



Virginia Public Charter School Application

(Revised June 20, 2011)

Charter School Name: Fairfax Leadership Academy

Date of Submission to Virginia Board of Education: October 28, 2011

Proposed Date of Submission to Local School Board: March, 2012

Name of Authorized Official:

Eric Wolf Welch

Date: October 27, 2011

Signature of Authorized Official:

Date: October 27, 2011

Instructions

All applicants for a public charter school should read the Public Charter School Application Process before completing the application. The process is available on the Virginia Department of Education Web site at the following link:

http://www.doe.virginia.gov/instruction/charter_schools/index.shtml.

Please complete the cover page and insert the name of the public charter school into the footer before completing the application. Each gray section in the document must contain a response.

Two hard copies of the completed application with the original signature of the authorized official on the cover page and on the certification page must be submitted to:

Dr. Margaret N. Roberts
Executive Assistant for Board Relations
Virginia Board of Education
P.O. Box 2120
Richmond, Virginia 23218-2120

In addition, a PDF version of the completed application document should be sent to Margaret Roberts at Margaret.Roberts@doe.virginia.gov.

Note: The Virginia Freedom of Information Act (FOIA), §§ [2.2-3700](#) et seq. of the *Code of Virginia*, guarantees citizens of the Commonwealth and representatives of the media access to public records held by public bodies, public officials, and public employees. Please be advised that documents submitted to the Virginia Department of Education are subject to FOIA and must be released in response to a FOIA request unless the records are exempt as specifically provided by law.

Part A: Applicant Information

School Information

Charter School Name: Fairfax Leadership Academy

Local School Division: Fairfax County Public Schools

Does the applicant presently have access to a facility suitable for a school?

We are requesting use of an available public school facility. See statement below.

If the answer is yes to the question above, insert address and information regarding ownership of the facility:

Fairfax Leadership Academy is requesting use of the Graham Road school building owned by Fairfax County Public Schools (FCPS) at 3036 Graham Road, Falls Church, Fairfax County, Virginia. The Graham Road school building currently is used for Graham Road Elementary School. The elementary school will move out of the building to a new site (the Devonshire Center) as of September 2012. The Fairfax County School Board when making its decision to move the elementary school to a new site agreed to continue ownership and maintenance of the Graham Road school building for educational programs. As stated in the May 22, 2008 minutes of the Fairfax County School Board meeting:

“The old school building be designated Graham Road Community Building.”

“The Graham Road Community Building remain in the FCPS inventory of properties.”

“The building remain a viable and valuable community asset serving a variety of educational, public services and recreational needs.”

A “Capital Improvement Plan” for the building be included in FCPS plans for future use.

One of the priorities for the School Board and community is to use the building for youth programs. We have discussed our proposal to use the building for our charter school with School Board members, the FCPS Leadership Team, including the Deputy Superintendent and Chief Operating Officer in charge of facilities, and community members, namely Arlington Boulevard Community Development (ABCD) organization that works with youth living in the neighborhoods surrounding the Graham Road school building, and have received positive feedback from all of them.

During the spring and summer of 2011, we met with staff from the Facilities Office of FCPS to receive technical assistance in developing a plan for our use of the Graham Road school building. This included meeting with building design staff and a school architecture company, Architecture, Inc., who has been previously contracted to work on the Graham Road school building. They prepared a proposed renovation plan with cost estimates for FCPS and Fairfax

Leadership Academy's Board of Directors to consider for future use of the Graham Road building by Fairfax Leadership Academy. This renovation plan is attached. It was determined minimal renovations are required to the Graham Road school building for our use with the only major renovation required being installation of a science lab for high school science classes. Most other renovation recommendations in the Architecture, Inc. proposal are for aesthetic purposes.

An official process will begin upon submission of our charter school application with FCPS staff and the School Board to consider use of the Graham Road school building for our charter school for an opening of our charter school in August 2013. This would provide a planning year to begin some renovations and upgrades to transition the building for use by Fairfax Leadership Academy. We are submitting our application to the state and Fairfax County School Board months ahead of official deadlines so we can begin this official process for receiving permission to use the Graham Road school building for Fairfax Leadership Academy public charter school.

Be aware of a number of factors related to the use of the Graham Road school building for Fairfax Leadership Academy public charter school:

- 1) The School Board and FCPS staff at this point have yet to determine full use of the building after Graham Road Elementary School moves out of the building as of September 2012. Two rooms will be used for the "SACC" program, an after school program for elementary students, for a few hours each weekday afternoon. Otherwise, no other use has been determined for the rest of the building.
- 2) Our program will serve 450 children. No other group has proposed a program to serve this many children. Along with the SACC program mentioned above, we will fully utilize the space in the Graham Road school building for the entire school day, 12 months throughout the year, thus providing a plan for efficient and cost-effective use of the building.
- 3) As described below in section V.1 "Statement of Need," FCPS is projecting a growing student population and overcrowding of current schools in Clusters 2 and 3 in the next five years. We provide a plan to make efficient use of available space at the Graham Road school building to serve students from these regions of Fairfax County that can help alleviate this future overcrowding of schools.
- 4) Fairfax Leadership Academy public charter school will also attract outside investment to the Graham Road school building and our programs at this site. No other group has proposed a program that can bring in such outside investment to FCPS for this site.

We look forward to finalizing plans to use the Graham Road school building for Fairfax Leadership Academy public charter school after submission of this charter school application to the state Board of Education and Fairfax County School Board.

School Location (City/Town and Zip Code): 3036 Graham Road, Falls Church, VA 22042

Ownership: Fairfax County Public Schools (FCPS)

Proposed Date of Application Submission to Local School Board: March 2012

Proposed Opening Date: August 2013

Applications for public charter schools should be submitted to the Board of Education within a time frame that is adequate enough to ensure that the public charter school application will also be submitted to the local school board in accordance with the application policies of the local school board.

| Content Areas and Instructional Services Offered (Please Check All That Apply) | | | |
|--|--------------------------|--|--------------------------|
| Early Childhood Education | <input type="checkbox"/> | Gifted Education | <input type="checkbox"/> |
| English/Language Arts | <input type="checkbox"/> | Special Education | x |
| Mathematics | x | Computer Technology | x |
| Science | x | Agricultural Education | <input type="checkbox"/> |
| History and Social Studies | x | Business and Informational Technology | x |
| Foreign Language | x | Career Connections | x |
| English as a Second Language | x | Family and Consumer Sciences | <input type="checkbox"/> |
| Health | x | Marketing | x |
| Physical Education | x | Technology Education | x |
| Driver Education | x | Trade and Industrial Education | <input type="checkbox"/> |
| Art | x | Electives: <i>AVID and IB Elective courses</i> | x |
| Music | x | Others: <i>IB Middle Years and Diploma Program</i> | x |
| Drama | x | | |

| Grades to be Served (Please Check All That Apply)* | | | |
|--|--------------------------|----------------|--------------------------|
| Pre-K | <input type="checkbox"/> | Sixth Grade | <input type="checkbox"/> |
| Kindergarten | <input type="checkbox"/> | Seventh Grade | x |
| First Grade | <input type="checkbox"/> | Eighth Grade | x |
| Second Grade | <input type="checkbox"/> | Ninth Grade | x |
| Third Grade | <input type="checkbox"/> | Tenth Grade | x |
| Fourth Grade | <input type="checkbox"/> | Eleventh Grade | x |
| Fifth Grade | <input type="checkbox"/> | Twelfth Grade | x |

*** If the public charter school intends to add or change grade levels at some point during the school's operation, please provide this information in the education program section of the narrative.**

If the public charter school is going to have a specialized focus (e.g., Science, Technology, Engineering, Mathematics [STEM], at-risk students, special education, career and technical education, gifted education), please describe the focus:

Fairfax Leadership Academy is designed to serve at-risk students living in the eastern portion of Fairfax County, namely in communities with the highest density of students on free and reduced lunch in Fairfax County, which include greater Falls Church, Bailey's Crossroads, and Annandale. Fairfax Leadership Academy provides a structure that focuses on students' needs that includes:

- A full-year school calendar
- An extended school day
- An eight-period bell schedule that provides more time in core academic subjects
- A small learning environment where faculty are able to know and respond to students' individual needs and personal development
- Intensive college and career preparation programs
- Leadership development through entrepreneurship and service programs
- Business and community partnerships that provide real world connections for classroom learning, career preparation, and leadership development

Fairfax Leadership Academy will focus on leadership development. We will prepare our students to be civic and business leaders for the 21st century. Our curriculum will incorporate college and career preparatory programs (such as AVID and IB) and business education programs (such as NFTE and Junior Achievement) that prepare students to be academic, business and community leaders. Our full-year school calendar and extended learning day will provide additional time to offer mini-courses in business leadership and service learning, both of which focus on leadership development.

Contact Information

Name of Individual/Organization Submitting Application: Fairfax Leadership Academy

Name of Contact Person for Application: Eric Wolf Welch

Title/Affiliation with Individual/Organization Submitting Application: Executive Director and Chairman of the Board

Office Telephone: 703-980-5852 **Mobile Telephone:** 703-980-5852

Fax Number: **E-mail Address:** ewelch@fairfaxleads.org

Prior Experience

1. Has the applicant had any prior experience operating a charter school or similar school?

Please check one of the following: Yes No

2. If the response to the question above is “yes,” please describe any prior experience with establishing and operating charter schools and/or similar schools. Please provide information such as the name of the school, the state where it is located, years of operation, and contact information. If the school is no longer operating, please provide the reason(s) for closure:

Our Board of Directors is made up of educators and community leaders from Fairfax County. We have deep roots in the community and in its public schools. We have decades of experience working in and leading public schools in Fairfax County, and specifically in the greater Falls Church, Baileys Crossroads and Annandale communities, working with low-income and minority students for whom our proposed charter school is designed to serve.

Our Board includes individuals with teaching and school administrative experience in Annandale High School, JEB Stuart High School, Fairfax High School, Edison High School, Thomas Jefferson High School for Science and Technology, Hayfield Secondary School, Poe Middle School, Twain Middle School, Kilmer Middle School and Cooper Middle School. Our Board also includes individuals with school governance experience on the local school board. One of our Board Members led the opening of an online high school and serves as the assistant director of that school. Our team consists of individuals who have successfully led Achievement Via Individual Determination (AVID) programs, International Baccalaureate (IB) programs, and special education services at middle schools and high schools in Fairfax County.

Please see the bios of our board of directors for specific background information on the schools where we have worked and other related credentials.

3. Please describe the relevant experience of the members of the proposed management committee:

Our Board of Directors is made up of educators and community leaders from Fairfax County. We have deep roots in the community and in its public schools. We have decades of experience working in and leading public schools in Fairfax County, and specifically in Falls Church, Baileys Crossroads and Annandale, working with low-income and minority students for whom our proposed charter school is designed to serve.

Our Board includes individuals with teaching and school administrative experience in Annandale High School, JEB Stuart High School, Fairfax High School, Edison High School, Thomas Jefferson High School for Science and Technology, Hayfield Secondary School, Poe Middle School, Twain Middle School, Kilmer Middle School and Cooper Middle School. Our Board also includes individuals with school governance experience on the local school board. One of our Board Members led the opening of an online high school and serves as the assistant director of that school. Our team consists of individuals who have successfully led Achievement Via Individual Determination (AVID) programs, International Baccalaureate (IB) programs, and special education services at middle schools and high schools in Fairfax County.

Please see the bios of our board of directors for specific background information on the schools where we have worked and other related credentials.

Part B: Narrative

The application narrative must contain all of the elements listed below as required by [Section 22.1-212.8](#) of the *Code of Virginia*.

I. *Executive Summary:* Provide an executive summary that addresses the need for the public charter school and its goals and objectives. (The suggested length is two pages.)

Fairfax County Public Schools (FCPS) is an established leader in public education. Its schools are ranked as some of the best in the nation. Yet, data demonstrates that FCPS is facing major challenges as the school system goes through a shift in the population it serves. Increases in low-income and minority student enrollment have put new demands on schools. Six FCPS high schools (mainly those in the eastern portion of Fairfax County) send less than half of their graduates to four-year colleges. 55% of students from FCPS that attend Northern Virginia Community College need to take remediation classes before they can begin college level coursework. In middle schools and high schools, the rate of disciplinary violations among minorities is much higher than as those of white students. The county's drop-out rate is dominated by students of low-income, minority backgrounds. These "achievement gap" issues are especially acute in regions of the county that have large populations of low-income and minority students.

Much is being done by FCPS to address the needs of these at-risk students. *The creation of Fairfax Leadership Academy public charter school will enhance FCPS's portfolio of services by establishing a public secondary school (grades seven through twelve) that provides a small learning community dedicated to an intensive college prep curriculum and post-secondary institution enrollment for at-risk students.*

Fairfax Leadership Academy will offer a number of unique strategies to prepare students for success in college and beyond:

- Longer school hours with increased time on core academic subjects
- Full year calendar
- Small learning community (75 students per grade level)
- Intensive college preparation for all students using the AVID and IB Programs
- Intensive career education programs that connect classroom learning to real world experiences with businesses, military, and other government and non-government organizations in the community
- Leadership development through service learning and civic engagement
- Collaborative evaluation and professional development that includes teachers, parents, students, community members, and school leadership in

the evaluation and professional development process of all personnel in the school.

- A collaborative leadership model that empowers teachers, parents and community members to be part of the management and decision making of the school.

To be a leader in the global economy of the 21st century, our country depends on an educated citizenry with more Americans attending institutions of higher education. It is because of this fact that our President, Governor, and other leaders are calling for public schools to improve their services, particularly with at-risk populations that have not traditionally gone to four-year colleges. By adopting Fairfax Leadership Academy as a public charter school, FCPS will put itself on the forefront of education reform. Fairfax Leadership Academy will serve as a laboratory and model for implementation of innovative strategies to prepare low-income and minority youth to attend and succeed in college.

Who are we and why are we proposing this charter school?

This proposal is lead by a group of educators and community leaders from Fairfax County. We have deep roots in the county and in its public schools. Our board members have decades of experience working with at-risk students in schools in the greater Falls Church, Baileys Crossroads, and Annandale communities, the areas which our charter school is designed to serve. We are community leaders who have served on Fairfax County's School Board and who have led organizations that provide assistance to families and children in these neighborhoods. We bring a passion for serving this community, and it is this passion that has driven us towards creating this charter school.

We recognize the merits of the current public schools in Fairfax County and do not enter this venture with any notion of trying to undermine the success of a world class school system. Rather, our intention is to provide an educational program with a unique structure that will enhance the county's ability to serve all of its students. Clearly, an achievement gap does exist in Fairfax County and throughout many other school divisions in Virginia and the United States. Addressing this issue is going to take a variety of approaches, and providing a structure that increases time and decreases class size is one approach that we believe is needed in our community in Fairfax County.

Our experience and research have demonstrated that time and size in schools are essential elements in raising academic achievement in at-risk students. Unfortunately, while a few attempts have been in Fairfax County to provide a modified calendar and smaller learning communities, no school presently exists with these features. We will pilot a full-year school calendar, longer school hours, a modified bell schedule that gives extra time to core academic subjects, and provide an intimate learning environment that promotes strong relationships between students, teachers, families, and the community. Our school will give teachers the additional hours they crave to work with

their students and to collaborate on professional development. Our school will give students the additional hours they need to reach academic mastery and to develop the skills and knowledge to be successful leaders in college and their future careers. Our school will bring together the best elements of Fairfax County Public Schools – AVID, IB, the Network for Teaching Entrepreneurship (NFTE) and Junior Achievement (JA) – with the community to serve students who have some of the greatest needs.

We look forward to being a laboratory and model for Fairfax County and other school divisions to study and potentially replicate our approach as they work to address the achievement gap issue.

II. Mission Statement: Provide a mission statement that is consistent with the principles of the Standards of Quality (SOQ). The following components must be addressed:

1. A description of the public charter school’s mission and how it is consistent with the principles of the Virginia SOQ. ([Section 22.1-253.13:1, Code of Virginia](#))

Mission Statement

Serving grades seven through twelve, Fairfax Leadership Academy will provide a small learning environment with extended school hours and a full year calendar emphasizing: college and career preparation; global and civic leadership; the building of positive relationships between faculty, students, parents, and the community; and a strong commitment to the academic and personal growth of all students so they will attend and succeed in a post-secondary institution.

The core principles of our school are:

- All students will receive admission to and succeed in a post-secondary institution.
- All students can reach their potential with the proper time, attention, and care.
- Serve a student population comprised of at-risk students from the Annandale, Baileys Crossroads and greater Falls Church communities of Fairfax County.
- A full year calendar with extended daily school hours (an eight-period block schedule) to provide increased learning opportunities.
- A small learning environment for academic and personal growth focused on the successful building of positive relationships among faculty, students, parents, and the community.
- A rigorous course of study using the AVID, IB, and NFTE programs’ curriculum to build 21st century skills.
- An interdisciplinary focus on the delivery of education and teacher professional development.
- Career education through community partnerships with businesses, the military, government and non-governmental organizations to bring a real world context to learning.

- Service to the community, developing leadership skills and civic engagement, through service learning projects.
- Collaborative evaluation and professional development that includes teachers, parents, students, community members and school leadership in the evaluation and professional development process of the school.
- A collaborative leadership model that empowers teachers, parents, and community members to be part of the management and decision making of the school.

Alignment of Mission with Virginia Standards of Quality (SOQs) and FCPS Student Achievement Goals (SAGs)

The mission statement of Fairfax Leadership Academy aligns with the Virginia's Standards of Quality and FCPS Student Achievement Goals.

Fairfax Leadership Academy will be a secondary school, grades 7 – 12, following the Virginia Standards of Learning curriculum, as well as additional programs in college and career preparation. As a public school functioning within FCPS, we will meet and exceed all FCPS Student Achievement Goals which are also aligned with Virginia's SOQs.

Enrollment in Fairfax Leadership Academy is consistent with Section 22.1-212.6 in the Code of Virginia. All students residing in Fairfax County are eligible to apply to our school. If more applications are submitted than space is available, a lottery will be conducted and a waiting list shall be established.

2. A description of any specialized area of academic concentration.

Fairfax Leadership Academy will focus on leadership development. We will prepare our students to be civic and business leaders for the 21st century. Our curriculum will incorporate college and career preparatory programs (such as AVID and IB) and business education programs (such as NFTE and Junior Achievement) that prepare students to be academic, business and community leaders. Our full-year school calendar and extended learning day will provide additional time to offer mini-courses in business leadership and service learning, both of which focus on leadership development.

3. Information about the public charter school's anticipated student population consistent with [Section 22.1-212.6](#), of the *Code of Virginia*.

Fairfax Leadership Academy will be a secondary school, grades 7 – 12, with 75 students per grade. We will begin our school in its first year, 2013-2014, with a 7th and 8th grade class and add a new 7th grade class each year. When we are at full-capacity in the year 2017-2018, we will have 450 students in grades 7 – 12.

Fairfax Leadership Academy is designed to serve at-risk students living in the eastern portion of Fairfax County, namely in communities with the highest density of students on free and reduced lunch in Fairfax County, which include greater Falls Church, Bailey's Crossroads, and Annandale.

Enrollment in Fairfax Leadership Academy is consistent with Section 22.1-212.6 in the Code of Virginia. All students residing in Fairfax County are eligible to apply to our school. If more applications are submitted than space is available, a lottery will be conducted and a waiting list shall be established.

Our school's location at the Graham Road school building in Falls Church will attract students mainly from Falls Church, Bailey's Crossroads, and Annandale: communities with the highest density of students on free and reduced lunch in Fairfax County. Our marketing plan (which is described in section VII.6) targets at-risk student populations in these communities.

III. Goals and Educational Objectives: State the goals and educational objectives to be achieved by the public charter school that meet or exceed the Standards of Learning (SOL). The following components must be addressed:

1. A description of the performance-based goals.

100% of students attending Fairfax Leadership Academy will graduate and pursue post-secondary education at a four-year college or related technical school (based on their career interests) or enlist in military service.

For students immediately enlisting in military service, our expectation is that they also will pursue post-secondary education at a four-year college, either while serving in the military or after their service is complete. We will monitor our students' educational and career paths after they graduate, providing post-graduate counseling and using this data on our graduates for evaluation and continual improvement of our educational program.

In our first three years of operation, we will measure leading indicators in grades 7, 8, 9, and 10 that demonstrate students are progressing towards graduating and attending a post-secondary institution. These leading indicators include:

- course sequence including passing state end-of-course exams (SOLs) and earning verified credits towards graduation and earning an advanced studies diploma
- competitive PSAT scores
- Enrollment in advanced level coursework (IB)

- Using GPA as a measure of progression towards college acceptance requirements
- Participation in AVID and other college and career prep activities
- Participation in extracurricular activities, including service learning projects

100% of students at Fairfax Leadership Academy will take rigorous, college preparatory courses through the IB program, Middle Years Program (MYP) and Diploma levels. As an IB school, students will complete at least one IB diploma level course prior to graduation. In grades 7 – 10, IBMYP curriculum is interdisciplinary, and therefore, will be incorporated into all classes.

100% of students attending Fairfax Leadership Academy will meet Virginia and FCPS graduation requirements, which includes passing required SOL exams and course offerings. In our first three years of operation, we will measure leading indicators in grades 7, 8, 9 and 10 that demonstrate students are progressing towards meeting these graduation requirements. This includes review of SOL Exam scores and pass rates for courses leading towards graduation. While our school is not test score driven, instead focused on developing the whole student, we expect all our students to meet state standard examination requirements for graduation.

All students will participate in intensive college preparation and planning through our AVID program and counseling programs that are incorporated into the curriculum and educational program of our school.

All students will participate in intensive career exploration programs where students apply their academic learning to real-world experiences. From grades seven through twelve, a student will have up to 18 opportunities to learn about various careers through career exploration mini-courses we offer each winter and summer (see our school calendar). Partnerships with businesses and organizations (including those from local and federal government agencies) will be utilized to provide these career exploration experiences.

All students will participate in leadership development through service learning and business leadership programs that are incorporated into the curriculum and educational program of our school.

Increase the rate in which English Language Learners exit their ESOL program, complete all graduation requirements in English and enroll in rigorous, college preparatory courses. All students at Fairfax Leadership Academy, regardless of their background, will take IB courses, at MYP and Diploma levels. Our eight-period schedule allows for ESOL students to take English language support courses and, if necessary, other academic support courses so they can succeed in rigorous IB course offerings. The full-year school calendar provides more time for students to master English language skills

within an academic year so in subsequent years they can move on to other rigorous courses.

Establish a “community school” model through business and community partnerships. These partnerships will be utilized in career exploration courses and other leadership development programs in the school. These partnerships will be utilized to provide wraparound services to students and their families in areas such as health and social services.

Active parent involvement with an emphasis on parents understanding the importance of a college education and how to prepare for college. This includes providing information to parents on financial planning for college and cultural awareness of the college experience and its importance towards future economic well-being. (Note: Many immigrant families do not understand the college experience and these cultural differences become a barrier preventing students from attending college. It will be a priority for our school to educate all parents on college, being sensitive to their cultural backgrounds while at the same time emphasizing the long-term economic advantages for students who attend college.)

2. A description of the related measurable educational objectives to be achieved by the public charter school. ([Section 22.1-253.13:1.B, Code of Virginia](#))

Measurable Educational Objectives

Fairfax Leadership Academy is designed to serve at-risk students living in the eastern portion of Fairfax County, namely in communities with the highest density of students on free and reduced lunch in Fairfax County, which include greater Falls Church, Bailey’s Crossroads and Annandale. Our objectives are to provide a structure that focuses on students’ needs that includes:

- A full-year school calendar
- A longer school day
- An eight-period bell schedule that provides more time in core academic subjects
- A small learning environment where faculty are able to know and respond to students’ individual needs and personal development
- Intensive college and career preparation programs
- Leadership development through entrepreneurship and service programs
- Inclusion of business community

This structure is designed to achieve the goals listed above.

***IV. Evidence of Support:* Provide evidence that an adequate number of parents, teachers, pupils, or any combination thereof, supports the formation of a public charter school. The following components must be addressed:**

1. Information and materials indicating how parents, the community, and other stakeholders were involved in supporting the application for the public charter school.

Fairfax Leadership Academy is being developed by educators, parents and community leaders from Fairfax County. A review of our Board of Directors (see section X.1) demonstrates the strong ties we have to the Annandale, Baileys Crossroads and greater Falls Church communities. We are a community based organization and our purpose is to provide a school that serves the needs of children and families in the Annandale, Baileys Crossroads and greater Falls Church communities.

A Statement Regarding the Public Marketing of Fairfax Leadership Academy Public Charter School

In the year and a half that we have been developing this charter school, our team has worked with Fairfax County Public Schools leadership to align our school with the strategic goals of the school district. During this time, we felt it was premature to publicly market the school before our application was submitted to the state. For that reason, we have not yet held public information meetings on our charter school proposal, we have not yet sought media support for our charter school proposal, nor have we spread a public petition to gain support for the school. We have built a strong network of educators, community leaders and organizations, and parent leaders who support us. As the state Board of Education is reviewing this application, we will initiate a public discussion on our school and we are confident that support for our school will continue to grow from the core group of community leaders and organizations we already have supporting us. A description of the marketing strategies we will use to market our school to attract parents and students to the school can be found in section VII.6.

2. Tangible evidence of support for the public charter school from parents, teachers, students, and residents, or any combination thereof, including but not limited to information regarding the number of persons and organizations involved in the process and petitions related to the establishment of the charter school.

As mentioned above in section IV.1, our board of directors is made up of educators, community leaders and parents who have strong ties to the communities we will serve.

In addition to our board, we have received letters of support from the following groups and individuals. These letters are attached as addendums to our application.

Letters of Support:

Arlington Boulevard Community Development (ABCD) organization. ABCD's mission is to enhance educational and community involvement opportunities to underserved children and families in the Graham Road school enrollment area located in the Arlington Boulevard (Route 50) corridor of Fairfax County. ABCD's programs serve hundreds of children and families from this community. Their Board is made up of community leaders and parents, many who have a long history of ties to the schools and families of this community. ABCD runs a Family Resource Center, a Computer Learning Center and a variety of educational and recreational programs for youth and their families in the community surrounding the Graham Road school building. Fairfax Leadership Academy will partner with ABCD to market our school and integrate these centers and programs with our educational program and community outreach activities of our school. By doing this, we insure a strong relationship with families in the community and that the impact of our school extends into the surrounding community.

Juliann Jordan Clemente, civic and business leader in Fairfax County, currently President of Clemente Development Corporation, a major corporate real estate firm in Fairfax County. Ms. Clemente was named "Lady Fairfax" in 2004 by the Fairfax County Board of Supervisors. Ms. Clemente grew up in Falls Church, attending Fairfax County Public Schools.

State Delegate Barbara Comstock, 35th District, who represents the communities of McLean and Great Falls in Fairfax County. Delegate Comstock is a parent of children who have attended Fairfax County Public Schools and board member of children's organizations such as Childhelp, a leading national non-profit organization dedicated to helping victims of child abuse, and Clemyjontri Park, a public park designed to provide children with disabilities a playground experience.

John Engler, President of the Business Roundtable, a national association of chief executive officers of leading U.S. companies with over \$6 trillion in annual revenues and more than 14 million employees. Mr. Engler is also the former Governor of Michigan, resident of Fairfax County and parent of children who attend FCPS schools. We look forward to working with the Business Roundtable to develop business partnerships for our school with their members.

Steve Greenburg, President of the Fairfax County Federation of Teachers (FCFT), the local affiliate of the American Federation of Teachers (AFT). Steve has taught for twenty-two years, eighteen in FCPS. His current assignment is as a third grade AAP teacher at Forest Edge Elementary School. Steve has served on the FCFT Executive Board for nineteen years in a variety of capacities including President, First Vice

President, Vice President, and Secretary. Steve has also worked for the Virginia Federation of Teachers as a State Lobbyist, and he has served (previously) in the FCFT offices for three years.

Patricia Hersch, best-selling author of *A Tribe Apart: A Journey Into the Heart of American Adolescence*. Mrs. Hersch's book documenting the lives of teens living in Fairfax County was on the *New York Times* best-selling list and is considered one of the finest contemporary studies of adolescent behavior. Mrs. Hersch continues to be active in Fairfax County, in the process of writing another book focusing on JEB Stuart High School and the diverse mix of adolescents living in the greater Falls Church community. Mrs. Hersch lives in Fairfax County and is a parent of children who have graduated from Fairfax County Public Schools.

State Delegate Tim Hugo, 40th District, who represents the southwestern part of Fairfax County, including the Chantilly, Centreville and Clifton communities. Delegate Hugo is a parent, business leader and community activist. He was recently named one of Washington Business Forward's Top 40 Rising Stars. Delegate Hugo is Executive Director of Free File Alliance, a tax preparation accounting firm based in Fairfax County.

State Delegate Mark Keam, 35th District, who represents the Vienna, Oakton, Dunn and Loring communities in Fairfax County. Delegate Keam is the first Asian-born immigrant to serve in the Virginia House of Delegates. He serves on the board for the Virginia Literacy Foundation and is a local member of the Rotary and Optimist clubs. When not serving his duties as State Delegate, Delegate Keam works for Verizon corporation. Delegate Keam is a parent of two children who attend Fairfax County Public Schools.

Bill Lecos, President of Lecos and Associates. Mr. Lecos is a well-respected business leader in northern Virginia, formerly serving as the president of the Fairfax Chamber of Commerce and vice president of the Greater Washington Board of Trade. Mr. Lecos served on the board of the Marriott Hospitality High School public charter school in Washington, DC and currently serves on the board for Junior Achievement of Greater Washington. Mr. Lecos and his children are proud graduates of JEB Stuart High School and live in Falls Church, Virginia.

Stu Mendelsohn, Partner for Holland and Knight law firm. Mr. Mendelsohn is a former member of the Fairfax County School Board and Fairfax County Board of Supervisors. He has served as the Chairman for the Fairfax County Chamber of Commerce.

United States Congressman Jim Moran, 8th District of Virginia, who represents the Annandale, Bailey's Crossroads and greater Falls Church communities in Fairfax County. Congressman Moran has been in public service for over thirty years and has been endorsed by educational groups such as the Virginia Education Association.

State Delegate Tom Rust, 86th District, who represents the Herndon and Chantilly communities of Fairfax County. Delegate Rust is a former Mayor of Herndon, a member of the House of Delegates Education Committee and member of the Governor's Higher Education Commission.

United for Social Justice is a community-based organization centered in the Culmore and Bailey's Crossroads communities of Falls Church. United for Social Justice's mission is to encourage and support low income and at-risk students to go to college. They sponsor numerous programs to educate students on college and career planning as well as work with students and families to encourage attendance to school and academic achievement. Fairfax Leadership Academy will partner with United for Social Justice to market our school and integrate their programs with the educational program and community outreach activities of our school. By doing this, we insure a strong relationship with families in the community and that the impact of our school extends into the surrounding community.

Meetings with Leaders from across Fairfax County

We have been developing this proposal for Fairfax Leadership Academy public charter school for a year and a half. One of the most important items in our school's development process has been to engage community leaders on our proposal and include them as part of the process. In addition to the people and organizations listed above, we have spoken individually with the following people and organizations to inform them of our proposal and receive their feedback. We will continue to work with these people and organizations throughout the application process and while the school is operating to insure the school is meeting the community's needs.

Current Fairfax County School Board members

Sandra Evans
Stuart Gibson
Martina Hone
Ilryong Moon
Jim Raney
Patricia Reed
Kathy Smith
Jane Strauss
Daniel Storck
Tessie Wilson

Candidates for this November's election for Fairfax County School Board

Lin Dai-Kendall
Louise Epstein
Pat Hines
Nancy Linton

Lolita Macheno-Smoak
Ryan McElveen
Megan McGlauglin
Michelle Nellenbach
Sheila Ratnam
Elizabeth Schultz
Steve Stuban
Ted Velkoff

Select members of the Fairfax County Public Schools Leadership Team, including the Cluster Assistant Superintendents for clusters 2 and 3 where our school will be located

Richard Moniuszko, Deputy Superintendent
Dean Tistadt, Chief Operating Officer
Jim Kacur, Cluster 2 Assistant Superintendent
Dan Parris, Cluster 3 Assistant Superintendent
Kim Dockery, Assistant Superintendent for Special Services
Maribeth Luftglass, Assistant Superintendent for Information Technology
Peter Noonan, Assistant Superintendent for Instructional Services
Phyllis Pajardo, Assistant Superintendent for Human Resources
Susan Quinn, Assistant Superintendent for Financial Services

The Deputy Superintendent's office assigned Jim Johnson, Special Projects Administrator, to be our main point of contact with the school district. He has served as a liaison and assists with all meetings and requests for information we have made with the school district.

Fairfax County Chamber of Commerce

Jim Corcoran, President
Christian Deschauer, Director of Public Relations

Fairfax County Federation of Teachers (Local AFT affiliate)

Steve Greenburg, President

Fairfax Education Association (Local NEA affiliate)

Michael Hairston, President
JoAnn Karsh, Executive Director
Janet Dawson, UniServ Director

Members of the Fairfax Board of Supervisors

Chairman Sharon Bulova
Providence District Supervisor Linda Smyth
Mason District Supervisor Penny Gross

Congressman Gerry Connolly (Legislative Director Dominic Bonaiuto)

Evan Glazer, Principal for Thomas Jefferson High School for Science and Technology

Surovell, Isaacs, Petersen and Levy law firm

Chap Petersen of Surovell, Isaacs, Petersen and Levy is serving as our lawyer for our organization to provide assistance on any legal matters as needed. Attached is a copy of the letter Chap Petersen sent to the Fairfax County School Board to inform them that he is providing legal representation for our organization.

3. A description of how parental involvement will be used to support the educational needs of the students, the school's mission and philosophy, and its educational focus.

As mentioned in our goals, we will have active parent involvement with an emphasis on parents understanding the importance of a college education and how to prepare for college. This includes providing information to parents on financial planning for college and cultural awareness of the college experience and its importance towards future economic well-being. Many immigrant families do not understand the college experience and these cultural differences become a barrier preventing students from attending college. It will be a priority for our school to educate all parents on college, being sensitive to their cultural backgrounds while at the same time emphasizing the long-term economic advantages for students who attend college.

Activities and programs we will offer for parents will include:

- Bi-annual parent meetings similar to "Back to School Night" conducted by grade level
- Bi-annual parent conferences similar to "Touching Bases" conducted by grade level
- Formation of a PTSA
- Inclusion of parents on professional development teams, including soliciting feedback via a survey twice each year on teacher performance and school services. This survey will be reviewed by faculty and school leadership to assist in evaluating and improving our school's performance and services to insure we are meeting parents' expectations.
- Monthly "AVID for parents" activities. This includes information sent home to parents on AVID and its college and career activities to include parents in the process of learning about college and careers.
- "Turning the Page" literacy building and parent education activities. "Turning the Page" is a non-profit organization that works with schools to build literacy through student-parent workshops held after-school regularly throughout the school year. This organization's expertise is in creating parent engagement in schools with high numbers of low-income and

minority students. Information on Turning the Page is attached to this application as an addendum.

All parents will sign an agreement that states they understand the commitment of their child attending Fairfax Leadership Academy. Three things emphasized in that agreement will be:

- They understand and support the full-year calendar and extended-learning day and they will make every effort for their child to attend school based on this full-year calendar.
- They understand the mission of Fairfax Leadership Academy, which includes the goal of all students attending a post-secondary institution after graduation. They will work towards and support their child in pursuing this goal, including taking part in activities that educate their family on the college process and assist them with college planning.
- They will make every effort to participate in parent activities and programs offered by the school and be willing to make their child's education a priority for their family.

As mentioned in our goals, Fairfax Leadership Academy will establish a "community school" model with active community involvement in our school through business and community partnerships. These partnerships will be utilized in career exploration courses and other leadership development programs in the school. These partnerships will also be utilized to provide wraparound services to students and their families in areas such as health and social services.

Our goal is to secure the community support needed to unfold the full potential of every student attending Fairfax Leadership Academy. Our current and future partner organizations include but are not limited to the following:

- ABCD
- United for Social Justice
- Fairfax County Department of Family Services
- Fairfax County Department of Community and Recreation Services (DCRS)
- Fairfax County Health Department - Community Health Care Network (CHCN)
- Fairfax Mentoring Partnership (An Initiative of the Fairfax Partnership for Youth)

We look forward to collaborating with these organizations and having them provide services at and through our school to families. The programs we intend to collaborate on will take place at the school in the capacity of an after-hours community center and will include but will not be limited to the following:

- Computer club for youth and tutoring.

- Youth leadership activities that we can bring to the school and involve our students. Many of these activities involve Immigrant leaders from the community who can serve as role models for our students.
- Use of IT labs and technology, including adult training programs to assist parents in learning technology skills.
- Use of our gym (will work with FCPS to renovate) for recreational and community programs.
- Fairfax County Adult Education programs as well as other private adult groups to use our space in the evening to offer adult education classes in English and other subjects (specializing in workforce development).
- Health & social services will be made accessible to students and their families through the school in collaboration with Fairfax County Department of Family Services and Health Department.
- Partnering with private groups such as local doctors and health service groups, banks and financial institutions, local businesses and the nearby shopping centers to provide information and services to the community through our school.
- College and career education programs for families to assist them in planning the process of their children attending college. This includes programs from financial institutions and organizations to educate parents in the financial planning for college.

While we will offer a comprehensive set of programs and services for parents to support the education of our students and achieve the goal of all students attending a post-secondary institution, we understand the population we are serving brings with it great challenges. Research locally and nationally indicates parent involvement of low-income and minority students to be low. As educators and community leaders who have decades of experience working in the communities we will serve in Annandale, Bailey's Crossroads and the greater Falls Church, we know that many students' parents work multiple jobs and have untraditional family situations due to immigration or other factors. We will take that into account with all parent outreach programs and services.

We recognize this challenge and this is why we are creating a school that provides a full-year calendar, extended learning hours and a small learning environment. Many students in these communities do not have the support and guidance at home from family to help them succeed in school.

Our school provides a small learning environment that allows our faculty to know each students' individual needs and to more easily reach out to each students' families. Too often, students from at-risk backgrounds become turned off from school, fail and drop-out is because they feel alienated by the large school environment. Our small learning environment makes it impossible for a student to become lost and to not get adequate attention from our faculty to address their needs. This not only includes knowing a students' academic and social needs, but also knowing a students' family. Because we

have a small student population, our faculty will reach out to and know every student's family.

Our school provides more time for students to be in school through our full-year school calendar and extended learning hours. One of the factors that makes success in school challenging for at-risk students is they do not have supports at home to help them succeed in education. The more we can have these students at school, involved in productive activities – academic, social, recreational and service-oriented – the more successful these students will be. A challenge conventional schools have with at-risk students is they lose these students for 10 weeks during the summer and after 2:05 pm during the school year. When these students are not in school, they are not getting support for their education, and often their home environment is not a place conducive to studying. We look forward to providing students more time and more opportunities to use our school for their education. It is a priority for our school to keep our doors open for students as much as possible so students can utilize the school and the programs and services it has to offer to the fullest extent possible. This includes avoiding as much as possible teacher and administrative workdays where students have time off from school. The more time we have with students at our school and involved in our school's programs, the more likely students will be successful.

V. *Statement of Need:* Describe the need for a public charter school in a school division or relevant school divisions in the case of a regional public charter school, or in a geographic area within a school division or relevant school divisions. The following components must be addressed:

- 1. A statement of the need for a public charter school that describes the targeted school population to be served and the reasons for locating the school within a particular school division.**

Statement of Educational Need

Fairfax County Public Schools (FCPS) is recognized as one of the top school districts in Virginia and in the nation. Many members of our Board of Directors work in FCPS and are proud of the accomplishments of this system. However, there are challenges FCPS and our nation faces, one of which is reducing the achievement gap that exists among socio-economic and racial/ethnic groups in the county. Below are data and research that demonstrate the existence of this achievement gap and how Fairfax Leadership Academy can provide FCPS a new and unique opportunity to address these issues.

The Changing Demographics of Fairfax County

Traditionally, Fairfax County has been considered a suburban county. Recent demographic data, however, demonstrates Fairfax is becoming more and more like an urban center with areas of high poverty and a large minority population. The traditional view of Fairfax County no longer reflects the reality.

To effectively address this demographic shift, we must be willing to modify our educational approach. The traditional, large middle school and high school structure that was created during the 1950s does not reflect the educational needs of Fairfax's population. Many of these middle schools and high schools have been modernized, through physical renovations as well as various new programs and teaching practices. But their basic structure – the standard school calendar, the six hour and 45 minute school day, their large size, the standard curriculum and courses taught – have not changed in decades. The changes taking place in society, our economy and the demographics of our county suggest it is time for a new school model to be offered in Fairfax County. Data that demonstrates an achievement gap exists among socio-economic and racial/ethnic groups in the county suggests it is time for a new school model to be offered in Fairfax County.

Poverty is on the rise in suburbs across America, at a faster rate than urban areas. The Brookings Institute states that since 2000, poverty in the suburbs of the nation's largest metropolitan areas has grown by 37 percent, more than twice the growth rate seen in cities and well above the national average. According to the Brookings Institute, since

2008, the suburbs have a larger and faster growing population of people in poverty than urban areas.ⁱ

Northern Virginia reflects this national trend. Nearly one quarter (24.3%) of children in Fairfax County live in poverty.ⁱⁱ Furthermore, many of these children living in poverty are concentrated in specific communities in the county, such as the eastern part of the Providence and Mason Districts, in the school boundaries of Falls Church High School, JEB Stuart High School and Annandale High School. This is where Fairfax Leadership Academy will be located, with the goal of addressing the needs of students in these communities.

The Community Foundation of Northern Virginia lists the area along the Route 50 and Route 7 corridor from Merrifield to Bailey's Crossroads as one of the highest concentrations of poverty in Virginia, and as such, one of the areas most in need of new, specialized social services ranging from education to health care.ⁱⁱⁱ Data from the Falls Church, JEB Stuart and Annandale high school pyramids show the rate of students on free and reduced lunch well exceeding the rest of the county, with over 60% of students on free and reduced lunch (2010 FCPS report figures). Not surprisingly, JEB Stuart High School and Annandale High School have the highest drop-out rates in Fairfax County at 15.8% and 10.8% respectively.^{iv}

Some of this poverty also reflects a change in the typical household in Fairfax County. Children living in single-parent households are on the rise in Fairfax County. 16.5% of children in Fairfax County live in single-parent households, with higher concentrations of single parents in the poorest communities in the county such as the greater Falls Church, Bailey's Crossroads and Annandale communities.^v

Immigration continues to change the nature of Fairfax County as well. Fairfax County's student population is now "majority minority." This places additional requirements and pressures on the school district as it attempts to serve a very diverse student population.

Beyond being a major contributor to the high levels of poverty found in specific communities in the county, immigrants have additional education needs, including ESOL and other remediation programs to more adequately incorporate them into our education system and society. In Fairfax County, since 2000, the Hispanic population under 18 years of age has grown 26%. Children with immigrant ancestry from other regions of the world are also rising. 49% of children in Fairfax County live in immigrant families with foreign-born parents. Again, these numbers are larger in specific communities such in eastern portion of the county.^v

Students from these immigrant backgrounds are considered "at-risk" because they are achieving at lower levels academically and are less likely to graduate. Fairfax Leadership Academy is designed to address the needs of these students, providing targeted

strategies that are proven by research to increase the achievement levels of low-income minority students.

In a recent report produced by the Center for American Progress and the National Council of La Raza entitled, “Next Generation Charter Schools: Meeting the Needs of Latino and English Language Learners (ELLs),” their research showed charter schools to be more effective in addressing the educational needs of Latinos and ELLs than conventional public schools. Their conclusion was charter schools addressed five important needs that conventional schools were not doing:

- Establishing high expectations for all students’ academic, intellectual and social growth.
- Accelerating the pace with which ELL’s engage with grade-level content.
- Expanding learning time opportunities (with full-year school calendars and extended school days).
- Training all staff on effective instructional strategies to engage ELLs.
- Using formal and informal strategies to promote family engagement and community collaboration.^{vii}

Fairfax Leadership Academy adopts these strategies. We provide Fairfax County an opportunity to enhance its programs to more fully address the needs of their diverse student population. The traditional structure of Fairfax County’s secondary schools is not keeping up with the changing needs of the county’s children. Particularly in areas of the county with high poverty and large immigrant populations, schools need to provide more intensive educational and social services. This includes a longer school day, a full year school calendar, academic support programs and additional college and career preparation programs. Children from poor and immigrant families need additional social services, so-called “wraparound services.” Fairfax Leadership Academy will be groundbreaking by providing these intensive educational services and wraparound services that reflect the needs of the demographics in the communities surrounding our school’s location.

ⁱ Allard, S. and Roth B.; *Strained Suburbs: The Social Service Challenges of Rising Suburban Poverty*, a report published by the Brookings Institute, October 2010: http://www.brookings.edu/~media/Files/rc/reports/2010/1007_suburban_poverty_allard_roth/1007_suburban_poverty_allard_roth.pdf and http://www.brookings.edu/papers/2010/0120_poverty_kneebone.aspx

ⁱⁱ Data from the Annie E. Casey Foundation “Kids Count Data Center: 2009.” <http://datacenter.kidscount.org/data/bystate/stateprofile.aspx?state=VA&loc=6851>

ⁱⁱⁱ Data from *A Portrait of Children in Northern Virginia 2010*, a report published by the Northern Virginia Community Foundation and Voices for Virginia’s Children: <http://www.novacf.org/images/Report.pdf>

^{iv} From the Virginia Department of Education 2011 Cohort Report: http://www.doe.virginia.gov/statistics_reports/graduation_completion/cohort_reports/index.shtml

^v Data from *A Portrait of Children in Northern Virginia 2010*, a report published by the Northern Virginia Community Foundation and Voices for Virginia's Children: <http://www.novacf.org/images/Report.pdf>

^{vi} Data from *A Portrait of Children in Northern Virginia 2010*, a report published by the Northern Virginia Community Foundation and Voices for Virginia's Children: <http://www.novacf.org/images/Report.pdf>

^{vii} Lazarin, M. and Ortiz-Licon, F. *Next Generation Charter Schools: Meeting the Needs of Latino and English Language Learners (ELLs)*, a report published by the Center for American Progress and the National Council of La Raza, September 2010:
http://www.americanprogress.org/issues/2010/09/pdf/charter_schools.pdf

Data on students enrolling in four-year colleges after graduation

The chart on the next page illustrates the number of students from schools in northern Virginia enrolling in four-year colleges after graduation. This data is a major factor for developing Fairfax Leadership Academy. Seven high schools from FCPS send 50% or less of their graduates to four-year colleges immediately following graduation. Three of these high schools – Annandale, JEB Stuart and Falls Church – are in the community surrounding the location of Fairfax Leadership Academy.

Number of students enrolling in four-year colleges after graduation (class of 2010)

Data taken from: http://www.doe.virginia.gov/statistics_reports/graduation_completion/hs_grads_completers/index.shtml

| <i>School</i> | <i>Total Grads</i> | <i>Attending Four Year College</i> | <i>% to Four Year</i> |
|---------------------------------|--------------------|------------------------------------|-----------------------|
| <u>Alexandria City</u> | | | |
| TC Williams | 659 | 314 | 48 |
| <u>Arlington</u> | | | |
| Wakefield | 320 | 133 | 42 |
| W-L | 426 | 277 | 65 |
| Yorktown | 440 | 362 | 82 |
| *H-B Woodlawn | | | 95 |
| <u>Fairfax</u> | | | |
| Annandale | 509 | 219 | 43 |
| Centreville | 531 | 341 | 64 |
| Chantilly | 680 | 466 | 69 |
| Fairfax | 582 | 306 | 53 |
| Falls Church | 296 | 125 | 42 |
| Marshall | 315 | 211 | 67 |
| Hayfield | 383 | 181 | 47 |
| Herndon | 505 | 311 | 62 |
| JEB Stuart | 331 | 143 | 43 |
| Madison | 465 | 373 | 80 |
| Robinson | 664 | 492 | 74 |
| Lake Braddock | 550 | 341 | 61 |
| Langley | 491 | 431 | 88 |
| Lee | 397 | 183 | 46 |
| McLean | 446 | 356 | 80 |
| Mount Vernon | 406 | 163 | 40 |
| Oakton | 606 | 450 | 74 |
| South County | 512 | 329 | 64 |
| South Lakes | 377 | 193 | 51 |
| Edison | 430 | 216 | 50 |
| Woodson | 539 | 395 | 73 |
| West Potomac | 417 | 213 | 51 |
| West Springfield | 534 | 350 | 66 |
| Westfield | 716 | 481 | 67 |
| Thomas Jefferson | 442 | 439 | 99 |
| <u>Falls Church City</u> | | | |
| Mason | 165 | 132 | 80 |

**Data on HB Woodlawn is provided from Arlington County Public Schools*

In a county that claims to have some of the best schools in the United States, and where future employment and economic vitality is very dependent on a college education, we find this data disturbing. We know that FCPS high schools are doing all they can to prepare students to attend college, but clearly something different needs to be done. This is why we are proposing Fairfax Leadership Academy.

One of the major factors contributing to this data of low numbers of students enrolling in four-year colleges after graduation is school structure. Providing a full-year school calendar, an extended school day, a bell schedule that maximizes time in core subjects, a smaller learning environment, and more intensive college and career preparation programs will better prepare students from these communities to attend college upon graduation.

There are those who will claim that these numbers are low simply because of the financial situation of the students that attend these high schools – there is a high concentration of low income students at these schools – and that students from low income backgrounds cannot afford to go to four-year colleges and choose instead to go to a community college, such as Northern Virginia Community College (NOVA), that is more affordable. We recognize this situation, but more needs to be done in order to improve the number of students who attend four year colleges.

While low income students have financial challenges to attending a four-year college, we believe these at-risk students are simply not knowledgeable of the opportunities in financial aid and scholarships that exist for low income students. In large, comprehensive high schools, counselors are overburdened with over 300 students per counselor and just one college and career counselor for the entire school. They cannot provide the individual attention and build the relationships needed to effectively impact these at-risk students. FCPS does have programs that try to reach these at-risk students. Programs such as College Partnership Program (CPP) and AVID attempt to address this problem, and demonstrate success with the students in those programs, but overall, they are not reaching enough students. This is simply a result of the structure of traditional high schools. Students do not have room in their schedule or do not get identified for these programs because in large schools they do not get identified or find these programs themselves. Fairfax Leadership Academy provides a structure that enables faculty to build relationships and better educate at-risk students and their families on the process of going to college so they are prepared to succeed academically and receive adequate financial aid to attend college.

Second, it should be noted that Northern Virginia Community College (NVCC) is an excellent option for students from low-income backgrounds to attend for two years and use as stepping stone to attending a four-year institution and receiving a bachelors degree. However, data demonstrates that 55% of students from Fairfax County that attend NVCC must take remediation courses. This sets them back in their studies and makes it that much more difficult to complete community college courses designed to

lead to a bachelors degree. It also costs taxpayers from Virginia millions of dollars to subsidize these remediation courses.ⁱ Data on NVCC also indicates that only 16% of students who attend NVCC complete their associates degree within three years.ⁱⁱ

Data on students enrolling Northern Virginia Community College (NVCC)

Recent studies on NVCC provide the following data:

- *55% of students from Fairfax County Public Schools who attend NVCC need remediation courses.ⁱ*
- *Only 16% of students graduate from NVCC with their associates degree in three years.ⁱⁱ*

These sets of data suggest that local school systems are not adequately preparing students for postsecondary education. If FCPS is sending students to NVCC, it should be sending students prepared to succeed in that institution. For too many students, that is not the case.

Again, school structure plays a major factor in this. Fairfax Leadership Academy is designed to prepare students from at-risk backgrounds to be “college ready.” We provide a structure that increases learning time – a full-year calendar, an extended school day, a modified block schedule that increases time in core subject courses. We provide a structure that emphasizes relationships – a small learning environment and a secondary school model where we know students through middle school and high school. We provide a structure that provides more intensive college and career counseling – all students are enrolled in the AVID program and students participate in career exploration mini-courses three times a year. We enroll students in programs such as IB, AVID, NFTE and JA, all of which are known for preparing students for post-secondary education. We focus on attending college starting at 7th grade, educating students and parents on the process and establishing a culture that is committed to college attendance and success.

We look forward to Fairfax Leadership Academy being a “laboratory for innovation” focused on preparing at-risk students for attending and succeeding in post-secondary institutions. We look forward to piloting this unique structure and programs so other schools in Fairfax County and Virginia can eventually adopt similar structures and programs in their schools. We want to serve as a model that will help change the way other schools with similar challenges deliver education to their students.

ⁱ From “Local High School Graduates Struggle in Community College” article in the Washington Examiner, May 18, 2011, by Lisa Gartner

<http://washingtonexaminer.com/local/dc/2011/05/local-high-school-graduates-struggle-community-college>

ii From press release by Northern Virginia Community College, January 19, 2011
<http://www.nvcc.edu/news/pr/2011/graduation-rate.html>

Precedents for School Choice in Northern Virginia

While some may point to the fact that no public charter school currently exists in northern Virginia, there already are a number of schools that function on a very similar status to a charter school within the public school districts of northern Virginia.

School choice already exists in northern Virginia. Thomas Jefferson High School for Science and Technology serves students who choose to attend that school (and who meet their testing requirements). Arlington County offers school choice among all its schools.

In particular, in Arlington, H.B. Woodlawn Secondary School offers an alternative to the large, traditional high school, with a small school setting with a progressive curriculum. Such an alternative currently does not exist in Fairfax County. H.B. Woodlawn annually attracts more applicants than it can serve. H.B. Woodlawn and Thomas Jefferson High School for Science and Technology has the highest rates in northern Virginia of graduates attending a four-year college.

Both Jefferson and H.B. Woodlawn were created as alternatives to traditional public schools and were designed to serve as models for innovation. Both have lived up to their original intent.

Jefferson and H.B. Woodlawn both operate within the public school system, but their school leadership is given freedom to manage their schools more independently than traditional schools, much the way a charter school would function. This includes special teacher contracts, separate calendars and school hours, and more flexibility to design and choose curriculum. Without question, this management independence contributes to their success.

In addition to Jefferson and H.B. Woodlawn, Fairfax County's network of academies and alternative schools also demonstrates that alternative options for schooling can exist within Fairfax County and thrive.

The creation and management of Fairfax Leadership Academy would be based much on the precedents created by these other magnet schools, alternative schools and academies. Creating new and innovative models of schooling is not unusual, but an accepted practice in Fairfax County. As Fairfax County works to address the achievement gap that exists among socio-economic and racial/ethnic groups, establishing a new and innovative school model that focuses on the needs of at-risk students, and can serve as a laboratory from which the district can learn, should be considered.

Overcrowding of current public schools in region

The educational needs described above are the primary reason for establishing Fairfax Leadership Academy. However, another important factor in the creation of Fairfax Leadership Academy is the rise in the student population of Fairfax County in Clusters 2 and 3. Fairfax Leadership Academy will be located at Graham Road school building, which is situated along the boundary between Clusters 2 and 3. As noted in the data below, Clusters 2 and 3 are forecasted to have the largest increase in FCPS in student population in the next five years which will strain current schools as they become overcrowded. We will market the school to students in these two clusters. While we are a small school (serving only 75 students per grade, 450 students total when we are at our full capacity grades 7 – 12), we will be able to alleviate some of the overcrowding in schools in these clusters. Furthermore, we will help FCPS in fully utilizing all its facilities. Graham Road Elementary School will move from the Graham Road school building to another location (Devonshire) in September 2012. At that point, the building will be empty and open for other groups from within FCPS or from other government services. No other group can provide a program that serves as many students during school hours. We provide an effective solution for what to do with the Graham Road school building after the elementary school moves that helps the school district manage its rising student population.

Below is data that illustrates the growth of student population in FCPS and how its schools will be overcrowded.ⁱ

| FCPS Cluster | 2010-2011 Elem. Schools Over Capacity | 2010-2011 Secondary Schools Over Capacity | 2015-2016 Elem. Schools Projected to be Over Capacity | 2015-2016 Secondary Schools Projected to be Over Capacity |
|--------------|---------------------------------------|---|---|---|
| 1 | 31% | 50% | 44% | 67% |
| 2 | 72% | 33% | 83% | 83% |
| 3 | 29% | 25% | 59% | 75% |
| 4 | 47% | 0% | 68% | 67% |
| 5 | 19% | 33% | 63% | 33% |
| 6 | 17% | 33% | 22% | 17% |
| 7 | 63% | 71% | 75% | 57% |
| 8 | 21% | 50% | 58% | 83% |

ⁱ From “Schools bursting at seams throughout region” by Lisa Gartner, August 6, 2011, the *Washington Examiner*.

2. An explanation of why the public charter school is being formed. (Is the school being formed at the requests of parents or community organizations? How was the need determined? What data were examined as part of the needs assessment? Briefly describe the need and include a summary of the quantitative data.)

As described above, an achievement gap exists in Fairfax County. This gap is most acute in communities we plan to serve with high densities of students on free and reduced lunch, such as Annandale, Bailey's Crossroads and the greater Falls Church area. Fairfax Leadership Academy was developed by teachers, community leaders and parents who see the need for a different structure to be offered, one that is highly focused on meeting the needs of at-risk student populations. In working in public schools in these communities, our development team found a common theme echoed among teachers, parents, school leaders and community leaders when discussing student achievement – time.

The discussions on this charter school began a little over two years ago when FCPS ended utilization of a “modified calendar” in schools in the greater Falls Church area (JEB Stuart and Falls Church pyramids). This “modified calendar” had school starting in August, ending the first week of June, and offered summer sessions based on the needs of students at these local schools in June and July. The school board ended the modified calendar simply due to funding and budget constraints. The calendar was popular among educators and community members and data demonstrated it was having a positive impact on student achievement.

A major impetus for developing Fairfax Leadership Academy is to create a school that gives students and educators more learning time. Data clearly demonstrates that the lost time from 10 weeks of summer vacation is one of the main causes for the achievement gap. Data also demonstrates that schools that have increased learning time through a full-year school calendar have had success in raising student achievement in at-risk populations. The following are studies demonstrating the value of increased learning time and a full-year calendar:

- Karl Alexander, Dolores Entwisle, and Lynn Olson, “Schools, Achievement, and Inequality: A Seasonal Perspective,” *Educational Evaluation and Policy Analysis*, 2001, 23(2), 171-191. See also Dennis Downey, et al, “Are Schools the Great Equalizer? Cognitive Inequality during the Summer Months and the School Year,” *American Sociological Review*, 2004. 69, 613-635.
- Dennis Coates, “Education Production Functions Using Instructional Time as an Input,” *Education Economics*, 11:3 (Dec 2003), pp. 273-292.
- Caroline M Hoxby, Sonali Murarka, and Jenny Kang, “How New York City's Charter Schools Affect Achievement, August 2009 Report.” Second report in series. (Cambridge, MA: New York City Charter Schools Evaluation Project, September 2009).

- J.A. Frazier and F.J. Morrison, “The Influence of Extended-year Schooling on Growth of Achievement and Perceived Competence in Early Elementary School,” *Child Development*, 69 (2), 1998, 495-517.
- C.A. Green, *The Extended School Year Consolidated Report: Achievement Test Scores and Survey Findings*, Technical Report (Detroit, MI: Detroit Public Schools Office of Research, Evaluation and Testing, 1998).
- Erika A. Patall, Harris Cooper and Ashley Batts Allen, “Extending the School Day or School Year: A Systematic Review of Research (1985 – 2009),” *Review of Educational Research*, 80:3, September 2010, 401 – 436.
- R.A. Rossmiller, *Resource Utilization in Schools and Classrooms: Final Report (Program Report 86-7)* (Madison, WI: University of Wisconsin Center for Education Research, 1986).
- “Year Round Schooling,” *Research Digest*, Education Week, 3 August 2004.
- Carolyn Kneese, “The Impact of Year-Round Education on Student Learning: A Study of Six Elementary Schools,” *ERS Spectrum*, Winter 2000.

What further motivated the discussion for developing this charter school was data that illustrated the low numbers of at-risk students from these communities enrolling in college and being successful in college. Providing additional time for academics will help raise student achievement. This additional time will enable us to fully incorporate college and career preparation programs, and business and service learning programs, into our curriculum that too often in conventional schools are cut short or not offered because there is no time for them. This part of a student’s education, not simply the mastery of academic skills, but college and career guidance, and the building of social and life skills for success in a professional environment, is important, particularly for students from at-risk backgrounds who do not have role models at home to teach them these subjects. Fairfax Leadership Academy’s increased learning time enables programs like these to exist and be given adequate time to more fully address students’ needs.

Fairfax Leadership Academy’s increased learning is also helpful for students from ESOL backgrounds. The necessity for these students to take additional courses to learn English and/or remediate in other subjects makes it difficult for them to complete their graduation requirements. It also excludes them from courses for college and career preparation, and from electives that can play a positive impact in a student’s education (music, art, business/information technology). By having more time, ESOL students will be given greater opportunity to complete their ESOL courses and any necessary remediation courses and move into standard and advanced level curriculum. ESOL students will be given greater opportunity to take part in college and career preparation programs, such as AVID, and take electives such as music, art, business/information technology, that at conventional schools would not be possible.

We recognize the efforts being made by FCPS to address the achievement gap. Many of us on our board of directors have worked extensively with the school district on this

issue. Our motivation for developing this school is to provide FCPS an opportunity to implement additional strategies for raising the achievement of at-risk students. Our school is designed to be a laboratory, or a pilot, from which the school district can understand the effectiveness of these strategies and use this information to further bolster their efforts to address the achievement gap issue across the entire county.

3. An explanation of why a public charter school is the appropriate vehicle to address the identified need.

Dianne Ravitch, education historian and policy analyst, says it best when she describes the role of charter schools:

“Charter schools should return to their roots as laboratories of innovation whose mission is to serve students who are most at risk. They should be schools that are freed of the usual rules and regulations in exchange for seeking out and helping students who have the greatest needs.”

This is why we are proposing Fairfax Leadership Academy as a charter school. We look forward to being a “laboratory of innovation” for Fairfax County and the state of Virginia, serving students from the region of Fairfax County with the highest density of at-risk students.

Our team has extensive experience in Fairfax County Public Schools. We value the public system and want to see it continue to be successful. This is exactly why we are proposing this school. To develop new and innovative strategies to address a complex problem like the achievement gap, there has to be flexibility and independence to try new things. As a charter school, we will be given the independence to implement a full-year calendar, an extended learning day and a smaller learning environment. This unique structure, which would be very difficult to establish at this time in a conventional school, allows us to offer an educational program that is college and career prep intensive and focused on the needs of at-risk students. We will be given the independence to utilize a leadership and professional development model that is collaborative and less hierarchical. We will be able to create a community school that employs business and community partnerships at greater level than that found in conventional schools to support the educational program and goals of the school.

Yet, the model we are creating will be within the public system and can be replicated by other public schools over time. We want FCPS to observe and evaluate our school to take what is successful and use it for improving student achievement in other parts of Fairfax County.

The concept for this school was created by teachers, administrators, parents and community leaders who for decades have been committed to improving the public school system. We come from different schools and backgrounds, but what brought us

together was a similar conclusion – a different structure is needed in our public schools, one that includes more time and a smaller learning environment to better meet the needs of at-risk students. A charter school provides FCPS the opportunity to implement this different structure, learn from it and determine its feasibility to be utilized in other schools to enhance student achievement.

Some specific structural and governance issues that are reasons for why Fairfax Leadership Academy has to be established as a charter school, and not as a conventional public school, are:

School calendar: The school calendar is governed by state and county law that require schools to follow specific dates of operation. The so-called “Kings Dominion” law makes it very difficult for school districts to open school before Labor Day. It would be much easier to pilot our full-year school calendar as a charter school seeking a waiver for our calendar than for a conventional public school to do so. In years to come, we can then be a source for evidence on the effectiveness of a full-year calendar (serving as a “laboratory for innovation”) that the Virginia State Board of Education and other governing boards can look at for guidance.

Extended school day: The hours of operation for schools is a very complex and sensitive subject in Fairfax County. For a number of years, a debate has taken place over the school start and end times. It would be very difficult for the FCPS School Board to allow one of its conventional schools to have a different set of hours than other schools. However, a charter school would be a different matter. We would be designed to be different than the rest of the system, serving as a laboratory for innovation, and thus make it possible for the FCPS school board to allow our school to have different hours of operation. Like the full-year school calendar, we would be a source of evidence on the effectiveness of different hours of operation (namely a later start time and extended school day hours) that the FCPS School Board could look at for guidance.

School size: Currently, middle and high schools in FCPS and most of northern Virginia are designed for a large school model. It would be very difficult to convince parents, teachers and students of one of these larger schools to suddenly convert their school to pilot a smaller learning environment. As a charter school, parents, teachers and students can choose if they want to be part of this pilot. There is interest by parents and students to choose to attend a small school, and by teachers to work in a small school, but it would be difficult for the school district to pilot the small school structure at this point and time at any of its conventional schools.

Collaborative leadership and professional development model: It would be very difficult to implement in a conventional middle or high school, most of which are large in size, the collaborative leadership and professional development model we are proposing.

These conventional schools have established hierarchical structures of leadership and professional development systems (for example, the monthly faculty meeting, annual teacher workdays, a non-teaching administrative team) that would make it very difficult to pilot our model. For example, in Fairfax Leadership Academy's model, school administrators are also teachers, teaching at least one or two classes. This concept of an administrator teaching classes is foreign to conventional schools, and because that culture currently does not exist, would make it very difficult to implement (we have discussed this with those in FCPS and have heard this reaction). But as a charter school, we can establish this new model because we are creating a new school with a new culture and new set of expectations for faculty and our school leaders. Serving as a "laboratory for innovation," we would encourage FCPS and state education leaders to observe and evaluate our leadership and professional development model, determining its effectiveness and how aspects of this model could be implemented in other schools.

Business and community partnerships: All schools in FCPS utilize business and community partnerships to support their education program. However, the traditional calendar limits the amount of time available for these business and community partners to come into the school and work directly with students on career and service learning. As a charter school, we can create a calendar that offers more time, and by having more time, we can find more opportunities to incorporate business and community partners into our education program. This, of course, is a central element of our school – business and community partnerships supporting our career and service learning programs. But this concept would not be possible without the full-year school calendar and extended day schedule our school will have as a charter school.

Funding: One of the main reasons we want to establish Fairfax Leadership Academy as a charter school is funding. Conventional schools are tied to the district's budget and finance operations, and have limited opportunities to seek additional funding from federal and private grants, as well as business partners. The current environment locally and nationally provides for more opportunities for individual charter schools to seek grants and other sources of outside funding than individual conventional schools. The federal Department of Education offers a \$600,000 charter school start up grant, exclusively for charter schools (see section VIII and the Department of Education's Charter School grant website:

<http://www2.ed.gov/programs/charternonsea/index.html>). Major foundations, such as the Bill and Melinda Gates Foundation, the Walton Family Foundation, the Lumina Foundation, the Beaumont Foundation of America and the Kimsey Foundation place funding for charter schools as a priority because of the innovative nature of charter schools. Locally and nationally, the business community has been more interested to partner with charter schools because of the innovative nature of charter schools. As mentioned in other parts of this application, we are strong supporters of public education. But if FCPS can be furthered by the existence of a charter school, we believe the system should take advantage of this opportunity. We want to take advantage of

this opportunity, and provide FCPS with these resources that come through having a charter school.

VI. Educational Program: Describe the public charter school's educational program. The following components must be addressed:

1. A synopsis of the public charter school's educational program.

Fairfax Leadership Academy's educational program is a college and career preparatory program. Our target student population is students from backgrounds who traditionally have not attended college. We have designed our educational program to address the needs of these students so they are able to increase their academic achievement and be prepared to attend post-secondary institutions. The structure of our school is what makes us most unique, offering:

- a full-year school calendar – 206 student days compared to 183 in traditional schools;
- an extended-day schedule – 8:15 am – 4:15 pm (8 hours compared to 6 hours and 45 minutes in traditional schools);
- a modified block schedule that allows students to take eight courses (instead of seven which is what most traditional schools offer) and provides more time for the four core subjects – English, Math, Science and Social Studies;
- a smaller learning environment – 75 students per grade, grades 7 – 12.
- business and community partnerships integrated into the school's curriculum for leadership development and to offer wraparound services to the community.

This unique structure allows Fairfax Leadership Academy to utilize some of the best practices in curriculum found in Fairfax County – AVID, IB, and other career and service learning programs – that are designed to prepare students for college and increase academic achievement.

Structure of Our School

Grades 7 – 12

Fairfax Leadership Academy will be a secondary school, grades 7 – 12. We have designed this school to be a secondary school because we believe that in order to achieve our educational goals, such as all students pursue post-secondary education, we must cultivate a college-going culture starting in middle school grades. Other models we have looked at demonstrate that it is critical to reach students, in particular students from at-risk backgrounds, in middle school grades in order for them to be on a path for success for college. This model allows for greater opportunities to build strong, lasting relationships with students, which can be one of the most important factors for achievement in at-risk students. Also, this model allows for greater opportunities for vertical articulation among faculty, insuring that we closely monitor our students'

success and provide them with the tools needed each year to succeed. Finally, having grades 7 – 12 in a small school will allow opportunities for high school level students (namely in grades 11 and 12) to mentor our middle students, further cultivating an attitude for success.

A Full-Year School Calendar, Extended-Day Schedule, and Modified Block Schedule

These are three critical elements to Fairfax Leadership Academy. This structure using a full-year school calendar, extended-day schedule, and modified block schedule is what is most unique about our school. The use of these provides us more time to address the needs of our at-risk student population. Through the full-year calendar, extended-day schedule, and modified block schedule, we can:

- Increase the time students have in their academic courses, particularly in core course subjects – English, Math, Science and Social Studies.
- Integrate career and service learning programs into the curriculum, establishing adequate time for these programs to be implemented while not taking away time from core academic subjects.
- Build stronger relationships with students as they are not out of school for prolonged periods of time.
- Offer eight courses per year compared to seven (which is what most traditional schools in Fairfax County offer). This eight course schedule provides a number of benefits. Students will have more opportunities to complete graduation requirements, including those required for a Virginia Advanced Studies Diploma and the IB Diploma. Students have more opportunities to take elective courses, particularly ESOL students who often need more space in their schedule to do such courses.

This calendar and daily schedule opens up opportunities that are not available in traditional schools. We look forward to piloting this program and serving as a model for other schools in Virginia to consider implementing similar programs.

Please see section VI.9 below for a detailed description of our full-year school calendar, extended-day schedule, and modified block schedule, along with data demonstrating their value.

Small Learning Environment

The success of using a secondary school model is made possible by having a smaller learning environment. We will have 75 students per grade, grades 7 – 12, all located in the same building. Our total school size, 450 students, will be significantly smaller than any other middle or high school in FCPS. Research demonstrates that a smaller learning environment can have a positive impact on student achievement of at-risk students. Our smaller learning environment will allow teachers and administrators to build

stronger relationships with our students. Having a strong, positive relationship with students is crucial when trying to improve the achievement of at-risk students.

Grades 7, 8, and 9 are critical years when it comes to student discipline. By having a smaller school, we will be able to focus more on our students and help them make positive decisions that will keep them moving along a path of academic and personal achievement.

Also, our small school environment makes it possible to provide the more intensive college and career preparation programs and wraparound services we will provide to students.

We will know our students and their needs, and we will be sure to provide them with the resources and tools to succeed. It is possible to give this individual attention, which many at-risk youth need, in a small school environment.

Research on the Value of a Smaller Learning Environment

In recent years, there have been initiatives to decrease school size directed by the US Department of Education, state and local districts, and private foundations such as the Gates Foundation. These initiatives have been geared toward making schools places where students feel greater connections to their teachers, peers, and communities. Research on small schools has found positive outcomes regarding student attendance, dropout rates, student learning, and college enrollment.

A number of studies demonstrate small schools are often associated with higher levels of attendance among students.ⁱ Without the ability to “get lost in the crowd,” students and teachers are more accountable to one another, and thus more likely to encourage student attendance. Likewise, research strongly predicts lower dropout rates in small schools.ⁱⁱ In fact, one study shows those students attending the largest schools (with over 2000 students) were nearly twice as likely to dropout than students attending small schools (with less than 700 students).ⁱⁱⁱ Other studies have shown that smaller schools have significantly lower dropout rates than larger schools, and this effect persists *even after controlling for socio-economic status*.^{iv} Thus, small schools are more likely to be places where students who may be at risk for dropping out are identified and encouraged to stay in school.

A number of studies have found that small schools have been shown to have greater gains in student learning than large schools. Researchers have found that high schools enrolling under 900 students performed better for student learning in both reading and math.^{vi} Extremely large schools, researchers conclude, are often not able to account for high levels of student learning with all groups. Small schools are much more likely to promote student learning and gains across various groups.

Finally, studies have shown increased levels of college enrollment by students graduating from small schools.^{vii} More hands-on involvement from teachers and counselors, it is thought, encourages students to attend college after high school.

Charter schools have particularly focused on creating small schools in order to best serve their students' learning and development. Surveys and interviews with charter school teachers who work in small schools have shown that they are overwhelmingly pleased with working in small schools. Thus, small schools have been found to be positive for students and teachers, as well as the communities in which they are located.

ⁱ Darling-Hammond, L., Aness, J., & Ort, S.W. (2002). Reinventing high school: Outcomes of the coalition campus schools project. *American Educational Research Journal*, 39, 639-676; Wasley, P.A., Fine, M., Gladden, M., Holland, N.E., King, S.P., Mosak, E., & Powell, L.C. (2000). Small schools: Great strides - A study of new small schools in Chicago. New York: Bank Street College of Education. Retrieved from: www.bankstreet.edu/html/news/SmallSchools.pdf

ⁱⁱ Darling-Hammond, Aness & Ort; Wasley et al; Werblow, J., Duesbery, L. (2009). The impact of high school size on math achievement and dropout rate. *The High School Journal*, 93(2), 14-23.

ⁱⁱⁱ Pittman, R., & Haughwout, P. (1987). Influence of high school size on dropout rate. *Educational Evaluation and Policy Analysis*, 9, 337-343.

^{iv} Gardner, P., Ritblatt, S.N., & Beatty, J.R. (2000). Academic achievement and parental school involvement as a function of high school size. *High School Journal*, 83, 21-27.

^v Cotton, K. (1996). School size, school climate, and student performance. Portland, OR: Northwest Regional Educational Laboratory; Darling-Hammond, L. (2004). Standards, accountability, and school reform. *Teachers College Record*, 106, 1047-1085.

^{vi} Lee, V.E., & Smith, J.B. (1997). High school size: Which works best and for whom? *Educational Evaluation and Policy Analysis*, 19, 205-227.

^{vii} Darling-Hammond, Aness & Ort; Tung, R., Ouimette, M. Feldman, J. (2004). How are Boston pilot school students faring? Paper presented at the Annual Conference of the American Educational Research Association. Retrieved from <http://www.ccebos.org/pilots.faring.2004.pdf>.

Secondary School Model:

Our school will be grades 7 – 12, all located in one building. This provides additional guidance, support and continuity to the middle school grades to cultivate an attitude of achievement and leadership. To prepare students for college and a successful career in the 21st century economy, we must start early. By having a secondary school model, we will be able to incorporate more intensive college and career planning into grades 7 and 8. In addition, we will use our upper classman, grades 11 and 12, as mentors to students in grades 7 and 8, providing an important leadership opportunity for those older students.

We are aware that school discipline is an issue for grades 7, 8, and 9, particularly for students from at-risk backgrounds. Those grades are a critical time where students either choose a path of achievement or a path towards failure. By having grades 7 through 12 in the same building, we will hold our 7th, 8th, and 9th graders to higher expectations, with our upper classmen serving as role models for success.

This secondary school model also more closely aligns with the educational model of the IB Middle Years Program (MYP), allowing grades 7 through 10 to be in the same school, providing more continuity and ease in implementing IBMYP.

For teacher planning and professional development, our use of a secondary school model in a small learning environment leads to greater vertical articulation between middle and high school level teachers. There will be less division between these grades because we will have a smaller staff who, just by the nature of our school's structure, will work closely together. We will emphasize collaboration among our faculty on curriculum, student achievement, and the overall development of students as they progress from grade to grade.

One of the major challenges of conventional schools is the jump from middle school to high school. Research demonstrates that 9th grade is a critical year for students, with too many at-risk students falling behind in their academic achievement at that grade level. One of the strongest indicators as to whether a student will drop-out of high school is his/her performance in 9th grade. As a small secondary school serving grades 7-12, we prevent this gap between middle school and high school by integrating these grades continuously into our education program. Students at our school will not feel the anxiety or pressure that comes with moving into 9th grade because they will be in the same school. Furthermore, our small size will allow us to know our students, building strong relationships with the students and their families, and ultimately understanding and providing for their individual needs at the time when adolescents are at their most vulnerable.

Curriculum

Summary:

This section of the application provides an overview of our curriculum. Fairfax Leadership Academy public charter school upon adoption by the Fairfax County School Board will be part of the FCPS system. We will follow all Virginia Board of Education and FCPS policies and guidelines and work with FCPS leadership to insure successful implementation of curriculum and educational objectives. Most of the curricular programs we use are already in place in FCPS. When necessary, we will ask for waivers for unique aspects of our educational program, such as our full-year school calendar and extended school day.

In addition to the text below on our curriculum, please see in the appendix the “Fairfax Leadership Academy Curriculum Framework Diagram” and the “Fairfax Leadership Academy Grade Level Curriculum Framework.”

At Fairfax Leadership Academy, what is similar about our curriculum compared to other FCPS and Virginia schools?

- We will follow the FCPS Program of Studies (POS) and Virginia Standards of Learning (SOLs).
- Our educational program and curriculum work towards meeting the FCPS Student Achievement Goals (SAGs) and Virginia Standards of Quality (SAQs).
- We use the International Baccalaureate (IB) program – Middle Years Program (MYP) and Diploma Program – to provide a rigorous, college preparatory curriculum to our students. The IB program is used in a number of schools in FCPS and throughout Virginia.
- We use the Advancement Via Individual Determination (AVID) program to support our students academic success in rigorous courses and provide additional college and career counseling to reach the goal of attending a four-year college. The AVID program is used in a number of schools in FCPS and throughout Virginia.
- We use the Network for Teaching Entrepreneurship (NFTE) and Junior Achievement (JA) programs to enhance business education opportunities for our students.

At Fairfax Leadership Academy, what is unique about our curriculum compared to other FCPS and Virginia schools?

- The structure with which we deliver our curriculum – full-year school calendar, extended day schedule, modified block schedule and small learning environment.

- The combination of all these programs – IB, AVID, NFTE, JA and others – all in one school that is focused on leadership development and preparing all students for postsecondary education.
- Intensive college and career preparation which includes every student being enrolled in an AVID course, greater integration of college and career programs into the overall educational program, and students taking career exploration mini-courses three times each year.
- Increased opportunities for service learning and leadership development through our service learning mini-courses.
- Remediation and enrichment programs offered three times per year when students may normally be out of school – in January, June, and July – that identify individual needs of students, providing additional instruction and support to raise the achievement of students.

FCPS POS and Virginia SOLs

As a school within FCPS and the state of Virginia, we will implement a curriculum that meets the FCPS SAGs and Virginia Standards of Quality. In particular, the school's curriculum will focus on the development of 21st century skills. We will follow the FCPS POS and Virginia SOLs for all subjects grades 7 – 12. Fairfax Leadership Academy students will be prepared for work in the global economy through a rigorous, performance-based academic program in which students are expected to demonstrate content mastery through critical thinking, collaboration, communication, and creativity. Teachers at Fairfax Leadership Academy will model and discuss these skills explicitly with students, so students have a firm understanding of the importance of daily development of these skills. The FCPS POS and Virginia SOLs provide the basic content for all core courses taught at Fairfax Leadership Academy. Teachers, students, and parents use standards, benchmarks, and indicators to reach a common understanding of what knowledge and skills students should be able to demonstrate during a particular course of study.

Please see attached as an addendum "Fairfax Leadership Academy Grade by Grade Curriculum Framework" for a description of each course offered at each grade level and how those courses meet FCPS POS and Virginia SOLs.

International Baccalaureate (IB) program

We will implement the IB Middle Years Program in grades 7 – 10 and the IB Diploma Program in grades 11 and 12. We will offer IB courses for individual course certification and for those students choosing to seek an IB diploma.

IB's philosophy will provide the lens through which Fairfax Leadership Academy's teachers and students view core subject area content. IB's "approaches to learning" guide teachers in developing students' meta-cognitive awareness and academic self-efficacy by forming habits of mind around: 1) How do I learn best? 2) How do I know? 3) How do I communicate my understanding?

Fairfax Leadership Academy will offer all students a high quality, rigorous curriculum using these pillars of the highly-respected IB program. All students will participate in the IB Middle Years Program (MYP) grades 7 – 10 and take IB Diploma level courses grades 11 – 12, for completion of the IB Diploma or individual course IB certification. Students in grades 11 and 12 will have a choice to complete the IB Diploma program or take specific IB courses along with other core and elective courses, receiving certification for the IB courses they complete.

Please see attached as an addendum "Fairfax Leadership Academy Grade by Grade Curriculum Framework" for a description of the IB courses offered at each grade level.

Advancement Via Individual Determination (AVID)

AVID is a nationally-recognized program designed to increase academic achievement, particularly in students from at-risk backgrounds, with the goal of students attending a four-year college. All students at Fairfax Leadership Academy will be enrolled in an AVID class every year, grades 7 – 12. The AVID program’s mission and strategies are central to Fairfax Leadership Academy’s curriculum. Not only will students be enrolled in the AVID class, but AVID strategies will be used by teachers across the curriculum. A major portion of our school’s professional development for teachers will be focused on the AVID program and the strategies this program employs.

We are making AVID an important part of our educational program because it has proven results in raising the achievement of students, preparing students to attend college and in closing the achievement gap. AVID has been successful in Fairfax County, and is already in 17 middle and high schools in the county. Having AVID at Fairfax Leadership Academy aligns our school with FCPS by using this well-known and highly respected program.

The next four pages are a description of the AVID program from the AVID organization, and research on AVID’s success.

Description of AVID from the AVID organization

The following is from the AVID organization's website, AVID.org

AVID, Advancement Via Individual Determination, is an elementary through postsecondary college readiness system that is designed to increase school-wide learning and performance. The AVID system accelerates student learning, uses research based methods of effective instruction, provides meaningful and motivational professional development, and acts as a catalyst for systemic reform and change.

"While many folks talk about what should be done to prepare students for college, AVID is doing it and has been for over 30 years."

Although AVID serves all students, it focuses on the least served students in the academic middle. The formula is simple - raise expectations of students and, with the AVID support system in place, they will rise to the challenge. What differentiates AVID from other educational reform programs is its astounding success rate. Since 1990, more than 85,500 AVID students have graduated from high school and planned to attend college. Of the 22,210 AVID 2010 seniors who reported their plans, 91.3% intended to attend a postsecondary institution; 58.3% in four-year institutions and 33.0% in two-year institutions.

The AVID Student

AVID targets students in the academic middle - B, C, and even D students - who have the desire to go to college and the willingness to work hard. These are students who are capable of completing rigorous curriculum but are falling short of their potential. Typically, they will be the first in their families to attend college, and many are from low-income or minority families. AVID pulls these students out of their unchallenging courses and puts them on the college track: acceleration instead of remediation.

The AVID Elective

Not only are students enrolled in their school's toughest classes, such as honors and Advanced Placement and/or International Baccalaureate, but also in the AVID elective. For one period a day, they learn organizational and study skills, work on critical thinking and asking probing questions, get academic help from peers and college tutors, and participate in enrichment and motivational activities that make college seem attainable. Their self-images improve, and they become academically successful leaders and role models for other students.

The AVID Curriculum

The AVID curriculum, based on rigorous standards, was developed by middle and senior high school teachers in collaboration with college professors. It is driven by the WICR method, which stands for writing, inquiry, collaboration, and reading. AVID curriculum is

used in AVID elective classes, in content-area classes in AVID schools, and even in schools where the AVID elective is not offered.

Professional Development

The AVID elective class is led by a teacher who's been trained in the program's methodologies. AVID's professional development, however, goes further than that. Teachers and administrators from throughout the school and district attend AVID's Summer Institutes, where they all learn techniques for bringing out the best in average students. This way, AVID students are supported in content-area classrooms as well as in the AVID elective, and even more students can benefit from AVID.

Community

Colleges demonstrate their support of AVID programs in many ways. They may provide class speakers, offer college credit courses to AVID high school students, include AVID students in residential, academically-oriented summer bridge programs, and follow and support the progress of AVID students during their college careers. The community supports AVID by providing speakers and summer apprenticeships for AVID students.

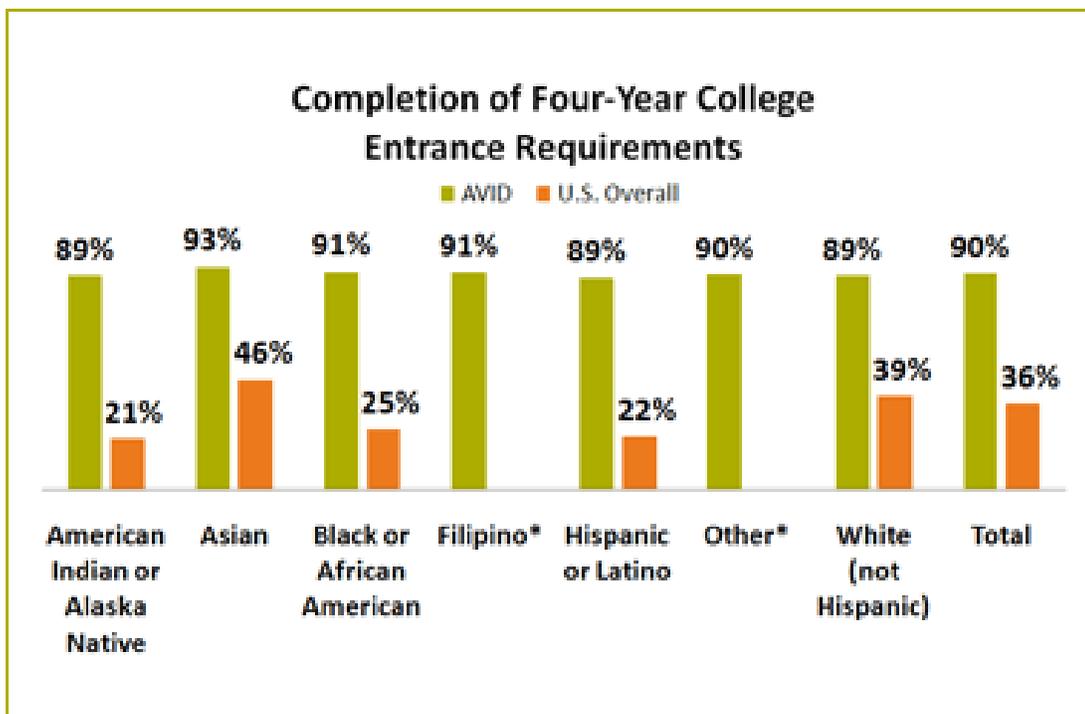
Where is AVID?

AVID is at work in nearly 4,500 schools in 47 states as well as the District of Columbia and 16 countries/territories. Large urban schools, tiny rural schools, resource-rich suburban schools, struggling schools - they all find that AVID meets the needs of their students in the middle.

Research Demonstrating the Effectiveness of the AVID Program

Since its inception in 1980, the AVID program has demonstrated consistent success in pursuit of its mission to close the achievement gap. AVID provides students with consistent academic support while they are enrolled in a rigorous course of study and creates multiple opportunities for students to develop meaningful relationships with teachers and classmates, become involved in extracurricular activities, learn about the college application, financial aid, and enrollment processes, and interact with individuals from a variety of professional fields. While AVID is open to all students, this program has achieved significant results among low-income and minority populations, both of which are traditionally underrepresented in four-year colleges and universities.

The most consistent indicator of AVID's success is the rate at which it sends its students to four-year colleges as compared with national averages. In 2008, for example, seventy-eight percent of AVID graduates were accepted to a four-year college and 92% of 2009 AVID graduates planned to attend a 2-year or 4-year college.ⁱ In addition, year after year AVID students out-perform their non-AVID peers in the completion of four-year college entrance requirements.ⁱⁱ Researchers have found AVID students score higher on end-of-course exams and state assessment tests and are more likely to complete a college-preparatory curriculum than non-AVID students.ⁱⁱⁱ AVID schools also improved their performance ratings at a greater rate than non-AVID schools and more students in AVID schools took AP or IB exams than students in comparison schools.^{iv}



Similar findings have been determined locally in Fairfax County in FCPS schools that use AVID. A 2011 Program Evaluation Report by the Office of Professional Learning and Accountability of Fairfax County Public Schools determined:^v

- Students participating in AVID have “closed the achievement gap” in subgroups studied. For example, the percentage of grade 12 AVID students in all subgroups – Asian, Black, Hispanic and White – who passed at least one higher-level math content course beyond Algebra II during high school was higher than a matched sample.
- A greater percentage AVID seniors reported post-graduation plans to attend a four-year college or university program (76 percent) than students in a matched sample (66 percent).
- More AVID students earned an Advanced Studies Diploma and enrolled in advanced courses (AP, IB, dual enrollment) than students in a matched sample. The study found 78% of AVID students by grade 12 passed at least three advanced courses as compared to 45% of a matched sample, and 48% county-wide.

AVID not only supports academic development, but also has numerous social benefits. AVID provides students with access to social and cultural capital that may have otherwise not been available,^{vi} a family-like atmosphere which positively influences students’ morale, self-esteem and determination,^{vii} and opportunities to form meaningful relationships and bonds that shape educational experiences in high school and in college.^{viii}

Commenting on AVID’S significance, New York University Professor of Education Pedro Noguera suggests, “AVID creates a classroom environment where kids are encouraged to take learning seriously, and, secondly, to see themselves as scholars. I’d like to expand that notion beyond school, after school, at home. AVID also creates an environment for peer support, and for kids, that’s everything. If you can create an intellectual environment and peer support, it can have long-term effects.”^{ix}

AVID prepares students for the rigors and challenges of college, provides them with academic skills, content knowledge, and social adaptability needed to become responsible participants and leaders in our global society. This highly-regarded college preparation program will tremendously benefit all students enrolled in Fairfax Leadership Academy.

ⁱ www.avid.org

ⁱⁱ www.avid.org

- ⁱⁱⁱ Watt, K.M., Johnston, D., Huerta, J., Mendiola., I.D., & Alkan, E. (2008). Retention of first-generation college-going seniors in the college preparatory program AVID. *American Secondary Education*, 37:1. 17-40.
- ^{iv} Watt, K.M., Johnston, D., Huerta, J., Mendiola., I.D., & Alkan, E. (2008).
- ^v “Findings and Recommendations from the Advancement Via Individual Determination (AVID) Program Evaluation: Year One,” published by the Office of Professional Learning and Accountability, Fairfax County Public Schools, April 2011.
- ^{vi} Lozano, A., Watt, K.M., & Huerta, J. (2009). A comparison study of 12th grade Hispanic students’ college anticipations, aspirations, and college preparatory measures. *American Secondary Education*, 38 (1), 92-110.
- ^{vii} Watt, K.M., Johnston, D., Huerta, J., Mendiola., I.D., & Alkan, E. (2008).
- ^{viii} Mendiola, I.D., Watt, K. M., Huerta, J. (2010) The impact of Advancement Via Individual Determination (AVID) on Mexican American students enrolled in a four-year university. *Journal of Hispanic Higher Education*, 9 (3), 209-220.
- ^{ix} http://www.avid.org/int_whatotherssay.html

Network For Teaching Entrepreneurship (NFTE):

We will utilize the Network for Teaching Entrepreneurship (NFTE) program in our business and marketing classes and to assist in the implementation of our Career Exploration mini-courses. NFTE provides a successful model for partnering with businesses to bring business leaders into classrooms to teach business education, career preparation, and promote entrepreneurship. In particular, NFTE's program focuses on serving at-risk students who, due to their socio-economic backgrounds, may not have opportunities to learn about careers in business. We feel NFTE matches our needs and will provide resources to us to implement our Career Exploration courses successfully.

To date, NFTE has worked with nearly 350,000 young people from low-income communities in programs across the U.S. and around the world. In addition to fostering the development of a business-savvy workforce that will ultimately promote America's long-term economic stability, there is substantial evidence highlighting NFTE's effectiveness. Research conducted by individuals at the Harvard Graduate School of Education has demonstrated NFTE graduates start and maintain businesses at substantially higher rates than their peers. Additionally, findings also show NFTE students' interest in attending college and both their occupational aspirations and independent readings skills increased during their time in the program.

Conducting research on NFTE alumni, the Koch Foundation found program participants not only had significantly more business knowledge than non-participants, but were also more likely to form businesses. Research conducted at Brandeis University revealed similar findings. Business knowledge among NFTE graduates increases, and a survey of alumni revealed 83% think of themselves as entrepreneurs, 78% plan on running a business in future, 70% were in post-secondary education, 43% had part-time jobs, and 20% had full-time jobs.

NFTE's curriculum will provide structure and support to our business and marketing elective courses and to our Career Exploration mini-courses that take place in January, June and July of each year. The curriculum can be used for a full semester long course, teaching students entrepreneurial and business management skills. Some schools in FCPS have adopted this program for business and marketing courses. We will implement this program in a similar fashion to those schools. We also will use NFTE's curriculum in our Career Exploration mini-courses. During these two-week courses, activities with business partners on entrepreneurship and business education will be guided by NFTE's curriculum.

A more detailed description of research, NFTE's mission and history, and its curricular framework can be found at nfte.com.

Junior Achievement (JA):

Junior Achievement (JA) is a recognized business and economics education program. Fairfax Leadership Academy will use JA to supplement standard curriculum of middle school and high school courses and to increase opportunities for students to learn about business leadership and entrepreneurship.

Through its professionally designed and rigorously evaluated curricular materials, Junior Achievement's programs empower students to seek out economic success. JA programs provide students with opportunities to not only develop leadership skills, but to also practice cooperation, teamwork, and decision-making through hands-on, real world activities.

Evaluations conducted on JA demonstrate this program has a positive impact on academic achievement and student attendance. Research shows students who participate in this program, as compared to students who do not, are significantly more likely to believe that they will graduate from high school, pursue postsecondary education, and graduate from college.

Specifically, middle school students who participate in one or more JA programs are less likely to be tardy to class, cut or have an unapproved absence, or be absent from school with a four-week period. Likewise, high school students who participate in JA's programs are more likely than their non-participating peers to graduate from high school, pursue post-secondary education, believe that they can control their destiny, and start their own business within one year of high school graduation.

We will utilize JA's curriculum as a supplement to further promote business and leadership education in various classes, grades 7 – 12. JA programs are usually 30 – 45 minutes in length, over approximately 6 sessions. We will choose specific content areas each year in which a JA program will be imbedded into the class. This will include participating in JA's "Finance Park" program. JA has built a "Finance Park" in Tyson's Corner, Fairfax County for students and teachers to use for business and finance education. The "Finance Park" program is already part of the FCPS curriculum for 8th grade and we look forward to participating in this program. In addition, JA curriculum will also be used for some of our Career Exploration mini-courses (offered in January, June and July every year) to complement the activities students do with our business partners on career and business education.

A more detailed description of research and JA's mission, philosophy, and curricular approach can be found at <http://www.myja.org>.

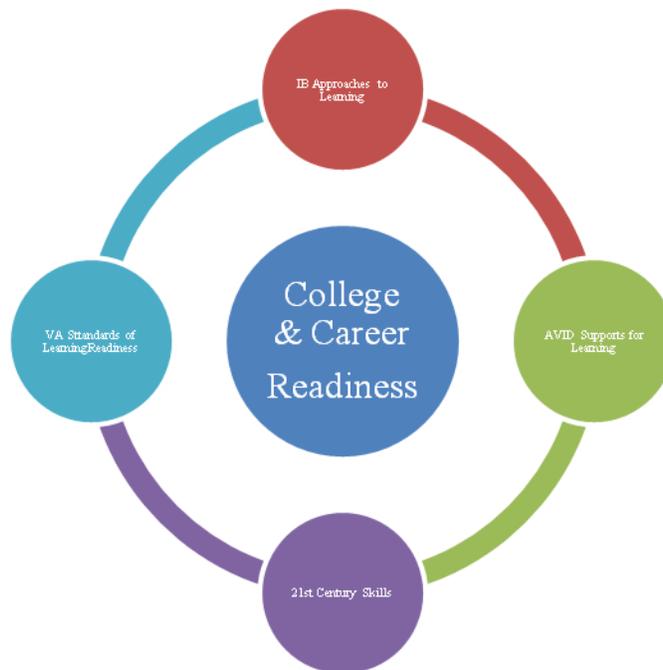
Junior Reserved Officer Training Corps (ROTC)

Fairfax Leadership Academy will consider implementing a Junior ROTC program in grades 10 – 12. We have had some community members suggest a Junior ROTC program should be offered in our school to further build leadership skills in students, and promote careers in military. We have taken note of this and will consider adopting such a program. Clearly, a Junior ROTC program would match with our school’s mission of building leadership and career skills.

Fairfax Leadership Academy will start with grades 7 and 8 and then add a grade each year until the school is a full capacity, grades 7 – 12 in 2017-2018. As we grow towards having grades 10, 11 and 12, we will talk with our students and parents about their interest in adopting a Junior ROTC program. If the interest exists, we will work with FCPS and officials from the Junior ROTC program about the best way to implement the program at our school.

College and Career Readiness:

The coordination of the aforementioned pillars of the Fairfax Leadership Academy’s curriculum – AVID, IB, FCPS POS and Virginia SOLs – supports the school’s central mission of preparing students from diverse backgrounds for success in higher education and careers in the 21st century global economy. Fairfax Leadership Academy graduates will benefit from their solid content knowledge, the ability to communicate effectively, the confidence to create, and the self-awareness to collaborate.



Intensive College and Career Counseling:

In addition to the academic preparation for college, Fairfax Leadership Academy will provide intensive college and career counseling to our students and their families. Often the biggest obstacle for students of at-risk backgrounds attending college and finding a successful career is understanding the American postsecondary education system, including how to apply to college and how to make financial plans to pay for college and receive financial aid.

One way we will provide additional curriculum integrated college and career counseling through our AVID classes. AVID is designed to teach students about college and careers. We will utilize the AVID class to deliver many of the counseling programs required by FCPS and Virginia. We will have three certified counselors on faculty (who will teach and also provide support for counseling), but in addition, every student’s AVID teacher will serve as an academic, college and career advisor to provide more intensive and individually focused counseling to students on college and careers. These three

counselors will train and supervise AVID teachers, and provide additional support as needed, to deliver a high quality college and career counseling program to the students and families of Fairfax Leadership Academy.

In addition to the AVID program, Fairfax Leadership Academy will have a number of other unique programs in place to provide more intensive college and career counseling. Career exploration mini-courses will provide students opportunities to learn about careers by working directly with business and community leaders from our business partnerships in the area. An important component of these career exploration mini-courses will be helping students understand how and why people pursue these careers.

Fairfax Leadership Academy will also provide post-graduation counseling services to support students after they graduate as they go on to pursue a college education. A counselor will be assigned to provide these post-graduation counseling services to our alumni. We want to continue to provide counseling services to our graduates because data demonstrates that too many students who intend to go to college do not complete their college education, usually due to inadequate support. This is especially true with at-risk students. We will provide these post-graduation counseling services for the first five years after graduation assisting students in achieving the goal of graduating from a four-year college and finding a job in the career in which they are interested.

Post-graduation counseling for our graduates:

While at Fairfax Leadership Academy, students will receive intensive counseling on college and careers through AVID. However, our services will not end with graduation. A counselor will be responsible for providing post-graduation counseling to assist students with college and career decisions. Teachers will be encouraged to support the work of this post-graduation counselor, assisting students they taught in AVID or their regular subjects after graduation.

Research demonstrates that many students who attend college are not completing college. One of the main reasons for this, particularly with at-risk students, is lack of counseling and resources after they graduate. We will continue to provide support to our students with the goal of seeing them graduate from college and find a successful career.

21st Century Skills:

The expanding body of literature related to 21st century skills suggests the ways students learn is constantly evolving and students need to be consistently exposed to engaging experiences, emotional development, and intellectual skills necessary for future success. This includes:

- The ability to interact with others from diverse backgrounds (through increased social and emotional competence as well as language skills)
- The ability to use multiple forms of technology effectively
- The ability to process information in a variety of ways and to make decisions about its utility
- The ability to think critically, creatively, innovatively, and to problem solve
- The ability to take responsibility for self and community
- The ability to work collaboratively

Fairfax Leadership Academy will promote students learning 21st century skills through the incorporation of various curricular programs – AVID, IB, NFTE, JA and our career exploration and service learning mini-courses. The entire educational program of Fairfax Leadership Academy centers around preparing students to succeed in higher education and to be leaders in the workplace of the 21st century.

Career Exploration and Service Learning Courses:

One of the reasons for having a full year school calendar and longer school day is to provide time to offer more intensive career preparation programs and service learning opportunities. Within our full year school calendar, we designate three two-week sessions – in January, June and July – for “Career Exploration and Service Learning Courses.”

Career Exploration “Mini-Courses”

In the two-week Career Exploration “mini-courses,” students will get to look closely at a particular career, understand and practice the skills necessary for that career and experience first-hand the working environment of that career. We will build partnerships with businesses, non-profit organizations and government agencies to provide each Career Exploration Session a variety of career options for students to study and experience.

These two-week mini-courses will be designed by our faculty working with your business partners. Each session, there will be three career exploration choices per grade level that students will rotate through, studying one career in January, another in June and third in July. Academic skills from the four core subjects will be integrated into these Career Exploration mini-courses to reinforce skills learned throughout the rest of the academic year. We will also utilize curriculum and activities from Junior Achievement (JA) and the Network for Teaching Entrepreneurship (NFTE) in these Career Exploration “mini-courses.” Both JA and NFTE offer curriculum for infusing business professionals and their career experiences into the classroom.

Service Learning “Mini-Courses”

In the two-week “mini-courses” on service learning, students will choose among a variety of community service projects to implement and complete. These community service projects will be collaborative and require involvement in the community with other organizations and community leaders.

The Service Learning mini-courses will be designed by our faculty and students working with community organizations. Each session, there will be three service learning choices per grade level that students will rotate through, completing one service learning experience in January, another in June and a third in July. Academic skills from the four core subjects will be integrated into these Service Learning mini-courses to reinforce skills learned throughout the rest of the academic year.

While the Career Exploration and Service Learning courses will be offered during the two-week sessions in January, June, and July, throughout the school year the learning that takes place from the Career Exploration and Service Learning courses will be integrated into our academic courses. This provides real world connections for student learning in our classrooms.

Earth Science in 9th Grade:

One of the only places where we will deviate from the FCPS POS is in the high school science sequence of courses. We will follow the standard sequence recommended by the State of Virginia, which offers Earth Science in 9th grade, and then subsequently Biology, Chemistry, and Physics to 10th, 11th, and 12th grades.

Our reason for this change is we believe Earth Science is academically more appropriate for the 9th graders we will be serving. By implementing this change, our students will be more likely to succeed in science in 9th grade and be more prepared to take higher level science classes (IB, honors, dual enrollment) in biology, chemistry, and physics in their later years of high school. Earth Science requires less vocabulary and math skills. We will be serving an at-risk population, many of whom are English language learners. By moving biology, chemistry, and physics to the later years of high school, we will be able to better prepare our students for these courses and ultimately make them more successful in science.

Because the rest of the State of Virginia follows this sequence of doing Earth Science in 9th grade, we do not feel we are doing anything that different from the norm. Our school will allow FCPS to study the impact of this change in sequencing, to decide if it is something other schools should consider. It also provides families an option that does not exist currently within FCPS.

2. A description of the pupil performance standards and curriculum, which must meet or exceed any applicable Virginia SOQ, [Sections 22.1-253.13:1](#) through [22.1-253.13:9](#), Code of Virginia.

Fairfax Leadership Academy will be adopted as a public charter school within the Fairfax County Public Schools (FCPS) system. Therefore, as a public school within FCPS and the state of Virginia, Fairfax Leadership Academy will meet the pupil performance standards and curriculum as described in the Virginia SOQ, Sections 22.1-253.13:1 – 22.1-253.13:9. We look forward to being part of the FCPS system and working in conjunction with FCPS officials to meet all requirements for becoming an accredited school.

Specifically:

Fairfax Leadership Academy will follow the Virginia Standards of Learning curriculum in all subjects, with students taking end-of-course exams and earning verified credits to attain a standard or advanced-level diploma. Please see attached as an addendum “Fairfax Leadership Academy Grade Level Curriculum Framework” for specific information on courses we will offer.

Beyond meeting the minimum requirements of the Virginia Standards of Learning curriculum, Fairfax Leadership Academy will exceed these standards by utilizing the International Baccalaureate (IB) curriculum for IB’s “Middle Years Program” (MYP) in grades 7 – 10 and IB’s “Diploma Program” in grades 11 and 12. The IB program is internationally recognized for its college preparatory curriculum. Fairfax Leadership Academy will participate in all IB evaluation processes for the MYP and Diploma programs, meeting the required elements to become an “IB School.” This includes teachers submitting their course syllabi, unit and lesson plans and assessment practices to IB for “moderation” (an evaluation process used by IB). We look forward to meeting these requirements for IB, thus establishing a high standard of quality for our school. Please see attached as an addendum “Fairfax Leadership Academy Grade Level Curriculum Framework” for specific information on courses we will offer.

Fairfax Leadership Academy will meet all staffing requirements and standards for the state of Virginia and FCPS. This includes teacher-pupil ratios and teacher certification requirements. As a public school within FCPS, we will meet the same professional licensure and certification standards as all other FCPS schools, working with FCPS human resources and other offices to insure those standards are met.

Fairfax Leadership Academy will work with FCPS to meet all requirements of serving special education students. This includes IEP reviews and working with FCPS to insure a student’s needs are being met through our school or through the continuum of services

provided by FCPS. (Please see the section for Serving Students with Disabilities in section VI.10 below.)

Fairfax Leadership Academy faculty will take part in all FCPS required professional development programs, as well as the plethora of professional development opportunities that are optional but made available to FCPS employees. In addition, Fairfax Leadership Academy faculty will participate in our school's professional development program, which includes collaborative teams, collaborative observations, and portfolios for continual reflection on the teaching process (see section XI.2 on "Professional Development" for more details). Fairfax Leadership Academy faculty will also participate in program-specific professional development for AVID, IB, JA and NFTE.

Fairfax Leadership Academy will produce a "School Improvement Plan" (SIP) annually in the same manner required of all FCPS schools. Through the annual SIP process, Fairfax Leadership Academy's faculty to review data, determine areas for improvement, and establish steps to be taken to improve performance to meet state Standards of Quality, FCPS Student Achievement Goals (SAGs) and the specific goals of Fairfax Leadership Academy.

As part of FCPS, all employees of Fairfax Leadership Academy will be FCPS employees and will be given the same contractual agreements as other employees in the school district as determined by the school board.

- 3. A description of how the Virginia SOL and the corresponding SOL Curriculum Framework will be used as the foundation for curricula to be implemented for each grade or course in the public charter school. Include within the description how the goals and objectives of the curricula will meet or exceed the Virginia Standards of Learning (SOL), address student performance standards, relate to state and federal assessment standards, and include measurable student outcomes (See <http://www.doe.virginia.gov/testing/index.shtml> on the Department's Web site for more information about the SOL).**

Virginia's accountability system supports teaching and learning by setting rigorous academic standards, known as the Standards of Learning (SOL), and through annual assessments of student achievement. Fairfax Leadership Academy will use the Virginia SOL and the corresponding SOL Curriculum Framework as a foundation for curricula in each grade level (7-12). The goal of Fairfax Leadership Academy is to exceed Virginia's academic standards on the English, history/ social science, mathematics, and science SOL tests in all student subgroups. Please see attached as an addendum "Fairfax Leadership Academy Grade Level Curriculum Framework" for specific information on courses we will offer.

Beyond meeting the minimum requirements of the Virginia Standards of Learning curriculum, Fairfax Leadership Academy will exceed these standards by utilizing the

International Baccalaureate (IB) curriculum for IB's "Middle Years Program" (MYP) in grades 7 – 10 and IB's "Diploma Program" in grades 11 and 12. The IB program is internationally recognized for its college preparatory curriculum. Fairfax Leadership Academy will participate in all IB evaluation processes for the MYP and Diploma programs, meeting the required elements to become an "IB School." This includes teachers submitting their course syllabi, unit and lesson plans and assessment practices to IB for "moderation" (an evaluation process used by IB). We look forward to meeting these requirements for IB, thus establishing a high standard of quality for our school. Please see attached as an addendum "Fairfax Leadership Academy Grade Level Curriculum Framework" for specific information on courses we will offer.

In addition, it should be noted that FCPS already has a number of middle school and high schools who participate in the IB program. We will utilize school district resources and the district's experience to make sure our school is properly implementing and delivering the IB program's curriculum. We look forward to having on our staff experienced IB teachers from FCPS and taking part in professional development on IB that FCPS offers to IB schools.

Fairfax Leadership Academy will meet the federal government's Adequate Yearly Progress (AYP) rating, which indicates the progress being made toward the goals of the Elementary and Secondary Education Act (ESEA), also known as the No Child Left Behind Act of 2001. We will work with FCPS and state officials to make sure we are complying with the requirements of this law. As a new school, some determination will need to be made on what baseline data we should use to measure our progress.

Finally, the Fairfax Leadership Academy will be a fully accredited school with pass rates on state SOL end-of-course exams of at least 70 percent in all four content areas and will attain a point value of 85 or greater based on the Graduation and Completion Index (GCI). In addition, the attendance rate at the Fairfax Leadership Academy will exceed 94%.

21st Century Skills

In addition to students at the Fairfax Leadership Academy demonstrating of knowledge through Virginia's Standards of Learning and the corresponding SOL Curriculum Framework in English, history/ social science, mathematics, and science, they will develop mastery of the 21st century skills that are essential to student success. This is a core component of our school, one which programs like AVID, IB, JA and NFTE promote. 21st century skills are also a core component of the FCPS Student Achievement Goals which we will work towards achieving as a public school within FCPS (please see attached as an addendum a copy of the FCPS Student Achievement Goals or go to <http://www.fcps.edu/schlbd/goals/sags.shtml>).

We will utilize the framework for teaching 21st Century skills as designed by the Partnership for 21st Century Skills (P21.org). This so-called “Framework for 21st Century Learning” categorizes the teaching of 21st century skills into the following themes:

- Life and Career Skills: Flexibility & Adaptability; Initiative & Self-Direction; Social & Cross-Cultural Skills; Productivity & Accountability; Leadership & Responsibility
- Learning and Innovation Skills: Creativity and Innovation; Critical Thinking and Problem Solving; Communication and Collaboration
- Information, Media and Technology Skills: Information Literacy; Media Literacy ICT (Information, Communications & Technology) Literacy

Please see attached as an addendum a copy of the Partnership for 21st Century Skills’ “Framework for 21st Century Learning” or go to http://p21.org/index.php?option=com_content&task=view&id=254&Itemid=120.

In order to measure our effectiveness in teaching 21st century skills, we will measure a number of leading indicators that include those described in the FCPS Student Achievement Goals framework as well as others. Some of these indicators are:

- Disciplinary rates
- Attendance rates
- Participation in service learning activities
- Participation in business and career education activities
- Enrollment and completion of online courses

4. A description of any assessments to be used to measure pupil progress towards achievement of the school's pupil performance standards, in addition to the SOL assessments prescribed by [Section 22.1-253.13:3](#), in the *Code of Virginia*.

As a public school within the Commonwealth of Virginia and FCPS, Fairfax Leadership Academy will utilize all state and local assessments, such as the SOL assessments, required for accreditation. We will take advantage resources provided by FCPS such as the Horizon (ECart) program that provides common assessments and data analysis that correlates with the Virginia Standards of Learning. Please see attached as an addendum “Fairfax Leadership Academy Grade Level Curriculum Framework” for specific information on courses where students will take Virginia SOL end-of-course exams.

In addition to these standard assessments, Fairfax Leadership Academy will use other assessments that are required by programs we have in our school. These include:

- IB exams, IB internal assessments, and all reporting required by the IBO as part of its curricular program.
- AVID’s annual certification process that includes portfolios of student work and teaching planning be submitted for review.
- NFTE’s course and activity assessments

- JA's course and activity assessments

This website provides JA's correlation to VA standards:

http://www.myja.org/educators/correlations/VA_K-12_Programs_2009-11.pdf

With the goal of students attending a post-secondary institution, we will also utilize PSAT, SATs, ACTs and other college entry examinations. We will analyze data from those exams to evaluate our performance and guide us in establishing improvements to our education program. We want students to achieve scores on these college entry examinations that will allow them to attend a post-secondary institution. Therefore, we will analyze data to determine what we are doing well, and what we can improve, in order have all students achieve adequate scores on these college entry examinations.

Fairfax Leadership Academy will use the National Assessment of Educational Progress (NAEP) as a national exam to gauge our progress with students as compared to students around the country. The NAEP exam will serve as a source of baseline data and an external check, in addition to the SOL's and IB assessments, on how well our students are progressing towards college readiness.

Fairfax Leadership Academy's faculty will also utilize its own assessments – formative and summative – to measure the acquisition of 21st Century Skills. This regular assessment process will be part of the professional development program that take place at our school and includes:

- A balance of assessments, including high-quality standardized testing along with effective classroom formative and summative assessments.
- Meaningful feedback on student performance that is embedded into everyday learning.
- A balance of technology-enhanced, formative and summative assessments that measure student mastery of 21st century skills.
- Development of portfolios of student work that demonstrate mastery of 21st century skills to educators and prospective employers.
- Progress reporting on IEP goals

It should be noted that Fairfax Leadership Academy's small size gives us an advantage for collaboration both horizontally and vertically. Teachers will work in a close-knit educational environment. Our professional development program includes collaboration that is interdisciplinary and takes place horizontally along the same grade level and vertically across grade levels. We will make collaboration a core component of our professional culture, with emphasis on sharing of data and group analysis of data to determine the most effective actions.

- 5. A description of the public charter school assessment plan to obtain student performance data, which includes how the data will be used to monitor and improve achievement and how program effectiveness will be measured over a specified period of time. Also provide benchmark data on how student achievement will be measured and how these data will be established and documented in the first year of operation and how the data will be measured over each year of the term of the charter as approved by the local school board. The benchmark data should address targets for student improvement to be met in each year.**

As described above, Fairfax Leadership Academy will follow all state and FCPS standards including the use of SOL assessments. We will work with FCPS to determine appropriate benchmarks for student achievement in our first year with grades 7 and 8, and for subsequent years as we add a grade level each year. These benchmarks will align with school district goals and allow us to compare our results on standardized assessments to those across the school district and state. We encourage such comparisons because as charter school piloting a different structure that is designed to improve student achievement, we want to see to what extent has our unique structure improved student achievement compared to other schools. We want such data to be analyzed not only by our faculty, but by school district leadership to determine continuation of our school's charter and replication of our model, or specific components of our model, in other schools in the district.

In addition to determining benchmarks that align with school district goals, Fairfax Leadership Academy will review the records of each incoming student and create a "student learning plan" (SLP) for each student. This is a new program being considered by FCPS. We look forward to implementing this program in our school and demonstrating its effectiveness.

To create each student's SLP, the following steps will be taken:

- In the spring, immediately following students being accepted to our school, faculty from Fairfax Leadership Academy will review the records of all incoming students.
- Our faculty will discuss these records with faculty from the student's previous school to receive their input.
- In the summer prior to entry to our school, our faculty will meet with the student and parents to determine the set of goals for the upcoming year. The goals that are created will be "SMART" goals – specific, measurable, attainable, results oriented, time-bound. Students, faculty and parents will be trained in what are SMART goals and how to create short-term and long-term SMART goals that focus on student achievement.

- The SLP will include semester and annual goals for each individual student to achieve. These goals will serve as benchmarks towards our school's long-term goals of all students graduating and studying at a post-secondary institution.
- Teachers, parents and students will refer to the SLP regularly throughout the year and then at the end of the academic year review the student's results and create a new plan for the following year.
- In addition to achievement on standardized assessments, other goals may be listed on a student's SLP that align with FCPS Student Achievement Goals (SAGs) and Fairfax Leadership Academy's goals for college and career preparation. This may include enrollment and completion in certain courses, obtaining a certain grade in a specific course, visiting a college through the AVID program, participating in an extracurricular activity, and/or participating in a career exploration course on a specific career.
- As the year progresses, the student with the aid of his teachers will create a portfolio of student work, assessments and personal reflections on their goals that will be reviewed at the end of the school year.

As a small school, we will be able to offer this individualized attention. By providing each student with a personalized education plan, we bring the larger goals of the school down to the individual level. Our faculty will know each student's goals and will teach with these goals in mind. Furthermore, the personal education plan will build relationships between students, faculty and parents with a focus on student achievement.

Pupil Performance Standards and Assessments

In addition to formative and summative assessments aligned with instruction, Fairfax Leadership Academy students' academic performance will be measured by state, federal, and international performance standards. Students' mastery of the Virginia Standards of Learning (SOL) will be measured by grade level (grades 7 & 8) and end-of-course (EOC) exams. Students will meet all Virginia Department of Education verified credit requirements to earn a Standard or Advanced Studied Diploma.

Federal student performance standards, as measured by exam pass rates, participation, and graduation rates (grades 9 – 12) for established subgroups, will also be met.

Additionally, 8th grade students will be assessed using National Assessment for Educational Progress (NAEP) math and science standards beginning in spring 2015 and every 2 years thereafter. Twelfth grade students will be assessed using the NAEP beginning in spring 2019. Students' performance on PSAT, SAT, and ACT assessments will be judged against local, state, and national trends to judge the effectiveness of the schools' academic program in preparing students for post secondary study.

Additionally, students who complete qualifying coursework for International Baccalaureate (IB) exams will take them as applicable and are awarded credit toward an IB Diploma.

In keeping with the school’s mission of preparing students for global leadership, eighth grade students’ math and science skills will be assessed using the Trends in International Mathematics and Science Study (TIMSS) assessments beginning in 2015 and every four years thereafter. Student performance in math, reading, science, and problem solving will also be measured by the Program for International Student Assessment (PISA). The PISA is administered to 11th grade students beginning fall 2018 and every three years thereafter.

6. The timeline for achievement of pupil performance standards, in accordance with the Virginia SOL.

As described above, Fairfax Leadership Academy will follow all state and FCPS standardized assessments, including SOL examinations. We will test students in required end-of-course SOLs in May/June of each school year. Please see attached as an addendum “Fairfax Leadership Academy Grade Level Curriculum Framework” for specific information on courses where students will take Virginia SOL end-of-course exams.

School-wide benchmarks, as determined by our school leadership and FCPS officials, will be measured at the end of each academic year, which will be in June.

Each June and July, faculty will also review with each student and their parents their “student learning plan” to see if attainment of goals was reached by the end of the academic year in June. A new student learning plan will be developed at that point for the next school year.

Below is a table illustrating when key standardized assessments will be given.

| Grade | Year 1 2013-2014 | Year 2 2014-2015 | Year 3 2015-2016 | Year 4 2016-2017 | Year 5 2017-2018 |
|--------------|-----------------------------|--|-----------------------------|-----------------------------|-----------------------------|
| 7 | Grade 7 SOL Tests | Grade 7 SOL Tests | Grade 7 SOL Tests | Grade 7 SOL Tests | Grade 7 SOL Tests |
| 8 | Grade 8 SOL Tests | Grade 8 SOL Tests | Grade 8 SOL Tests | Grade 8 Tests | Grade 8 Tests |
| 9 | | SOL EOC Exams NAEP (spring) TIMSS (spring) | SOL EOC Exams | SOL EOC Exams | SOL EOC Exams |
| 10 | | | SOL EOC Exams | SOL EOC Exams PSAT | SOL EOC Exams PSAT |

| | | | | | |
|-----------|--|--|--|---|---|
| | | | | | |
| 11 | | | | SOL EOC Exams SAT (spring) ACT (spring) | SOL EOC Exams SAT (spring) ACT (spring) |
| 12 | | | | | SAT (fall) ACT (fall) IB EOC Exams |

7. An explanation of the procedures for corrective actions needed in the event that pupil performance at the public charter school falls below the standards outlined in the Virginia Board of Education’s [Regulations Establishing Standards for Accrediting Public Schools in Virginia](#), (8 VAC 20-131-310).

Fairfax Leadership Academy will be adopted as part of the FCPS system. As such, we will follow all school district procedures for review of data on pupil performance. This includes doing an annual “School Improvement Plan” (SIP) where our faculty leaders review data and determine steps for the upcoming school year for improvement.

The SIP process will take place in June and July, at the end of the academic year, but before the start of the following academic year. The SIP will serve as a central component for reflection and discussion towards how to improve our school’s performance each year. Our management team will have experience as teachers and administrators from other FCPS schools with the SIP process.

Through the annual SIP process, a number of corrective actions may be considered, and could include the following:

Staffing targeted towards areas of need. For example, if we notice deficiencies in a certain subject, we may evaluate and modify our staffing methods on that subject.

Using additional time allotted from our full-year calendar to have remediation programs in areas of need during January and summer months. The advantage of having a full-year calendar is the addition of time for remediation. In January, June and July, we will allocate time for students to focus their learning on specific subjects, namely those that need improvement.

If necessary, scheduling of “double block” courses and/or extra remedial courses. The extended learning day with our modified bell schedule will allow for students to take eight courses, rather than the seven found at most conventional schools. If necessary,

this additional course can be used to provide more support to students on a specific subject.

Accessing FCPS support systems. In the event our school leadership and staff determine corrective actions are needed, we will seek support from FCPS and the systems they have in place to help schools improve student achievement. We look forward to working with FCPS, being a “laboratory for innovation” from which others in FCPS can learn, while at the same time utilizing FCPS resources to enhance our performance.

8. Information regarding the minimum and maximum enrollment per grade as well as class size and structure for each grade served by the public charter school.

Fairfax Leadership Academy will be a secondary school, grades 7 – 12, with 75 students per grade. Our maximum enrollment per grade will be 75. Our minimum enrollment will be 60, but we intend to each year accept 75 students and will allow new students to enter each year if space is available in a specific grade level.

We are aware of the high rate of mobility in the communities we are serving. We, therefore, will each spring determine which current students are returning and offer new students to apply and be accepted for the following fall based on space that is available.

We will also create a “waitlist” of students based on a lottery process (see section VII). In the event a space is available, we will go to the waitlist and offer students from the waitlist enrollment to Fairfax Leadership Academy up to a maximum of 75 students per grade. We will enroll new students interested in attending the school from the waitlist throughout the school year. For the beginning of each academic year (which starts in August), a new waitlist will be created for determining enrollment to the school if space becomes available.

9. Information regarding the proposed calendar and daily schedule, including any plans to open prior to Labor Day and how and when a waiver to open early will be submitted by the local school board to the Virginia Board of Education, under [§ 22.1-79.1](#), of the *Code of Virginia*.

Our full year school calendar and modified bell schedule to provide extended learning time is our most unique and most important feature of our school.

We will work with FCPS to submit to the Virginia Board of Education a request for a waiver to open school before Labor Day. Our plan would be to have the FCPS school board submit this waiver to state Board of Education as soon as possible after the School Board voted for our approval. This is most likely in spring 2012.

On the following pages is a description of our calendar for our first year of operation, a description of our modified bell schedule, and relevant data related to this calendar and bell schedule.

Full-Year School Calendar for 2013-2014 for Fairfax Leadership Academy

Number of school days each month are in parentheses after the month. This calendar was made for 2013-2014 and would be replicated in subsequent years with slight changes based on holidays.

1st Semester:

AUGUST (15 school days)

Start 2nd Monday in August (Monday, August 12, 2013)

Holidays: 0

SEPTEMBER (20 school days)

Holidays: 1 (Labor Day - Mon, Sept 2)

OCTOBER (18 school days)

Holidays: 5 (Fall break - Columbus Day plus 4 days – week off)

NOVEMBER (18 school days)

Holidays: 3 (Veterans Day, Thanksgiving week)

DECEMBER (15 school days)

Holidays: 10 (Christmas/New Year's – two weeks off)

1st Semester – total number of days: 86

JANUARY – Career Exploration & Service Learning Courses (10 school days)

Monday, January 6 – Friday, January 17

The first two weeks of January (10 school days) will be for “Career Exploration & Service Learning Courses” and remediation programs in specific subjects based on students’ needs

2nd Semester:

JANUARY (9 school days)

Beginning of 2nd semester – the Tuesday after MLK day, Tuesday, January 21

Holidays: 1 (MLK day)

FEBRUARY (15 school days)

Holidays: 5 (Presidents day plus 4 other days – one week off)

MARCH (21 school days)

Holidays: 0

APRIL (17 school days)
Holidays: 5 (Spring Break – Easter)

MAY (21 school days)
Holidays: 1 (Memorial Day)

JUNE (5 school days)
End of the Academic Year is Friday, June 6
Holidays: 5 (June holiday break: June 8 – 13)

2nd Semester – total number of days 88

JUNE – Career Exploration & Service Learning Courses (10 school days)

Monday, June 16 – Friday, June 27

After the June holiday break, two weeks (10 school days) will be for “Career Exploration & Service Learning Courses” and remediation programs in specific subjects based on students’ needs

JULY (and beginning of August) (12 school days)

Tuesday, July 8– Tuesday, July 23

After the Independence Day holiday break, two and a half weeks (12 school days) will be for “Career Exploration & Service Learning Courses” and remediation programs in specific subjects based on students’ needs

Holidays: 13 (Independence Day plus 5 days: June 30 – July 7; as well as two-week summer break: July 24 – August 6)

Note the following:

There will be two teacher prep days for 2014-2015 – Thursday, August 7 and Friday, August 8 before school begins.

The new Academic Year for 2014-2015 will begin Monday, August 11

Total Student days: 206

Total Teacher days: 208

Extended-Day Schedule and Modified Block Bell Schedule for Fairfax Leadership Academy

School start time: 8:15 am

School end time: 4:15 pm

| <u>Period</u> | <u>Time</u> | <u>Type of period</u> |
|---------------|---------------|-------------------------------|
| 1 | 8:15 – 9:15 | Core class period |
| 2 | 9:20 – 10:35 | Elective or core class period |
| 3 | 10:40 – 11:55 | Elective or core class period |
| 4 | 12:00 – 12:30 | Lunch |
| 5 | 12:35 – 1:35 | Core class period |
| 6 | 1:40 – 2:55 | Elective or core class period |
| 7 | 3:00 – 4:15 | Elective or core class period |

The bell schedule for Fairfax Leadership Academy will allow for students to take eight courses.

Core courses (math, science, English and social studies) will meet every day for 60 minutes. Elective courses (including Physical Education) will meet every other day for 75 minutes. This provides more classroom time for our students in their core courses, while still providing adequate time for students to take electives.

In order to stagger lunches for different grade levels, we will change the arrangement of periods, but keep the same general format as you see above.

If a student takes a core class in one of the 75 minute periods, their core class will be 60 minutes and then the student would be given a 15-minute supervised break time in the class they were in. This break time would be for students to have a snack, use the bathroom, check on homework, and/or to see teachers for remediation/extra help. Every day, a student will have a 15-minute break in the morning and a 15-minute break in the afternoon, for a total of 30 minutes per day. This also will make the longer school day more manageable for students.

For elective classes that switch every other day, the school days will be designated as blue or silver (sample school colors).

On the following pages are sample schedules for students.

Sample Schedule for a 7th or 8th grader:

| <u>Period</u> | <u>Time</u> | <u>Course</u> |
|---------------|--------------------------------|--|
| 1 | 8:15 – 9:15 | English |
| 2 Blue | 9:20 – 10:35 | Music Elective Course |
| 2 Silver | 9:20 – 10:35 | AVID Elective Course |
| 3 | 10:40 – 10:55 10:55 – 11:55 | Morning break time Math |
| 4 | 12:00 – 12:30 | Lunch |
| 5 | 12:35 – 1:35 | Science |
| 6 | 1:40 – 2:40 2:40 – 2:55 | Social Studies Afternoon break time |
| 7 Blue | 3:00 – 4:15 | Foreign Language Elective Course |
| 7 Silver | 3:00 – 4:15 | Physical Education |

Sample Schedule for a 9th or 10th grader:

| <u>Period</u> | <u>Time</u> | <u>Course</u> |
|---------------|----------------------------|--|
| 1 | 8:15 – 9:15 9:15 – 9:30 | Science Morning break time |
| 2 Blue | 9:35 – 10:50 | Foreign Language Elective Course |
| 2 Silver | 9:35 – 10:50 | Physical Education |
| 3 | 10:55 – 11:25 | Lunch |
| 4 | 11:30 – 12:30 | English |
| 5 | 12:35 – 1:35 | Math |
| 6 | 1:40 – 2:40 2:40 – 2:55 | Social Studies Afternoon break time |
| 7 Blue | 3:00 – 4:15 | Art Elective Course |
| 7 Silver | 3:00 – 4:15 | AVID Elective Course |

Sample Schedule for an 11th or 12th grader:

| <u>Period</u> | <u>Time</u> | <u>Course</u> |
|---------------|--------------------------------|----------------------------------|
| 1 | 8:15 – 9:15 | Math |
| 2 | 9:20 – 10:20 | Social Studies |
| 3 | 10:25 – 10:40 10:40 – 11:40 | Morning break time English |
| 4 Blue | 11:45 – 1:00 | Music Elective Course |
| 4 Silver | 11:45 – 1:00 | On-Line Elective Course |
| 5 | 1:05 – 1:35 | Lunch |
| 6 | 1:40 – 2:40 2:40 – 2:55 | Science Afternoon break time |
| 7 Blue | 3:00 – 4:15 | AVID Elective Course |
| 7 Silver | 3:00 – 4:15 | Foreign Language Elective Course |

Comparing Fairfax Leadership Academy’s Bell Schedule and Calendar to the traditional school schedule

HOURS PER DAY:

Traditional school: Middle school 8:00 – 2:45, High school 7:20 – 2:05 (6 hrs, 45 min)

Fairfax Leadership Academy: 8:00 – 4:00 (8 hrs)

| | |
|----------------------------|-----------------|
| Traditional school day | 6 hours, 45 min |
| Fairfax Leadership Academy | 8 hours |

TOTAL DAYS PER YEAR

| | |
|----------------------------|-----------------------------------|
| Traditional school day | 183 |
| Fairfax Leadership Academy | 206 (174 in the academic year) |

TOTAL HOURS FOR THE ACADEMIC YEAR:

Our academic year will be 174 days, which is less than a traditional school in terms of days, but if you break this down by hours, our students will be in school much more because our school day is longer. If you do the math to get total hours in school you get the following:

| | | |
|----------------------------|-----------------------|-------------|
| Traditional school day | 183 days x 6.75 hours | 1,235 hours |
| Fairfax Leadership Academy | 174 days x 8.00 hours | 1,392 hours |

That’s 157 more hours or the equivalent of 23 more traditional school days

When you then add the 32 days of career exploration/service courses (which are additional to the academic calendar), that is 55 more days of school a student would get at Fairfax Leadership Academy compared to a traditional school. Considering most months at school are about 19 days per month, that’s like three months longer in school each year Fairfax Leadership Academy students will have compared to traditional school students.

SEAT HOURS IN CORE CLASSES:

Our bell schedule is designed to give our students more time in their core subject classes (math, science, English and social studies). Our students will be in their core subject classes everyday for one hour. Most traditional middle school and high schools place students in their core subject classes for 1.5 hours every other day (block schedule periods).

| | | |
|---|-----------------------|--------------|
| Traditional school day core subject classes | 91.5 days x 1.5 hours | 137.25 hours |
| Fairfax Leadership Academy core subject classes | 174 days x 1 hour | 174 hours |

Due to our bell schedule, Fairfax Leadership Academy students will receive each school year an additional 36.75 hours of instruction in every core class compared to students in a traditional school. That is the equivalent of 24.5 more periods of class per core subject compared to a traditional school student. That is like the amount of class periods a student has in a quarter at a traditional school. It is as if Fairfax Leadership Academy students will receive a 5th quarter worth of schooling in their core subjects. If a student went to Fairfax Leadership Academy from grades 7 – 12, that student would have almost 2 years more time in their core academic subjects compared to a traditional school student. And this does not include the additional learning and academic support services that are provided during the winter and summer career exploration and service learning courses.

IMPACT OF STUDENTS TAKING EIGHT COURSES:

Our bell schedule enables students to take eight academic courses. This allows for them to have a strong foundation in the four core subjects while still being able to expand their learning in areas like Art, Music, Business & Technology and Foreign Language. Elective courses will also be offered through on-line education options, further widening the choices students have for electives. Note some of the comparisons below.

| | |
|---|---------------------------------------|
| Traditional school elective classes | Foreign Language + 1 elective course |
| Fairfax Leadership Academy elective classes | Foreign Language + 2 elective courses |

Having the ability to take eight courses will allow students to take a foreign language, AVID and still have room in their schedule for other electives in Art, Music and Business & Technology. This will allow Fairfax Leadership Academy students to fulfill all the requirements for the IB Middle Years Program certificate and still take AVID. In most traditional schools, if a student takes AVID, they no longer have room for those other electives, missing out on a wide range of learning opportunities and not being able to complete the IB Middle Years Program certificate.

| | |
|---|--|
| Traditional high schools with the IB Program and AVID | Students cannot do both AVID and IB Diploma courses in their senior year |
| Fairfax Leadership Academy IB Program and AVID | Students can do both AVID and IB Diploma |

This eight course schedule at Fairfax Leadership Academy will allow IB Diploma candidates in their senior year to take IB Theory of Knowledge (TOK), AVID and still complete all the course requirements of the IB diploma. At traditional schools with the IB program and AVID, students in their senior year run out of room to take electives needed for the IB program and thus must make a choice between doing AVID or the IB Diploma.

| | |
|--|----|
| Traditional middle school (grades 7 & 8) – number of courses taken | 14 |
| Traditional high school (grades 9 – 12)– number of courses taken | 28 |
| Fairfax Leadership Academy – middle school – number of courses taken | 16 |
| Fairfax Leadership Academy – high school – number of courses taken | 32 |

This eight course schedule at Fairfax Leadership Academy will lead to students taking more courses, the equivalent of getting almost a year more of courses (6 more courses) compared to a traditional school.

Comparing Teacher Workload at Fairfax Leadership Academy to a traditional school

Core subject teachers at Fairfax Leadership Academy will have a smaller student load and be given more paid planning time then compared to a teacher at a traditional school.

| | | |
|--|--------------------------------------|----------------|
| Traditional School Teachers | 5 classes x 24.5 students per class* | 122.5 students |
| Fairfax Leadership Academy Math and English Teachers | 4 classes x 18 students per class | 72 students |
| Fairfax Leadership Academy Science and Social Studies Teachers | 4 classes x 24.5 students per class | 98 students |

*The FY2011 FCPS Budget lists the average Middle School class size at 24.3 and the average High School class size at 25.1

At Fairfax Leadership Academy, core subject teachers (math, science, English and social studies) will teach only 4 classes, thus decreasing their student load compared to traditional school teachers. This will allow teachers to focus more on their students learning and the needs of their students. It will also make it easier to build positive relationships with the students since each teacher will have less students to manage. To put even greater focus on math and English (literacy), those classes will be even smaller, at approximately 18 students per class.

| | <i>Time spent teaching per day</i> | <i>Non-teaching time for planning, lunch and other responsibilities per day</i> |
|--|------------------------------------|---|
| Traditional School Teachers | 4 hours* | 3 hours and 30 minutes |
| Fairfax Leadership Academy Core Subject Teachers | 4 hours | 4 hours |
| Fairfax Leadership Academy Non-Core Subject Teachers | 3 hours and 45 minutes | 4 hours and 15 minutes |

*This is based on most traditional Middle and High Schools having a block schedule and working on a 7.5 hour contract day.

Fairfax Leadership Academy teachers will have less student load and have more time for planning and professional development each day than traditional school teachers. This will give them more time to focus on the needs of their students, engage in collaborative activities and participate in professional development.

We are aware that our full-year calendar does not provide for “teacher workdays” as in the traditional school calendar. With a traditional school calendar, teachers are given five workdays before the beginning of school and five workdays during the school year. Fairfax Leadership Academy only has two teacher workdays in its calendar.

In creating our full-year school calendar, we spoke with teachers and a message we received is that they would rather have more planning and professional

development time incorporated into their daily schedule than simply having full-days off from students for workdays. We also wanted to maximize the time students were in school and not given days off away from learning.

Our extended-day and modified block bell schedule incorporates more planning and professional development time for teachers than the traditional school calendar and schedule. Our core-subject teachers will have an extra 30 minutes of planning and professional development time each day as compared to teachers in traditional schools. Over the course of 206 days in our school year, that is the equivalent of 103 hours or 14 days (it is greater for non-core subject teachers because they have an additional 45 minutes of planning and professional development time per day as compared to their counterparts in traditional schools). This demonstrates that while teachers at Fairfax Leadership Academy will not have 10 workdays, they will have more planning and professional development time throughout the year because it is incorporated into their daily schedule.

10. A description of plans for identifying and serving: a) students with disabilities; b) English Language Learners (ELLs); c) academically at-risk students; and d) gifted and talented students. Such plans must include the extent of the involvement of the local school board in providing such services and must comply with state and federal laws and regulations.

A) Serving Students with Disabilities:

Fairfax Leadership Academy will serve students with disabilities. Fairfax Leadership Academy will make reasonable modifications and accommodations in order to meet students' needs. While the continuum of services and supports throughout Fairfax County Public Schools (FCPS) applies to all students with disabilities, all placement determinations are based on IEP team decisions.

Students with disabilities, like all students in Fairfax County, are eligible to apply to Fairfax Leadership Academy. If a student applies and is selected as one of the 75 students in a given grade level to attend Fairfax Leadership Academy, a review of the student's IEP will take place. The student's IEP will be reviewed by a committee comprised of our special education staff to evaluate the level of services needed. The committee will contact the student's base or currently attending school and request an IEP meeting to determine if the student's needs can be met based on the continuum of services available at Fairfax Leadership Academy. One of two conclusions will be made at that IEP meeting:

1. The IEP team determines that the student's needs can be met at Fairfax Leadership Academy. The student then continues with the admission process to attend Fairfax Leadership Academy.
or,
2. The IEP team determines the student's needs and accommodations cannot be met at Fairfax Leadership Academy and decides the appropriate placement for the student.

The reasoning behind this process for reviewing a student's IEP before full admission to Fairfax Leadership Academy is to allow us to serve as many students as possible while at the same time insure students are being placed at the most appropriate setting to provide their required accommodations. Fairfax Leadership Academy is an excellent option for many students with disabilities; our special education staff will work to meet the needs of those students within the continuum of services available at our school.

A Memorandum of Understanding will be developed by FCPS and our school's leadership that establishes a set amount of funds from federal per pupil special education funds which we will receive to service special needs students. These funds will be held back by FCPS to pay for the services of FCPS related and additional services

specialists to work with our students eligible for these services. (In our budget, we have estimated that 50% of special education funds be held back by FCPS for their services.) Additional funds will be used for costs related to due process, eligibility, and procedural support services. This allows our school to be consistent with all the services provided by FCPS for students and creates continuity across the school district.

Ultimately, our goal is to best serve students' needs. We feel confident that through the annual IEP review process, we will successfully serve many students with disabilities at Fairfax Leadership Academy. We will regularly monitor their progress and needs to insure that we are providing them with a free and appropriate education in the least restrictive environment.

In addition to following the plan outlined above, Fairfax Leadership Academy will:

- Follow FCPS policies and procedures for identification and eligibility of students who require special education such as: Child Study Team, Local Screening, Reevaluations and Eligibility in accordance with federal and state regulations and guidelines.
- Include students with disabilities and provide the least restrictive environment possible.
- Provide:
 - a. Accommodation in the general education classroom with no supports
 - b. Accommodation in the general education classroom with monitor/consult special education support
 - c. Accommodation in the general education classroom with direct special education services in a general education setting on a regularly scheduled or intermittent basis
 - d. On an intermittent basis, students may receive services in a special education setting
- Seek to hire certified special education teachers with emphasis on recruiting professionals with dual certification in a core content area.
- Report quarterly progress toward meeting annual IEP goals in accordance with local, state, and federal guidelines and policies. IEP's will be reviewed at least once a year to address the student's needs and goals. This will include transition planning as well as appropriate and measurable post secondary goals related to training, education, and employment.
- Develop standards-based IEP's in accordance with state and local practice and policy.

- Negotiate with FCPS (based on the Memorandum of Understanding mentioned in the narrative above) for the provision of related services, clinicians and technology such as Speech and Language, Occupational Therapy, Physical Therapist, Adapted Physical Education, Assistive Technology Services, Social Worker, and School Psychologists, Employment and Transition.

All students attending Fairfax Leadership Academy must meet a set of criteria. These criteria are based on our educational program and the mission of our school. These criteria will be used when reviewing the needs of students with disabilities and determining whether Fairfax Leadership Academy is an appropriate placement for the student.

Criteria for student selection to Fairfax Leadership Academy:

1. Live within Fairfax County and be eligible to attend Fairfax County Public Schools.
2. Understand the goal for graduates from Fairfax Leadership Academy is to pursue post-secondary education and demonstrate an interest in achieving this goal.
3. Enroll in advanced academic courses and understand the rigor associated with the IB curriculum.
4. Access and participate in the general education curriculum with reasonable accommodations and modifications.
5. Accept the full-year school calendar and daily schedule of Fairfax Leadership Academy and commit to attending school throughout the calendar year.

B) Serving ELL Students:

Supporting English Language Learning (ELL) students in realizing their full academic potential and beyond is central to the mission of the Fairfax Leadership Academy. The majority of our student body will come from immigrant families. We expect 30% or more of our 7th, 8th and 9th grade student body will be ESOL students needing ESOL classes, with those numbers decreasing in upper grades as students progress through and exit ESOL classes. Rather than a challenge, we see this as an opportunity to leverage their knowledge of multiple languages in becoming leaders in a global community. To achieve this goal, the Academy will employ highly-qualified English for Speakers of Other Languages (ESOL) teachers on its faculty. Each teacher will demonstrate knowledge of leading research in language acquisition and proven expertise in implementing learning strategies that build students' basic interpersonal communication and academic English language skills.

The Academy's extended day schedule, year-round academic calendar, and small class sizes are well-suited to for giving ELLs maximum time with text and opportunities to develop language skills through daily instruction and practice in language modalities (reading, writing, speaking, and listening). Beginning ELLs (WIDA levels 1 and 2) will be

exposed to an intensive literacy program that infuses whole language instruction with phonemic awareness approaches. Higher level ELLs (WIDA levels 3 and 4) will benefit from ESOL Department-supported English courses while being mainstreamed into instruction in content-area courses to earn verified credits towards graduation, and to more quickly immerse them into the IB curriculum.

The eight-period schedule of Fairfax Leadership Academy will allow for ELLs to take additional ESOL courses to strengthen and more quickly obtain English language skills. This eight-period day will also allow ELLs to still take other electives in music, art and business/information technology while completing their ESOL courses.

Ultimately, the goal of the Academy's ESOL program is to increase the rate in which ELLs exit their ESOL program, complete all graduation requirements in English and enroll in rigorous, college preparatory courses. All students at Fairfax Leadership Academy, regardless of their background, will take IB courses, at MYP and IB Diploma levels.

C) Serving academically at risk- students:

As described throughout our application, Fairfax Leadership Academy is designed to serve populations of at-risk students.

The purpose of our full-year school calendar, longer school day and modified bell schedule is to provide more time in school for at-risk populations to master the skills needed for college and career success. We are able to significantly increase the amount of time spent on core academic subjects, and integrate targeted remediation during the year to raise student achievement.

Our small size is to create a smaller learning environment that is conducive towards building strong relationships between teachers and students, one of the major factors in student achievement of at-risk populations.

The secondary school structure of Fairfax Leadership Academy is to eliminate the difficulties of transition from middle school to high school. 9th grade is a critical year for at-risk populations and our structure eliminates many of the academic and social challenges 9th graders face moving into a new school.

Our modified bell schedule and staffing structure places a priority on the core academic subjects, particularly English and math. We place more staffing in English and Math to have small class sizes and targeted instruction to meet the individual needs of students in these critical subject areas.

AVID, NFTE and JA have proven success in raising student achievement of at-risk populations. Students from at-risk populations also lack the experience in understanding

careers and often do not feel empowered to participate in community service activities. Our career exploration and service learning mini-courses create a structure for students to learn about careers, participate in the community and make real world connections between their classroom learning and the adult professional world.

Our plans for parental involvement are designed to incorporate parents from at-risk populations to be involved in the school. The program “Turning the Page” increases literacy for parents and students and teaches parents to be key stakeholders in literacy education.

We look forward to our school serving as a model for how to raise the achievement of at-risk students. Our goal is for other public schools in FCPS and the state of Virginia to learn from our experience and be able to incorporate components of our educational program into their schools.

11. A description of the learning environment and scientifically research-based instructional strategies to be used at the public charter school to ensure student achievement.

Please refer to Section VI.1 above for a description of our educational program and research-based instructional strategies to be used at Fairfax Leadership Academy. This includes programs such as AVID, NFTE and JA. The structure of our school with a full-year school calendar, longer school day, modified bell-schedule, secondary school structure and small learning environment are research-based strategies to increase student achievement in at-risk student populations. These are described above in sections V.2, VI.1 and VI.9.

As described in section VI.10, the design of Fairfax Leadership Academy is to provide a learning environment that will increase the achievement of students from at-risk populations. We have selected a structure, instructional strategies and programs that research supports as being successful in raising achievement levels of at-risk students.

If applicable, the following components should be addressed by the proposed public charter school:

12. If the public charter school plans to utilize virtual learning in its educational program, identify the virtual learning source, describe how virtual learning will be used and estimate how many students may participate.

Online Learning

To provide students with a 21st century education, Fairfax Leadership Academy will include in our curriculum online course offerings that will be taught in a “blended

learning” model. What this means is that Fairfax Leadership Academy will offer students the option to take some online courses, assigning classroom teachers in school for instruction and support on the subject the student is learning through the online course. It also means that we will provide the technological support necessary for students to take online courses. This includes providing students laptops, wireless capability in our school building and an information technology support person in the building to assist students with any technology needs when taking the online course.

We strongly believe to prepare students for higher education and their future careers, our students’ secondary school experience must include online education. By the time they graduate, our students will know how to successfully complete an online course. At the same time, the students we serve will be mainly from at-risk backgrounds. It is likely they will not have the technology available for them at home to take online courses or have the support needed at home to do the independent work necessary to successfully complete an online course. Fairfax Leadership Academy’s “blended learning” model is designed to overcome this “digital divide” that exists in Fairfax County and around our country. We will provide the support needed to allow low-income, at-risk students the opportunity to do online learning, thus making them more prepared for college and their future careers, where online learning is becoming the norm.

We also are aware of the fact that for middle school and high school students to successfully complete online courses, they need to be disciplined to do the independent work required of online courses. Instead of simply leaving a student on their own to complete an online course, Fairfax Leadership Academy will provide students taking online courses an assigned teacher who will monitor their learning and make sure adequate progress is being made as the student goes through on the online course. The online course will be taken at school during an assigned period during the day so that the teacher can monitor the student and be available for support. This is also so the student is guaranteed to have the technology needed to do the course. In school, we will have wireless online connectivity, laptops and other technology support services that a student may not have at home. This “blended learning” model is being used by a handful of schools around our country. We look forward to using this model at Fairfax Leadership Academy, serving as a pilot for other schools in Fairfax County and Virginia.

The online course offerings at Fairfax Leadership Academy will be limited to a specific set of subjects, mainly in electives. We will utilize Fairfax County Public Schools online courses, as well as online courses offered by Virginia Department of Education approved online providers such as Virtual Virginia online school, Virtual High School and K12 (who is working with the International Baccalaureate Organization to offer online IB courses). Once our charter school application is approved, we will officially develop a partnership with one or more of these online providers to offer our online courses for our school.

Below is an outline of the online courses we plan to offer.

World Languages: The majority of world language courses will be offered through online courses, grades 7 – 12. Some of the online providers we are considering offer courses in Arabic, Chinese, French, German, Japanese, Korean, Latin, Russian and Spanish. As a small school, we will offer foreign language courses through this blended learning online course model so that we can provide students with a variety of choices in foreign language education. We will have on our faculty foreign language teachers, but the role of these teachers will be to provide instruction to support students taking their foreign language courses online.

Elective courses in Fine Arts (visual art and music) and Business and Information Technology: We will offer students to take online elective courses, mainly in grades 11 and 12, when there is more space in a student’s schedule for such courses. We will have on our faculty visual arts, music, business and technology teachers who will teach standard courses but who will also provide support instruction to students taking online courses in their subject area. By offering students the opportunity to do an online course for their elective, we open up a wide variety of course offerings that in a traditional school could not be offered.

Upper grades elective courses in core subjects – English, Math, Science and Social Studies: In grades 11 and 12, when students have more space in their schedule to do elective courses, we will encourage students to take elective courses in English, Math, Science and Social Studies. This will allow them to pursue in-depth a subject that they may plan to study in college, or simply follow an interest they have developed. We also will encourage students to enroll in online courses at Northern Virginia Community College and other colleges with whom we can establish partnerships to for our students to do “dual enrollment courses” online. We envision students taking such courses as Business and Consumer Math, Statistics, Psychology, Oceanography, Astronomy, Environmental Science, Creative Writing, Mythology, Economics, Native American Studies.

Below are sample schedules that illustrate how online courses will be incorporated into a student’s schedule. Online courses are in bold.

Sample Schedule for a 7th or 8th grader:

| <u>Period</u> | <u>Time</u> | <u>Course</u> |
|---------------|--------------------------------|----------------------------|
| 1 | 8:15 – 9:15 | English |
| 2 Blue | 9:20 – 10:35 | Music Elective Course |
| 2 Silver | 9:20 – 10:35 | AVID Elective Course |
| 3 | 10:40 – 10:55 10:55 – 11:55 | Morning break time Math |

| | | |
|-------------------|----------------------------|--|
| 4 | 12:00 – 12:30 | Lunch |
| 5 | 12:35 – 1:35 | Science |
| 6 | 1:40 – 2:40 2:40 – 2:55 | Social Studies Afternoon break time |
| 7 Blue | 3:00 – 4:15 | Chinese I (online course) |
| 7 Silver | 3:00 – 4:15 | Physical Education |

Sample Schedule for a 9th or 10th grader:

| <u>Period</u> | <u>Time</u> | <u>Course</u> |
|-------------------|----------------------------|---|
| 1 | 8:15 – 9:15 9:15 – 9:30 | Science Morning break time |
| 2 Blue | 9:35 – 10:50 | Spanish III (online course) |
| 2 Silver | 9:35 – 10:50 | Physical Education |
| 3 | 10:55 – 11:25 | Lunch |
| 4 | 11:30 – 12:30 | English |
| 5 | 12:35 – 1:35 | Math |
| 6 | 1:40 – 2:40 2:40 – 2:55 | Social Studies Afternoon break time |
| 7 Blue | 3:00 – 4:15 | Animation (online art elective course) |
| 7 Silver | 3:00 – 4:15 | AVID Elective Course |

Sample Schedule for an 11th or 12th grader:

| <u>Period</u> | <u>Time</u> | <u>Course</u> |
|---------------------|--------------------------------|---|
| 1 | 8:15 – 9:15 | Math |
| 2 | 9:20 – 10:20 | Social Studies |
| 3 | 10:25 – 10:40 10:40 – 11:40 | Morning break time English |
| 4 Blue | 11:45 – 1:00 | Music Elective Course |
| 4 Silver | 11:45 – 1:00 | Astronomy (online elective course) |
| 5 | 1:05 – 1:35 | Lunch |
| 6 | 1:40 – 2:40 2:40 – 2:55 | Science Afternoon break time |
| 7 | 3:00 – 4:15 | AVID Elective Course |

| | | |
|---------------------|--------------------|--|
| Blue | | |
| 7 Silver | 3:00 – 4:15 | Arabic I (online elective course) |

13. A general description of any alternative accreditation plans, in accordance with the Virginia Board of Education's [Regulations Establishing Standards for Accrediting Public Schools in Virginia](#) (8 VAC 20-131-280), that the public charter school would request the local school board to submit to the Virginia Board of Education for approval.

Not applicable.

14. A general description of any alternative accreditation plan for serving students with disabilities, in accordance with the Virginia Board of Education's [Regulations Governing Special Education Programs For Children With Disabilities in Virginia](#) (8 VAC 20-80-40) that the public charter school would request the local school board to submit to the Virginia Board of Education for approval.

Not applicable.

VII. Enrollment Process: Describe the enrollment process that is consistent with all federal and state laws and regulations and constitutional provisions prohibiting discrimination that are applicable to public schools and with any court-ordered desegregation plan in effect for the school division or, in the case of a regional public charter school, in effect for any of the relevant school divisions. ([Section 22.1-212.6, Code of Virginia](#)) The following components must be addressed:

1. A description of the lottery process to be used to determine the public charter school enrollment.

The Fairfax Leadership Academy will begin accepting applications for Fall 2013 on December 1, 2012. As each application is received, it is assigned a tracking number and entered into the Academy's student information system. The application deadline is February 1, 2013. In the event not enough applicants apply by that date, Academy staff will continue its outreach and recruitment efforts. Only applications that include all required documentation (health records, proof of residency, an IEP, if applicable) are accepted for inclusion in the lottery.

We will work with our law firm, Surovell, Isaacs, Petersen, and Levy, to contract with an organization to conduct the lottery. Our law firm will make sure all legal requirements for the lottery are met by this organization.

For the lottery, each application will have a number printed on it. On February 15, 2013, a representative from the organization contracted to conduct the lottery will randomly select numbered balls from a mechanism actively scrambling the balls and announce the number of the ball until all numbers have been drawn. This process is repeated for each grade level as necessary.

2. A lottery process shall also be developed for the establishment of a waiting list for such students for whom space is unavailable.

The first 75 numbers drawn for each grade level have priority for admission to Fairfax Leadership Academy. The remaining numbers (applicants) will be placed on a waiting list in the order they were drawn. Each of the 75 randomly selected applicants will be notified of acceptance by March 15, 2013. Alternates will also be notified of their position on the waiting list on this date. Applicants on the waiting list will be offered admission based upon spaces available after the July 15, 2013 regular registration deadline. Applicants may remain on the waiting list for as long as one academic year. Applicants not offered admission within an academic year may request to be included in the lottery selection process along with new applicants the following academic year.

3. A description of a tailored admission policy that meets the specific mission or focus of the public charter school, if applicable.

Each applicant chosen for admission and their parents is required to participate in a personal interview with the Academy's Executive Director, Director of Instruction, and Director of Student Services to ensure the applicant understands the Academy's mission and purpose. The criteria for attending Fairfax Leadership Academy (as described in section VI.10.A) will be reviewed in this meeting, with parents signing a Memorandum of Understanding as assurance they understand and accept those criteria. Only applicants who have been interviewed and accept the criteria will be eligible for final enrollment.

As described in section VI.10.A, if a student applies and is selected as one of the 75 students in a given grade level to attend Fairfax Leadership Academy, a review of the student's IEP will take place. The student's IEP will be reviewed by a committee comprised of our special education staff to evaluate the level of services needed. The committee will contact the student's base or currently attending school and request an IEP meeting to determine if the student's needs can be met based on the continuum of services available at Fairfax Leadership Academy. One of two conclusions will be made at that IEP meeting:

1. The IEP team determines that the student's needs can be met at Fairfax Leadership Academy. The student then continues with the admission process to attend Fairfax Leadership Academy.
or,
2. The IEP team determines the student's needs and accommodations cannot be met at Fairfax Leadership Academy and decides the appropriate placement for the student.

4. A timeline for when the lottery process will begin for the first academic year of enrollment and when parents will be notified of the outcome of the lottery process.

See section VII.2 above for a description of our timeline and process for notifying students and parents on the lottery.

5. A description of any enrollment-related policies and procedures that address special situations, such as the enrollment of siblings and children of faculty and founders and the enrollment of nonresident students, if applicable.

Such situations are handled in accordance with Fairfax County School Board Regulation 2230 which states that if the parent or guardian is an FCPS employee who works more than 20 hours per week, resides in Fairfax County, and is requesting a student transfer to the school in which the parent or guardian is employed, in this case Fairfax

Leadership Academy, admission may be granted. Under the same regulation, siblings may be granted special admission consideration, as well. However, only students who meet residency requirements for enrollment in any Fairfax County Public School will be considered for admission to the Academy.

- 6. An explanation of how the applicant will ensure that, consistent with the public charter school's mission and purpose, community outreach has been undertaken so that special populations are aware of the formation of the public charter school and that enrollment is open to all students residing in the school division where the public charter school is located or in school divisions participating in a regional charter school.**

Marketing Plan for Fairfax Leadership Academy

One of the most important steps in implementing our school is marketing the school to insure we attract students who fit our school's mission and criteria.

Our mission is as follows:

The mission of Fairfax Leadership Academy:

Serving grades seven through twelve, Fairfax Leadership Academy seeks to provide a small learning environment with longer school hours and a full year calendar emphasizing: college and career preparation; global and civic leadership; the building of positive relationships between faculty, students, parents and community; and a strong commitment to the academic and personal growth of each student so they will attend and succeed in a four-year college.

We have developed a set of criteria for the type of students Fairfax Leadership Academy intends to serve. Based on this mission and the educational program provided by Fairfax Leadership Academy, students attending Fairfax Leadership Academy must meet the following criteria:

1. Live within Fairfax County and be eligible to attend Fairfax County Public Schools.
2. Understand the goal for graduates from Fairfax Leadership Academy is to pursue post-secondary education and demonstrate an interest in achieving this goal.
3. Enroll in advanced academic courses and understand the rigor associated with the IB curriculum.
4. Access and participate in the general education curriculum with reasonable accommodations and modifications.
5. Accept the full-year school calendar and daily schedule of Fairfax Leadership Academy and commit to attending school throughout the calendar year.

These criteria will be listed on the student application for the school as well as on materials we provide to families. We will also make sure FCPS counselors and leaders understand our school's criteria so they properly communicate our information to families and other members of the community. This includes posting these criteria on FCPS's website along with other information on our school. We feel communicating these criteria to the public will make it clear what type of students our school is intended to serve, and will attract students who fit these criteria.

Our marketing of the school will focus on the communities in Annandale, Bailey's Crossroads and the greater Falls Church area, particularly in neighborhoods with high numbers of at-risk students. We have developed partnerships with community organizations that work in these neighborhoods and have established relationships with families and students to assist us in marketing the school. We will take part in activities with these community organizations to provide information to families and students and make sure the purpose and nature of our school is fully understood by families and students. These activities include information meetings specifically on our school, as well as taking part in other activities these organizations conduct such as social service programs, festivals and youth recreational activities. Note that these community organizations bring a cultural expertise on the neighborhoods they serve which will assist us in properly marketing the school. This includes foreign language skills. We have already translated some of our materials into other languages and will continue to do so with the marketing of the school.

It should also be noted that the Board of Directors and overall development team of Fairfax Leadership Academy have extensive experience working in the Annandale, Bailey's Crossroads and greater Falls Church area. We live in this area and have worked in the public schools that serve these communities. From this experience, we feel confident we have the ability to market our school to the community to attract 75 students per grade that fit our school's criteria. It is because of our strong ties to these communities that we are developing this school. These established relationships with families and community members will help in the marketing of our school.

7. A description of how the transfer of students to and from the public charter school will be accomplished.

In accordance with Fairfax County School Board Policy 2401.3, students who transfer to the Fairfax Leadership Academy shall be placed in the grade to which he or she has been promoted. To complete the transfer of each student, the Academy's administrative staff will officially request students' cumulative academic record and health records from their base school. All requirements described in other parts of section VII above will apply, such as the lottery and waitlist.

In the event a student transfers from Fairfax Leadership Academy to his/her base school, another FCPS school, or a school outside FCPS, the Academy's administrative

staff will transfer the student's health and academic records to that school upon request from the accepting school.

8. A description of how students seeking enrollment after the school year begins will be accommodated.

Students who seek enrollment after the school year will be considered for enrollment if space is available and no other students are on a waitlist, otherwise students seeking enrollment after the school year begins will be eligible to enter the lottery process for the next academic year.

VIII. *Economic Soundness:* Evidence that the plan for the public charter school is economically sound for both the public charter school and the school division or relevant school divisions. The following components should be addressed:

1. A description of the public charter school's financial plan, including financial controls and audit requirements in accordance with generally accepted accounting principles.

Budget Narrative:

Fairfax Leadership Academy's budget can be found in the spreadsheet attached in the addendum section of the application. Our information for this budget has been developed through various meetings with FCPS officials over the past year as well as through research we have conducted on operating charter schools in Virginia, Washington, DC and other locations in the United States, along with meetings we have had with the accounting firm Raffa, who has experience serving charter schools (see attached information on Raffa's experience working with charter schools).

All numbers are estimates based on the information FCPS officials and we were able to obtain based on assumptions made at this point on the operations of a charter school within FCPS. No charter school has ever existed in FCPS so this is a very new process for the school district. We have a good working relationship with the office of the Deputy Superintendent of Schools for FCPS, who is the point of contact for charter school applications, and we will continue to work with his staff on these budget figures throughout the application process and during the planning year leading up to the opening of the school.

For this reason, we are recommending to the Fairfax County School Board that they provide us initially with a "conditional approval" for operation and give us approximately 8 – 12 months to work with school district staff to finalize all budget numbers, and allow us time to receive outside revenue through grants and philanthropic donations. We plan to return to the School Board after this period of time to provide a finalized budget that demonstrates economic capability to open the school and operate for the three years of the charter agreement and beyond. This will give the school district staff the time to completely understand all costs for the school (many

that have to be negotiated) and will allow the School Board to review these costs before we begin operation. FCPS leadership understands and agrees with this process.

We feel confident based on the numerous meetings we have had so far with FCPS officials the estimates we are providing are sound. But it is clear that more work will be necessary over the next year to determine exact amounts for some of these items.

The research conducted on other charter schools here in Virginia and in other parts of the country provided us with sample figures for outside revenue and certain expenses. This includes amounts provided in revenue for federal grants, private foundation grants and business partnership funding which other charter schools have received. It also includes expenses on liability insurance, legal and accounting services and marketing.

Information for the federal Department of Education grant program (“Charter Schools Program Non-State Educational Agencies Grant”) for starting a charter school is attached and can be found at this website:

<http://www2.ed.gov/programs/charternonsea/applicant.html>.

This federal program currently provides new charter schools up to \$200,000 per year over three years. Priority is given to new charter schools in states with small numbers of charter schools (which Virginia is one of those states) and states who have not already received Race to the Top funding (which Virginia is one of those states). We have already spoken to officials in federal Department of Education’s Office of Innovation and Improvement Charter Schools Program who manage charter schools grant. Based on the application cycle, we will apply for this grant in August 2012 to receive funding starting fall 2012 for the first three years of the school. We cannot put forth an application for this grant until our application has been submitted and processed by the Fairfax County School Board. We have explained this to Fairfax County School Board members and FCPS officials and are asking them to take action on our application no later than Spring 2012 so we may then take steps to apply for this federal grant in summer 2012. The federal grant will pay for a number of the start-up costs of the school which may include purchasing IT equipment, learning materials, professional development, marketing and staffing needed for the initial operation of the school.

We are developing relationships with foundations and the business community for additional funding for Fairfax Leadership Academy. Our organization is a member of the Fairfax County Chamber of Commerce and will utilize the Chamber’s resources for developing business partnerships to fund the school.

Based on our discussions with these foundations and business leaders, and based on our research on what other charter schools in Virginia, in the surrounding region (such as Washington, DC) and other parts of the country receive in private funding, we determined a figure of \$250,000 per year of funding from these other outside sources.

While we are conducting some initial fundraising during the application process for our charter school, we will not qualify for larger sums of funding by foundations and the business community until after the Fairfax County School Board has at least provided us with a “conditional approval” of our application. We have explained this to Fairfax County School Board members and FCPS officials and are asking them to take action on our application no later than Spring 2012 so we may move forward with our fundraising efforts with foundations and the business community in the year of planning leading up to the opening of the school.

We understand that this revenue is based on our projections and our confidence in our ability to obtain a federal grant, other foundation grants and funding through business and other philanthropic partnerships. We have designed a planning year into our implementation plans so that we may fully develop and confirm all budget matters. We believe this is an effective plan for insuring we have the revenue to operate the school before a final approval is given by the Fairfax County School Board for operation.

Financial controls and audit requirements in accordance with generally accepted accounting principles:

Fairfax Leadership Academy will be part of FCPS and will follow all required financial procedures of the school division. We will have on staff a “Finance Officer” trained by FCPS on their financial procedures. Our administrators will be experienced with FCPS and understand the financial procedures required by the school district.

In addition to following all FCPS requirements for finances, Fairfax Leadership Academy will contract with Raffa, an accounting firm that has experience serving charter schools and non-profit organizations. See the attached overview of Raffa’s services and experience. We have already begun talking with Raffa, receiving their input on our application and projected financial operations. We will contract Raffa for accounting practices after initial approval of our application by the Fairfax County School Board for our planning year and throughout the operation of our charter school.

2. A start-up and three-year budgets with clearly stated assumptions and information regarding projected revenues and expenditures.

Please see the attached budget spreadsheet that describes projected revenue and expenses starting with our planning year through year 5 of the school, when our school reaches full capacity, grades 7 – 12.

3. A start-up and three-year cash flow projections with clearly stated assumptions and indications of short- and long-term sources of revenue.

Please see the attached budget spreadsheet that describe projected revenue and expenses starting with our planning year through year 5 of the school, when our school reaches full capacity, grades 7 – 12. Also see the budget narrative in question VIII.1.

Our figure for per pupil funding – \$10,356 – was provided to us by the FCPS Budget Office. Other per pupil funding figures, for special education, Free and Reduced Meal (FRM) students, and ESOL students, were determined by looking at FCPS’s 2011 budget and 2012 proposed budget, analyzing their staffing figures related to each of these subgroups, including what FCPS calls “needs-based staffing” for schools with FRM students.

4. A description of anticipated fundraising contributions, if applicable.

As described in the budget narrative in question VIII.1, in addition to the per pupil funding we will receive from FCPS, we anticipate revenue from the following fundraising contributions:

- Federal Department of Education grant program for new charter schools (“Charter Schools Program Non-State Educational Agencies Grant”)
- Grants from private foundations
- Philanthropic donations from business and community partnerships

5. A description of the funding agreement that the public charter school intends to have with the local education agency, including information regarding anticipated local, state, and federal per-pupil-amounts to be received and any information pertaining to the maintenance of facilities.

Fairfax Leadership Academy’s development team has been meeting with FCPS officials for over the past year to begin discussions on a funding agreement between our charter school organization and the school district. The FCPS Budget Office provided a per pupil estimate of \$10,356. This per pupil amount does not include any federal funding for special education or English Language Learners (ELLs). When determining this number, the FCPS Budget Office looked at its general education per pupil allocation and held back from that amount some costs the school district will incur for our charter school operations, such as human resources services (payroll) and student disciplinary services (expulsion hearings). All other funds that may need to be “held back” by the school district for costs for our charter school operations need to be negotiated, which is why we are asking for the time during the planning year to finalize these costs. FCPS officials agree that this process will take time as this will be the first charter school operating in the school district and there are numerous FCPS departments and staff that must be involved in the discussion to finalize these cost amounts. Some of the items that will be discussed and negotiated are:

Costs for maintenance and renovation of the Graham Road school building. FCPS will still own the building and use it for some of its other programs, but our charter school will be the largest program in the building. The building currently is an elementary school, and after the elementary school moves out, the building will be ready to use for our school with minimal upgrades and changes. The only major renovation required to

the building is for installation of a science lab for the high school science classes. However, we will not have high school science classes requiring this lab facility until year 3 of our operations (2015-2016). We already have cost estimates for upgrades and renovation to the Graham Road building (many which are not required but are desired for aesthetic purposes) done by a school construction firm, Architecture, Inc., who has experience working with FCPS. Attached is the spreadsheet provided by Architecture, Inc. for these cost estimates from our planning year through year 5. These upgrade and renovation costs must be negotiated with FCPS, with some costs being paid for by FCPS as owner of the building and some by Fairfax Leadership Academy for specific purposes for our school operations. In our discussions with FCPS officials, it is clear FCPS will take responsibility for paying for maintenance of the Graham Road school building, including some of these upgrades and renovations to the building, based on the school board's decision to continue to operate the Graham Road school building after Graham Road Elementary School moves out (see attached minutes from the May 2008 school board meeting on the Graham Road school building). To what extent the school district will fund such maintenance, including upgrades and renovations, still needs to be fully negotiated and will be determined over the next 6 – 8 months. However, while this is yet to be determined, we have been instructed by school district officials to submit our application for our charter school so the School Board can provide a "conditional approval" and the school district can act on finalizing an official agreement on these costs.

Costs for Information Technology (IT) and Telecommunication services. As part of FCPS and using an FCPS building, we need to determine what costs, if any, we will incur for IT and Telecommunications at the Graham Road building for our school. There is already a server and wireless service, as well as phone lines, operating, and based on the school board determining that the Graham Road building would continue to operate after Graham Road Elementary School moves out, such IT and Telecommunications would seem to continue to operate in the building. However, such plans for IT and Telecommunications are being worked out by the FCPS Office of Information Technology staff. If given "conditional approval," we will determine with the FCPS Office of Information Technology what our IT and Telecommunications needs are and to what, if any, costs we will incur for those services we use in the Graham Road building.

Costs for Special Education services from FCPS. Fairfax Leadership Academy will have special education staff and will serve special education students. As a part of FCPS, in addition to our own special education staff, we will utilize services from the FCPS Office of Special Services on matters required for special education students. You should note that we have estimated that 50% of the per pupil federal special education funding will be "held back" by the school district to pay for use of FCPS Office of Special Services staff and programs. This is for such things as IEP team reviews, social worker and psychology services, and any related testing. We have met with the FCPS Office of Special Services and they envision such an arrangement being determined. If given a

“conditional approval” by the School Board, we will work with the FCPS Office of Special Services to finalize such agreement, including all costs.

Costs for transportation. As described in section XIII, Fairfax Leadership Academy will provide school district bus service and Fairfax County Government “FASTRAN” shuttle bus service to transport students from the Annandale, Baileys Crossroads and greater Falls Church area to our school. Based on meetings we have had with FCPS transportation staff, we have estimated the cost for daily bus service from the school district at \$40,000 per bus. We have estimated Fairfax County Government’s “FASTRAN” shuttle bus service for daily service throughout the year at \$8,000 per shuttle bus. If given a “conditional approval” by the School Board, we will work with the FCPS transportation staff and the Fairfax County Government’s Department of Transportation staff to finalize agreements on these bus services.

Costs for professional development. We will have a comprehensive professional development program that includes on-site professional development, embedded into teachers’ daily schedule, and professional development on specific programs such as AVID, IB and NFTE. We have provided costs for these in our budget based on estimates for professional development activities offered to FCPS employees and those we have seen at other charter schools.

Costs for IT equipment. We will contract with FCPS to purchase IT equipment from one of their established vendors. In our budget, we have provided estimates for these costs based on our current knowledge of these costs working in FCPS. If given a “conditional approval” by the School Board, we will work with the FCPS Office of Procurement and Office of Information Technology to determine an agreement for purchasing IT equipment from one of their vendors and finalize costs for this equipment.

Costs for learning materials. We will contract with FCPS to purchase learning materials (textbooks, curricular materials and other supplies) from one of their established vendors. In our budget, we have provided estimates for these costs based on our current knowledge of these costs working in FCPS. If given a “conditional approval” by the School Board, we will work with the FCPS Office of Procurement and Office of Instructional Services to determine an agreement for purchasing learning materials from one of their vendors and finalize costs for these materials.

Costs for testing and assessment materials and services. We will contract with FCPS to provide testing and assessment materials and services. We will have a staff member in charge of managing standardized testing, as well as staff members in charge of program specific assessments (such as IB). In addition to our staff, we will contract for any services required or simply needed to assist us with testing and assessment. We will also contract with FCPS for specific costs for administering required standardized or program specific tests. If given a “conditional approval” by the School Board, we will

work with the appropriate FCPS staff to determine an agreement and finalize costs for these testing materials and services.

Costs for office supplies. We will contract with FCPS to purchase office supplies (paper, copiers, pens, pencils, etc.) from one of their established vendors. In our budget, we have provided estimates for these costs based on our current knowledge of these costs working in FCPS. If given a “conditional approval” by the School Board, we will work with the FCPS Office of Procurement to determine an agreement and finalize costs for purchasing office supplies from one of their vendors.

Costs for extracurricular activities. Fairfax Leadership Academy will have an extracurricular activities program for our students, including sports, performing arts and clubs that suit student/academic interests. Many of these activities already exist at other FCPS schools and we will utilize FCPS services and all procedures already determined by FCPS for such activities. This includes payment for coaches for sports, fees to organizations for participation or membership (such as the Virginia High School League), and purchasing of equipment needed for extracurricular activities. If given a “conditional approval” by the School Board, we will work with FCPS staff to finalize any costs we would have to contract with FCPS related to extracurricular activities. (Note: we have on our Board of Directors a current Director of Student Activities at an FCPS high school who brings to our team experience managing extracurricular activities including understanding associated contracting and costs.)

Costs for marketing. Fairfax Leadership Academy will market our school to students and parents in the Annandale, Bailey’s Crossroads and greater Falls Church communities in Fairfax County. As part of our marketing, we will work with the school system to provide materials (brochures, information packets), online information on the school district’s website and conduct information meetings at schools for parents and students. This may require contracting with the school system costs for these materials and activities. We have included such contracted costs with the school district in our overall estimate for marketing costs. If given a “conditional approval” by the School Board, we will work with FCPS staff to finalize any costs we would have to contract with FCPS related to marketing activities.

Costs for contracted services. Please note that we included in our budget a line item for “Contracted Services.” This is for any services we have to contract with the school district for our operations. This may include such things as:

- Custodial services beyond those already provided by the school district to maintain the Graham Road school building
- Furniture use
- IT and telecommunications maintenance beyond those already provided by the school district to maintain the Graham Road school building
- Food service

- Specialized staff from FCPS – translation, accounting and auditing, testing, building and grounds – not already included in our staffing and program costs
- Professional development services we seek from the school district for our staff (beyond those the school district requires and does not incur any cost to us, and beyond those we have already budgeted for special programs like AVID, IB and NFTE)

If given a “conditional approval” by the School Board, we will work with the Deputy Superintendent’s office and staff from other FCPS offices to determine what additional services we may need to contract with FCPS, and what the final costs of these services will be.

IX. *Displacement:* Describe the plan for the displacement of pupils, teachers, and other employees who will not attend or be employed in the public charter school, in instances of the conversion of an existing public school to a public charter school, and for the placement of public charter school pupils, teachers, and employees upon termination or revocation of the charter. ([Section 22.1-212.12, Code of Virginia](#)) The following components must be addressed:

- 1. Identification of a member of the school’s leadership who will serve as a single point of contact for all activities that may need to take place in order for the school to close, including but not limited to the transfer of students to another school, the management of student records, and the settlement of financial obligations.**

Executive Director

- 2. A notification process to parents/guardians of students attending the school and teachers and administrators of the closure date.**

The Board of Directors of Fairfax Leadership Academy in conjunction with FCPS staff will notify by letter parents at least 60 days prior to the termination of the charter school.

- 3. A notification process to parents/guardians of students attending the public charter school of alternative public school placements within a set time period from the date that the closure is announced.**

As mentioned in section IX.2, the Board of Directors of Fairfax Leadership Academy in conjunction with FCPS staff will notify by letter parents at least 60 days prior to the termination of the charter school. The Board of Directors and FCPS staff will notify parents of future placement of students back to their normal “base schools” within the school system.

- 4. If the student transfers to another school division, provisions for the transfer of the student's record to the school division to which the student transfers shall be made upon the request of that school division. ([Section 22.1-289, Code of Virginia](#)).**

As a part of FCPS, Fairfax Leadership Academy will insure that all student records are properly transferred if a student changes from our school to another school. For collection for data and storing of student records, we will utilize FCPS student information system programs, thus insuring continuity of information from our school to any other school within FCPS and ease of transfer to other school divisions.

- 5. Notification to the local school board of a list of all students in the school and the names of the schools to which these students will transfer.**

In the event Fairfax Leadership Academy closes and its charter is terminated, our Executive Director with the assistance of staff and the Board of Directors will provide to the Fairfax County School Board a list of all students in the charter school and the names of the schools to which these students will transfer. This information will also be community to the appropriate FCPS staff, such as the Cluster Assistant Superintendent and Deputy Superintendent.

- 6. A placement plan for school employees that details the level of assistance to be provided within a set period of time from the date of closure. For teachers and administrators, the level of assistance should address finding employment within the school division where the public charter school is located or other public school divisions.**

All employees of Fairfax Leadership Academy will be employees of FCPS and as such be given the same rights as other FCPS teachers in the transfer of position to other schools and offices within the school district. In the event our charter school closes, these teachers will be given the option of reapplying to positions available at other FCPS schools and offices. Their time accrued while at Fairfax Leadership Academy will count towards their FCPS salary scale, pension and benefits just like any other school in the system.

- 7. A close-out plan related to financial obligations and audits, the termination of contracts and leases, and the sale and disposition of assets within a set period of time from the date of closure. The plan shall include the disposition of the school's records and financial accounts upon closure.**

In the event Fairfax Leadership Academy closes, an audit will be conducted by our accounting firm Raffa within 60 days of closure. All financial obligations, contracts and leases, and sale and disposition of assets will take place within 30 days after such an audit is conducted. Copies of all school records and financial accounts will be handed over to FCPS and will also be filed with our law firm, Surovell, Isaacs, Petersen and Levy.

X. *Management and Operation:* Describe the management and operation of the public charter school, including the nature and extent of parental, professional educator, and community involvement in the management and operation of the public charter school. ([Section 22.1-212.7](#), *Code of Virginia*) The following components must be addressed:

- 1. A description of the functions, roles, and duties of the management committee as defined in [Section 22.1-212.6](#) of the *Code of Virginia* and its proposed composition and bylaws.**

Fairfax Leadership Academy is currently a non-profit organization established for the purpose of developing and managing a public charter school within FCPS. Our organization is managed by its Board of Directors. Below is a list of the members of our Board of Directors, including their bios describing their backgrounds and qualifications for developing and managing a public charter school in FCPS.

Eric Wolf Welch, Executive Director and Chairman of the Board

Eric Wolf Welch has spent over a decade as an education and community leader in Fairfax County. Under Eric's leadership as the Advancement Via Individual Determination (AVID) program coordinator at JEB Stuart High School, 99% of the students in AVID have entered two or four-year colleges (with the only two students who did not enter college choosing to do military service). Eric has received a number of honors for his teaching and leadership in the community. These include being a finalist for the 2010 Fairfax County Teacher of the Year and 2007 Robert Spillane Educational Leadership Award, as well as being featured as a "Local Hero" on WUSA Channel 9 News. Eric is a graduate of the LEAD-Fairfax administrative cohort, a select program sponsored by the University of Virginia and Fairfax County to develop future educational leaders for FCPS. His lessons in his government and AVID classes have been featured in *The Washington Post* and used by the Scholastic Inc. "RED" program. In 2005, Eric received the honor of having President George W. Bush and Secretary of Education Rod Paige observe a lesson in his classroom. A Fulbright Exchange Teacher to England in 2003-2004, Eric also continues to work on international education projects with various schools and organizations associated with the Fulbright program. Eric holds a masters degree from Columbia University Teachers College and B.A. from Colgate University.

Shawn DeRose, Vice Chairman of the Board

Shawn DeRose is an experienced school administrator of Fairfax County Public Schools. Shawn currently works at Thomas Jefferson High School for Science and Technology as the Director of Student Activities. Prior to becoming the Director of Student Activities at Thomas Jefferson, he worked for 7 years as an Assistant Principal at J.E.B. Stuart High School. Among many of Shawn's achievements and accolades are presenting at the National Association of Secondary Schools Principals Conference in 2009 and serving on the 2009 National Principal of the Year selection committee. Shawn earned his master's

degree in Educational Administration from The Ohio State University in Columbus, Ohio and his bachelor's degree in Education from Ohio University in Athens, Ohio.

Anthony Terrell, Vice Chairman of the Board

Anthony has over fourteen years of experience working in public education. He is currently an Assistant Principal at Fairfax High School. Prior to entering school administration, he spent eight years teaching English for Speakers of Other Languages (ESOL), first at J.E.B. Stuart High School and later at Pimmit Hills Alternative High School. Between teaching assignments, he worked as a test administration specialist in the Department of Educational Accountability of FCPS, and subsequently left FCPS to become the first Director of High School Placement for KIPP DC: Key Academy Public Charter School. Before joining the administration at Fairfax High School, he was as an Assistant Principal at Cooper Middle School. A former naval officer, Anthony is both a Desert Storm and Iraq war veteran. After his active service, he spent three years as a project manager for computer systems integration.

Angelina Prestipino, Secretary

Angelina Prestipino is a School Pyramid Procedural Support Liaison for Fairfax County Public Schools Office of Special Services. Angelina brings with her a wealth of experience in special education. A graduate of the LEAD-Fairfax "Leadership Cohort" in spring 2011, Angelina served for two years as the Director of Special Education at Twain Middle School. Prior to her experience at Twain, Angelina was a Special Education Teacher and Coordinator of the AVID program at Edison High School. Angelina speaks Spanish and Italian and is mother of two children who have attended Fairfax County Public Schools.

Vince O'Neill, Treasurer

Vince O'Neill brings together a combination of public and private sector experience. Currently, Vince is the Assistant Head of School for the George Washington University Online High School, a partnership between George Washington University and K12, an online education company. For six years, Vince was a high school math teacher in Lansdale, Pennsylvania, a suburb of Philadelphia. Prior to being a public school teacher, Vince worked in the banking sector as a corporate management trainer. As a doctoral candidate in Curriculum and Instruction at the George Washington University School of Education (GSEHD), Vince has held positions as a research assistant coordinating the Graduate Secondary Education Program, a university supervisor for the Office of Laboratory Experience, and an appointed part time mathematics faculty member and adviser for secondary education. Additionally, Vince has presented at national education conferences on the effect of positive teacher-student classroom interactions on student engagement and motivation. Vince earned a Bachelors of Science in Business Management from Chestnut Hill College in Philadelphia, and a M.S in Mathematics Instruction from Drexel University, Philadelphia.

Catherine Buffaloe, Board Member

Catherine Buffaloe is an 8th grade special education English teacher at Hayfield Secondary School in Alexandria, Virginia. Catherine brings over a decade of experience in teaching general education English to her special education students. She taught seventh grade English in Manhattan in several charter schools, taught seventh grade (and earned tenure) in Long Island, New York, taught in Georgia – both high school English and junior college, and taught in a DoDDS school in Germany. In addition to teaching, Catherine enjoys the outdoors and has completed several Outward Bound courses. During the summer she teaches outdoor wilderness skills in a camp which focuses on leadership and character education. Catherine holds a Bachelors of Arts from Middlebury College with a double major in English and Spanish and Masters degree in Teaching English from Teachers College, Columbia University. She is currently pursuing a Masters degree in Special Education from George Mason University.

John Ponton, Board Member

John Ponton retired from Fairfax County Public Schools in July 2011 after 31 years of service as a coach, teacher and administrator. He became the sixth principal in the 58 year history of Annandale High School in July 1, 2005. John was recognized by the Fairfax County Federation of Teachers as a Top Rated Principal in 2006 and 2007. He also received a Commendation for Excellence as a nominee for the 2007 Nancy Sprague Outstanding First Year Principal Award. As principal at Annandale, John was credited with raising test scores among all subgroups, closing the achievement gap for Black and Hispanic students, implementing a mandatory Freshmen Transition to High School program, and effectively establishing teacher collaboration time during the school day. John earned his Bachelor of Science degree in Social Studies Education from Mount Saint Mary's College and he earned his Masters of Education degree in Education Leadership from George Mason University. He is married with two sons and resides in Springfield, Virginia.

Kaye Kory, Board Member

Kaye Kory is the Virginia State Delegate for the 38th District, which includes Annandale, Bailey's Crossroads and the greater Falls Church. Kaye and her husband Ross have lived in Fairfax County for over 30 years. Kaye's three children have attended Fairfax County Public Schools and are graduates of JEB Stuart High School. In addition to 10 years of service on the Fairfax County School Board, Kaye has been an active leader in a diverse range of community organizations, including the Annandale Chamber of Commerce, the League of Women Voters and the NAACP. As State Delegate, she has been seen as a leader for public education and has been recognized by the Virginia Education Association for her service.

Philip Bernhardt, Board Member

Philip Bernhardt is a professor of secondary education Metropolitan State College of Denver. He was the coordinator of a teacher preparation program at The George Washington University School of Education (GSEHD) for three years, serving as an adjunct education professor and student teacher supervisor at GSEHD, and is in the

process of completing his Ed.D. in Curriculum and Instruction. Prior to working at GSEHD, Philip spent over a decade working in public schools, including eight years as a secondary social studies teacher, four of which were spent at JEB Stuart High School where he taught world history, AP US government, and Advancement Via Individual Determination (AVID). Additionally, Philip has presented at national education conferences on a variety of issues relating to the barriers to higher education, college readiness, curriculum development, and teacher preparation. Philip earned his M.A.T from Boston University in Social Studies Education and B.A. in Communication Studies from the University of North Carolina, Chapel Hill.

Julie Strategos, Board Member

Julie Strategos is the National Strategist for Innovate + Educate, responsible for national expansion strategy and state engagement with industry and organization partners. She has over seven years of experience working in STEM education outreach, as strategist and outreach leader. Her experience includes advisory board leadership, industry/education relationship development, competition strategic planning and advocacy, public speaking and panels, and national/state policy influence. Prior to joining Innovate + Educate, Julie spent thirty years in the Aerospace and Defense industry, including program management and portfolio management valued up to \$600M, functional management of over 6000 IT and engineering personnel, technical management, supplier management, and proposal development. Julie's last assignment at Lockheed Martin Corporation was the Science, Technology, Engineering and Math (STEM) Education Initiatives leader for Corporate Engineering and Technology. She defined and led the CE&T strategy for support to, and participation in education initiatives that will increase the STEM pipeline and inform students of the excitement of engineering and technology careers. She led the development of corporate outreach programs, including "Introduce a Girl to Engineering", high school partnerships for research and internships, and STEM 9-16 pipeline strategies. Julie has also held executive positions with Undersea Systems (USS) and the Integrated Systems and Solutions Company (IS&S) and engineering positions with General Electric Corporation Northrop Grumman and Raytheon. Julie holds a Bachelors of Science from Duke University, Masters of Science in Engineering Management at Drexel University, and executive training certificates from Stanford University Graduate School of Business and Wharton Graduate School of Business. Prior to serving on the board of Fairfax Leadership Academy, Julie was as Chair of the Corporate Advisory Board for the Thomas Jefferson High School for Science & Technology.

Sharyn Franck, Board Member

Sharyn Franck is the definition of a true community organizer. As a resident of the community for over 20 years, Sharyn has filled her fair share of roles within the Graham Road Elementary School (GRES) community - a mother of three GRES students, a former PTA President, a GRES employee and most recently, a founder and director of the Arlington Boulevard Community Development Organization (ABCD), a non-profit located in the GRES/Kingsley community. Sharyn was employed by FCPS as the Parent Center

Coordinator for GRES in 1999. Serving as a liaison for GRES to the community, she quickly became a relied upon as a source of assistance for students and their families in the community. Her experience as the Parent Center Coordinator made her a natural fit to direct the day-to-day operations of ABCD. Sharyn has been the champion of countless initiatives in community; providing backpacks and school supplies for all GRES students, bringing Junior Achievement to GRES classrooms, coordinating school-wide fundraisers, starting a 4-H club in the community, facilitating afterschool programs in the Kingsley Family Resource Center, securing scholarships for students living in the Kingsley Community to attend summer camps, and creating additional summer camps through ABCD when camps outside of the community were not available. Sharyn attended George Washington University and studied Anthropology.

Kurt Mills, Board Member

Kurt Mills has over sixteen years of experience working in public education. He is currently the Program Manager for the Office of Out of School Support at Fairfax Ridge Administrative Center for Fairfax County Public Schools. In this role, his program educated over 720 students of all abilities and grade levels as they struggle through the adversity of major illness or serious involvement in the disciplinary process in the 2010/2011 school year. Prior to entering his current position, he was an acting Assistant Principal and After School Program Specialist at Kilmer Middle School. He Spent 6 years as a special education resource teacher in Cluster 2 supporting students in the Falls Church Pyramid. In 2008, he was the winner of the Vienna/Tyson's Chamber of Commerce's prestigious Educator of the Year award for his work with involving the local business community in education. He received his Masters Degree in Special Education in 2000 and his Educational Specialist degree in 2004 both from the University of Virginia. Mr. Mills is also a former Army Infantry Sergeant.

Bailey Triplett, Board Member

Bailey Triplett is a social studies teacher and AVID Coordinator at Poe Middle School in Annandale, Virginia. Bailey has experienced many facets of the AVID program, serving as a tutor, then as a teacher and coordinator. Bailey speaks Spanish and has lived in various countries in Latin America to work on various volunteer programs. Bailey holds a Bachelors degree from East Carolina University and is completing her Masters of Education degree from George Mason University.

Tanya Naranjo Glorioso, Board Member

Tanya Naranjo Glorioso provides a variety of experience working with Hispanic organizations in northern Virginia as well as teaching ESOL. She is currently a Community Resources Specialist for Fairfax County's Office of Family Services. She serves as an adjunct ESOL professor at Columbia College and an ESOL teacher for the Arlington Education and Employment Program. She previously worked for Fairfax County Public Schools as an ESOL teacher at Oakton Elementary School and Herndon High School in Fairfax County. In addition to work with Fairfax County government and schools, Tanya was the Program Director for Education and Workforce Development for

the Hispanic Committee of Virginia and has held marketing positions for various organizations in northern Virginia. Tanya holds a bachelor's degree from Trinity University-Washington and a M.Ed. from George Mason University.

Stu Singer, Board Member

Stu Singer is a retired teacher from Fairfax County Public Schools. A true "master teacher," Stu served for 40 years math classrooms in Fairfax County Public Schools, teaching subjects ranging from General Math to Pre-calculus. In addition to his classroom expertise, Stu was a math department chair, a high school football, tennis and wrestling coach, and a yearbook advisor. Stu has presented at numerous national conferences including the 2nd Annual Department of Education Educational Summit and at the Texas Association of Secondary School Principals. Currently, as a respected voice in education leadership, he writes a blog for the National Association of Secondary School Principals (NASSP).

Sherry Singer, Board Member

Sherry Singer is a retired teacher from Fairfax County Public Schools. An expert on science curriculum, Sherry taught biology at JEB Stuart High School for over two decades and was an assistant professor of biology at Northern Virginia Community College. She has experience teaching ELL Biology, Biology I, AP Biology, IB Biology and college level biology. Additionally, Sherry served ten years as Science Department Chairperson at JEB Stuart High School and was instrumental in bringing biotechnology to students in Fairfax County through a two-year program sponsored by Georgetown University and the National Science Foundation.

Board Member on a rotational basis from United for Social Justice

United for Social Justice (USJ) is a social services organization that serves youth in the Bailey's Crossroads and Culmore neighborhoods of Fairfax County, areas with dense populations of low income and immigrant families. The organization is made up of community leaders and former students from public schools in these neighborhoods. The organization's mission is to support low income and immigrant students in raising their achievement in school and providing them the knowledge and resources necessary to attend college.

Management Plan

Upon adoption of our charter school proposal by FCPS, and during operation of the school, a management plan as described below will be implemented to work with FCPS to develop and operate the school.

As illustrated in the organization chart in section X.5, Fairfax Leadership Academy will be managed by its Board of Directors in conjunction with the FCPS School Board and FCPS staff to insure our school follows all state and local policies and is working towards achieving its stated mission as a public charter school.

The Board will serve to provide vision and strategic governance for the school. In addition to educators and community members, parents, a student and a non-voting representative from the school district's staff (most likely the Cluster Assistant Superintendent) will serve on the board.

Leadership and daily management of the school will be provided from the school's Leadership Team led by the Executive Director, along with other administrative staff and teacher leaders. See the description of the School Leadership Plan below.

School Leadership Plan

The school leadership plan utilized in Fairfax Leadership is based on other successful charter schools and alternative public schools, but is unique for FCPS. It is a model that focuses human resources on the classroom and involves classroom leaders in the school's decision-making, having administrative leaders teach some classes and involving teacher leaders take part in the management of the school. It is also less hierarchical and more inclusive in how leadership responsibilities are shared and spread across a team of leaders in the school.

The leadership structure for the school when functioning at its full capacity, grades 7 -12 (75 students per grade) is as follows:

- Executive Director* (equivalent to a principal)
- Director of Operations* (equivalent to an assistant principal)
- Director of Curriculum and Instruction* (equivalent to an assistant principal)
- Director of Special Education* (equivalent to a assistant principal)
- Director of Student Services* (equivalent to current DSS's that manage counseling, scheduling, testing)
- Director of Middle School* (equivalent to a Dean of Students/teacher leadership position)
- Director of High School* (equivalent to a Dean of Students/teacher leadership position)
- Director of Online Learning* (teacher leadership position)
- Director of Service Learning and Career Exploration Programs* (teacher leadership position)
- AVID Program Coordinator* (teacher leadership position)
- IB Program Coordinator* (teacher leadership position)
- Department leaders in various academic subjects* (teacher leadership positions)
- Finance Officer*
- School-Based Technology Specialist*

This may seem like a large leadership team for a small school. However, keep in mind that we are spreading out leadership responsibilities over a variety of people to increase the opportunities for people to be involved in the school's leadership and allow the

administrative leadership in our school time to be in the classroom also teaching. If our school is centered on student achievement, then the focus of our leadership must be on the classroom. We have created a leadership structure that focuses the leadership's attention on the classroom.

Administrators such as our Executive Director, Director of Operations, Director of Curriculum and Instruction, Director of Special Education, and Director of Student Services will teach one to three sections of classes (depending on the administrator). These school leaders will have both administrative endorsements and teaching endorsements in specific subjects and will teach courses that correspond with their teaching license endorsement. Our School-Based Technology Specialist will teach one or two sections of classes in their endorsed subject. Our teacher leadership positions will be licensed teachers and counselors and will teach some classes in their endorsed field, but will also take part in leadership responsibilities of the school.

Note the nature of our top administrative positions. Most schools of 450 students would be staffed with a principal and assistant principal – two administrators who would be left to manage all administrative and instructional leadership responsibilities. We technically have five administrative positions in addition to teacher leadership positions. This increase in the number of leadership positions will free up the top level administrators to teach some classes and get them directly involved in the teaching and learning taking place at the school. At the same time, it will incorporate more teachers into the leadership of the school.

The titles and nature of our school leaders are different than those found in traditional schools. In our research of other high-performing charter schools and alternative public schools around the United States, this was a common feature – school leaders with different titles and different responsibilities than those found at traditional schools. While our leadership structure and titles may be unique compared to most secondary schools, it is similar to the leadership structure found in many high-performing charter schools and alternative public schools. This includes the existence of an Executive Director, who serves as an organizational leader, working on external relations of the school, and a Director of Operations and Director of Curriculum and Instruction, who serve as the internal leaders of the school, managing day-to-day operations and focusing closely on instruction.

The responsibilities of each of the administrative positions are as follows:

Executive Director: Manages the external relations of the school, including working with school district leadership, community organizations, parent leaders, teacher organizations, political and business leaders and outside funders for the school. The Executive Director will also teach one – two sections of classes at the school and must display strong instructional leadership as a teacher and administrative leader. The Executive Director oversees the management of the school including supervision of all

administrators, teachers and other staff in the school. The Executive Director also acts as the official liaison between the Fairfax Leadership Academy's Board of Directors, school faculty and staff, and FCPS School Board and staff. In some ways, the Executive Director position is similar to a principal position at standard FCPS public schools and will take on many of the responsibilities similar to those noted in the FCPS job description of a secondary school principal. However, the Executive Director position is unique in that it will require greater management of external relations of the school, including the Board of Directors.

Director of Operations: Manages the administrative duties related to basic operations of the school – building maintenance, transportation, student discipline, student activities, etc. The Director of Operations oversees all day-to-day management of the school including supervision of teachers and other staff in the building. The Director of Operations will also teach one – two sections of classes. The Director of Operations position is somewhat similar to an Assistant Principal II position at standard FCPS secondary schools and will take on some of the responsibilities similar to those noted in the FCPS job description of an Assistant Principal II position. However, the unique nature of our charter school will require some additional and different responsibilities for this position.

Director of Curriculum and Instruction: As described by the title, the Director of Curriculum and Instruction manages our educational program and instructional delivery. This person's primary responsibility will be on classroom learning and helping teachers increase student achievement. This includes managing professional development, curriculum and assessment requirements. By having an Executive Director and Director of Operations that focus primarily on the external relations and basic operations of the school, this enables the Director of Curriculum and Instruction to focus on the classroom, teachers and student achievement. The Director of Curriculum and Instruction oversees all curriculum, including academic programs such as IB, AVID, NFTE and JA, and supervises of teachers in the building. The Director of Curriculum and Instruction will also teach one – two sections of classes. The Director of Curriculum and Instruction position is somewhat similar to an Assistant Principal II position at standard FCPS secondary schools and will take on all the responsibilities similar to those noted in the FCPS job description of an Assistant Principal II. However, the unique nature of our charter school will require additional and different responsibilities for this position.

Director of Special Education: Manages special education services of the school. We plan to provide services to special needs students to incorporate them into our program, but we know this is going to take leadership and expertise. Therefore, we feel it is very important to have a strong special education leader at our school. The Director of Special Education will also teach one – two classes. The Director of Special Education position is similar to an "Assistant Principal I/II – Middle School/High School Special Education" position at standard FCPS secondary schools and will take on responsibilities

similar to those noted in the FCPS job description of an “Assistant Principal I/II – Middle School/High School Special Education.”

Director of Student Services: Manages the counseling program and scheduling. As a secondary school serving high numbers of at-risk students, it will be important to have a strong counseling leader. The Director of Student Services will provide support and leadership to students and teachers with counseling, college and career planning, parent outreach programs and management of the master schedule of the school. The Director of Student Services will also teach two – three classes. The Director of Student Services position is similar to a Director of Student Services position at standard FCPS secondary schools and will take on responsibilities similar to those noted in the FCPS job description of a Director of Student Services.

In addition to these positions that require administrative certification, our other leadership positions (Director of Middle School, Director of High School, Director of Online Learning, etc.) are designed to flatten the responsibilities of leadership by including more teachers in the management of the school. This also lessens the workload of administrative positions so they may teach classes. While we will encourage those who fill these positions to have administrative endorsements, this is not a requirement. Two of these teacher leadership positions will be filled by individuals who have a counseling certification and will help our Director of Student Services deliver counseling services and programs. As mentioned above, these counselors will work with AVID teachers to disseminate information on college and career planning.

We are utilizing a different leadership model than found at most FCPS schools. Our increased numbers of administrative and teacher leadership positions spreads out the responsibilities of leading the school, but is offset by the fact that all of these school leaders, including administrators, are also teaching. We believe this model will create a more inclusive leadership environment that values teaching and thus increases student achievement.

While all of these administrative positions are similar to already existing administrative positions in FCPS, there are differences related to the nature of our school. We will request that FCPS conduct a “job classification study” to uniquely classify each of these leadership positions for our charter school. This will insure that the responsibilities of each position are clearly defined and understood, compensation is fairly determined, and that the district recognizes the difference in how our school is managed.

- 2. An explanation of how support services will be provided. These services, include, but are not limited to: 1) food services; 2) school health services; 3) custodial services; 4) extracurricular activities; and 5) security services.**

All of the support services listed in this question will be provided through agreements with FCPS. As a school within FCPS, we will follow all School Board policies and procedures for food services, health services, custodial services, extracurricular activities and security services. We will contract with FCPS-approved vendors for specific services, such as food. Note the following:

1) Food Services: we will use the same food services as those in other FCPS schools and will contract with FCPS and its provider for those services.

2) Health Services: FCPS receives all its school nurses from the Fairfax County government. As a public school within FCPS, we will be eligible for a nurse and will work with the school district to notify county health services to provide our school a nurse.

3) Custodial Services: The Graham Road school building is owned by FCPS. FCPS has agreed to maintain Graham Road school building after Graham Road Elementary School moves out, which includes continued maintenance by a custodial staff. We will use this custodial staff already paid for by the county to maintain the building. If additional custodial staff is needed, we will contract with FCPS for these services.

4) Extracurricular Activities: Fairfax Leadership Academy will offer extracurricular activities such as a select program of interscholastic sports, performing arts and various special-interest clubs. The Director of Operations will manage the extracurricular program along with a teacher leader who will be assigned to be a Coordinator of Student Activities to assist with such management. We will contract with FCPS for any specific services or fees related to extracurricular activities.

5) Security Services: Fairfax Leadership Academy will hire FCPS-trained security staff (a Security Supervisor and one Security Officer) to manage our school's security needs in conjunction with all FCPS School Board policies and procedures. In addition, all FCPS schools have a police officer, a so-called "Student Resource Officer" (SRO), who assists with legal matters relating to security. SROs are assigned to schools and paid for by the county police department and county government. We will work with FCPS to request an SRO is assigned to our school.

- 3. An explanation of any partnerships or contractual relationships (education management organization, food services, school health services, custodial services, security services, etc.) central to the school's operations or mission, including information regarding the relationship of all contractors to the governing board of the public charter school, and information regarding how contractors and the employees of the contractors having direct contact with students will comply with the provisions of [Section 22.1-296.1](#), of the *Code of Virginia*.**

All contractors Fairfax Leadership Academy plans to use for items such as food, health and security are FCPS-approved contractors and thus have met the provisions of Section 22.1-296.1 of the *Code of Virginia*. In the event Fairfax Leadership Academy decides to use an independent contractor for a service, we will ask that contractor to go through the process FCPS requires to become an approved contractor and meet Section 22.1-296.1 of the *Code of Virginia*.

4. A detailed start-up plan, identifying tasks, timelines, and responsible individuals.

Timeline for Implementation

Our development team for Fairfax Leadership Academy has been mindful that to be successful, we need enough time to develop and implement our school program. We have taken over a year to work on the plans for this application, meeting with various stakeholders and receiving their feedback. When we open the school, we will start small, with only two grades, and then add a grade each year, taking five years to grow into a fully operational, grades 7 – 12 secondary school.

We are submitting our application to the state Board of Education and Fairfax County School Board almost two years before our planned opening in order to have plenty of time to establish the procedures and details with the school district for our school’s operations, raise outside funding for our school, and market our school with the local community to insure our target population is served.

Some of the elements of our timeline for implementation that should be noted are:

- Our executive director will work full-time in the planning year prior to the school opening, similar to the process used in all FCPS schools where the school’s principal works full-time prior to a new school opening.
- We have already worked for almost two years on developing this school, meeting with a variety of stakeholders, school district leadership, community groups, parents and business leaders. This has given us the opportunity to insure our school proposal is understood by those in the community and school district, and we have adjusted our plans based on the valuable feedback these groups have given us. We are confident our proposal fits the needs and desires of these groups we have been meeting with.

TIMELINE FOR IMPLEMENTATION FOR FAIRFAX LEADERSHIP ACADEMY

| Date | Activity |
|--------------------|--|
| <i>Summer 2011</i> | <ul style="list-style-type: none"> • Continue to develop proposal and build support |

| | |
|---|--|
| <p><i>October, 2011</i></p> | <ul style="list-style-type: none"> • Submit application to the Virginia Board of Education • Public relations campaign with media coverage and information sessions on our proposal |
| <p><i>November, 2011 thru January, 2012</i></p> | <ul style="list-style-type: none"> • Continue to develop proposal and build support with community groups, parents, business community and other stakeholders • Continue meeting with FCPS staff on technical details of the school's operations • Provide FCPS Leadership Team and School Board Members copies of our application to the state and other additional information on our school • Continue to market the proposal to the public with information sessions, fundraising events and social media marketing tools • Meet with Virginia Board of Education to review our application • Receive application back from Virginia Board of Education, work on any additional edits/changes |
| <p><i>Late February 2012</i></p> | <ul style="list-style-type: none"> • Officially submit application to the FCPS Deputy Superintendent and Fairfax County School Board |
| <p><i>Early Spring 2012</i></p> | <ul style="list-style-type: none"> • Receive conditional approval from FCPS School Board |
| <p><i>Spring 2012 – Winter 2013</i></p> | <ul style="list-style-type: none"> • Extensive fundraising through federal government grant, foundations and business partnerships with fundraising goal of \$850,000 by March, 2013 (this includes \$600,000 from a federal Department of Education grant for new charter schools) • Work with FCPS staff on solidifying all technical details for the school's operations • Continue to market the school to communities with high numbers of at-risk students we intend to serve, such as Annandale, Bailey's Crossroads and greater Falls Church area. • Work closely with FCPS counselors from elementary and middle schools on marketing the school to students who would fit our school's criteria • Provide our student application to families and the school district • Recruit staff • Our executive director will become a full-time employee of Fairfax Leadership Academy during the 2012-2013 school year to work on plans for opening the school. Other leadership from our Board of Directors will work on a part- |

| | |
|------------------------|---|
| | <p>time basis throughout this planning year on specific items needed for opening of the school.</p> <ul style="list-style-type: none"> • Establish business partnerships for our career exploration workshops for the 2013-2014 school year, working on the details for each workshop that will be offered in 2013-2014 • Establish partnerships for our service learning workshops, working on the details for each workshop that will be offered in 2013-2014 • Continue to work with Fairfax County government's Office of Community Partnerships to develop these strategic partnerships for the school • Continue to work with other Fairfax County government offices that provide wraparound services in health, recreation and family services that will be promoted and provided at the school • A financial audit of our operations will be conducted prior to March 2013 (when we return to the School Board for full approval for opening) to demonstrate our financial fidelity |
| <i>December 2012</i> | <ul style="list-style-type: none"> • Begin accepting student applications |
| <i>February 2013</i> | <ul style="list-style-type: none"> • Receive student applications, review applications to insure eligibility and meeting of criteria, and if necessary, hold a lottery for admission if our numbers are greater than our capacity • If necessary, conduct a lottery to determine admission to Fairfax Leadership Academy |
| <i>March 2013</i> | <ul style="list-style-type: none"> • Return to FCPS School Board for full approval for opening |
| <i>Spring 2013</i> | <ul style="list-style-type: none"> • Hire staff • Confirm admission of all students attending Fairfax Leadership Academy, meeting with students and their families to understand expectations of our school, as well as meeting with base school counselors to insure proper transfer of records |
| <i>Summer 2013</i> | <ul style="list-style-type: none"> • Finalize plans for opening the school • Train staff for opening of the school, including select staff attending conferences and workshops on AVID, IB, NFTE and other related programs and school district initiatives |
| <i>August 12, 2013</i> | <ul style="list-style-type: none"> • Opening of the school with grade levels 7 and 8 (Each year we will add a grade level, eventually reaching full capacity grades 7 – 12 by 2017) |

Development of our school will continue after the opening. Note the following:

- We will add one grade level each year to the school eventually reaching full capacity, grades 7 – 12, 75 students per grade, by the 2017-2018 school year.
- We will continue to market the school to communities with high numbers of at-risk students we intend to serve, such as Annandale, Bailey’s Crossroads and the greater Falls Church area.
- We will work closely with FCPS counselors from elementary, middle and high schools on marketing the school to students who fit our school’s criteria. This includes adding some students in higher grades to fill in all available slots at 75 students per grade. The communities we will serve have a high student “mobility-rate” (the highest in Fairfax County). Therefore, we will be proactive in recruiting students in higher grades to replace any students who leave the school due to mobility, providing the opportunity for new students to attend our school each year.
- We will continue to conduct extensive fundraising efforts, applying for additional grants from foundations and businesses, as well as reapplying for those we already receive.
- We will continue to build partnerships with the local business community and community organizations.
- Through evaluation and auditing procedures, we will meet with FCPS leadership to evaluate the school’s progress and make any adjustments recognized as necessary to insure student achievement and the overall success of our school’s program. We intend our school to be a laboratory, and as such, we will have school district leadership and outside educational leaders regularly visit the school, review our program and data, and provide feedback on our progress. Our own internal operations calls for regular visits to the school by our Board of Directors, many of whom have extensive public education backgrounds, to evaluate our progress.
- Financial audits will be conducted annually by an outside accounting firm and through FCPS accounting procedures.

5. A proposed organization chart.

See attached Management Organization Chart.

6. Plans for recruiting school leadership and staff.

Once adopted as a charter school within FCPS, we will utilize the FCPS Office of Human Resources to follow their standard recruiting process for school leadership and teachers for our school. FCPS is a nationally and internationally known school district that recruits top educators from around the United States. It is one of the largest school districts in the United States. It is located in the Washington, DC metropolitan area, near other high-performing school districts such as Loudoun County, Arlington County, Montgomery County, Alexandria City and Falls Church City.

We are staffing for a faculty of 19 educators in our first year and 50 educators by the time we reach full-capacity. In the larger scope of the Washington, DC metropolitan

area, we are a small secondary school and feel we will have a large pool of applicants to consider for our school.

Furthermore, our school will be unique, the only charter school in northern Virginia and the only secondary school with a full-year calendar. We have found from initially sharing our proposal with other educators around FCPS that interest exists among administrators and teachers to work in a school with a new innovative model, particularly one that features a full-year calendar.

In addition to the standard recruiting process of FCPS, our Board of Directors and School Leadership Team will actively recruit faculty from major graduate schools of education both locally and nationally. In creating a new and innovative school, we will attract candidates who are interested in working in non-traditional environment.

It should be noted that our current Board of Directors is made up of experienced FCPS administrators and teachers. Many of these educators will move off the Board and work for the school once the school is operational. In addition to their experience, these educators bring a strong commitment to the school's mission and a passion for serving students from at risk backgrounds from the communities surrounding the school's location. Furthermore, these educators are well-known in Fairfax County and will attract other educators from around FCPS to work with them at this new school.

XI. *Employment Terms and Conditions:* Provide an explanation of the relationship that will exist between the proposed public charter school and its employees, including evidence that the terms and conditions of employment have been addressed with affected employees. ([Sections 22.1-212.13](#), [22.1-296.1](#) and [22.1-296.2](#), *Code of Virginia*) The following components must be addressed:

- 1. A plan that addresses the qualifications of teachers and administrators at the public charter school, including compliance with state law and regulation regarding Virginia Board of Education licensing endorsements.**

Fairfax Leadership Academy will be part of Fairfax County Public Schools (FCPS). As required by law, all employees, including teachers, teacher assistants, administrators and other specialists, must be employees of FCPS. As such, all teachers and administrators will meet the qualifications required by FCPS, including all requirements for licensure.

Fairfax Leadership Academy will work with FCPS Department of Human Resources to follow all FCPS policies on employment. We have already had multiple meetings with FCPS Department of Human Resources staff to begin discussions on this subject. Like all schools in FCPS, the Department of Human Resources will oversee all hiring of teachers and administrators in conjunction with the assigned Cluster Assistant Superintendent and our Board of Directors.

2. A plan to provide high-quality professional development programs ([Section 22.1-253.13:5](#), *Code of Virginia*).

Professional Development:

The professional development system for Fairfax Leadership Academy promotes teacher leadership, increasing the professional capacity of our staff and a commitment to the mission of the school. The main components of the professional development system are a “peer observation process” and “teacher portfolio.”

Programmatic Professional Development and FCPS Professional Development Opportunities:

We will engage our teachers and school administrators in all required professional development activities associated with the various programs in our school. This includes: IB, AVID, NFTE, JA and Junior ROTC.

We will participate in professional development activities (required and optional) offered by Fairfax County Public Schools (FCPS). As a part of FCPS, we look forward to participating in FCPS professional development programs.

Professional Development incorporated into the daily schedule of teachers:

As noted in our section about our daily bell schedule, we provide teachers more planning and professional development time on a daily basis than that found in conventional schools. We are providing teachers this extra time so they can participate in professional development activities throughout the school year. Our expectation of teachers is for professional development to be a daily part of their routine. Through the additional time provided, teachers will work closely with their colleagues on peer observations and Professional Learning Community (PLC) teams. Below is a description of the peer observation process and portfolio used to promote regular professional development within our school.

Collaborative Peer Observation Process:

Teacher evaluation at Fairfax Leadership Academy will be viewed as professional development tool. Teachers at Fairfax Leadership Academy will work under existing Virginia and FCPS policies. We will use the same evaluation standards, evaluation process and cycle as all FCPS schools.

In addition to these standard evaluation practices, we will offer a professional development plan that builds upon the FCPS Collaborative Learning Visits (CLVs) and Professional Learning Community (PLC) models. Every teacher will be observed regularly by a collaborative peer observation team, and likewise, they will serve on a collaborative peer observation team. Through these teams, teachers will observe other teachers to learn best practices and provide feedback to teachers on their instruction. This collaborative peer observation team, led by an administrator, includes fellow

teachers (some from the same subject, some from other subjects), as well outside experts who are master teachers and curriculum and teaching experts (including retired FCPS teachers administrators and professors of education from universities). We also plan to utilize current FCPS staff from the Department of Instructional Services and other relevant departments on these teams. Information provided by parents and students through surveys conducted at various points during the year will also be included in this process.

Teachers will receive feedback that will be used not for punitive measures, but for professional development to improve each individual teacher's professional capacity and the school's overall growth as a teaching and learning center. The focus here is on professional development.

This professional development program will be used every year with every faculty member (for both teachers and administrators). We still use the FCPS and state approved evaluation standards and practices for official teacher evaluation at the times teachers are up for their contractual evaluation. However, we include every year for professional development purposes this collaborative peer observation system that builds upon current FCPS best practices, such as Collaborative Learning Visits (CLVs) and Professional Learning Communities (PLCs).

Establishing professional development as an integral part of our school offers many benefits. It creates an environment that values collaboration and professional growth. The teacher being observed receives regular feedback from a variety of stakeholders in the school. It creates an "open door policy" throughout the school, where teachers visit other classrooms and learn from the strategies used by one another. It instills a commitment in the faculty, parents and students towards the school as they are involved in a major part of the management and development of the school. Finally, it eliminates the hierarchical nature found in most professional development that often hinders professional growth.

Teacher Portfolio:

In conjunction with the Collaborative Peer Observation Process, teachers will build a portfolio that showcases their pedagogical skills, leadership and professional growth.

At the beginning of the school year, teachers will present their portfolio to their collaborative peer observation team. In the portfolio will be a goals statement for the upcoming year explaining the goals they have for:

- their students (utilizing data that will demonstrate growth)
- their curriculum (identifying specific strategies, projects and activities they will use)
- their leadership within the school
- their own professional growth

In addition, any evidence of preparation for the upcoming school year can be included such as a course syllabus, assessments to be used in the course, letters to parents about the course and other materials prepared by the teacher.

As the teacher works with the collaborative peer observation team and receives feedback on their teaching, they can place in their portfolio evidence of such feedback and their own reflections on how they are using such feedback to improve their teaching. By mid-year, the portfolio will again be reviewed by the collaborative peer observation team, with teachers adding to the portfolio a personal statement reflecting on their teaching along with meaningful evidence of their pedagogical skills and growth as a teacher. This may include examples of:

- lessons, assessments, projects, activities in and out of the classroom
- schoolwide leadership by the teacher
- community outreach to parents and families as well as businesses and organizations in the community
- professional develop activities in which the teacher participated and/or led

During the second semester, teachers will continue to add meaningful evidence of their pedagogical skills and growth as a teacher, along with feedback and other information from their collaborative peer observation team. At the end of the year, teachers will do an end of year personal statement reflecting on their teaching that is submitted to the teacher's collaborative peer observation team for review and inclusion in their portfolio.

This portfolio is designed to provide teachers an opportunity for self-reflection. It is the teacher's part of their own professional development process, allowing each teacher to showcase their talents as well as explain how they want to develop further as a teacher and educational leader in the school. It promotes a culture of self-reflection which is crucial for good teaching and professional growth.

These teacher portfolios will be shared with faculty during the summer, allowing teachers another opportunity to learn from each other, particularly as they look towards starting another school year.

3. Provisions for the evaluation of staff at regular intervals and in accordance with state law and regulation.

Fairfax Leadership Academy will be part of FCPS and will follow all evaluation policies for teachers and administrators of FCPS. Please see attached the FCPS Teacher Evaluation Handbook. Administrators at our school will be experienced FCPS administrators and will bring with them to Fairfax Leadership Academy a strong understanding of the FCPS evaluation policies.

4. Provisions for a human resource policy for the public charter school that is consistent with state and federal law.

Fairfax Leadership Academy will be part of FCPS and will follow all human resource policies of FCPS. These policies are consistent with state and federal law.

5. Notification to all school employees of the terms and conditions of employment.

Fairfax Leadership Academy will be part of FCPS and will follow all human resource policies of FCPS, including notification to all school employees of the terms and conditions of employment. These policies are consistent with state and federal law.

6. A staffing chart for the school's first year and a staffing plan for the term of the contract.

See the staffing chart attached in an Excel spreadsheet.

XII. *Liability and Insurance:* Describe the agreement between the parties regarding their respective legal liability and applicable insurance coverage. ([Section 22.1-212.16, Code of Virginia](#)) The following components must be addressed:

1. The types of insurance for the public charter school, its property, its employees, the charter school management committee, and the board and the levels of coverage sought. Types of insurance include, but are not limited to: a) general liability; b) health; and c) property.

Fairfax Leadership Academy will have "Directors and Officers" insurance as a non-profit organization and liability insurance to operate a public charter school. Please see attached the statement from Anita Segreti Insurance, Inc. As stated, we have applications in for these insurance coverages and will have statements on approval for our application by the time we submit our application to FCPS.

2. A justification for each type of insurance coverage sought.

As stated in the attached letter from Anita Segreti Insurance, Inc. we are seeking multiple insurance coverages. A final decision for what coverages we need to have will be made in accordance with FCPS and their requirements for us to operate as a public charter school in their school division. For example, because the building we will use is an FCPS-owned building, we will need to discuss with FCPS staff the specific liability insurance requirements they have for us to use the building. In working with Anita Segreti Insurance, Inc., we are prepared to purchase such coverage.

3. A description of any plans of the public charter school to provide indemnity for the local school division.

Any plans for indemnity from our organization to the school district are still subject to negotiation with FCPS as we determine final costs and responsibilities for our charter school.

- XIII. *Transportation:* Describe how the public charter school plans to meet the transportation needs of its pupils. The following components must be addressed:**
- 1. A description of how the transportation of students will be provided: a) by the local school division; b) by the public charter school; c) by the parent(s); or d) through a combination of these options.**

Fairfax Leadership Academy will focus on serving the population in Annandale, Bailey’s Crossroads and greater Falls Church communities where there are many low income and minority students who will benefit from a year-around school and additional social/academic services. Many of our students will live within walking distance (approximately 0.75 miles or less) to our proposed location, Graham Road School. Therefore, we expect up to 30% of our students to walk to school.

Parents will have the option of dropping off/picking up their student to and from Graham Road School. However, we do not expect a high number of parents providing transportation due to our targeted student population as described above.

Because our focus is on the Annandale, Bailey’s Crossroads and greater Falls Church communities, we will only provide bus transportation to neighborhoods in those communities. Our school is open to any student within Fairfax County eligible to attend an FCPS school (as described above), but we will not guarantee transportation to any student outside Annandale, Bailey’s Crossroads and greater Falls Church communities.

For students living more than 0.75 miles from our school in the Annandale, Bailey’s Crossroads and greater Falls Church communities, we will arrange a series of bus stops to transport students to our school’s location at the Graham Road school building.

The primary mode of transportation will come from partnerships with the following entities:

- Fairfax County Public Schools (FCPS)
- Fairfax County Government – FASTRAN shuttle bus service
- Washington Metropolitan Area Transit Authority (WMATA) – Metrobus service

FCPS School Buses

We have discussed the use of a small number of school buses (approximately 4) through a partnership with Fairfax County Public Schools that will provide transportation for students from the:

- Annandale community along Columbia Pike, Little River Turnpike, Annandale Road and Graham Road
- Baileys Crossroads and Culmore communities along Route 7
- Seven Corners community along Route 50 and Route 7
- Merrifield, Pine Spring and Timber Lane communities along Lee Highway

Fairfax County Government FASTRAN shuttle bus service

Another mode of transportation we will consider is through a partnership with the Fairfax County Government and their “FASTRAN” shuttle bus services. FASTRAN is a county operated transportation service used for county government agency programs, particularly for elderly or disabled persons. The FASTRAN buses hold approximately 20 people and would be a cost-effective alternative to large school buses for transporting smaller groups of students to and from specific neighborhoods in the Annandale, Baileys Crossroads and greater Falls Church area. Currently, there are a number of FASTRAN buses available in the mornings and late afternoons when we would need them, which is why this partnership is being considered. We will also consider using FASTRAN buses for extracurricular activities after school for smaller groups of students.

Washington Metropolitan Area Transit Authority (WMATA) – Metrobus service

Finally, while we will make every effort offer a reasonable transportation option to students living in the Annandale, Baileys Crossroads and greater Falls Church communities, students may also consider using the WMATA Metrobus service. There is a Metrobus stop located at the corner of Route 50 and Graham Road at the intersection next to the Graham Road school building. Route 50 is major road in Fairfax County with multiple Metrobus routes running along it. These bus routes provide service to other neighborhoods in the greater Falls Church area, as well as to many other locations around Fairfax County. We will discuss with WMATA a partnership to offer students who attend our school and want to use WMATA service a discounted fee or voucher to ride Metrobus.

- 2. If transportation services will be provided by the public charter school, explain whether the school will contract for transportation with the local education agency or with another entity or have its own means of transportation and indicate whether transportation will be provided to all students attending the school.**

As mentioned above in question XIII.1, our transportation plan includes contracting with FCPS and with Fairfax County Government (FASTRAN shuttle service).

- 3. A description of transportation services for students with disabilities in compliance with [Section 22.1-221](#) of the *Code of Virginia* and the Board’s [Regulations Governing Special Education Programs for Children with Disabilities in Virginia](#).**

As a public school within the FCPS system, we will comply with Section 22.1-221 of the Code of Virginia and the Board's Regulations Governing Special Education Programs for Children with Disabilities in Virginia. As the policy states:

Each child with a disability, aged two to 21, inclusive, placed in an education program, including private special education day or residential placements, by the local school division shall be entitled to transportation to and from such program at no cost if such transportation is necessary to enable such child to benefit from educational programs and opportunities. Children with disabilities and children without disabilities shall share the same transportation unless a child's IEP requires specialized transportation.

FCPS's Deputy Superintendent and Chief Operating Officer who oversees transportation are aware of this regulation and that if we are adopted into FCPS as a charter school, FCPS will provide transportation for special education students who need specialized transportation based on their IEP. Costs for this transportation will come from the federal special education funding for that student and would be negotiated with the school district to insure compliance.

XIV. Residential Charter School: If the application is for a residential charter school for at-risk students, the following components must be addressed:

- 1. A description of the residential program to include: a) the educational program; b) a facilities description to include grounds, dormitories, and staffing; c) a program for parental education and involvement; d) a description of after-care initiatives; e) the funding the residential facility and other services provided; f) any counseling and other social services to be provided and their coordination with current state and local initiatives; and g) a description of enrichment activities available to students.**

Not applicable

- 2. A description of how the facility will be maintained including, but not limited to: a) janitorial and regular maintenance services and b) security services to ensure the safety of students and staff.**

Not applicable

XV. Disclosures: Disclose ownership or financial interest in the public charter school by the charter applicant and the governing body, administrators, and other personnel of the proposed public charter school, and require that the applicant and the governing body, administrators, and other personnel of the public charter school shall have a continuing duty to disclose such interests during the term of the charter. The following components must be addressed:

- 1. A description of how the applicant and members of the management committee will disclose any ownership or financial interest.**

On an annual basis, Fairfax Leadership Academy will conduct an audit of our operations. In addition, we welcome FCPS or another independent accounting firm to conduct a supplemental audit. At the time of our annual audit, we will disclose the personal financial information of all principals and members of our Board of Directors in the form prescribed Section 2.2-3114 of the Virginia Code. In addition, it shall be our policy to not hire any person who has a financial interest in the development and operation of this charter school other than their own employment. This fact shall be verified annually per the audit.

At present, Fairfax Leadership Academy's Board of Directors do not have any financial interest in the development and operation of this charter school. A list of our board of directors is above in section X.1. We are a mixture of educators, community leaders and business leaders. All of these individuals have worked on a voluntary basis to develop this school. During the operation of the school, some of our current board members will be employed to work at the school, with the salaries and compensation based on FCPS human resources policies. However, there is no financial interest or gain as these individuals currently hold positions in FCPS and could continue to earn equivalent or greater salary within FCPS. There is no financial interest or gain in use of the building, the Graham Road school building, or from other contracts or agreements that relate to the school.

2. Information regarding the frequency by which such disclosures will be made during the term of the charter (Section [2.2-3114](#), *Code of Virginia*).

Such disclosures will happen on an annual basis and in the form prescribed by Virginia law. As mentioned above in section XV.1, Fairfax Leadership Academy will have our accountants do an annual audit to verify that there is no conflict of interest in the operation or administration of the school.

3. A description of ownership or financial interest of the applicant and/or members of the management committee in the proposed charter school. This includes any relationships that parties may have with vendors performing services at the school.

As mentioned in section XV.1, Fairfax Leadership Academy's Board of Directors do not have a financial interest in the development and operation of this charter school. A list of our board of directors is above in section X.1. We are a mixture of educators, community leaders and business leaders. All of these individuals have worked on a voluntary basis to develop this school. During the operation of the school, some of our current board members will be employed to work at the school, with the salaries and compensation based on FCPS human resources policies. However, there is no financial interest or gain as these individuals currently hold positions in FCPS and could continue to earn equivalent or greater salary within FCPS. There is no financial interest or gain in use of the building, the Graham Road school building, or from other contracts or agreements that relate to the school.

Part C: Assurances

Assurances in the Code of Virginia: The assurances in the *Code of Virginia* represent the policies and procedures that must be developed and addressed in the application by the public charter school to carry out the provisions of the law. By signing and submitting this application for a public charter school, the applicant expressly assures the Board that:

1. No tuition will be charged to students attending the public charter school.
2. The school will be nonreligious in its admission policies, employment practices, instruction, and all other operations.
3. The public charter school policies and procedures will comply with the federal *Family Educational Rights and Privacy Act* (FERPA) and the records retention schedules for public schools, and that such policies and schedules will be acceptable to the local education agency.
4. The public charter school programs, services, and activities will operate in accordance with all applicable federal and state laws and regulations, including the federal *Americans with Disabilities Act* (ADA), the federal *Individuals with Disabilities Education Improvement Act* (IDEA), Section 504 of the federal *Rehabilitation Act of 1973*, and the *Virginia Freedom of Information Act*.
5. The applicant has knowledge of and will comply with the *Virginia Conflict of Interest Act* and the *Virginia Public Procurement Act*.
6. Transportation will be provided consistent with state law and regulation. ([Sections 22.1-176, 22.1-182, 22.1-186, 22.1-191, 22.1-221, 22.1-216, 22.1-218](#), *Code of Virginia* and the Virginia Board of Education's [Regulation Governing Pupil Transportation](#))
7. The applicant will provide information regarding the proposed term of its contract with a local school board and notification of closure, should the charter be revoked or fail to be renewed. ([Section 22.1-212.12](#), *Code of Virginia*)

Assurances approved by the Virginia Board of Education: By signing and submitting this application for a public charter school, the applicant expressly assures the Board that:

1. If the application is approved by the local school board, the applicant will take all actions necessary to enter into a contract with the local school board not later than nine months prior to the opening date of the public charter school.
2. If the application is approved by a local school board, the school leadership of the public charter school will be retained on contract no later than 60 days prior to the opening date of the school.
3. If the application is approved by a local school board, all requests for waivers from the Virginia Board of Education will be made by the local school board, on behalf of the applicant, no later than six months prior to the opening date of the school. (This does not preclude a public charter school from working with the local school board to request additional waivers once the school is operational.)
4. Facilities information will be provided, including but not limited to:
 - a. Suitable instructional space;
 - b. Provisions for library services;

- c. Provisions for the safe administration and storage of student records and student medications;
 - d. Information regarding compliance with building and fire codes and compliance with the federal *Americans with Disabilities Act* (ADA);
 - e. General information on emergency evacuation plans;
 - f. Information regarding site location and preparation;
 - g. The structure of operation and maintenance services; and
 - h. Financial arrangements for facilities, including any lease arrangements with school divisions or other entities and whether debt will be incurred.
5. The public charter school will comply with all provisions of the Virginia Board of Education's [Regulations Governing Special Education Programs For Children With Disabilities in Virginia](#).
6. The applicant will provide a model Student Code of Conduct policy that addresses student behavior, discipline, and participation in school activities. The plan should identify the role of teachers and administrators in discipline and mentoring and must demonstrate compliance with the code of conduct policy of the applicable school board.

Pursuant to the requirements, I hereby certify that to the best of my knowledge the information in this application is correct, and that the applicant has addressed all application elements that pertain to the proposed public charter school, and that the applicant understands and will comply with the assurances listed above.

Name of Authorized Official: Eric Wolf Welch

Title: Executive Director and
Chairman of the Board

Signature of Authorized Official: _____

Date: October 27, 2011

ADDENDUMS

The following are attached as addendums to our application:

Fairfax Leadership Academy Budget Spreadsheet

Fairfax Leadership Academy Staffing Chart Spreadsheet

Fairfax Leadership Academy Curriculum Framework Diagram

Fairfax Leadership Academy Grade Level Curriculum Framework

Fairfax Leadership Academy Management Organization Chart

Information the International Baccalaureate (IB) Middle Years Program and IB Diploma Program

Information on the Advancement Via Individual Determination (AVID) Program

Information on the Network For Teaching Entrepreneurship (NFTE)Program

Letters of support

Letter from the law firm Surovell, Isaacs, Petersen and Levy

Information the U.S. Department of Education charter school grant

Minutes to May 22, 2008 school board meeting on the Graham Road school building

Cost estimates on renovations of the Graham Road school building by Architecture, Inc.

FCPS Student Achievement Goals (as listed on the site:

<http://www.fcps.edu/schlbd/goals/sags.shtml>)

Partnership for 21st Century Skills (P21) “Framework for 21st Century Learning”

(as listed on the site:

http://p21.org/index.php?option=com_content&task=view&id=254&Itemid=120)

Junior Achievement’s correlation to VA standards (as listed on the site:

http://www.myja.org/educators/correlations/VA_K-12_Programs_2009-11.pdf)

FCPS Teacher Evaluation Handbook

FCPS Principal Evaluation Handbook

FCPS School-based Administrator Evaluation Handbook

Information on the accounting firm Raffa

Letter for Anita Segreti Insurance, Inc.