June 2004
- Completed two one-week training sessions at The Youth Development Practitioners Institute, July/October 2003
- Idaho Technology Competence, January 1999
- American Sport Education Program Coaching Principles Course, October 1998

SKILLS

- Informational Technology Skills: Microsoft Office software, Corel WordPerfect, and Web Browsing; Ability to learn software quickly; exemplary in both PC and Macintosh software
- Personal Skills: Communication, listening, problem solving, hard working, and dedicated

Conflict of Interest Form

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

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

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

Signature 	Title
Applicant Organization	Date Submitted 2-18-14

PERSONAL STATEMENT: Karen Lee

I, Karen Lee, am a founding member of Monument Academy Public Charter School because I believe a high quality of education for all students in DC. I believe in high academic standards being partnered with the support of socio-emotional learning to provide youth who are involved in the foster care system a holistic approach to education. My area of expertise is in secondary education curriculum and school culture. I have been a social studies teacher and teacher leader for 11 years. I also have previously worked as a social worker and therefore the mission of Monument Academy is the blending of my passions and expertise.

If Monument Academy is authorized I will continue to support their efforts by offering advice, skills and time during the planning year.

Signed,



Karen Lee

Social Studies Teacher/Department Chair

Thurgood Marshall Academy Public Charter High School

Joan Lee

EDUCATION

Fulbright Fellowship	Jyväskylä, Finland
Finnish Institute for Educational Research	8/2011- 5/2012
Researched the Finnish school system through school visits across the country to create a blueprint of Finnish education reforms that could be implemented in the United States.	
University of Pennsylvania	Philadelphia, PA
Graduate School of Education (M.S.Ed. Reading, Writing, Literacy)	9/2004- 5/2005
<i>Teaching Certifications:</i> Reading Specialist K-12 & Secondary English 7-12 (Pennsylvania & New Mexico)	
School of Arts and Sciences (B.A. Communication)	9/2001- 5/2004

PROFESSIONAL EXPERIENCE

Monument Academy	Washington, DC
<i>Co-Founder</i>	5/2013-current
Research and write the education section of the DC Public Charter School board application	
Personalized Learning Consultant	Washington, DC
<i>Independent Contract Work</i>	5/2013-current
- Developed strategic plans for personalized learning for a New Orleans based CMO and Montgomery County Public Schools - Led a professional learning collaborative for charter schools across Washington, DC on behalf of a DC based CMO	
Education Elements	Washington, DC
<i>Consultant, Design & Implementation Team</i>	5/2012- 4/2013
- Led district and charter management organization leaders through the blended learning model design process, identifying key instructional goals and technology requirements that aligned with their blended learning vision. - Advised district and school leaders on the selection of digital content and curriculum. - Developed the blended learning model design workshop for company-wide use and trained all consultants to implement the design workshop. - Coached teachers, created and led professional development to personalize learning for students - Collaborated on advisory projects for a state Department of Education, Public Charter School Board, and partner organizations.	
District of Columbia Public Schools	Washington, DC
<i>Analyst, Project Management Office</i>	8/2010- 8/2011
- Managed high-priority, interdepartmental projects, including the creation of a Teacher/Data Professional Development Platform and the Request for Proposals vendor selection process for two projects. - Drafted Statement of Work, reimbursement workbooks, and amendments to ensure that \$29 million of Race to the Top grant money was allocated and spent according to federal guidelines.	
<i>Coordinator, Master Educator Program</i>	8/2009- 8/2010
- Analyzed IMPACT (teacher evaluation program) data and created strategic reports for senior level staff. - Designed and executed logistical procedures for observation of 25% of DCPS's teaching force by Master Educators.	
Heads Up	Washington, DC
<i>Site Director & Curriculum Specialist</i>	9/2007- 8/2009
- Managed a K-6 literacy-based after-school and summer program at a Southwest DC elementary school. - Supervised and developed a staff of 28 to become a high performing team. - Trained 10 AmeriCorps members to write curriculum and 200 volunteers to implement curriculum in 5 DCPS elementary schools.	
University of New Mexico	Gallup, NM
<i>Adjunct Professor, Reading 98 & ISC-100</i>	1/2006- 5/2007
Instructed an evening class of 20 adults in basic textbook reading, note-taking, and adult literacy skills.	
JFK Middle School/Teach For America	Gallup, NM
<i>Teacher, 6th Grade Literature & Language Arts</i>	8/2005- 5/2007
- Increased reading comprehension of all 60 students an average of 2.29 grade levels. - Developed long term, unit, and daily lesson plans for standards-based, data-driven instruction.	

SKILLS & INTERESTS

Language Skills: Fluent in Korean

Interests: Rock climbing, international travel, and reading

Conflict of Interest Form

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

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

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9	Does any other board, group or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Trustees?		X
10	Do you currently serve as a member of the board of any public charter school?		X
11	Do you currently serve as a public official?		X
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Signature 	Title
Applicant Organization Monument Academy	Date Submitted 3/3/14

PERSONAL STATEMENT: Joan Lee

I, Joan Lee, am a founding member of Monument Academy Public Charter School because I believe that schools should be a place where social-emotional well-being is equally as important as excellent academics. I also strongly believe in the mission of the school to work with youth in foster care, and Monument Academy's commitment to attract, support, and retain exceptional and caring staff.

I have been working with Founder Emily Bloomfield since May 2013 in developing the concept and design of the school, and have been responsible for writing the education section for the DCPCSB charter school. My areas of expertise include personalized learning, teacher evaluation, and reading curriculum development.

If Monument Academy is authorized, I will continue to support their efforts by working with Ms. Bloomfield during the planning year on recruiting and hiring a school leader and managing the process of developing goals, curriculum, and a discipline policy.

Signed,



Joan Lee

Faye Levin



Employment

Library of Congress, Fleishman-Hillard, Washington, DC, 2005 – present

Project Manager (Volunteers) for Library of Congress National Book Festival

- Recruit, train, coordinate and manage 1000+ volunteers (annually) and assign tasks
- Collaborate with Library, festival team, security, sponsors and partner organizations
- Report at weekly Library meetings and oversee creation and maintenance of database
- Oversee and manage volunteers at two-day festival
- Develop and maintain following of committed volunteers
- Bring together a large number of unrelated individuals around common goal

Executive Search Consultant, Washington, DC, 2010 – present

- Conduct high-level executive searches to fill legal, development, communications, and external relations positions at Equal Justice Works, a national non-profit
- Work closely with management to strategically identify needs and define positions
- Craft position descriptions, screen and interview qualified candidates, assess experience, skills, talent and fit, and interview references
- Successfully place six (6) hires

Step toe & Johnson LLP, *Senior Associate*, Washington, DC, 1989 – 1995

- Managed and negotiated equity placements and asset-backed debt transactions
- Supervised junior associates and staff

Taub & Fasciana, *Associate*, New York, NY, 1984 -- 1989

Freeman, Wasserman & Schneider, *Associate*, New York, NY, 1981 – 1984

Board Service

Edmund Burke School Board of Trustees, *Member*, 2012 – present

- Serve as Board Vice President; Chair, Transition Committee; Chair, Head Search Committee; and member of Executive, Finance, Development and Trustees Committees
- Transformed trustee selection process; revised Head Review process to include evaluations by direct reports; instituted monthly board meeting evaluation tool
- Formed search committee; led interview process for search firms; collaborated and communicated with board, faculty, parents and alumni to effectuate transparent search process; scheduled meetings and conference calls; managed expectations and logistics; and manage transition

Georgetown Day School Board of Trustees, *Member*, June 2007 – 2013

- Served as Chair, Governance and Nominating Committee, and member of Executive, Head Review, Finance, Succession, Head of School Search, Development, Diversity, and Strategic Planning Committees
- Worked closely with Head of School and Board to effectuate smooth leadership transition; developed strong understanding of appropriate role of board; created process and policies to train board members and led orientation for new members; re-drafted bylaws and board governance policies and guidelines; drafted governance section for school re-accreditation process; provided counsel on conflict issues; drafted gift acceptance policies; and chaired annual fundraiser.

Washington Hebrew Congregation Board of Trustees

Member and Assistant Secretary, June 2007 – Present

- Serve as Co-Chair, Social Justice Center Fund Governance Committee, Co-Chair, Strategic Plan Implementation Task Force, and member of Executive Committee and Governance Task Force

- Drafted guidelines and policies for administration of Social Justice fund; coordinate committee review of proposals; and interface with board, senior staff, and administration
- Oversaw effective implementation of long-range strategic plan
- Participated in review of and suggest revisions to committee structure
- Prepare minutes of executive committee and board meetings

Education

New York University School of Law New York, NY
LLM, Taxation, 1987
Boston University School of Law Boston, MA, 1987
J.D., May 1981
Clark University Worcester, MA, 1987
Phi Beta Kappa, Magna Cum Laude
B.A., Political Science, May 1978

Bar

District of Columbia 1989

Memberships

New York 1981

References available upon request.

Monument Academy Public Charter School

Board Member Agreement Form

As a Member of the Board of Trustees for Monument Academy Public Charter School, I accept the duties and responsibilities set forth below

- The Board will adopt a clear statement of the mission, vision, and strategic goals of Monument Academy (the "School") and will establish policies and plans consistent with this statement.
- The Board will review and maintain appropriate bylaws.
- The Board will help to insure that the school and the Board operate in compliance with applicable laws and regulations, minimizing exposure to legal action, including maintaining up-to-date personnel policies, appropriate student discipline procedures, crisis management procedures, and sufficient liability insurance coverage.
- The Board will set the School's general policies and overall curriculum policies, approve the School's personnel policies, and monitor their implementation.
- The Board will adopt a conflict of interest policy and require all board members to identify any potential conflicts and sign a conflict of interest disclosure statement annually.
- The Board will select, evaluate, and if necessary, replace the CEO of the school.
- The Board will approve and monitor the annual budget and financial procedures and provide responsible stewardship of public funds. This includes ensuring that the budget is aligned with the academic and strategic priorities of the school.
- The Board will undertake formal strategic planning on a periodic basis, set annual goals related to the plan, and conduct annual written evaluations for the school, the CEO, and the Board itself.
- The Board will keep full and accurate records of its meetings, committee meetings and policies, and keep its deliberations confidential.
- The composition of the Board will reflect the strategic expertise, resources and perspectives needed to achieve the mission of the School.
- The Board will strive to ensure that all members are actively involved in the work of the Board and its committees.
- The Board will engage proactively with the CEO and Head of School in cultivating and maintaining good relations with the School constituents and the broader community.
- The Board will commit to a program of professional development for Board members, including annual new-trustee orientation, on-going trustee education and evaluation, and board-leadership succession planning.
- The Board will identify metrics and deliverables consistent with the goals set out in the School charter, collect and analyze data, and review School performance.
- Consistent with applicable law, the Board will (i) act as the board of final appeal for parent grievances, including suspension and expulsion; and (ii) approve the school

calendar, curriculum, promotion and graduation requirements; and (iii) approve contracts.

Individual Board Members will be expected to:

- Support and promote the School's mission, vision, strategic goals and policy positions, represent them accurately in the community, and use the School's mission as a guidepost for Board decision-making.
- Understand the bylaws and conform to legal requirements, including fiduciary duties of loyalty, obedience and care
- Stay fully informed about current operations and issues; review materials in advance and attend meetings regularly; participate fully in Board discussions, helping to keep the Board at the policy level; accept and support Board decisions, understanding that once a decision has been made, the Board speaks with one voice; and speak with candor during Board deliberations but keep such discussions and all Board deliberations confidential.
- Guard against potential or actual conflicts of interests, and execute annually and abide by the Conflict of Interest Disclosure Statement.
- Understand the finances of the School, and his/her fiduciary responsibility to the School for sound financial management.
- Provide ongoing advice and expertise (as appropriate) to the Board, understanding that the best interests of the students will be at the forefront of deliberations.
- Participate on at least one Board committee or task force

Read and understood:

FAYE D. LEVIN

Name

Angie Dyer 2/20/14

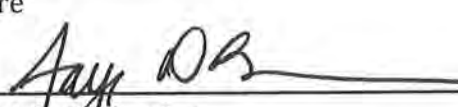
Signature and Date

Conflict of Interest Form

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

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

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

Signature 	Title Board Member
Applicant Organization MONUMENT ACADEMY PUBLIC CHARTER SCHOOL	Date Submitted 2/20/14

FAYE DEBORAH LEVIN



February 15, 2014

I, Faye Levin, am a founding board member of Monument Academy Public Charter School because I believe in the importance of making top-quality education available to all children, in particular to those who are often the most under-served. Monument Academy, founded on the needs of the children it will serve and building programs designed to help them succeed, will be a valuable addition to the educational landscape in D.C.

Over the past two decades, I have strong governance experience with non-profit boards, managed large-scale projects, brought people together around a common goal, and focused on the big picture while managing the details. A corporate attorney by training, I have served on the boards of the regional Anti-Defamation League and Georgetown Day School, and I currently serve on the boards of Washington Hebrew Congregation and the Edmund Burke School. On each of these boards I have been a member of the Executive Committee, and have played an active role in developing effective governance policies and practices. At Burke, I chaired the Search committee for the new Head of School, and will chair the board in 2014-2016. In addition, I have been intimately involved in undertaking and revising the head review process at two independent schools and understand the importance of providing a head with timely and constructive feedback.

As a member of the current advisory committee for Monument Academy, I have had the opportunity to review and edit the bylaws, review and help develop the job description and statement of responsibilities for Monument board members, review and revise the Code of Ethics, and address a wide variety of governance issues. I understand that a strong, wise board is a key ingredient to charter school success. As a future board member, I look forward to bringing my legal and governance experience to help Monument Academy build and maintain a top quality board.

Respectfully submitted,

A handwritten signature in blue ink, appearing to read 'Faye D. Levin', written over a horizontal line.

Faye D. Levin

Marlene Magrino

Professional Experience

New Leaders, July 2013-current

Director, Aspiring Principals Program, Washington, DC

- Write and facilitate curriculum aligned to the APP standards and competencies; provide on-site coaching for aspiring principals to proficiency in the APP standards

Insight Education Group, August 2008-December 2012

Director of School Partnerships, Washington, DC

- Consulted with large urban districts and schools undergoing reform; cooperatively designed and supported the implementation of strategies to address identified needs at the school and district levels; designed and facilitated development sessions and provided individualized instructional and leadership coaching for district and school level leaders; designed and facilitated a unique curriculum of leadership, instruction, behavioral management, and data analysis for a specialized cohort of administrators in DCPS; designed structures and tools to assess the quality of program implementation and effectiveness

DC Public Education Fund and District of Columbia Public Schools, February 2012-December 2012

Manager, Mary Jane Patterson Fellowship (DCPS Aspiring Leaders Program), Washington, DC

- Led the program and curriculum design of new aspiring principals fellowship; designed the scope and sequence, readiness standards, assessment plan, and courses aligned to the DCPS Leadership Framework Standards

DC Preparatory Academy, August 2006-July 2008

Resident and Assistant Principal, Washington, DC

- Managed all aspects of instruction and school culture in the Junior Academy; implemented reading assessments and progress monitoring, outlined a character education curriculum, designed parent education workshops

Washington Middle School for Girls, September 2004-June 2006

Campus Director, Washington, DC (2005-2006)

Instructor, Washington, DC (2004-2005)

- Managed all aspects of campus administration including instruction and culture/climate; initiated reading assessment and monitoring and adopted appropriate reading intervention programs; facilitated development sessions for staff

YES College Preparatory School, June 2003-July 2004

Instructor, Houston, TX

- Developed new World Cultures and character development curricula; started a team building/leadership club; trained students for the Amigos de las Americas volunteer-abroad program; participated in student recruiting committee

Eckerd Youth Alternatives, July 2000-November 2002

Field Trainer, Elizabethtown, NC (Fall 2002)

Master Counselor, Candor, NC (January 2002-August 2002)

Counselor/Teacher, Candor, NC (July 2000- December 2001)

- Facilitated and led 24-day training for counselors; supervised camp property (60 at-risk youth and 15 counselors); instructed and supervised group of 10-12 at-risk youth 24 hours per day; developed instructional and behavioral strategies to align with individual behavior and growth plans

Amigos de las Americas Summers 1994, 1996, 1998

Field Supervisor, Tarija, Bolivia (Summer 1998)

Field Volunteer, Honduras and Ecuador (Summer 1996 and 1994)

- Supervised 6 volunteers in Bolivia and led a community health and education initiatives in Honduras and Ecuador

Education

- Master of Science in Administration, Educational Administration, Trinity University, Washington, DC
- New Leaders for New Schools, Washington, DC
- Bachelor of Arts, International Studies, Magna Cum Laude (3.8), American University, Washington, DC

Conference Presentations

- Characteristics of Strong Instruction – Broad Residency Program, Chicago, 2011
- Strategic Design for Student Achievement – National Staff Development Council, Seattle, 2010
- Leading for Change: A Framework for Instructional Leadership – National Staff Development Council, St Louis, 2009

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

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Signature 	Title
Applicant Organization MOMMENT ACADEMY	Date Submitted 2/12/14

PERSONAL STATEMENT: Marlene Magrino

I, Marlene Magrino, am a founding member of Monument Academy Public Charter School. I believe in the mission of the school to ensure that all youth in Washington, DC, particularly those in the foster care system, receive exceptional educational and life opportunities.

My professional experience has been dedicated entirely to educating and supporting at-risk and underserved youth. I participated in the founding group by contributing my expertise in the areas of instruction/pedagogy, Positive Behavior Support, Response to Intervention, and school-based leadership. Additionally, I researched, drafted, and revised portions of the application.

If Monument Academy is authorized I will continue to support their efforts by continuing to offer advice, skills and time during the planning year.

Signed,



Marlene Magrino
Director of School Partnerships, New Leaders

CHARLES M. MOORE

Experience

LightPath Apps, Inc.

Washington, D.C.

Founder and CEO

September 2011 – present

- Lead strategy, product design, and software development for technology startup
- Created LightAfterLoss.com and LightPathAhead.com, which help users respond to the death of a loved one and take proactive estate planning steps, respectively
- Raised \$200,000 in seed funding

McKinsey & Company

Washington, D.C.

Senior Associate

2004 – 2006, 2009 – 2011

Extensive work in **City Government Management and Service Operations**. Engagements include:

- *Local government operations*. Supported several client teams in implementation of over 40 financial savings and service improvement initiatives that have lead or will lead to more efficient deployment and use of Police Officer time, faster EMS response time, increased collections of income tax revenue, increased efficiency in bus maintenance, and cost savings in employee and retiree benefits
- *Urban city transformation and green economy*. Developed a framework to define the elements of a vibrant city, which was the basis to evaluate city government and local foundations' plans for revitalization of older industrial U.S. city
- *Public sector business process improvement*. Redesigned inspections process for federal health regulator to decrease process time and increase quantity and quality of inspections

District of Columbia Public Schools (DCPS)

Washington, D.C.

Education Pioneers Fellow – Offices of Human Capital and Chief Financial Officer

Summer 2008

- Managed intern to redesign Labor Management and Employee Relations processes
- Completed DCPS' five-year baseline budget forecast for the Chief Financial Officer

Boys & Girls Clubs of Greater Washington (D.C.)

Silver Spring, MD

Operations Manager

2006 – 2007

- Wrote strategic plan for organization including financial analyses and detailed implementation plan, which was approved by Board of Directors and granted up to \$3.3M of funding by strategic partners
- Led several cross functional and high-priority strategic initiatives, including comprehensive reviews of real estate and facilities, organizational effectiveness, and club-level operations planning

Education

Stanford University Graduate School of Business and School of Education

Stanford, CA

Master of Business Administration

2007 – 2009

Master of Arts in Education

- Arjay Miller Scholar (top 10% of MBA class); Public Management Certificate

Harvard College

Cambridge, MA

A.B. magna cum laude in Economics

2000 – 2004

Activities

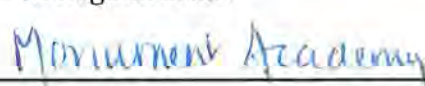
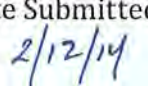
DC Public Education Fund, Young Professionals Committee

Conflict of Interest Form

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1	Do or will you or your spouse have any contractual agreements with the proposed charter school?		☒
2	Do you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school?		☒
3	Did or will you or your spouse lease or sell property to the proposed charter school?		☒
4	Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school?		☒
5	Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money?		☒
6	Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors?		☒
7	Did you or your spouse provide any start-up funds to the proposed charter school?		☒
8	Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity that would answer "yes" to any of the questions 1-7?		☒
9	Does any other board, group or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Trustees?		☒
10	Do you currently serve as a member of the board of any public charter school?		☒
11	Do you currently serve as a public official?		☒
12	Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school?		☒
13	To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for your to discharge your duties or exercise your judgment independently on behalf of the proposed charter school?		☒

Signature 	Title
Applicant Organization 	Date Submitted 

I, Charles Moore, am a founding member of Monument Academy Public Charter Schools. I believe in its mission of providing excellent academic instruction along with the emotional and social support that foster children need any may lack in their home environments.

My professional background includes experience as a management consultant and co-founder of a technology start up, and my education background includes master's degrees in business and education. As a member of the founding group, I have participated in the planning meetings as well as reviewed the budget. Should Monument Academy be granted a charter, I plan to continue providing ongoing strategic support to help the school achieve its mission.

A handwritten signature in black ink, appearing to read 'Charles M. Moore', with a stylized, flowing script.

Charles M. Moore

SHALINI ANANTHANARAYANAN SHYBUT

EDUCATION

Harvard University, Cambridge, MA

2005

- A.B. degree *magna cum laude* with high honors in Social Studies, June 2005. GPA 3.8
- Awards: Phi Beta Kappa, 2005. Activities: President and Business Manager, *Harvard LowKeys*, 2002-2004

Pace University, New York, NY

2007

- Advanced Certificate of Bilingual Childhood Education, May 2007

EXPERIENCE

E.L. Haynes Public Charter School, Washington, DC

January 2012 - Present

Director of Response to Intervention (RtI) Grades PK-10 (July 2012-Present)

Director of Special Projects (January 2012-June 2012)

- Lead launch of school's Response to Intervention model in grades PK-11, including implementation of beginning-of-year assessment to identify at-risk students, development of aggressive student growth goals, creation of systems for student placement and monitoring in intervention, and expansion and improvement of pre-referral process for special education
- Lead design and implementation of schoolwide intervention pilots, including blended reading and math intervention courses for more than 200 at-risk middle- and high-school students
- In SY12-13, improved share of students proficient in reading by 50% (based on internal measures) from beginning-of-year
- Coach school leaders and teachers on analyzing data to drive instruction; partner on development of academic dashboards
- Developed and helped implement strategic planning to support Founder/Head of School; identified organizational goals, established cross-campus annual planning process, and forecast enrollment and performance for high-needs populations

Recovery School District, New Orleans, LA

October 2011 - December 2011

Consultant

- Developed and led new city-wide process to evaluate charter school renewal applications based on academic, financial and legal performance; co-planned launch of Office of School Performance to institutionalize new charter school review process

McKinsey & Company, New York, NY

2008 - 2011

Engagement Manager/Senior Associate (February 2011-October 2011)

Business Analyst (May 2008-January 2011)

Education

- Developed national competition for district-level innovation on behalf of a leading philanthropic organization
- Created strategy to turn around vendor management for leading for-profit university, with multi-million-dollar annual impact
- Launched K-12 practice of the US Delivery Institute, national non-profit now supporting Race to the Top winners in implementing reforms; created tools and codified methodology for state-level reform
- Designed strategy for rigorous, international high school education program to improve access and academic performance for minority and low-income students in the U.S.

Other

- Led teams to help executives at leading institutions identify organizational changes required to attain performance aspirations
- Led team to develop a strategic prioritization process for a top 10 US bank; worked with senior executive team to develop strategic, operational and financial improvement goals across business units
- Led team of executives and staff at a top 10 US bank to launch a performance improvement program focused on building manager capabilities; program improved weakest performance indicator 15% in 8 weeks, has been replicated worldwide
- Designed and led professional development for pilot McKinsey diversity analyst program; participants outperformed more senior peers and program was approved for continuation and expansion across multiple McKinsey offices

2005 - 2007

Teach For America, New York, NY

Teacher, Fifth Grade Bilingual Inclusion

- Improved average student reading level by 1.5 grades; moved top 20% of students to honors class competency
- Designed and delivered differentiated literacy and math instruction for 38 bilingual students with a broad range of language proficiency, previous schooling and disabilities; rigorously analyzed data to track progress and improve instruction
- Selected by New York City Department of Education as one of seven exemplary first-year teachers to represent the city in final consideration for the Broad Prize for Urban Education
- Partnered on creation and launch of Spanish reading assessment tool later used by bilingual teachers across New York City

SKILLS AND INTERESTS

Languages and Skills: Fluent Spanish, proficient French and conversational Tamil; proficient in MS Word, PowerPoint and Excel

Interests: Yoga, cooking, singing, running, learning new languages

Conflict of Interest Form

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

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

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

Signature <i>Shalini Shylent</i>	Title
Applicant Organization <i>Monument Academy</i>	Date Submitted <i>02/19/2014</i>

PERSONAL STATEMENT: Shalini Shybut

I, Shalini Shybut, am a founding member of Monument Academy Public Charter School because I deeply believe in the school's mission to serve adolescents in foster care in the D.C. area and interrupt the cycle of disproportionately low educational and life outcomes for this population of students. I also believe in the founder's commitment to establishing a high-functioning and sustainable organizational culture in order to ensure students have access to a stable and excellent team of adults.

I bring to the founding group my background as a former teacher of Special Education and English Language Learner students, a management consultant at McKinsey, and most recently, the Director of Response to Intervention at E.L. Haynes, where I have established systems and instructional responses to serve high-needs students, especially in middle and high school. Since early in the development of the vision for this charter, I have contributed to the founding group my expertise in strategic planning, organizational health and performance improvement, and curriculum, instruction and use of data when serving academically and behaviorally high-needs students, especially in secondary school.

If Monument Academy is authorized, I will continue to support the planning team's efforts by serving on the board and/ or continuing to offer advice, and skills and time during the planning year. I will also continue to connect other resources and individuals who may support this project to the school team.

Signed,



Shalini Shybut

Director of Response to Intervention, E. L. Haynes.

Please note that the Conflict of Interest Forms are found in Section F.

Demographic Analysis Form

Name of Proposed School: Monument Academy

Proposed Location: N/A

Projected Age Range and Number of Students Expected to Enroll by Year:

Monument Academy will open with one fifth grade class of forty students, and will expand one grade level each year with a class of the same size. If spaces become available, we will accept new students in every grade level, with the exception of 12th grade in the high school.

	Year 1 2015-16	Year 2 2016-17	Year 3 2017-18	Year 4 2018-19	Year 5 2019-20	Year 6 2020-21	Year 7 2021-22	Capacity 2022-23
5 th	40	40	40	40	40	40	40	40
6 th		40	40	40	40	40	40	40
7 th			40	40	40	40	40	40
8 th				40	40	40	40	40
9 th					40	40	40	40
10 th						40	40	40
11 th							40	40
12 th								37
Est. Sped	18	36	54	72	90	108	125	140
Est. ELL	3	6	9	13	16	19	22	25
MS Total	40	80	120	160	160	160	160	160
HS Total	0				40	80	120	157
Total	40	80	120	160	200	240	280	317

Anticipated Student Demographics

	Ethnicity			Race				Special Education	ELL	Economically Disadvantaged
Year	Hispanic	Non-Hispanic	Unknown	B	W	A	Other			
2015-2016	13	80	6	94	2			42 out of 99		100%
2016-2017	19	124	10	145	4			66 out of 153		100%
2017-2018	25	187	14	215	5			89 out of 226		100%
2018-2019	37	282	23	326			2	143 out of 342		100%
2019-2020	46	381	30	434	6			197 out of 457		100%

Note: We obtained this information from CFSA on January 14, 2014. CFSA does not currently track the number of ELL students or Special Education students by tier.

Similar Schools Profile

Monument Academy's unique mission to serve students who have had or may have contact with CFSA makes it difficult to find a comparable school with a similar profile of students in the city. Currently, the school that has the highest total population of students with contact with CFSA is Anacostia Senior High School. Anacostia HS has a total enrollment of 697 students with a total number of 14 students who are in foster care. Since 2% of the students at Anacostia fit the profile of students we wish to serve, it would not qualify as comparable for these purposes.

Instead, we will supply data from similar schools that have a mission to serve at-risk or high needs youth. The information for these similar schools is listed below:

School Name	Enrollment 2013-2014	Type	% Low Income	DC-CAS Math Proficiency	DC-CAS Reading Proficiency
Options PCS (Grades 6-12) (at the time of writing, up for revocation)	415	Charter	100%	13.8%*	11.3%*
Maya Angelou MS (closing at the end of 2- 12/14)	196	Charter	100%	37.6%	36.5%
Maya Angelou HS	298	Charter	100%	12.7%	21.8%

*scores reflect HS students only

GOVERNMENT OF THE DISTRICT OF COLUMBIA
DEPARTMENT OF CONSUMER AND REGULATORY AFFAIRS
CORPORATIONS DIVISION



C E R T I F I C A T E

THIS IS TO CERTIFY that all applicable provisions of the District of Columbia
NONPROFIT CORPORATION Act have been complied with and accordingly, this
CERTIFICATE OF AMENDMENT is hereby issued to:

MONUMENT ACADEMY PUBLIC CHARTER SCHOOL

IN TESTIMONY WHEREOF I have hereunto set my hand and caused the seal
of this office to be affixed as of **02/19/2014**



Business and Professional Licensing Administration

A handwritten signature in cursive script that reads "Patricia E. Grays".

PATRICIA E. GRAYS
Superintendent of Corporations
Corporations Division

Vincent C. Gray
Mayor

Tracking #: ITA5MG0UEO



DEPARTMENT OF CONSUMER & REGULATORY AFFAIRS
District of Columbia Government
Corporations Division

Articles of Amendment of Domestic Nonprofit Corporation
Form DNP-2, Version 2, January 2012.

This form will allow for a domestic nonprofit corporation to amend its information reflected under original articles of incorporation or its amendments.

ENTITY TYPE

Domestic Nonprofit Corporation

FILING FEE

Refer to Corporate Fee Schedule posted online.

Under the provisions of the Title 29 of D.C. Code (Business Organizations Act), the domestic filing entity listed below hereby applies for a Certificate of Amendment and for that purpose submits the statement below.

1. Corporation Name.

Monument Academy, Inc.

2. The text of each amendment adopted. (may attach the statement)

Corporation Name: Monument Academy Public Charter School

DCRA Corp. Div.

FEB 19 2014

FILE COPY

3. If the amendment provides for an exchange, reclassification, or cancellation of memberships, provisions for implementing the amendment (may attach the statement)

4. The date of each amendment's adoption.

February 12, 2014

5. Amendment has been adopted in the following manner. (select A or B)

(A) The amendment was adopted by the incorporators or by the board of directors or designated body, as the case may be, and that member approval was not required;

☒ (B) the amendment was duly approved by the members in the manner required by this chapter and by the articles of incorporation and bylaws.

If you sign this form you agree that anyone who makes a false statement can be punished by criminal penalties of a fine up to \$1000, imprisonment up to 180 days, or both, under DCOC § 22-2405

6. Name of the Governor or Authorized Person.

Emily Bloomfield, Sole Member

6A. Signature of the Governor or Authorized Person.

Emily Bloomfield

Mail all forms and required payment to:
Department of Consumer and Regulatory Affairs
Corporations Division
PO Box 92300
Washington, DC 20050
Phone: (202) 442-4400

Corporate Online Services Information:
Many corporate filings are available by using CorpOnline Service.
Go to CorpOnline site at <http://corp.dcrs.dc.gov>, create the profile, access the online services main page and proceed. Online filers must pay by using the credit card.

Please check dcra.dc.gov to view organizations required to register, to search business names, to get step-by-step guidelines to register an organization, to search registered organizations, and to download forms and documents. Just click on "Corporate Registrations."

GOVERNMENT OF THE DISTRICT OF COLUMBIA
DEPARTMENT OF CONSUMER AND REGULATORY AFFAIRS
CORPORATIONS DIVISION



C E R T I F I C A T E

THIS IS TO CERTIFY that all applicable provisions of the District of Columbia Business Organizations Code have been complied with and accordingly, this **CERTIFICATE OF INCORPORATION** is hereby issued to:

MONUMENT ACADEMY, INC.

Effective Date: 9/13/2013

IN WITNESS WHEREOF I have hereunto set my hand and caused the seal of this office to be affixed as of 9/13/2013 9:34 AM

Business and Professional Licensing Administration



PATRICIA E. GRAYS
Superintendent of Corporations
Corporations Division

Vincent C. Gray
Mayor

Tracking #: Lc26kKDw

Monument Academy, Inc.
(a District of Columbia Nonprofit Corporation)

Articles of Incorporation

ARTICLE I
NAME

The name of the corporation is Monument Academy, Inc. (the "Corporation").

ARTICLE II
MEMBERSHIP

The Corporation shall have one (1) class of members. The members of the Corporation shall consist of the Incorporator of the Corporation and of such other persons as shall be elected to membership at any meeting of the members by a vote of a majority of all the members. Each member shall have one vote.

ARTICLE III
NONPROFIT CORPORATION

The Corporation is incorporated as a nonprofit corporation under D.C. Code Title 29 Chapter 4.

ARTICLE IV
REGISTERED OFFICE AND REGISTERED AGENT

The name and address of the Corporation's registered agent and registered office in the District of Columbia is Emily Bloomfield, 2238 Q Street, NW, Washington, DC 20008.

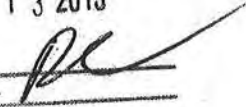
ARTICLE V
INCORPORATOR

The name and address of the Incorporator, whose powers will terminate upon the filing of this Articles of Incorporation, is as follows:

Name	Address
Emily Bloomfield	2238 Q Street, NW Washington, DC 20008

DCRA Corp. Div.

SEP 13 2013

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ARTICLE VI
PURPOSES

The purposes for which the Corporation is organized and operated are to engage exclusively in the operation of a charter school and such other charitable and educational activities as may qualify it for exemption from federal income tax under Section 501(c)(3) of the Code (defined below). To the extent not inconsistent with the immediately preceding sentence, the Corporation shall be empowered to exercise all power and authority granted to it under the District of Columbia Nonprofit Corporation Act, or otherwise, including, but not limited to, the power to (i) accept donations of money or property, whether real or personal, or any interest therein, wherever situated, (ii) maintain control and discretion over the use of funds received by the Corporation, and (iii) monitor the use of funds made available by the Corporation to assure that the funds are used in conformity with the intended purposes.

In furtherance thereof, the Corporation may receive property by gift, devise or bequest, invest or reinvest the same, and apply the income and principal thereof, as the Board of Directors may from time to time determine, either directly or through contributions to any charitable organization or organizations, exclusively for charitable or educational purposes, and engage in any lawful act or activity for which corporations may be organized under the District of Columbia Nonprofit Corporation Act.

In furtherance of its corporate purposes, the Corporation shall have all the general powers enumerated in § 29-403.02 of the District of Columbia Nonprofit Corporation Act as now in effect or as may hereafter be amended, together with the power to solicit grants and contributions for such purposes.

ARTICLE VII
DIRECTORS

The affairs of the Corporation shall be managed by its Board of Directors. The Board of Directors shall have all powers necessary or appropriate for the administration of the affairs of the Corporation and may perform all acts in furtherance thereof as are not forbidden to the directors by law, these Articles of Incorporation, or the Bylaws.

The manner of election or appointment of directors shall be provided in the Bylaws. The number of members of the Board of Directors shall be set in the manner provided in the Bylaws, but in no event shall there be fewer than three (3) directors.

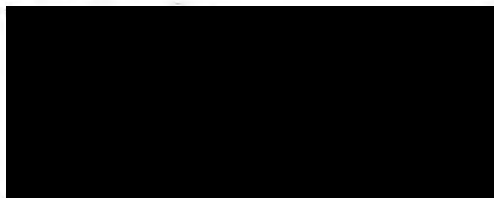
The names and addresses of the persons who are to serve as the initial directors until the first annual meeting of directors or until their successors are elected and qualify are as follows:

Name

Address

Emily Bloomfield

Shawn Hardnett



Tamera Lewis

ARTICLE VIII
BYLAWS

The internal affairs of the Corporation shall be regulated by the Bylaws, and the Board of Directors shall supervise the management of the business and affairs of the Corporation in accordance with the Bylaws. The power to amend or repeal the Bylaws shall be vested in the members except to the extent otherwise provided in the Bylaws.

ARTICLE IX
LIMITATIONS ON ACTIVITY

At all times, notwithstanding merger, consolidation, reorganization, termination, dissolution, or winding up of the Corporation, whether voluntary or involuntary or by operation of law, or any other provision of this Articles of Incorporation:

A. the Corporation shall not possess or exercise any power or authority, or engage directly or indirectly in any activity, that will or might prevent it at any time from qualifying and continuing to qualify as a corporation described in Code Sections 501(c)(3) and 170(c)(2), contributions to which are deductible for federal income tax purposes under Code Section 170(a)(1);

B. no part of the assets or net earnings of the Corporation shall ever be used, nor shall the Corporation ever be organized or operated, for purposes that are not exclusively charitable, educational, scientific, environmental, religious, or literary within the meaning of Code Section 501(c)(3);

C. no substantial part of the activities of the Corporation shall consist of carrying on of propaganda or otherwise attempting to influence legislation, nor shall the Corporation in any manner or to any extent (including by publication or distribution of statements) participate or intervene in any political campaign on behalf of (or in opposition to) any candidate for public office. To the extent that Code Section 501 is at any time amended to permit participation or intervention in a political campaign or to permit to a greater extent the carrying on of propaganda or otherwise attempting to influence legislation by an organization subject to its provisions, the Corporation shall be authorized to carry on such activities to the extent permitted by Section 501 as amended;

D. pursuant to the prohibition contained in Code Section 501(c)(3), no part of the net earnings of the Corporation shall ever inure to the benefit of or be distributable to its directors, officers, or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article VI above; and

E. notwithstanding any other provision of this Articles of Incorporation, if at any time or times the Corporation is a private foundation within the meaning of Code Section 509, then during such time or times:

- (1) the Corporation shall not engage in any act of self-dealing as defined in Code Section 4941;
- (2) the Corporation shall distribute its income for each taxable year at such time and in such manner as not to subject the Corporation to the tax on undistributed income imposed by Code Section 4942;
- (3) the Corporation shall not retain any excess business holdings as defined in Code Section 4943;
- (4) the Corporation shall not make any investments in such a manner as to subject the Corporation to tax under Code Section 4944; and
- (5) the Corporation shall not make any taxable expenditures as defined in Code Section 4945.

ARTICLE X LIMITATION ON PERSONAL LIABILITY

The personal liability of the Directors of the Corporation is hereby eliminated to the fullest extent permitted by the Nonprofit Corporation Act of the District of Columbia, as the same exists or may hereafter be amended. No amendment or repeal of this paragraph shall apply to or have any effect on the liability or alleged liability of any Director of the Corporation for or with respect to any act or omission on the part of such Director occurring prior to such amendment or repeal.

The private property, both real and personal, of the members of the Board of Directors and the officers of the Corporation shall not be subject to the payment of corporate debts to any extent whatsoever.

ARTICLE XI INDEMNIFICATION

The following indemnification provisions shall apply to the persons enumerated below.

A. *Right to Indemnification of Directors and Officers.* The Corporation shall indemnify and hold harmless, to the fullest extent permitted by applicable law as it presently exists or may hereafter be amended, any person (an "Indemnified Person") who was or is made or is threatened to be made a party or is otherwise involved in any action, suit or proceeding, whether civil, criminal, administrative or investigative (a "Proceeding"), by reason of the fact that such person, or a person for whom such person is the legal representative, is or was a director or officer of the Corporation or, while a director or officer of the Corporation, is or was serving at the request of the Corporation as a director, officer, employee or agent of another corporation or of a partnership, joint venture, limited liability company, trust, enterprise or

nonprofit entity, including service with respect to employee benefit plans, against all liability and loss suffered and expenses (including attorneys' fees) reasonably incurred by such Indemnified Person in such Proceeding. Notwithstanding the preceding sentence, except as otherwise provided in Section C of this Article XI, the Corporation shall be required to indemnify an Indemnified Person in connection with a Proceeding (or part thereof) commenced by such Indemnified Person only if the commencement of such Proceeding (or part thereof) by the Indemnified Person was authorized in advance by the Board of Directors.

B. *Prepayment of Expenses of Directors and Officers.* The Corporation shall pay the expenses (including attorneys' fees) incurred by an Indemnified Person in defending any Proceeding in advance of its final disposition, provided, however, that, to the extent required by law, such payment of expenses in advance of the final disposition of the Proceeding shall be made only upon receipt of an undertaking by the Indemnified Person to repay all amounts advanced if it should be ultimately determined that the Indemnified Person is not entitled to be indemnified under this Article XI or otherwise.

C. *Claims by Directors and Officers.* If a claim for indemnification or advancement of expenses under this Article XI is not paid in full within thirty (30) days after a written claim therefor by the Indemnified Person has been received by the Corporation, the Indemnified Person may file suit to recover the unpaid amount of such claim and, if successful in whole or in part, shall be entitled to be paid the expense of prosecuting such claim. In any such action the Corporation shall have the burden of proving that the Indemnified Person is not entitled to the requested indemnification or advancement of expenses under applicable law.

D. *Indemnification of Employees and Agents.* The Corporation may indemnify and advance expenses to any person who was or is made or is threatened to be made or is otherwise involved in any Proceeding by reason of the fact that such person, or a person for whom such person is the legal representative, is or was an employee or agent of the Corporation or, while an employee or agent of the Corporation, is or was serving at the request of the Corporation as a director, officer, employee or agent of another corporation or of a partnership, joint venture, limited liability company, trust, enterprise or nonprofit entity, including service with respect to employee benefit plans, against all liability and loss suffered and expenses (including attorney's fees) reasonably incurred by such person in connection with such Proceeding. The ultimate determination of entitlement to indemnification of persons who are non-director or officer employees or agents shall be made in such manner as is determined by the Board of Directors in its sole discretion. Notwithstanding the foregoing portion of this paragraph, the Corporation shall not be required to indemnify a person in connection with a Proceeding initiated by such person if the Proceeding was not authorized in advance by the Board of Directors.

E. *Advancement of Expenses of Employees and Agents.* The Corporation may pay the expenses (including attorneys' fees) incurred by an employee or agent in defending any Proceeding in advance of its final disposition on such terms and conditions as may be determined by the Board of Directors.

F. *Non-Exclusivity of Rights.* The rights conferred on any person by this Article XI shall not be exclusive of any other rights which such person may have or hereafter acquire under

any statute, provision of the articles of incorporation or of the bylaws, agreement, vote of disinterested directors or otherwise.

G. *Other Indemnification.* The Corporation's obligation, if any, to indemnify any person who was or is serving at its request as a director, officer or employee of another corporation, partnership, limited liability company, joint venture, trust, organization or other enterprise shall be reduced by any amount such person may collect as indemnification from such other corporation, partnership, limited liability company, joint venture, trust, organization or other enterprise.

H. *Insurance.* The Board of Directors may, to the fullest extent permitted by applicable law as it presently exists, or may hereafter be amended from time to time, authorize an appropriate officer or officers to purchase and maintain at the Corporation's expense insurance: (a) to indemnify the Corporation for any obligation which it incurs as a result of the indemnification of directors, officers and employees under the provisions of this Article XI; and (b) to indemnify or insure directors, officers and employees against liability in instances in which they may not otherwise be indemnified by the Corporation under the provisions of this Article XI.

I. *Amendment or Repeal.* Any repeal or modification of the foregoing provisions of this Article XI shall not adversely affect any right or protection hereunder of any person in respect of any act or omission occurring prior to the time of such repeal or modification. The rights provided hereunder shall inure to the benefit of any Indemnified Person and such person's heirs, executors and administrators.

ARTICLE XII DISSOLUTION

A. In addition to any dissolution in accordance with D.C. Code Title 29 Chapter 4 (Nonprofit Corporations), the Corporation shall be subject to mandatory dissolution pursuant to § 38-1802.13a of the District of Columbia Educational Institutions Code if the conditions requiring mandatory dissolution of a nonprofit corporation operating a charter school are satisfied.

B. Upon dissolution of the Corporation, the Board of Directors shall:

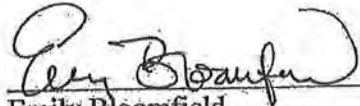
- (1) pay or make provision for the payment of all the Corporation's liabilities;
- (2) return, transfer, or convey (or make provision therefor) all assets held by the Corporation upon condition requiring such return, transfer, or conveyance in the event of dissolution of the Corporation;
- (3) if the Corporation is dissolved pursuant to § 38-1802.13a of the District of Columbia Educational Institutions Code, to the State Education Office of the District of Columbia, to be controlled by the Office of Education Facilities and Partnerships and used solely for educational purposes; and
- (4) to the extent not required to be distributed in accordance with clause (3), dispose of the Corporation's remaining assets exclusively for the purposes of the

Corporation or distribute the assets to an organization or organizations organized and operated exclusively for charitable or educational purposes as shall, at that time, qualify for exemption under Code Section 501(c)(3), as the Directors shall determine; provided that none of such assets shall be distributed to any corporation, fund, or foundation any part of whose net earnings inures to the benefit of or is distributable to any individual or any corporation for profit. Any such assets not so disposed of shall be disposed of by the Superior Court of the District of Columbia, to be used exclusively for purposes that are charitable, educational, scientific, religious or literary within the meaning of Code Section 501(c)(3), or to an organization or organizations organized and operated exclusively for such purposes. In no event shall any of such assets or property be distributed to any trustee or officer, any private individual, or to any member unless such member qualifies for exemption under Code Section 501(c)(3).

ARTICLE XIII
DEFINED TERMS

As used in this Articles of Incorporation, the terms "Internal Revenue Code" and "Code" mean the United States Internal Revenue Code of 1986, as now in effect or as may hereafter be amended, and a reference to a provision of that Code shall be deemed to indicate the corresponding provision of any future United States Internal Revenue law.

I, the undersigned, being the incorporator hereinbefore named, for the purpose of forming a corporation pursuant to chapter 4 of title 29 of the District of Columbia Code, do make this Certificate, hereby declaring and certifying that the facts herein stated are true, and accordingly hereunto set my hand this 9th day of September, 2013.


Emily Bloomfield
Incorporator

**Monument Academy Public Charter School
(a District of Columbia Nonprofit Corporation)**

(Adopted February 19, 2014)

Bylaws

**ARTICLE I
NAME**

1.01 Name.

The name of this Corporation shall be Monument Academy Public Charter School. The business of the Corporation may be conducted as Monument Academy or Monument Academy DC.

**ARTICLE II
PRINCIPAL PLACE OF BUSINESS**

2.01 Principal Place of Business.

The principal place for transacting the business of this Corporation shall be in Washington, the District of Columbia.

**ARTICLE III
GENERAL PROVISIONS**

3.01 Purpose.

Monument Academy Public Charter School (the "Academy" or "Corporation") is a non-profit corporation and shall be operated exclusively for educational and charitable purposes within the meaning of Section 501 (c)(3) of the Internal Revenue Code of 1986, or the corresponding section of any future Federal tax code.

The primary purpose of the Academy is to operate a public charter school for grades 5-12 in the District of Columbia that provide students, particularly those who have had or might have contact with the foster care system, with the requisite academic, social, emotional and life skills to be successful in college, career and community, and to create an outstanding school that attracts, supports, and retains exceptional and caring people.. The Academy does this by providing stability, adult connection, high quality academics, therapeutic support and life skills for pre-teens and teens, so that when they are graduated they are prepared for post-secondary education, on a career trajectory and have the social, emotional and self-care skills to maintain a healthy, connected and economically self-supporting life.

While the Academy is available to all District of Columbia students grades 5-12, its mission and programming is targeted at the particular needs of children and families who have had contact with Child and Family Services. The objective is to improve educational and life outcomes, particularly for older youth.

Among the Academy's core beliefs are:

1. While trauma and adversity may have an impact on children, it does not define them and it does not have to be a barrier to high levels of attainment.
2. We value and support all the adults working with students by providing them with what is necessary to do their job to the highest standard, including outstanding professional development, competitive remuneration and recognition for excellent work.
3. Everyone in the school is a valued member of a team with a shared purpose of supporting the success of every child.

3.02 Charter.

The Corporation shall be operated in a manner consistent with the Charter granted to the Corporation pursuant to D.C. Code § 38.1802 governing public charter schools.

3.03 Powers.

The Corporation shall have all powers as set forth in the Articles of Incorporation.

3.04 Nonprofit Status and Limitation on Activities.

(a) Nonprofit Legal Status. Monument Academy, Inc. is a District of Columbia non-profit public benefit corporation, recognized as tax exempt under Section 501(c)(3) of the United States Internal Revenue Code. The Corporation is organized under Chapter 4 of Title 29 of the D.C. Code and its sole purpose is the operation of a public charter school.

(b) Limitations on Activity. The Corporation shall abide by the limitations on activities set forth in the Article of Incorporation.

(c) Non-discrimination. It is the policy of the Corporation not to discriminate on the basis of race, creed, ancestry, marital status, gender, sexual orientation, age, physical disability, veteran's status, political service or affiliation, color, religion, or national origin in either the hiring or other employment practices of the school or in its admission policies for students. Further, the Corporation shall be open to all students on a space available basis and shall not discriminate in its admission policies or practices. The Corporation shall conduct all of its activities in accordance with all applicable local, state, and federal anti-discrimination laws, as well as in accordance with all other laws and regulations applicable to the operation of charter public schools in the District of Columbia.

(d) Dissolution. As provided by the Articles, the Corporation shall dissolve if the Corporation's Charter has been revoked, has not been renewed, or has been voluntarily relinquished. Any assets to be distributed pursuant to a plan of distribution shall be transferred to the State Education Office of the District of Columbia to be controlled by the Office of Education Facilities and Partnership used solely for educational purposes.

ARTICLE IV **MEMBERSHIP**

4.01 Members.

The Corporation shall have one (1) class of members. The members of the Corporation shall consist of the Incorporator of the Organization and of such other persons as shall be elected to membership at any meeting of the members by a vote of a majority of all the members. Each member shall have one vote.

4.02 Annual Meeting.

The member class shall hold an annual meeting, and shall hold a special meeting at the request of the Board of Trustees.

4.03 Action Without Meeting.

The member class of the Corporation may take any action without a meeting if a consent in writing setting forth the action is signed by a majority of all the members and such written consent is filed with the minutes of the Corporation.

ARTICLE V **BOARD OF TRUSTEES**

5.01 Board Members.

(a) The management of the affairs of the Corporation shall be vested in the Board of Trustees. The Board of Trustees shall have an odd number of members that does not exceed fifteen (15) but is not less than nine (9), in accordance with the DC School Reform Act ("DCA"). Notwithstanding the preceding sentence, the Board of Trustees shall have no less than three (3) members until such time as the Corporation is granted a Charter by the District of Columbia. The President of the Corporation shall be an *ex officio* member of the Board of Trustees.

(b) As soon as possible after the Corporation is granted its Charter from the District of Columbia and in accordance with the DCA, there shall be at least two parents of students serving as members of the Board at any given time.

(c) Within these limits, the Board may increase or decrease the number of Trustees serving on the Board, including for the purpose of staggering the terms of Trustees.

(d) A majority of the members must be residents of the District of Columbia.

5.02 Powers.

All corporate powers shall be exercised by or under the authority of the board and the affairs of the Corporation shall be managed under the direction of the Board in accordance with the Articles of Incorporation, the Charter and these Bylaws. The Board may elect a Chair from among the Trustees to preside at meetings. If no Chair is elected, the Corporation's President shall be the Chair.

5.03 Term.

(a) All Trustees shall be elected to serve a three (3) year term, however the term may be extended until a successor has been elected.

(b) As soon as possible after the Corporation is granted its Charter from the District of Columbia, Trustee terms shall be staggered so that approximately one-third the number of directors will end their terms in any given year.

(c) Trustees may serve no more than three (3) terms in succession.

(d) The term of office shall be considered to begin June 1 and end May 31 of the third year in office, unless the term is extended until such time as a successor has been elected.

5.04 Qualifications and Election.

In order to be eligible to serve as a Trustee on the Board, an individual must be at least 18 years of age. An individual is eligible for election or selection to the Board of Trustees if the individual is (1) a teacher or staff member who is employed at the school, (2) is a parent/guardian of a student attending the school, or (3) meets the election or selection criteria set forth in the Charter granted to the school. Trustees shall be elected by a vote of a majority of all the members of the Corporation at the member annual meeting.

5.05 Vacancies.

The Board of Trustees may fill vacancies due to the expiration of a Trustee's term of office, resignation, death, or removal of a Trustee or may appoint new Trustees to fill a previously unfilled position, subject to the maximum number of Trustees under these Bylaws.

5.06 Removal or Resignation.

(a) Removal by Trustees. A Trustee may be removed by majority vote of the Board of Trustees then in office, for cause or no cause, if before any meeting of the Board at which a vote on removal will be made the Trustee in question is given electronic or written

notification of the Board's intention to discuss her/his case and is given the opportunity to be heard at a meeting of the Board. The Board shall remove any Trustee who no longer satisfies the eligibility requirements in Section 5.04 and does not submit a resignation; no opportunity need be provided to speak before a meeting of the Board for a Trustee removed for such reason.

(b) Removal by Member. A Trustee may be removed by a vote of a majority of all the members of the Corporation without cause at any time.

(c) Resignation. Except as otherwise required by law, any Trustee may resign at any time by giving written notice to the Chair of the Board or to the President or the Secretary of the Corporation. Such resignation shall take effect at the time specified therein, or if not specified, at the time such resignation is submitted. A parent/guardian representative serving as a Trustee shall be deemed to have resigned as a Trustee if such parent/guardian representative ceases to have a child properly enrolled at the school.

5.07 Meetings.

(a) Regular Meetings. The board of directors shall have a minimum of four (4) regular meetings each calendar year at times and places fixed by the Board. Board meetings shall be held upon four (4) days notice by first-class mail, electronic mail, or facsimile transmission or forty-eight (48) hours notice delivered personally or by telephone; provided, that notice need not be provided for each meeting but may be provided jointly when the meeting calendar is established each year. If sent by mail, facsimile transmission, or electronic mail, the notice shall be deemed to be delivered upon its deposit in the mail or transmission system. Notice of meetings shall specify the place, day, and hour of meeting. The purpose of the meeting should be announced and accompanied by an agenda and supporting materials.

(b) Special Meetings. Special meetings of the Board may be called by the President, Vice President, Secretary, Treasurer, or any two (2) other Trustees of the board. A special meeting must be preceded by at least two (2) days notice to each Trustee of the date, time, and place, but not the purpose, of the meeting.

(c) Waiver or Consent. Transacting business at any Board of Trustees Meeting, regardless of how the meeting was called or noticed, and wherever held, shall be valid as though it were held at a meeting regularly noticed and called, so long as a quorum is present, and so long as either before or after the meeting, each of the Trustees not present signs a written waiver of notice or consent to the holding of the meeting or an approval of the minutes. All such waivers, consents or approvals will be kept in writing and filed with corporate records or made part of the minutes of the meeting.

(d) Attendance. Trustees are expected to attend all Board meetings. It shall be the duty of the Secretary to communicate with any Trustee after such Trustee's two unexcused, consecutive absences to ascertain the Trustee's interest in retaining Board membership.

Failure to provide an adequate response may qualify as sufficient cause for removal from the Board of Trustees.

(e) Duty to Maintain Board Confidences. Pursuant to the District of Columbia Open Meetings Act, meetings, votes and discussions by the Board and Board committees are open to the public subject to certain limited closed session exceptions. In the case of meetings, votes and discussions conducted in closed session, every Trustee has a duty to maintain the confidentiality of such Board actions, including discussions and votes. Any Trustee violating this confidence may be removed from the Board.

5.08 Manner of Acting.

(a) Quorum. A majority of the Trustees in office immediately before a meeting shall constitute a quorum for the transaction of business at that meeting of the board. No business shall be considered by the Board at any meeting at which a quorum is not present.

(b) Majority Vote. Except as otherwise required by law or by the Articles of Incorporation, the act of the majority of the Trustees present and voting at a meeting at which a quorum is present shall be the act of the Board. Trustees participating by teleconference shall be considered to be present.

(c) Participation. Except as required otherwise by law, the Articles of Incorporation, or these Bylaws, Trustees may participate in a regular or special meeting through the use of any means of communication by which all members participating may simultaneously hear each other during the meeting, including in person, internet video meeting or by telephonic conference call.

(d) Conflict of Interest Trustees are subject to Academy's Conflict of Interest policy adopted pursuant to Bylaw 8.05.

5.09 Compensation for Board Service.

Trustees shall receive no compensation for carrying out their duties as Board members. The Board may adopt policies providing for reasonable reimbursement for expenses incurred in conjunction with carrying out Board responsibilities, such as travel expenses to attend Board development conferences. Trustees must present receipts for all such expenses, which shall be for the Trustee only, and shall be itemized and documented. Such expenses must be approved by a motion of the Board.

A Trustee or any member of a committee of the Board of Trustees who receives compensation, directly or indirectly, from the Corporation for services shall abstain from voting on matters pertaining to that Trustee or member's compensation.

ARTICLE VI **COMMITTEES**

6.01 Board Committees.

The Board of Trustees, by resolution adopted by a majority of the Trustees in office, may appoint one or more committees, each of which shall consist of two or more Trustees, which committees shall have and exercise such authority of the Board of Trustees as may be specified in the resolution.

6.02 Advisory Committees.

The Board of Trustees may also elect or appoint such advisory committees (which may include individuals who are not Trustees) as the Board may deem appropriate.

ARTICLE VII **OFFICERS**

7.01 Officers.

The Board of Trustees shall elect a President (Principal), a Secretary and a Treasurer, and may elect one or more Vice Presidents and such other officers and assistant officers as it may deem necessary. Any two or more officers may be held by the same person except the offices of President and Secretary.

7.02 Term of Office and Removal.

Each officer shall hold office for a term of one year and until his or her successor has been elected or appointed and qualified. The Board of Trustees may remove any officer whenever in its judgment the best interest of the Corporation will be served thereby; provided, however, that removal of an officer shall be without prejudice to such officer's contract rights, if any. The election of an officer shall not of itself create contract rights.

7.03 Powers and Duties of Officers.

Subject to the control of the Board of Trustees, all officers shall have such authority and perform such duties in the management of the property and affairs of the Corporation as may be provided in these Bylaws and by resolution of the Board, and to the extent not so provided, as generally pertain to their respective offices.

7.04 President/Chief Executive Officer.

The President shall be the chief executive officer of the school and, subject to the direction and control of the Board of Trustees, shall have general charge of the affairs of the Corporation. The President shall be an *ex officio* member of the Board of Trustees. If

no Chair of the Board is elected, the President shall, subject to the direction and control of the Board of Trustees, preside when present at all meetings of the Trustees.

7.05 Secretary.

The Secretary shall record and maintain records of all proceedings of the Trustees in books kept for that purpose and shall give such notices of meetings of Trustees as are required by the Charter, these Bylaws or by law. In the absence of the Secretary from any meeting of Trustees, the person presiding at the meeting shall designate another person present to perform the duties of the Secretary.

7.06 Treasurer.

The Treasurer shall be the chief financial officer and chief accounting officer of the Corporation and, subject to the direction and control of the Board of Trustees, shall have general charge of the financial affairs of the Corporation. The Treasurer shall keep full and accurate books of account, shall maintain custody of all funds, securities and valuable documents of the Corporation, and shall prepare to oversee all filings required by the Internal Revenue Service and any other governmental agency. The Treasurer shall present a report on the financial condition and affairs of the Corporation at each meeting of the Board of Trustees.

7.07 Employees and Agents.

The Board of Trustees may appoint employees and agents who shall have such authority and perform such duties as the Board may prescribe. The Board may remove any employee or agent at any time with or without cause. Removal without cause shall be without prejudice to such person's contract rights, if any. The appointment of such person as an employee or agent shall not itself create contract rights.

7.08 Compensation of Officers, Employees and Agents.

The Corporation may pay compensation in reasonable amounts to officers for services rendered, as determined by a majority of the entire Board of Trustees. The Corporation may pay compensation in reasonable amounts to employees and agents for services rendered, such amount to be fixed by the Board or by the President pursuant to power delegated by the Board. No Trustee shall receive any compensation for services rendered as a Trustee, but may receive reasonable compensation for services rendered as an officer or employee of the Corporation.

7.09 Security.

The Board may require officers, employees or agents to give security for the faithful performance of their duties.

ARTICLE VIII
MISCELLANEOUS

8.01 Checks, Notes and Contracts.

The Board of Trustees shall determine those persons authorized on the Corporation's behalf to sign checks, drafts, or other orders for payment of money; to sign acceptances, notes, or other evidences of indebtedness; to enter into contracts; or to execute and deliver other documents and instruments.

8.02 Loans.

The Corporation shall not make any loans to its Trustees or officers.

8.03 Books and Records.

The Corporation shall keep at its registered or principal office in the District of Columbia, for the length of time required by law: (1) correct and complete books and records of account, (2) minutes of the proceedings of the Board of Trustees and any committee having any of the authority of the Board, (3) Articles of Incorporation and Bylaws and all amendments thereto, (4) communications in the form of a record to members, (5) a list of the names and business addresses of its current Trustees and officers, and (6) the most recent biennial report delivered to the Mayor under Title 29 of the D.C. Code.

8.04 Fiscal Year.

The fiscal year of the Corporation shall end on June 30 of each year or on such date as the Board of Trustees may determine.

8.05 Conflict of Interest.

The Board shall adopt and periodically review a conflict of interest policy to protect the Corporation's interest when it is contemplating any transaction or arrangement which may benefit any Trustee, officer, employee, affiliate, or member of a committee with Board-delegated powers.

8.06 Bylaw Amendment.

The Bylaws of the Corporation may be amended only by a vote of a majority of all the members of the Corporation.

Job Description for Board Members of Monument Academy Public Charter School – Spring 2014

General Responsibilities

The Board will monitor the academic and well-being program of Monument Academy to ensure that it is accomplishing the goals set forth in the mission, and that it is operationally and financially a viable institution.

Specific Responsibilities

Mission and Vision

- Adopt a clear statement of the mission, vision and strategic goals of the School and will establish policies and plans consistent with this statement
- Undertake formal strategic planning on a periodic basis, set annual goals related to the plan, and will conduct annual written evaluations for the school, the CEO and the Board itself
- Strive to ensure that all members are actively involved in the work of the Board and its committees

CEO and Head of School

- Select, evaluate and if necessary, replace the CEO of the school
- Engage proactively with the CEO and Head of School in cultivating and maintaining good relations with the School constituents and the broader community

Organizational Planning and Effectiveness

- Review and maintain appropriate bylaws
- Insure that the school and the Board operate in compliance with applicable laws and regulations
- Adopt a conflict of interest policy and require all board members to identify any potential conflicts and sign a conflict of interest disclosure statement annually
- Identify metrics and deliverables consistent with the goals set out in the School charter, collect and analyze data, and review school performance.

Oversight

- Approve and monitor the annual budget and financial procedures and provide responsible stewardship of public funds
- Ensuring the budget is aligned with the academic and strategic priorities of the school
- Set the School's general policies and overall curriculum policies, approve the school's personnel policies and monitor their implementation

Governance

- Commit to a program of professional development for Board members, including annual new-trustee orientation, on-going trustee education and evaluation, and board leadership succession planning
- Ensure that the composition of the Board reflects the strategic expertise, resources and perspectives needed to achieve the mission of the school
- Understand the bylaws and conform to legal requirements, including fiduciary duties of loyalty, obedience and care
- Understand the finances of the School and his/her fiduciary responsibility to the School for sound financial management
- Stay fully informed about current operations and issues; review materials in advance and attend meetings regularly
- Participate in at least one Board committee or task force

Qualifications

Monument Academy is seeking new board members. Ideal candidates would have the following traits and experiences:

- Commitment to the mission of Monument Academy to achieve positive outcomes for youth who have been in contact with the foster care system and other at-risk youth
- A belief in the core values of the school
- High expectations for students, staff and the Board
- An appreciation for the community and context of the work of the school
- Analytical skills and approaches
- Collaborative
- Willingness to question and challenge in the spirit of arriving at the best answer for students
- Educational, financial, real estate, mental health, law, government and community relations, human resources and development are all helpful, though not necessary.
- DC residence preferred, though not necessary

Why Serve

This is a unique opportunity to be part of an innovative school working to achieve transformative results for children who typically have poor educational and life outcomes. This will be an engaged, collaborative and community with a shared mission and core belief for students, staff and family. Benefits include:

- Innovative mission and approach to educating students
- An opportunity to learn and grow professionally and personally
- A great community of engaged, caring and committed board members and staff

Compensation: Unpaid/Volunteer

Monument Academy Public Charter School CEO Job Expectations

The CEO reports to the Board and oversees the management of the school. Main responsibilities include: Leadership, financial management, development and strategic planning.

Leadership:

- Leading the implementation of the charter for Monument Academy Public Charter School
- Hiring the Principal and supporting that person in hiring and managing the key leadership staff to implement the vision, mission, and academic goals
- Setting the tone for the school's values, management and operations
- Reporting to the Board of Trustees on the accomplishment of the mission and financial goals of the schools, including monitoring and providing regular progress reports

Financial Management

- Ensuring financial sustainability, including overseeing and managing finances/oversight of external financial and operations support from Ed-Ops or equivalent outsourced provider
- Leading, together with the Principal, the evaluation and selection of facilities

Development:

- Developing and maintaining external partnerships with key stakeholders, institutions, stakeholders and philanthropies in support of the school
- Leading and executing a fundraising plan

Strategic Planning:

- Leading strategic planning with the Board of Trustees
- With the Board of Trustees and the Principal, evaluating opportunities and ways to scale and collaborate with organizations to extend the mission and reach of Monument Academy

Skills/Qualifications

This individual must be a strategic and results oriented leader with a deep commitment to the mission and vision of the school. This person must know how to work with a Board of Directors, fundraise, manage finances, analyze data, hire and manage staff:

Skills/Experience necessary

- Senior management experience
- Proven track record creating collaborative, highly effective leadership teams and ability to attract, excite and retain excellent staff
- Business experience, either in a school or business environment, including managing a budget, overseeing operations, hiring and managing staff

- Excellent quantitative and analytical skills for understanding and interpreting data to inform instruction and other practices, oversee finances
- Experience working with at-risk urban students
- Cultural competency and ability to connect with families/caregivers
- Proficiency with computers and software

Traits required

- Emotional self-regulation, maturity and humility
- Outstanding organizational skills and ability to prioritize, manage time and tasks to meet deadlines
- Excellent communication skills
- Ability and willingness to roll up sleeves and be flexible as the school moves from planning phase to startup to scale
- Patience, curiosity, persistence, creativity and integrity

Qualifications

- Demonstrated leadership experience
- Master's Degree in Education, Education Administration, MBA, MPA or related field is highly desirable.
- Background working in a boarding school or residential setting desirable

Monument Academy Public Charter School Principal Job Expectations

Responsibilities

The Principal will report to the CEO of Monument Academy and have overall responsibility for building and running the school. Deliverables include:

- Meeting the stated goals of the charter
- Developing job descriptions/expectations and performance management and evaluation systems for key staff, and leading staff hiring.
- Overseeing staff development, including creating time for collaborative planning, reflection and continued innovation
- Identifying/implementing data systems to ensure that the school is on track to achieve academic and other accountability goals
- Finalizing and implementing academic policies, including promotion and graduation requirements, safety and discipline policy, parent handbook
- Recruiting students and ensuring enrollment is at capacity
- Overseeing the well-being program, from hiring key staff to ensuring the schedule, the residential program and the professional development support staff in achieving the school's mission.
- Overseeing finances, systems and operations to ensure sound fiscal management and practices that support staff in achieving the school's mission.
- Leading the selection and development of facilities
- Regular reporting to the CEO and Board on academic and non-academic indicators of progress, finances and operations.
- Strategic engagement with the CEO and Board with respect to continual school improvement

Qualifications

This individual must be a strategic and results oriented instructional leader with a deep commitment to this integrated approach to educating students. He/she must feel passionate about working with children even when they have educational and emotional needs, and not despite them. This leader has to understand and model that learning, and setback, are opportunities for growth, for students and adults. This person will set an example of a continuous learner, open-minded and seeking out evidence-based practices that promote student achievement and well-being. This person will have the following:

Skills/Experience necessary

- Instructional leadership
- Experience working with at-risk urban students
- Cultural competency and ability to connect with families/caregivers
- Proven track record creating collaborative, highly effective leadership teams and ability to attract, excite and retain excellent staff
- Business experience, either in a school or business environment, including managing a budget, overseeing operations, hiring and managing staff

- Excellent quantitative and analytical skills for understanding and interpreting data to inform instruction and other practices, oversee finances
- Proficiency with computers and software
- Experience in special education a significant plus

Traits required

- Emotional self-regulation, maturity and humility
- Outstanding organizational skills and ability to prioritize, manage time and tasks to meet deadlines
- Excellent communication skills
- Ability and willingness to roll up sleeves and be flexible and the school moves from planning phase to startup to scale
- Patience, curiosity, creativity and integrity

Qualifications

- Demonstrated leadership experience at the Principal level or above highly desirable
- Master's Degree in Education, Education Administration, MBA, MPA or related field is highly desirable.
- Background and/or experience in social work or psychology a strong plus
- Background working in a boarding school or residential setting desirable

Code of Ethics

Monument Academy Public Charter School (the "School") supports adherence to a Code of Ethics (the "Code"), by the administration, faculty, staff, board members and volunteers of the School. The Code is intended to provide clarity about what constitutes ethical practice and raise awareness of ethical issues the administration, faculty, staff, board members and volunteers may encounter when acting on behalf of the School. The School will incorporate the Code into all written agreements with independent contractors, consultants and other agents who may work on behalf of the School.

1. The administration, faculty, staff, board members and volunteers, as well as independent contractors, consultants and other agents who may work on behalf of the School recognize that matters relating to students, their families, and personnel are confidential and such matters and all pertinent records shall be afforded the utmost confidentiality.
2. The School's mission is focused on the wellbeing of children and their long-term success. The School's actions flow from this mission, including treating children and their families with respect.
3. Members of the School community will strive to uphold standards of integrity and professionalism in their relationships with each other as well as with families, students and other members of the school community.
4. Members of the School community will represent the School honestly and accurately in interactions with the members of the school and outside community.
5. The School is a safe place for all members, and all members will respect the diversity of the community. Blaming, stereotyping, and hostile behavior is counter to the School's values.
6. Members of the School community will not criticize other charter schools, DC Public Schools or independent schools.
7. Members of the School community shall adhere to this Code of Ethics.

Note: This is a sample of what Monument Academy's Discipline Policy could look like. We will develop the discipline policy during planning year and submit to the DCPCSB and Monument Academy's Board of Trustees for approval.

Monument Academy's Discipline Policy

Our Discipline is Informed by our Values
• Equip for life: our measure of success for students is not only college and career, but also a meaningful life in their community. • Cultivate growth mindset: students and staff should see that their abilities and possibilities are achieved through hard work and persistence, and that this approach fosters resilience and a true love of learning • Connect the dots: Students should have an engaging, relevant, challenging, and meaningful education that shows them how the effort they make to grow academically and emotionally helps them reach their life goals. • Learn from mistakes: everyone fails sometimes, and this is as an opportunity for growth. For students, structure and discipline is caring and prioritizes their ability to self-regulate, learn, make academic progress and maintain permanency in their homes. • Own it: students will succeed when they are given the tools and support to question and engage deeply in their learning from trusted, caring adults in a safe and healthy environment.
Experiences students have at Monument Academy
• Children feel safe physically and emotionally • Children are guided and taught what is appropriate behavior • Children have clarity, predictability, consistency • Children are respected, even when they make mistakes • Mistakes are opportunities for growth, not evidence of failure • Mistakes have natural and logical consequences • Consequences including opportunities to reflect upon and repair a harm
Preventative measures
• Frequent assessment and feedback to students • Timely intervention and remediation both academically and behaviorally • Praising and rewarding effort and persistence, rather than ability • Respectful family engagement • Adult Connection with students • Adult modeling desired behavior • Individualized Learning and Behavior Plans

• Teaching children what is appropriate behavior • Teaching problem-solving, issue resolution, and critical thinking • Setting clear expectations, including boundaries and limits • Meditation and Mindfulness • Positive Behavioral Interventions and Supports (PBIS) • Trauma Systems Therapy (TST) • Response to Intervention (RtI) • Teaching children skills in executive functioning and planning • Advisory system with regular adult check-ins • Social workers and wrap-around services including therapy	
Building Staff Capacity	
• A high degree of emphasis on training and reinforcing PBIS, TST and RtI • Ensuring staff alignment, clarity, and consistency in responding to situations • Regular planning time to talk about individual student progress with respect to behavior • Time to plan for prevention and debrief when something goes wrong • Partnership with Turnaround for Children for PD [in progress] • Partnership with Georgetown Medical School [in progress] • Partnership with Flamboyant Foundation for Family Engagement	
Areas of Safety and Behavior and Interventions/Consequences	
Personal Space and Self-Care	Range of possible interventions and consequences
Rank 1 • Not having appropriate equipment and materials • Incomplete assignments during study hall/or scheduled time for reading • Incomplete and missing assignments • Falling asleep in class or activity time or study hall Rank 2 • Unauthorized eating in classroom, dorm room, or unauthorized space • Failure to keep living area neat and orderly Rank 3 • Being off campus without permission • Inappropriate sexual conduct • Possession of tobacco, alcohol, prescription medication or illegal drugs • Use of tobacco, alcohol, medications not prescribed or illegal drugs • Self harm, e.g. suicidal behaviors or ideation	• Redirection • Reflection • In-School Community Service/Restorative Justice • Loss of privileges • Call Home • Early Lights-Out • Make-up missed learning time • Consultation with mental health worker • Required substance abuse interventions • Referral for treatment Note: Some of these behaviors may suggest other root causes, such as ADHD, PTSD, anxiety and so teachers should monitor and evaluate to see if more support is required, rather than a consequence. For example, failure to complete assignments, or not having appropriate equipment, or falling asleep. Does a student need more help with study skills and time management? Or is this misbehavior?

Maintaining Positive Learning and Residential Environment	Range of possible consequences
Rank 1 • Sleeping during class, study hall, or scheduled time for reading • Failure to follow dining routines • Possession of a cell phone (5th to freshmen) • Inappropriate usage of a cell phone • Running in hallways, classroom, dormitory, or other community spaces Rank 2 • Improper use of school equipment or materials • Violations of the computer and network Acceptable Use Policy • Truancy and excessive tardiness (more than 5 minutes tardy) for class, residential activities, breakfast, etc. • Inappropriate display of affection (kissing, hugging, groping) • Inappropriate participation in school activities • Possession of a prohibited item • Horseplay—hitting, grabbing, shoving, poking, tapping, chasing • Possession of or displaying inappropriate music, videos, images, posters, magazines (images or music that includes profanity, nudity, or derogatory language) • Cheating/plagiarism, to include forgery • Forgery of SEED Note or other important documentation Rank 3 • Being in an unauthorized area (out of area) • Filing false reports or accusations—being untruthful • Throwing items in class, dorm, or community setting	• Redirection • Reflection • In-School Community Service/Restorative Justice • Loss of privileges • Call Home • Lunch Detention • Make-up missed learning time, • Parent Conference • Parent Shadow • Referral, Conference with teacher or administrator, Writing Assignment, • Communication with parent/guardian, Community Reinvestment, Apology, 1-hour Detention, • Friday Detention, Loss of Privilege, Focus Group, Success Plan, Media Resource or in- school suspension

Safe Environment	Range of possible consequences
Rank 1 • Defiance/insubordination (refusal to follow safety instructions after multiple redirections) • Profanity and Abusive Language, "put downs" • Failure to follow routines that endanger the safety of self and/or the safety of others • Pulling a fire alarm or fire extinguisher without cause or otherwise making a false alarm • Theft and/or possession of stolen property • Defacement/destruction of property (graffiti or vandalism); improper use of school equipment or materials to include furniture, walls, bathrooms, locker rooms, etc. Rank 2 • Harassment of any kind to students or staff, including bullying or using language meant to threaten or intimidate (such as derogatory or sexually explicit remarks intended to threaten or intimidate), physical or sexual Harassment (including hazing). • Sale, distribution of tobacco, alcohol, prescription and illegal drugs, controlled substances, or drug paraphernalia Rank 3 • Assault or battery of any kind (including sexual assault) • Involvement in arson • Possession or use of a weapon other than a gun • Per Federal legislation under the Gun-Free Schools Act, possession or use of a gun will result in suspension and automatic recommendation for dismissal	• Parent Conference • Restorative Justice/Service to School Community • Loss of Privileges • Transition to a more appropriate setting (e.g., RTC for drug/alcohol, psychiatric treatment)

J. Curriculum Sample

Curriculum Development Timeline

We have developed the following timeline for our curriculum developing during our planning year.

Date	Task
July 2014	• Identify planning team members who will be responsible for developing curriculum for each content area • Determine if a consultant or content expert needs to be hired, and if so, in which areas • Interview and hire consultant or content expert(s) (if needed)
August – October 2014	• Produce a scope and sequence for all content areas • Review scope and sequence with school leader, founding team, and an outside context experts, if needed • Finalize scope and sequence by October 2014
October-December 2014	• Produce summative assessments for each content area • Review summative assessments with school leader, founding team, and an outside context experts, if needed • Finalize summative assessments by December 2014.
January-May 2015	• Create a curriculum map for each content area. Curriculum map will include the following: ○ Breakdown for standards taught in each unit ○ Essential Questions for each unit ○ Objectives for each unit ○ Suggested resources and activities • Order basic curricular resources for teachers
June 2015	• Finalize objectives and plans for the summer professional development
July 2015	• Review with teachers scope and sequence, summative assessments, and curriculum maps • Teachers to provide input on curriculum maps • Teachers to create daily lesson plans for unit 1
August – May 2015	• One month prior to the start of each term, write/refine daily lesson plans for upcoming term

We are submitting a sample fifth grade unit from E.L Haynes Public Charter School. This unit is used with the permission of Jennie Niles, Founder of E.L. Haynes. We have selected this unit because it aligns to the way we envision reading instruction at Monument Academy. We will create our own materials as outlined by the timeframe listed above.

Grade 5 Reading
Unit # 1: Agency & Independence

Unit Standards	
5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text	- Recall explicit details and examples in the text when answering a who/what/where/when question (2) - Recall specific details and examples in the text when explaining what the text says explicitly (2) - Refer to specific details and examples in the text to support an inference drawn from the text (2) - Locate the specific details and examples (page number, line) and quote the text accurately when explaining what the text says explicitly (3) - Locate <i>at least one</i> specific detail or example (page number, line) and quote the text accurately when drawing inferences from the text - Evaluate which details and examples <u>best</u> support an inference drawn from the text and quote them accurately (4)
5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	- Define the terms for the different 'parts' of stories, dramas, and poems (ex. chapters, scenes, stanzas) (2) - Retell a story, drama, or poem using precise structural language (i.e. "In the first chapter..." or "the first stanza introduces..." or "we meet the characters in Scene 1 when...") (2) - Use knowledge/familiarity with different text structures (story, drama, poem) to predict key structural elements (i.e. "This is a play, so I know it will have scenes with lots of dialogue and stage directions" or "this is a story, so I know to look for story elements like setting, characters, problem/solution") (2) - Explain how these parts successively build upon one another within a text and contribute to the overall structure (i.e. use retelling to grasp the whole of the story, play – to see the big picture) (3)
5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently	
RF.5.F Read with sufficient accuracy and fluency to support comprehension	
	- Read grade-level text with purpose and understanding - Use context to confirm or self-correct word recognition and understanding, re-reading if necessary
Essential Questions	
How can I draw upon what I know about reading in order to read with greater agency and independence, knowing when and how to draw upon my repertoire of strategies as I tackle more complex texts?	

Unit Objectives			
- Readers will reacquaint themselves with the routines and expectations of Reading Workshop and practice these with increased agency and independence. - Readers will begin to build Reading lives in a community & environment that foster a love of reading - Readers will develop strong reading habits by actively engaging with the books they read, reflecting on themselves as readers, and using a vast repertoire of strategies to read longer and stronger. - Readers will navigate complex texts by making connections between bits of information they gather from the get go and making inferences to fill in missing information as they read. - Readers will strengthen their reading skills by engaging in literary conversations that are reflective and perceptive, and call on students to read with purpose and insight. - Readers will begin to build Reading lives in a community & environment that foster a love of reading. - Readers will retell to grasp the whole of a story, begin to empathize with characters/ draw inferences about their feelings and actions, monitor for sense as they read and engaging in problem-solving strategies to regain hold in a text.			
Unit Assessments and Rubrics			
Pre-Assessment Link: 4th Grade EOY reading level data 5th Grade BOY reading level data Performance Assessment (including rubric): - Habits Assessment Rubric (RL.5.10) - Building a Reading Life Continuum (whole-class assessment for habits-monitoring) - Reading Log			
Instructional Materials			
Read aloud text— <i>Sahara Special</i> Times to Stop and Jot (see attached)			
Outcomes	Mini-Assessments	Teaching Points	
Reading Workshop Habits & Routines - Bend 1 <i>How can I set up goals for my own reading life and begin to work deliberately towards those goals?</i> Read, Baby, Read!	Assessment: Goal-setting/Reflection sheet Reading Logs Book bags (are readers selecting Just Right books?)	1.0 Readers don't just read, we also build reading lives for ourselves. To do this, we stop to reflect, "When was reading the pits for me?" and "When did reading ROCK?" We quickly reflect and then move into ACTION to figure out how these times can help us learn how to <u>change</u> our reading lives for the better by making NEW goals and working hard to meet them.	

• Readers will acquaint themselves with the routines and expectations of Reading Workshop • Readers will create reading resolutions and discuss/create action plans for reaching their quarterly and end-of-year goals • Readers will begin to build Reading lives in a community & environment that foster a love of reading • Readers will read just-right books faster, stronger & longer, logging 30 min of in-class and 40 min of at-home reading • Readers will choose (shop for) just-right books and organize their reading materials daily (bag, books, log, Post-its) • Readers will create a Readers Notebook to document their reading journey (book list, written responses, new words, etc)	T & Ts/Partner conversations Stop & Jot	1.1 Readers know that when a person wants to really become more powerful at something--anything--the learner needs to consciously take hold of his or her own life and say, "I can decide to work hard at this. I'm in charge of this. Starting today, I'm going to make deliberate decisions that help me learn this skill in leaps and bounds so that I can be as powerful as possible. That's called having agency. People who have agency strive-- they work independently and incredibly hard at something in order to achieve. 1.2 Readers who have agency -- readers like us who work to get better at something - know it is important to sometimes stop and say, "From this moment on, I'm going to . ." and then we name our hopes, our promises - our New School Year Resolutions. We make our reading goals <u>important</u> and <u>realistic</u>. 1.3 If we're going to meet our important reading goals this year, we readers need to be reading lots of books that just <i>feel</i> right for us. Strong readers shop for and share books, always making sure that we have a stack of books we can read smoothly, understand and <i>enjoy</i>. MWTP or Share: Readers know there is more to choosing a book than just checking of it is too easy or too hard. A smart way to choose what to read is to do some <i>research</i>. What are some of the ways we can research books we might like? (Take ideas and create chart: "Readers Choose Just-Right Books with Agency") 1. Readers can research a book by author, to weigh all we know about an author from having read other books by him or her. We can also research the list of titles by this author to get a feel for their preferred topics, style or genre. 2. We can notice whether a book we enjoyed is one in a series and hunt for the remaining titles in that series. 3. We can get recommendations from other readers e.g. by
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		looking up names of the person/s who borrowed a book previously and interviewing them. 4. We can look on the internet at sites like www.whatshouldreadnext.com or www.librarything.com that let readers enter a book they loved to find recommendations for other titles that are similar in theme or style. 1.4 Readers use artifacts to help them reflect on and improve their reading lives. One artifact that is incredibly useful as a tool for reflection is the <u>reading log</u>, which helps you keep track of how reading is going for you. Today I'm going to teach you how to use a reading log to reflect wisely on yourselves as readers. 1.5 Readers must choose what our relationship to books will be. We can read like a curmudgeon toward books, or we can let books matter to us, reading them like they're gold. Strong readers love their books up by reading them like gold.
Readers begin to read for meaning, monitoring for sense – Bend 2 • Readers will start to navigate complex texts by making connections between bits of information and making inferences to fill in missing information. • Readers will monitor for sense as they read, engaging in problem-solving strategies to regain hold in a text	Stop & Jots from Read Aloud Reading Logs T & Ts/Partner conversations Post-its from independent reading books (after 1.7)	1.6 Today, I want to teach you that one way you can read actively and with agency is by relying on your knowledge of how stories go. Because you already know a lot about stories, you know it is important that as you read, you get to know characters and look for the problems they face, including the nuances of these problems. You also know you need to be aware of how problems are resolved and how characters change. **See pg. 9 of Curricular Calendar and Session II of "Intellectual Independence," starting on page 69 in <i>Constructing Curriculum</i>, for further details about how to teach this type of lesson 1.8 Readers pause when we become really confused in the

		text we're reading. We'll be reading along, and then the text turns a corner and suddenly we're not quite sure what's going on. It's as if our mind movie goes blurry! When this happens, readers say "Huh?" and we continue reading, asking "What's going on?" The details sometimes help, and sometimes we need to reread. MWTP: We pay special attention to talking words when it doesn't say who's talking. We make sure we're following who is saying what. 1.9 Readers know how stories go, so in our minds we grow big ideas as we read. For example, when we have a thought about a character, or the problem in the story, we hold on to it and don't let it float away like a bubble. We stop and <u>recognize</u> it by jotting our idea on a Post-it. Then we read on, seeing how that idea grows or changes. MWTP: Readers have prompts to help us grow ideas. We use our <u>bookmarks</u> "Times to Stop and Jot" to remind us of all the places that readers stop to jot their thinking in their books!
Readers continue building their reading lives with increased agency and independence – Bend 3 • Readers create a Reader's Notebook – a space for reflections, goals, booklists and thinking. • Readers strengthen their reading skills by engaging in literary conversations that are reflective and "idea-based." • Readers will meet in partnerships to talk/share about their reading, for fluency practice, and to dig	Readers' Notebook (organization, set-up) Partner conversations (quality of conversation, preparedness) Stop & Jots from RA and Independent Books	1.10 Readers create Readers' Notebooks to write about and celebrate reading. We are in charge of what goes in our notebooks! We create spaces for book lists, Post-its, writing, and goals. 1.11 Readers know that having a reading friend makes all the difference in the world when it comes to loving our books. Reading partners get to know each other as readers, paying attention to one another's reading histories, interest, and goals. 1.12 When strong readers talk to partners about books, we often start by telling one another what has happened in our books, and then start talking about how our books made us think and feel. We share our ideas – our thinking –

deeper into text meaning • Readers will participate in class discussions and T&Ts about read-aloud texts	with one another. 1.13 Readers retell our books (up to the part where we're reading) as a way to lay the story out for others so we can talk it over. First, we retell <i>from the beginning to ourselves</i>, taking big steps through the plot. We ask: "have I included the most important parts? The most interesting parts? The parts that were surprising?" We <u>revise</u> our retellings and share them with our partners. * Create Anchor Chart: Readers have a toolkit of retelling strategies! 1.14 Another strategy that readers use to retell is to think of a story's <i>elements</i>. Readers retell what the story is about by describing the setting, the narrator, important characters, the problem, and how the characters are dealing with the problem. 1.15 A third strategy that readers use to retell is to think about <u>big changes</u> that have taken place in the story. We retell through the eyes of the character, describing the characters' feelings in the beginning of the story, in the middle, and at the end. In our retelling, we describe the changes the character has gone through in the story. 1.16 Readers create a buzz about books we love. To do this, it helps to tell others who would like a book, to summarize the book, to read a little bit aloud to others, and above all, to tell them why the book is special. MWTP: We can use our classmates' recommendations to keep stacks of books we want to read beside us. 1.17 When readers are listening to our partner's ideas, we make sure we are listening wide-awake. We remind ourselves that there are brilliant ideas to be made, ones that just need a little listening to grow. We practice
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		listening and growing ideas in our partner conversations. 1.18 Readers put their fifth grade habits into practice every day, with every book.
Instruction/Differentiation		
Read-Aloud: <u>Sahara Special</u> by Esme Rajii Codell Read-Aloud Skills emphasis: • <u>Envisioning</u> – “As I read this part, I’m picturing....” “Wait I have to stop and picture this part! The author just gave lots of details...” “I’m picturing this right now, thinking about all the specific details that help give me a picture of what this looks like..” • <u>Accumulating the Text</u> – “Ok so what’s happened so far is ... this makes me think...” “Ok so now that we’re at the end of the chapter, I want to take a minute to think about how what happened in this chapter connects with the rest of the story so far...,” “This part fits with the last part because....” • <u>Talking off stop and jots</u> – adding onto ideas (T&T) to support partner convos Accountable Talk: • Teach body language, active listening prompts (“so what you’re saying is...”, and “I can add to that because ...”) • Partnerships & daily share • Whole-class read-aloud discussions 2x/week Anchor Charts: Readers Choose Just-Right Books with Agency: (after TP 1.3) 1. Readers can research a book by author to weigh all we know about an author from having read other books by him or her 2. Readers notice whether a book we enjoyed is one in a series and hunt for the remaining titles in that series. 3. Readers recommendations from other readers e.g. by looking up names of the person/s who borrowed a book previously and interviewing them. 4. Readers look on the internet at sites like www.whatshouldireadnext.com or www.librarything.com that let readers enter a book they loved to find recommendations for other titles that are similar in theme or style. <u>Times to Stop & Jot</u> (from bookmarks/after TP 1.7) Readers Have a Toolkit for Retelling: (TP 1.13 – 1.14) Readers retell <i>from the beginning</i> to <i>ourselves</i>, taking big steps through the plot. Readers retell what the story is about by describing the setting, the narrator, important characters, the problem, and how the characters are dealing with the problem. Readers retell through the eyes of the character, describing the characters feelings in the beginning of the story, in the middle, and at the end. We describe the changes the character has gone through in the story.		

Vocabulary

• Agency • Strategy • Envision • Resolution • Independence • Fluency • Monitor • Story elements (setting, narrator, character, event, plot) • Retell • Comprehension • Curmudgeon			
Misconceptions/Roadblocks	Strategies	Students	
Reader's log may not reflect enough "at home" reading.			
Reader may be logging incorrectly, or not at all.	Provide modified reading log (pages read only and/or dates filled in) Provide an exemplar- a reading log that has been filled out correctly.		
Reader may not be choosing "Just-Right Books"			
Reader may not be envisioning (making a mind movie) with sufficient detail; reader has difficulty following story			
Reader may not be using "fix-up" strategies when his/her mind movie goes blurry.			
Reader may be coming unprepared to partner conversations; quality of the conversations is not high-level			
Reader's summary/retell does not include all the major events; retell is only a partial summary			
Reader's retell includes too many details; reader is not determining which events are			

most important.			
Reader is not including character feelings or character change (realizations, change in wants/needs) in his/her retell			
Differentiating Up		Differentiating Down	
For students entering at T or above: - In your books, there is a larger cast of characters! Each character, even the minor ones, is important – they change. We have to keep track of their feelings, wants and motivations throughout the story. - In your books, there are multiple plotlines. Several stories may be going on at one time, and some of this “story” may have even happened before the start of the book! We have to find clues as we read that help us piece together what happened <i>before</i> the start of the book that may be affecting our characters.		For students entering below S: - Guided reading ___ week - Series introductions (NOPQ) - In your books, they won’t just tell you the problem. You’ll have to infer what the problem really is. - In your books, something doesn’t just come along to fix the problem. Usually the character changes something about themselves (traits) and that helps.	
Unit One Calendar			
Monday	Tuesday	Wednesday	Thursday
8/17	8/18	8/19	8/20
1.0 Readers don’t just read, we also build reading lives for ourselves. To do this, we stop to reflect, “When was reading the pits for me?” and “When did reading ROCK?” We quickly reflect and then move into ACTION to figure out how these times can help us learn how to change our reading lives for the better by making NEW goals and working hard to meet them	1.1 Readers know that when a person wants to really become more powerful at something—anything—the learner needs to consciously take hold of his or her own life and say, ‘I can decide to work hard at this. I’m in charge of this. Starting today, I’m going to make deliberate decisions that help me learn this skill in leaps and bounds so that I can be as powerful as possible. That’s called having agency . People who have agency strive-- they	1.2 Readers who have agency – readers like us who work to get better at something - know it is important to sometimes stop and say, “From this moment on, I’m going to . . .” and then we name our hopes, our promises - our New School Year Resolutions. We make our reading goals <u>important</u> and <u>realistic</u> .	1.3 If we’re going to meet our important reading goals this year, we readers need to be reading lots of books that just <i>feel</i> right for us. Strong readers shop for and share books, always making sure that we have a stack of books we can read smoothly, understand and <i>enjoy</i> . MWTP or Share: Readers know there is more to choosing a book that just checking of it is too easy or too hard. A smart way to choose what to

		work independently	read is to do some <i>research</i>. What are some of the ways we can research books we might like? (Take ideas and create chart: "Readers Choose Just-Right Books with Agency") 1. Readers can research a book by author, to weigh all we know about an author from having read other books by him or her. We can also research the list of titles by this author to get a feel for their preferred topics, style or genre. 2. We can notice whether a book we enjoyed is one in a series and hunt for the remaining titles in that series. 3. We can get recommendations from other readers e.g. by looking up names of the person/s who borrowed a book previously and interviewing them. 4. We can look on the internet at sites like www.whatshouldireadnext.com or www.librarything.com that let readers enter a book they loved to find recommendations for other titles that are similar in theme or style.
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8/24	1.4 Readers use artifacts to help them reflect on and improve their reading lives. One artifact that is incredibly useful as a tool for reflection is the <u>reading log</u> , which helps you keep track of how reading is going for you. Today I'm going to teach you how to use a reading log to reflect wisely on yourselves as readers.	8/25	1.5 Readers must choose what our relationship to books will be. We can read like a curmudgeon toward books, or we can let books matter to us, reading them like they're gold. Strong readers love their books up by reading them like gold.	8/26	1.6 Today, I want to teach you that one way you can read actively and with agency is by relying on your knowledge of how stories go. Because you already know a lot about stories, you know it is important that as you read, you get to know characters and look for the problems they face, including the nuances of these problems. You also know you need to be aware of how problems are resolved and how characters change. **See pg. 9 of Curricular Calendar and Session II of "Intellectual Independence," starting on page 69 in <i>Constructing Curriculum</i> , for further details about how to teach this type of lesson	8/27	1.8 Readers pause when we become really confused in the text we're reading. We'll be reading along, and then the text turns a corner and suddenly we're not quite sure what's going on. It's as if our mind movie goes blurry! When this happens, readers say "Huh?" and we continue reading, asking "What's going on?" The details sometimes help, and sometimes we need to reread. MWTP: We pay special attention to talking words when it doesn't say who's talking. We make sure we're following who is saying what.	8/28	1.9 Readers know how stories go, so in our minds we grow big ideas as we read. For example, when we have a thought about a character, or the problem in the story, we hold on to it and don't let it float away like a bubble. We stop and <u>recognize</u> it by jotting our idea on a Post-it. Then we read on, seeing how that idea grows or changes. MWTP: Readers have prompts to help us grow ideas. We use our <u>bookmarks</u> "Times to Stop and Jot" to remind us of all the places that readers stop to jot their thinking in their books!
8/31	1.10 Readers create Readers' Notebooks to write about and celebrate reading. We are in charge of what goes in our notebooks! We create spaces for book lists, Post-its, writing, and goals.	9/1	1.11 Readers know that having a reading friend makes all the difference in the world when it comes to loving our books. Reading partners get to know each other as readers, paying attention to one another's reading	9/2	1.12 When strong readers talk to partners about books, we often start by telling one another what has happened in our books, and then start talking about how our books made us think and feel. We share	9/3	1.13 Readers retell our books (up to the part where we're reading) as a way to lay the story out for others so we can talk it over. First, we retell <i>from the beginning</i> to ourselves, taking big steps through the plot. We ask:	9/4	1.14 Another strategy that readers use to retell is to think of a story's <i>elements</i> . Readers retell what the story is about by describing the setting, the narrator, important characters, the problem, and

	histories, interest, and goals	our ideas – our thinking – with one another	“have I included the most important parts? The most interesting parts? The parts that were surprising?” We <u>revise</u> our retellings and share them with our partners. * Create Anchor Chart: Readers have a toolkit of retelling strategies!	how the characters are dealing with the problem.
9/7	9/8	9/9	9/10	9/11
Labor Day	1.15 A third strategy that readers use to retell is to think about big <u>changes</u> that have taken place in the story. We retell through the eyes of the character, describing the characters feelings in the beginning of the story, in the middle, and at the end. In our retelling, we describe the changes the character has gone through in the story.	1.16 Readers create a buzz about books we love. To do this, it helps to tell others who would like a book, to summarize the book, to read a little bit aloud to others, and above all, to tell them why the book is special. MWTP: We can use our classmates’ recommendations to keep stacks of books we want to read beside us	1.17 When readers are listening to our partner’s ideas, we make sure we are listening wide-awake. We remind ourselves that there are brilliant ideas to be made, ones that just need a little listening to grow. We practice listening and growing ideas in our partner conversations	1.18 Readers put their fifth grade habits into practice every day, with every book. End of Unit

- Setting the tone for the school's values, management and operations
- Reporting to the Board of Trustees on the accomplishment of the mission and financial goals of the schools, including providing regular progress reports

Name _____

Date _____

RL.5.10 - By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently

Habits Assessment Rubric

1. Reading Log	4	3	2	1
Accuracy	• Log is turned in daily • No missing logs • All parts of log are completed • Logged pages and minutes match • Reader calculates total minutes & pages per week	• Log is turned in daily • All parts of log are completed • No more than 1 missing log • Logged pages and minutes match • Reader calculates total minutes & pages per week	• 4 out of 5 expectations for level 3 are met	• 3 or fewer expectations for level 3 are met
Home Reading	• Reads/logs <i>more</i> than 200 minutes of at-home reading in a school week • Reads <i>more</i> than 120 minutes on weekends	• Reads/logs <i>at least</i> 200 minutes of at-home reading in a school week • Reads <i>at least</i> 120 minutes on weekends	• Reads/logs <i>fewer</i> than 200 minutes of at-home reading in a school week • Reads <i>fewer</i> than 120 minutes on weekends	• Does not read or log at-home minutes • Does not read or log at-home minutes on weekends

2. Reading Habits	4	3	2	1
Reads in the ZONE	• Gets in the ZONE within one minute of transition to reading • Keeps focus on reading for full 30 minutes of workshop reading • Helps/reminds others to stay in the ZONE	• Gets in the ZONE within one minute of transition to reading • Keeps focus on reading for full 30 minutes of workshop reading	• Gets in the ZONE within one minute with reminders • Needs a reminder to keep focus on reading	• Does not get in the ZONE within one minute • Needs more than one reminder to keep focus on reading
Response to Reading	• Shows original thinking and insight by frequent post-it noting • Creates original 'stems' to push Post-it thinking	• Shows original thinking by post-it noting daily • Regularly uses class Post-it 'stems' to push thinking	• Shows some original thinking by post-it noting periodically • Sometimes uses class Post-it 'stems' in responses	• Does not Post-it/does not show original thinking • Does not use stems
Accountable Talk	• Shares original thinking in T&Ts	• Shares original thinking in T&Ts,	• Often shares original thinking	• Rarely/never shares original

5th Grade Reading Unit 1 Assessment

Reading Habits Rubric

	and partnerships • Grows <i>new</i> ideas about reading in T&T (RA) and partnership conversations	discussions and partnerships • Discusses thinking openly with reading partner (asks questions, responds to partner's thinking)	in T&Ts, discussions and partnerships • Occasionally stays engaged in conversations • Does not often respond to others thinking	thinking in T&Ts, discussions and partnerships • Rarely engaged in conversations • Does not respond to others thinking
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Red Flag Situation	If you See...	Here is a Sequence of things to address...
Engagement and Independence	• Kids going to the bathroom/sharpening pencils during reading workshop • Kids reading for a short time, then putting books down • Kids abandoning books • When asked to read aloud, kids' reading does not sound like talking—they are not reading to punctuation and the reading is choppy	• QUICKLY assess and match readers to books—you must get books that are just-right into their hands (pgs. 20-23) • Develop a plan for inspiring the community (e.g. do community circles around books, have frequent reading celebrations, show video clips about people helping each other to inspire) • Get high-interest, popular easy books into readers' hands (series/ books by author) • Do book introductions (pg. 52) and have kids do book buzzes (pg. 114) to build up level of excitement; have kids make recommendation charts and basket labels (<i>Books that Will Make You Cry and Cry, Anna's Favs!</i>, <i>Stories to Make You Shiver!</i>) • Show clips from <i>Units of Study</i> DVD and say, "This is where we will be in Jan!" • Do lessons on finding tons of just-right books (pg. 40) • Do lessons on fluency and helping readers to outgrow choppy, robotic sounding reading (p. 108) • Set class goals to read ___ books by ___ (and have celebrations when it happens!!)
Volume/Stamina (looking at logs)	• Kids only reading at school/only reading at home • Kids jumping from book to book • Kids reading one book for longer than it should take (ex. J book—more than 10 minutes, see chart in Curricular Cal.) • Kids reading less than 10-12 pages in 15 mins. (need to read ¾ of a page a min.)	• Be sure readers are matched to books • Be sure you are giving readers protected reading time EVERY day • Do a minilesson about how reading is like running. We need to set goals so we can read strong, fast, and long. We can use Post-it notes as goal posts and mark our books (pg. 56) • Coach individual readers to outgrow early reading habits (pg. 62) • Give readers time in share to discuss, analyze their logs, and problem solve (p. 53) • Talk directly to kids and have them set ambitious goals
Partner Work	• Partners looking away from each other • Partners' conversations running out of steam quickly—one partner speaks, then the other, then they are "done"	• Have partners read aloud parts to each other that they love • Teach partners ways to encourage and support each other: ("Wow, you read so much more than yesterday!" "Oh, you are trying another book by James Howe — awesome!" "It's so cool that you have a plan for what to read next!" "That part was tricky for me too—let's look at it together!" "Let's recommend this book to...!") • Do lessons on ways you can share your reading with a partner • Model partner talk
Ways Post-it notes are used to support/ extend reading	• Kids have few or no Post-it notes in their books	• Teach readers to use Post-it notes as goal posts so they can read more • Teach readers to mark cool parts they are dying to talk about • Teach readers to mark parts that are confusing for them • Be sure materials are easily accessible to students

Red Flag Situation (This type of situation must be addressed IMMEDIATELY before setting other goals.) **These conditions are usually seen together. That is, if you see evidence of one, probably most or all of the others are present. The good news is that means that working on any one aspect of the situation can help to resolve the other parts.

Orange Flag Situation	If you See...	Here is a Sequence of things to address...
Engagement and Independence (to discern this you may need to talk to kids and reflect on your own teaching)	- Kids reading with books held far away from them - Kids have bored expressions while reading and glance up frequently - Kids reading books at one level without patterns (e.g. when asked why they chose a book they might say, "I don't know, it was in the Q basket.") - When asked to stop reading, kids immediately shutting books and laying them down	Be sure readers are matched to books—readers will not be engaged unless they are reading books that are right for them - Develop a plan for inspiring the community (e.g. do community circles around books, have frequent reading celebrations, show video clips about people helping each other to inspire) - Get high-interest, popular, easy books into readers' hands (series/same books by one author) - Do book introductions (pg. 52) and have kids do book buzzes (pg. 114) to build up level of excitement; have kids make recommendation charts and basket labels (<i>Books that Will Make You Cry and Cry, Anna's Favs!, Stories to Make You Shiver!</i>) - Be sure you are modeling loving reading yourself—wear a love of reading on your sleeve!! - During read aloud, consistently model passion in responding to stories ("WHAT?!? I can't believe...?" "Oh my Gosh, I love this..." "Can't you just picture...") - Do lessons on finding tons of just-right books (pg. 40) - start doing lessons on reading yourself awake (pg. 68), holding onto meaning (pg. 84), and welcoming our books (p. 104)
Volume/Stamina (looking at logs)	- Kids are reading for inconsistent amounts of time (i.e. some days a long chunk of time, other days a few minutes) - Kids jumping from book to book - Kids abandoning books	Be sure readers are matched to books - Do lessons on fluency and reading with expression to improve rate, volume and stamina (p. 108) - Talk directly to kids about how to make more time for reading and have them set more ambitious goals
Partner Work	One partner probing, nudging the other to speak (the other partner is likely disengaged)	- Ramp up passion around books within partnerships: you can model how to act out parts with a partner and have partners act out parts from their own books - Do lesson about how to read in the company of others (p. 166) - Coach into conversations - Give students prompts to help them listen to each other ("So what you're saying is...", "I agree with you because...", "I disagree with you because...")
Ways Post-it notes are used to support/extend reading work	Post-it notes reflect cursory reactions to text (may only restate what is happening)	- Do lessons on ways you can use Post-it notes as you read - Do shared writing as a class—create class mentor Post-it notes and hang them as charts - Model writing Post-it notes in the read aloud consistently - Model deeply passionate Post-its in read aloud ("OH MY GOSH", "NO WAY!", "LOL")

Orange Flag situation (These readers are usually disengaged. Address this type of situation as soon as the red flags are addressed.)

Yellow Flag Situation	If you See...	Here is a Sequence of things to address...
Engagement and Independence (to discern this you may need to talk to kids and reflect on your own teaching)	• Yourself saying, "I don't want to interrupt their reading to confer" or "As long as they are reading I'm happy." • Kids talking only about the content of their books when asked what they are working on in reading • Kids reading books at one level without patterns (e.g. when asked why they chose a book they might say, "It was in the Q basket." Or "I liked the cover.")	• Be sure readers are matched to books! • Get kids off reading "autopilot!" • Do lessons about choosing texts that matter (p. 126) • Start doing lessons on reading yourself awake (pg. 68), holding onto meaning (pg. 84), and welcoming our books (p. 104) • During read aloud consistently model "think alouds" which show kids the reading work you are doing as you read (e.g. <i>"Oh my goodness...that is making me wonder..."</i>) • Teach your readers to set important, ambitious goals (e.g. I want to be the kind of reader who lets books leave a mark on me so that I think about them and bring them up in conversation even when I am not reading)
Volume/Stamina (looking at logs)	• Kids reading for inconsistent amounts of time (i.e. some days a long chunk of time, other days a few minutes)	• Be sure readers are matched to books • Show students a mentor log and get them to name and notice patterns and help problem solve, if necessary—make a class "solution chart" • Give readers time in share to discuss, analyze their own logs, and problem solve (p. 53) • Talk directly to kids about how to make more time for reading and set strong goals
Partner Work	• Partners only agreeing with each other (<i>"Me too, Same with Me"</i>) • Partners talking without referring to the text • Partners repeating the other's idea	• Do lesson about how to read in the company of others (p. 166) • Coach into conversations • Give prompts to help students build on each other's thoughts (<i>"I hear what you are saying, but I think..."</i> <i>"That reminds me..."</i> <i>"I'm starting to realize..."</i>) • Take the part of a proficient partner in a conversation • Teach kids to act out parts to learn more about how a character feels/get insight into what type of person a character is • Give time for students to prepare before talking • Show class a transcript of successful conversation and let them name the moves that make it successful
Ways Post-it notes are used to support/extend reading work	• Post-its that all predict or all retell or all... etc. rather than showing a variety of responses to reading • Post-its that all follow only the strategy taught that day rather than showing a repertoire of strategies learned previously	• Do shares/mid-workshop teaching points that remind students of the repertoire of ways they can use Post-its • Do shared writing as class—create different class mentor Post-it notes—hang as charts and have kids label which one is their specific goal Post-it note • Have students look at others' Post-its and name what is strong and they can try • Give share time to partners to look at and assess each other's Post-it notes

Yellow Flag situation (These readers are usually reading but not reading with agency. Your teaching must be toward making these readers more reflective and accountable for growing as readers and letting reading change them.)

3-8 Building a Reading Life

Green Flag Situation	If you See...	Here is a Sequence of things to address...
Engagement and Independence (to discern this you may need to talk to kids and reflect on your own teaching)	• Kids reading with their books pulled close • Kids drawing on a repertoire of strategies while they are reading • Kids making plans for what they want to read (either written or can say when asked) • Kids able to say goals for themselves as readers	• Do lessons to teach readers that they should not just draw on all of the strategies that they have learned but that they should be purposeful in knowing what part of a story is best for a given strategy • Push students' independence and goal-setting by doing lessons about developing identity as a reader by learning from best and worst reading times (pg. 2), making honest, important resolutions (pg. 24) • Model continuing to set goals that help you outgrow what you have been doing as a reader • Do lessons to heighten envisionment, inference and interpretation skills (draw from <i>Building a Reading Life</i> and <i>Following Characters into Meaning</i>)
Volume/Stamina (looking at logs)	• Kids reading for the appropriate amount of time each day given their levels • Kids finishing books in an appropriate amount of time given their levels • Kids making purposeful choices about what to read (e.g. reading all books by an author, reading in a series, reading in a genre, etc.)	• Talk directly to kids about the research in reading and the amounts they should be reading in order to excel as readers • Find powerful ways to celebrate readers' attempts to go over and beyond (highlight during mid-workshop, shares, use as connections in minilessons) • Do lessons about using reading log as a tool to let us know our patterns and what our leaps toward new work should be
Partner Work	• Partners actively listening to each other and reflecting what the other has said • Partners talking and referring to the text • Partners repeating the other's idea and using prompts to build new ideas	• Do lessons on reading in the company of partners (pg. 166) and thinking over stories with partners (pg. 182) • Teach readers to act out parts to grow ideas and insights about texts • Show clips from <i>Units of Study</i> DVD of partners acting out scenes from book • Talk to readers about how they can read differently because of their conversations (pg. 178) • Fishbowl conversations and let readers name what is strong about these and/or offer suggestions
Ways Post-it notes are used to support/extend reading work	• Post-it notes that show a reader is drawing on a repertoire of strategies	• Put up charts with more nuanced words to describe character traits/emotions • Do lessons on learning words from books and using these words in our writing and conversations about books • Create mentor Post-its and name for students what is strong about these, then let them try to create their own

Green Flag situation (these readers are usually proficient and your teaching needs to ratchet up the level of their reading work and thinking so that they can outgrow what they are already doing)

3-8 Building a Reading Life

Blue Flag Situation	If you See...	Here is a Sequence of things to address...
Engagement and Independence (to discern this you may need to talk to kids and reflect on your own teaching)	• Kids reading nose-in-book, eyes in print and their faces will usually show great expression while they read (eyes widen, mouths drop open, chuckle, etc.) • Kids reluctant to stop reading • Kids reading any chance they get (on line, in the yard, during choice time, etc.) • Kids drawing on a repertoire of strategies • Kids having books (actual piles or written lists) that they want to read next	• Get kids involved in their own private genre-studies, or author-studies so that they are creating strong reading identities • Give students one of TCRWP's assessments and take the assessment yourself to have an understanding of what work you do as a reader and where you need to take your highest readers • Talk to teachers in grades above you and/or study Common Core Standards of grades above you to gain an understanding of what your highest readers need to learn next • Help kids to have ambitious goals that they can work on for two or three weeks (e.g. keep other books in mind while I am reading, I will keep old books out on my desk and think across texts)
Volume/Stamina (looking at logs)	• Kids often reading beyond the required amount of time • Kids frequently reading for long chunks of time	• Consistently remind students (mid-workshops, shares) about using the log as an artifact to reflect on growth as a reader and set goals • Model reflecting on your own log • Share reading research on rate, volume, and stamina with students (look at Dick Allington's work with students) • Have students use logs to record the whole of their reading lives (logs can track not only main novel they are reading but also other reading—magazines, newspapers, websites, etc. • Help them keep their nonfiction reading life going while they are reading fiction
Partner Work	• Partners using the book in their conversations and ground all ideas in text • Partners coming prepared with questions, ideas, favorite parts marked, • Partners building on what the other says • Partners keeping a conversation going for longer than required • Partners speaking about books with passion	• Take the part of a proficient partner and help ratchet up the level of the partnership's work (ex. explicitly show students how you are playing devil's advocate) • Teach dramatization to grow ideas—have partners watch clip from the <i>Units of Study</i> DVDs and act out scenes to grow ideas about characters but also to learn from characters and grow larger ideas“(this is making me realize that sometimes in life...”) • Have partners watch other partnerships to find new work they could try • Partners could watch videos of partnerships and clubs from the DVDs from <i>Units of Study</i> and discuss what they notice and could try • Help partners to talk to each other not only about their books, but also their goals and how they can help each other

Ways Post-it notes are used to support/extend reading work	• Post-it notes show that reader sees when a part is best suited for a specific type of response	• Do lessons about looking over all of your Post-it notes, organizing and growing more ideas from looking at these • Do lessons about looking across your Post-it notes over time to assess your own growth as a reader and make new plans/set goals
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Blue Flag situation (These readers are usually expert and your teaching needs to help them to have greater agency, metacognition, and reflection.) Building a Reading Life DRAFT

All page numbers refer to the text *Building a Reading Life: Stamina, Fluency, and Engagement* from the recently published *Units of Study for Teaching Reading* by Lucy Calkins and Kathleen Tolan

Building a Reading Life for Upper Grades DRAFT

5th Grade Reading Log – Read, Baby, Read!



Name _____ Date _____ Minute Goal this Week _____

H/S	Date	Title	Level	Time Started:	Time Finished:	TOTAL MINUTES	TOTAL PAGES
		Week:		Total Minutes Read this			
		Week:		Total Pages Read this			

E.L. HAYNES
PUBLIC CHARTER SCHOOL
BY KING • MORE WARD • GET SMART

Name _____ Date _____ Minute Goal this Week _____

[illegible]

Times to Stop & Jot

- ▶ **When you realize something about a character!**

"This character is feeling..."

"When this character said or did _____ it makes me think..."

"I used to think this character was....but now I realize...."

"This character reminds me of..."

"This character is changing because...."

"This character is different now because..."

- ▶ **When the plot twists and turns!**

"This is a problem because..."

"This problem is getting worse because now..."

"I knew this would happen because..."

"This is just like before when..."

"This is going to affect the characters because..."

"This is going to cause a change because..."

"The problem is getting solved by..."

- ▶ **When you burst with questions!**

"Why would....?"

"How come...?"

"How could she...?"

- ▶ **Come across a tricky word!**

"I think this word might mean..."

"Another word that could fit in here is..."

Times to Stop & Jot

- ▶ **When you realize something about a character!**

"This character is feeling..."

"When this character said or did _____ it makes me think..."

"I used to think this character was....but now I realize...."

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- ▶ **When you burst with questions!**

"Why would....?"

"How come...?"

"How could she...?"

- ▶ **Come across a tricky word!**

"I think this word might mean..."

"Another word that could fit in here is..."

High School Scope and Sequence

Ninth Grade	Tenth Grade	Eleventh Grade	Twelfth Grade
- English 9 (1CU) - Algebra 1 or Geometry (1CU) - Material Science (1CU) - World History 1(1CU) - Art or Music (1CU) - Physical Education/Health 1(1.5 CU) - Elective (1CU)	- English 10 (1CU) - Algebra 2 (1CU) - AP World History or World History 2 - Biology(1CU) - Art or Music(1CU) - Language or Coding 1 (1CU) - Elective (1CU)	- English 11 (1CU) - Algebra 2/Trigonometry or Geometry (1CU) - US History (1CU) - AP Computer Science, AP Biology or Engineering (1CU) - Physical Education/Health 2 (1CU) - Language or Coding 2 (1CU)	- AP English or English 12 (1CU) - AP Statistics or Statistics (1CU) - Economics and Financial Literacy(1CU) - AP Psychology or Psychology(1CU) - Elective(1CU)

Graduation Requirements—amended from current DC graduation requirements¹

Course	Credits	Rationale
English	4.0	The Common Core State Standards (CCSS) call for four (4) years of English, a norm found across states. Colleges and employers seek individuals with excellent research, analytical, and oral and written communication skills developed through a rigorous English/language arts curriculum.
Math	4.0	While the Common Core State Standards (CCSS) can be met within three (3) years, an additional year is recommended. Students need advanced math to help them solve increasingly complex problems in a technological world. Math sharpens analytical skills and helps people navigate the everyday world of saving, investing, and life as an informed citizen in a democracy. Nonetheless, existing research supports the inclusion of a course beyond Algebra II. Studies show that this additional course is the best way for students to retain and apply knowledge learned in Algebra II, allowing for a deeper master of the content.
Science	4.0	Too many students are not adequately prepared for the new technology/innovation economy. There is an increasing need

¹ <http://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/DCSBOE%20Graduation%20Requirements%20Chart%20-%20FINAL%20DRAFT%20PROPOSAL%20-%2012%2019%2012.pdf>

		(and demand) for employees with an educational background in science, technology, engineering, and mathematics, and students will need to be well prepared for work in these fastest-growing sectors.
Social Studies	4.0	Courses in social studies produce well informed, tolerant, global citizens who can think critically about how the past shapes the future of world events.
World Languages	2.0	Monument Academy considers learning coding or American Sign Language as fulfillment of the World Languages Requirement. Skills in coding and languages provide foundations for continued skill development, cognitive benefits, and employment opportunities.
Visual/Performing Arts	1.0	Participation in the visual and performing arts is linked to gains in math, reading, cognitive ability, critical thinking, and verbal skills. These benefits accompany positive social and emotional development among other gains.
Electives	3.0	Monument Academy students will fulfill the electives requirement through a choice of CTE classes.
Physical and Health Education	2.5	Aligned with the Healthy Schools Act, and recognizing the prevalence of obesity among the District's youth, physical education and physical activity is a priority. Recognizing the importance of all physical activity, this requirement may be met through a number of different mechanisms. Further, to ensure that students receive a minimum level of exposure to health education (which should emphasize sexual health), 0.5 units are devoted to health education.
College and Career Readiness	0	Core course requirements and CTE electives prepare students for college and career readiness.
Community Service	0	Students will complete 100 hours of community service throughout the high school years at Monument Academy. This requirement helps students develop a sense of citizenship as well as a connection to their community.
Total Units Required	24.5	



buildinghope

Sallie Mae's commitment to K-12 education

February 25, 2014

John "Skip" McKoy
Chairman
District of Columbia Public Charter School Board

RE: Monument Academy Public Charter School

Dear Mr. McKoy,

As you know, Building Hope was created over 10 years ago to help quality District of Columbia public charter schools overcome the significant facility barriers that exist in the District's competitive real estate market. Building Hope offers a variety of programs designed to help schools overcome these barriers 1) lending money at below market rates; 2) identifying, acquiring and developing buildings at below market rates; 3) extending credit and lease guaranties; 4) managing the day to day operations of the Charter School Incubator Initiative; and 5) providing professional services.

For start-up charter schools such as Monument Academy, a lack of operating history, low number of students in the early years, and the residential component of their program only add to an already challenging environment. We have met with the founding team of Monument Academy and informed them of our services, the District's facility challenges and opportunities, and the other players in the charter school facility arena in the District of Columbia. We also did a quick commercial real estate search and was able to identify one suitable property, so we know that there are potential properties in the marketplace to support their unique program.

Our credit enhancement program that gives preference to new schools, and the Charter School Incubator Initiative, were designed specifically to help start-up schools like Monument Academy to secure a facility. Building Hope has a 100% success rate in helping new schools secure space and are confident that this success will continue for the 2015/16 school year to accommodate Monument Academy.

We are pleased to see Monument's proposal for a unique charter school designed to meet the needs of students that have very few options. We know that the residential component of their programs presents significant facility challenges, but we are up to the task of finding the space to make this important program a success. We look forward to working with Monument's team to identify specific space once they receive their charter.

Sincerely,

Thomas Porter
Vice President, Real Estate Operations

GOVERNMENT OF THE DISTRICT OF COLUMBIA
Child and Family Services Agency



OFFICE OF THE DIRECTOR

February 18, 2014

Skip McKoy, Chair
District of Columbia Public Charter School Board
3333 14th Street, NW, Suite 210
Washington, DC 20010

Dear Mr. McKoy:

On behalf of the Child and Family Services Agency (CFSA), I am pleased to confirm support for the proposed Monument Academy Charter School. I understand Monument Academy is proposing a weekday boarding school for students in grades 5-12, whose mission is "to provide students, particularly those who have had or might have contact with the foster care system, with the requisite academic, social, emotional and life skills to be successful in college, career and community, and to create an outstanding school that attracts, supports, and retains exceptional and caring people." I further understand that Monument Academy desires to reach, educate and serve a population of students that often face disparities in academic achievement, including children involved with the child welfare system. The proposed combination of a rigorous academic program, coupled with a nurturing school culture and residential environment is a program model that could yield positive results for a population of students who often need additional academic support.

CFSA is the District of Columbia's public child welfare agency (Title IV-E and IV-B) that protects child victims and children at risk of abuse and/or neglect. Services include family stabilization, reunification, foster care, adoption, and supportive community-based services to enhance the safety, permanence and well-being of abused, neglected, and at-risk children and their families in the District of Columbia. The Agency seeks to achieve the highest quality of community-based services, to increase the number of families who receive community-based preventive and support services, and to expand the network of resources providing services to at-risk children and their families. In this capacity, CFSA seeks to maintain close and positive working relationships with District agencies and community-based partners, such as the District of Columbia Public Charter School Board.

Under the leadership of CFSA's Office of Well-Being, we have placed a priority on education; CFSA desires all children and youth to do well academically. We have enhanced our focus on ensuring the healthy growth and development of all children, and are intensifying efforts to ensure that children and youth attend school; perform at grade level; graduate from high school; and enter college, vocational school, and/or the workforce. CFSA has collaborated with Monument Academy through data sharing and providing an understanding of the child welfare

system, particularly what it takes to address the multiple needs of child-welfare involved children and youth. Throughout this collaboration, CFSA is encouraged by the possibility of partnering further to serve children and youth in a school setting designed with their needs in mind. I understand that Monument Academy's proposed extracurricular and residential programming allows a unique opportunity for students' growth and development. I further understand that youth would be able to continue their education and daily routines, regardless of living arrangement and/or permanency goal, which research indicates contributes to long-term academic success, particularly among child welfare involved children and youth.

We wish you the best with your submission and we look forward to the opportunity to working with the Monument Academy program to strengthen and expand students' growth and development within an educational setting. If you have any questions or require additional information, please do not hesitate to contact Michele Rosenberg, Chief of Staff at (202) 442-6160.

Sincerely,

A handwritten signature in blue ink, appearing to read "Brenda Donald", is written over a light blue horizontal line.

Brenda Donald
Director

February 20, 2014

Skip McKoy
Chair of DC Public Charter School Board
3333 14th Street, NW, Suite 210
Washington, DC 20010

Dear Skip,

I wanted to drop you a short note offering my support for the Monument Academy's charter application. I'm excited to see such a thoughtful team working on behalf of foster care youth.

Our City remains, all these years after, desperately in need of schools designed to our City's most at-risk youth. And older, foster care students certainly need our collective support and best efforts.

The combination of a nurturing, therapeutic and family-like environment, rigorous, but student-centered academics, and sound life and transition services lays the foundation for a really special, effective school. One that we need, and one that I hope the Charter Board will support.

If you or anyone on the board would like to talk with me about Monument Academy, feel free to just call or email me. I'd be happy to chat.

All the best,



David Domenici



Tuesday, February 18th, 2014

Skip McKoy
Chair of DC Public Charter School Board
3333 14th Street, NW, Suite 210
Washington, DC 20010

Dear Mr. McKoy

On behalf of the Flamboyant Foundation, I strongly support Monument Academy's efforts to build a weekday boarding school for students in the foster care system in order to equip them with the academic, social, emotional, and life skills needed to succeed.

Monument Academy's belief that all students have the capacity to succeed at high academic levels and experience positive life outcomes is aligned with Flamboyant Foundation's mission to improve educational outcomes for public school students. Specifically, Flamboyant Foundation has supported a team of D.C. public school teachers and our Director of Curriculum and Program Design to advise Monument Academy's on its family engagement strategy, which is a part of its five-pillar approach to ensuring success.

The Flamboyant Foundation is delighted to be a thought partner for Monument Academy. We fully support Monument Academy's effort to secure a charter that would allow it to further improve educational outcomes for DC foster youth.

Sincerely,

Susan Stevenson
Executive Director

MEMBERS OF THE BOARD

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LOS ANGELES UNIFIED SCHOOL DISTRICT

Administrative Office
333 South Beaudry Avenue, 24th Floor
Los Angeles, California 90017
Telephone: (213) 241-7000
Fax: (213) 241-8442

JOHN E. DEASY, Ph.D.
SUPERINTENDENT OF SCHOOLS

February 12, 2014

Skip McKoy
Chair of DC Public Charter School Board
3333 14th Street, NW, Suite 210
Washington, DC 20010

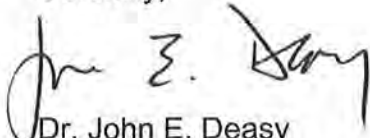
Dear Mr. McKoy:

As the superintendent of the Los Angeles Unified School District, I have seen too many youth who struggle to realize their fullest potential. I especially have witnessed the challenges our foster youth must overcome in order to get a diploma. It is critical that we do a better job at creating a robust learning environment to ensure our foster youth succeed in life. Monument Academy has created a strong application to provide the learning environment each child attending will need to be successful. That is why I enthusiastically agreed to be an adviser for Monument Academy charter application.

Through its unique boarding school model and focus on the whole child, I am confident that Monument Academy will provide the stability and supports its students deserve. By providing students in grades 5-12, with a robust college readiness curriculum, therapeutic supports, and essential life skills, Monument Academy will be able to alter the dismal results we see for our foster youth.

Please feel free to contact me at 213-241-7000 if you have any questions about my support of this application.

Cordially,


Dr. John E. Deasy
Superintendent



February 14, 2014

Skip McKoy
Chair of D.C. Public Charter School Board
3333 14th Street, NW, Suite 210
Washington, D.C. 20010

Dear Mr. McKoy:

The purpose of this letter is to express my strong support for Monument Academy's application for a charter from your board. I am eager to communicate to you my enthusiasm for Monument Academy's vision and plan and to describe the reasons for my support for this inspiring proposal.

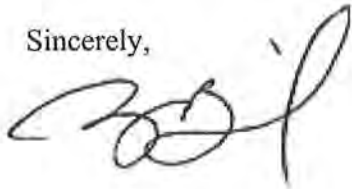
I have met with Emily Bloomfield and Joan Lee of Monument Academy on several occasions over the last year to discuss in detail their plans for the school. Our conversations have focused on their vision to provide evidence-based, cutting-edge, and comprehensive social and emotional support for their students. I have been immensely impressed by the approach taken by the leaders of this school in developing their plans to incorporate the latest national research findings on best practices in non-academic, "non-cognitive" skill development in schools serving high-risk children. We have had substantive and productive conversations about how my colleagues at Georgetown and I might work together with the school to provide direct mental health care for Monument Academy students, and also contribute to a school culture and learning environment that optimizes wellness.

I am a child and adolescent psychiatrist with strong clinical and research interests in reducing mental health disparities affecting children from underserved communities, and in bringing best practices in evidence-based mental health care to children who have experienced trauma. I am highly motivated to bring the resources and expertise of my colleagues in the Department of Psychiatry at Georgetown into the D.C. community in order to address the many challenges facing youth in our city, and I cannot imagine a better project in which to invest our time and effort than our proposed collaboration with Monument Academy. The school's groundbreaking approach to working with children in the foster care system is much-needed, well-elaborated, and holds great potential to produce an immensely positive impact upon its future students. As plans for the school proceed, I plan to work closely with school administrators and staff to provide multiple

levels of mental health treatment, staff training, and school-wide support.

Please don't hesitate to be in touch with me regarding any questions you may have regarding my interest in and support for Monument Academy. I am grateful for your consideration of this letter.

Sincerely,

A handwritten signature in black ink, appearing to read 'MBiel', with a stylized flourish at the end.

Matthew Biel, MD
Chief, Child and Adolescent Psychiatry
Department of Psychiatry
MedStar Georgetown University Hospital
Associate Professor of Clinical Psychiatry and Pediatrics
Training Director, Child and Adolescent Psychiatry
Georgetown University School of Medicine

February 14, 2014

Skip McKoy
Chair, DC Public Charter Board
3333 14th Street NW
Suite 210
Washington, D.C. 20010

Dear Skip,

I am writing in support of the application of Monument Academy to become a charter school in the District of Columbia. I have had numerous discussions with Emily Bloomfield as she was developing the idea and have been impressed as she improved the proposal in response to comments made by the numerous thoughtful people she consulted along the way. I believe it is sound and should be approved.

The challenge of delivering effective education to children in or related to the child welfare system is an issue everywhere. Children who are moved from one foster care setting to another all too typically get moved from school to school with consequent damage educationally and emotionally. The low high school completion rates for children in foster care are deeply disturbing. We want to keep children out of the child welfare system whenever we can and, once placed, we want them returned to their biological parents or moved on to adoption as quickly as it is appropriate to do so. Even so, some children become long-term wards of the state with all too frequent negative consequences. Monument Academy would be an innovative effort which I believe has the promise of making an important difference toward stability and quality education for children who are in some phase of relatedness to the child welfare system.

I was the director of youth corrections in New York State in the late 1970s. I teach and write about issues of poverty. The concept that underlies Monument Academy is not uncontroversial, but, given the distinct problems that characterize other approaches, I believe the application is worthy of approval and I urge you and your colleagues to approve it.

Sincerely,

Peter Edelman

February 17, 2014-02-12

To: DC Public Charter School Board

From: Susan Gross, Former Chair, DC Citizen Review Panel for Child Welfare

Re: Charter School Application Submitted by Monument Academy

As Chair, from 2011-2013, of the DC Citizen Review Board for Child Welfare (which is charged by the Federal and DC governments with monitoring DC's child welfare system and recommending improvements), I learned a great deal about the needs of children foster care. No group of children in the child welfare system is more vulnerable nor has greater needs than pre-teen and teen-age youth. Not only are they going through the normal turbulence of adolescence, but they are dealing with the double trauma of abuse or neglect by their birth parents and separation from their birth families. Moreover, many are hard to place and either move from foster home to foster home (changing schools each time) or they live in group homes where they get little to no real parental support.

The outcomes for these youth, when they "age out" of the system, are terrible. Many have dropped out of high school, few go on to college, few have any employable skills, many have children to support, and many end up unemployed, homeless, or both.

There is therefore an enormous need for the Monument Academy, a residential school that will not only provide pre-teen and teen-age youth in foster care with a stable, high quality education but will also provide them with the stable, nurturing environment and psychological, emotional, social, and mentoring supports they need to become well-functioning adults.

I urge the DC Charter School Board to approve Monument Academy's application.

To: Mr. John McKoy, Chair
District of Columbia Public Charter School Board
3333 14th Street NW, Suite 210
Washington, DC 20010
communications@dcpcsb.org

February 13, 2014

Dear Mr. McKoy and Members of the DC Public Charter School Board,

As an attorney focused on the educational rights and needs of children in the dependency court system, I have become an advocate of innovative residential education campuses for our foster youth. I agree with Dr. Jane Conoley's statement, "The single greatest tool in overcoming adversity is a great education."

The educators, policy makers, and advocates behind Monument Academy have created a model that combines all of the elements necessary for a great education. Their plan to integrate academics, social-emotional well-being, life skills, stability and adult connection was developed after analyzing the latest studies and best practices research. We are learning more everyday about the unique needs of foster youth, and Monument Academy represents an innovative approach to addressing those needs.

And there is no question but that this kind of innovation is desperately needed. The current outcome statistics for our nation's foster youth are dismal, but perhaps the most appalling is that fewer than half the youth emancipated from foster care graduate from high school.

It is my belief that Monument Academy will not only change this statistic, but will be a model that other communities will follow. By providing a stable, safe and supportive environment coupled with an excellent, well-crafted curriculum, Monument Academy is sure to make a difference in the lives of foster youth.

I fully support the mission and vision of Monument Academy. Please feel free to contact me at the email and phone number below if further discussion is needed.

Sincerely,

Wendy

*Wendy Kilbourne Read
Foster Care and Education Consultant
Charter School Developer
805-637-3790
wkread@gmail.com*



February 27, 2014

Emily Bloomfield
Monument Academy
Washington, DC

Dear Emily:

As Founder, President, and Chief Executive Officer of Turnaround for Children (Turnaround), I am writing to express support for the goals Monument Academy has established in the creation of its charter application to the DC Public Charter School Board. This application provides a unique opportunity to support some of Washington's highest-need students, and presents a strong strategy around which the community can rally.

The strengths of Monument Academy's application lie in its focus on building a foundation for all students that incorporates a rigorous plan to meet their academic and social-emotional needs. This goal mirrors Turnaround for Children's work in helping to establish a "fortified environment for teaching and learning" at its partner schools in three districts around the country, including five low-performing, high-poverty schools in DC in the 2013-2014 school year.

Turnaround for Children partners with public schools to address the obstacles to teaching and learning that stem from the stress of poverty. Turnaround has designed a targeted intervention to mitigate the way this stress impacts student readiness to learn. The organization has a track record of driving success for all children. Outcomes in Turnaround's partner schools in other geographies have covered a broad range of academic and non-academic results, including the following:

- Student Support Systems have consistently identified over 10% of students in partner schools as high-need, with over 90% of these students receiving services within 30 days (as opposed to the typical several months wait or receiving no services);
- Students referred to mental health treatment showed positive outcomes in the areas of symptom improvement, classroom functioning, and school attendance;
- Systematic observations of classroom effectiveness (using the Classroom Assessment Scoring System (CLASS) have shown 28% more teachers rated "high" in the areas of student engagement, emotional support, and classroom organization after the first year of Turnaround's teacher training curriculum;

- Most recently available data showed 15-20% declines in suspensions, severe chronic absenteeism, and serious incidents, along with improvements in teacher survey responses regarding the schools' learning environments;
- Schools with strong implementation of Turnaround's student supports and teacher training have seen slightly higher academic proficiency trends when compared with peer schools, as well as increased capacity to implement a wider range of academic reforms.

To support Monument Academy's efforts, Turnaround for Children has been advising the founding team on the creation of its charter school application and elements of the school's structure. Turnaround is eager to continue working with the Monument Academy team during next year's planning year, providing our expertise in the design of fortified environments for teaching and learning, including how to:

- build systems of direct support for Monument's highest need students;
- strengthen teachers' skills for and understanding of managing student behavior, engaging students in their learning, and child development; and
- support school leaders in driving the creation of an optimized culture for social-emotional and academic learning and growth.

By establishing a fortified environment for teaching and learning, Monument Academy would lay a foundation for the use of personalized learning strategies and to ensure college and career readiness.

Turnaround for Children strongly supports Monument Academy's application to the DC Charter School Board and is excited to help Monument Academy succeed.

Should you need additional information, please do not hesitate to contact me at (646)786-6206 or at pacantormd@tfcusa.org.

Sincerely,



Pamela Cantor, MD
President & CEO
Turnaround for Children

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3600 Georgia Avenue, NW
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Kansas Avenue Campus

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(202) 706-5838 (Grades 9-12)

info@elhaynes.org
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February 28, 2014

Mr. Skip McKoy, Chair
DC Public Charter School Board
3333 14th Street, NW, Suite 210
Washington, DC 20010

Dear Mr. McKoy,

As Founder and Head of School at E.L. Haynes, I am writing you and the other members of the DC Public Charter School Board to express my support for Monument Academy's charter application. I am eager to have more quality schools that are working with youth and families at risk. I believe that Monument Academy will be such a school. They have an innovative and comprehensive approach to supporting students' emotional well-being, life skills and academic achievement that will benefit their target population of youth in foster care and other at-risk youth and families.

I have known the founder, Emily Bloomfield, for six years and have spoken with her often and at length, and offered her advice and guidance as she has developed the vision for this school. I know that she has done exhaustive research looking at best practices in academics, mental health, life skills, and the predictors of success for youth who age out of foster care which is reflected in the charter application. This is a group of students with great potential and who traditionally have significantly lower levels of success than the average student. Many of us who are school leaders are eager to see new and promising approaches to support these students since we have many such students throughout the City.

E.L. Haynes' vision includes collaborating with other schools to improve all our practices. I encourage you to approve Monument Academy's charter and I look forward to continuing the collaborative work with Emily and her team to ensure we are providing outstanding educational opportunities for all of our students.

Regards,

Jennifer C. Niles
Founder and Head of School