- Assisted real estate partnerships in tax planning through analysis of financial and operational goals.
- Monitored changes in state and local tax laws and implemented appropriate procedures to ensure compliance by all clients.
- Prepared corporate, partnership, and individual tax returns for multi-million dollar entities, including real estate investment trusts. Special attention given to the real estate division of The Carlyle Group.
- Supervised and trained new staff in all aspects of tax compliance for real estate partnerships.

FOLEY & LARDNER, LLP Madison, WI
Law Clerk September 2000 – May 2001

- Conducted research and drafted memoranda on issues of Federal taxation, corporate law, family law, products liability, and general litigation matters.
- Drafted management agreements for real estate partnerships as well as landlord-tenant rental contracts.

TEACHING EXPERIENCE

TRINITY WASHINGTON UNIVERSITY (GRADUATE SCHOOL) Washington, DC
Adjunct Professor – Business Management January 2005 – January 2009

- Developed and taught various exempt-organization management courses regarding corporate governance, strategic planning, lobbying, grant writing, resource development, and board development.
- Designed and delivered management training seminars for employees of the Girl Scout Council of the Nation's Capital at the request of Trinity Washington University President Patricia McGuire, Esq.

EDUCATION

GEORGETOWN UNIVERSITY LAW CENTER, Washington, DC
LL.M. – May 2008, Concentration: Taxation

- Notes & Comments Editor, *The Tax Lawyer* (2007-2008); Coursework: Taxation of Property Transactions, International Tax, Tax Treatment of Charities, Private Wealth Planning: The Estate and Gift Tax, Executive Compensation, Income Tax Accounting, and Tax Research & Writing

UNIVERSITY OF WISCONSIN LAW SCHOOL, Madison, WI
J.D. – May 2001, Concentration: Corporate Law and Taxation

- Moot Court Board, Frederick Douglass Competition Second Place Winner (2000-2001); Student Recruiter and Assistant to Dean of Admissions (2000-2001); L.E.O. Contracts Study Group Leader (1999); Woman of the Year (2001); and Wisconsin Advanced Opportunities Fellow (1998-2001)

XAVIER UNIVERSITY OF LOUISIANA, New Orleans, LA
B.S. – May 1998, *summa cum laude*, Concentration: Business Administration and Accounting

- Marketing Association (1997-1998); Student Government Association (1995-1998); and Delta Sigma Theta Sorority, Inc. (1995-1998), President (1997-1998)

BAR MEMBERSHIPS

District of Columbia, Illinois, Wisconsin, and admitted to practice before the U.S. Tax Court

PROFESSIONAL/COMMUNITY INVOLVMENT

U.S. Tax Court Law Professors Club – Co-Chair; American Bar Association – Tax Section; Women's Bar Association; Delta Sigma Theta Sorority, Inc.; and Junior League of Washington

Yvonne D. Coates, Ph.D.

[redacted]

Key Competencies and Career Highlights

- Provided instructional and classroom management support for teachers as a lead teacher, school administrator, and university supervisor in urban public and charter schools.
- Developed, implemented, and evaluated state standards, policies, and procedures for teacher/administrator licensure, university and charter school program accreditation, and teacher testing.
- Developed procedures and policies for the implementation of a teacher recruitment program for the school district.
- Conducted informative and interactive educational workshops for aspiring and in-service educators at both the local school and university levels
- Provided over thirty years of varied teaching/administrative experiences including local school-based, central administration, and university employment

Professional Experience

Clinical Faculty Supervisor, American University, Washington DC, March 2008 – Present

- Provide on-site instructional/ classroom management support for first and second year alternative route teachers in select public and charter schools.
- Design appropriate instructional/assessment materials; identify educational resources
- Prepare informal/formal observation reports highlighting teacher performance
- Evaluate e-portfolios

Assistant Principal, Kramer Middle School, Washington, DC, September 2001 – December 2005

- Provided instructional and classroom management support for teachers as a component of the transformational process
- Participated as an active member of the Data Works Educational Research, School Governance, School Reform, and School Modernization Teams
- Conducted informational sessions with students and parents regarding academic and social concerns
- Developed informational packets for parents/visitors
- Implemented the Kramer Academic Club
- Co-sponsored UNIQUE, a self-esteem program for young girls
- Developed and presented staff development programs for staff
- Interviewed prospective teacher/staff candidates
- Prepared staffing and budget reports

Director, Educational Credentialing and Standards Branch, DC Public Schools (DCPS), Washington, DC
October 1994 – August 2001

- Developed, implemented, and monitored a system to license educational personnel in the District of Columbia Public Schools, other DC educational agencies, private/non-parochial schools, and for other applicants seeking an initial and/or renewal of a teaching/administrator credential.

- Designed, implemented, and assessed the accreditation process for teacher education programs in local colleges and universities.

- Developed, coordinated, and monitored activities for the district's Alternative Teacher Certification Programs.

- Established and maintained a system of planning, policy development, and standard setting in teacher licensure, program accreditation, and teacher testing.

- Represented DC Public Schools as the chief liaison with professional licensure, accreditation, and teacher testing agencies (i.e. NASDTEC, NCATE, ETS)

- Coordinated the National Board for Professional Teaching Standards (NBPTS) for DCPS teachers seeking national accreditation

Assistant Director, Teacher Education and Certification Branch, DC Public Schools,
Washington, DC
September 1991 – September 1994

- Assisted the director in all activities related to the procedures and processes for teacher certification and the accreditation of teacher preparation programs at local colleges/universities.

- Assisted in the development and implementation of the Provisional Teacher Program, An Alternative Certification Program.

Assistant Director, Instructional Recruitment and Orientation Branch, DC Public Schools,
Washington, DC, February 1989 – August 1991

- Developed procedures and policies pertinent to the recruitment of instructional staff.

- Coordinated all recruitment activities to include scheduling, site determination, training of recruiters, and travel arrangements.

- Developed outreach programs with teacher placement centers/education departments of colleges and universities/recruitment consortia.

- Monitored the Future Educators of America clubs in twenty-five local schools

Assistant Director, PAUSE Program (An Alternative School Program), DC Public Schools, Washington, DC October 1988 – January 1989

- Assisted the director in all activities related to the educational programs for students with severe discipline and social adjustment problems.

- Provided professional development workshops for staff including instructional strategies, classroom management, improving student/ parent relations through effective communication.

English/Reading/G.E.D. Instructor, DC Public Schools, D.C. Department of Corrections, George Washington University, Trinity College, Washington, DC/ Lorton, VA
December 1972 – September 1988

- Provided a comprehensive instructional program for junior high and adult students
- Planned and implemented innovative curriculum development programs (Exemplary Center for Reading Instruction, Success in Reading and Writing Program)
- Conducted teacher demonstrations for instructional improvement at the secondary level
- Organized extracurricular activities for students

Education

American University, Washington, DC
Ph.D., Educational Policy, 2009
Dissertation
A Focused Analysis of Incentives Affecting Teacher Retention: What Might Work and Why

George Washington University, Washington, DC
MA, Education and Human Development (Educational Supervision), 1988

University of Maryland, College Park, MD
BA, English Education, 1972

Immaculata Junior College, Washington, DC
Associates in Art, Liberal Arts, 1970

Software Proficiency: Microsoft Office Suite

Certifications: Administrative Services Credential (District of Columbia)
English/ Grades 7-12 Level Professional (District of Columbia)

District of Columbia State Board of Examiner (BOE), Member
DC Office of the State Superintendent of Education

Antwanye Eric Ford – President and Co-Founder, Enlightened, Inc.

Antwanye Eric Ford was born in Washington DC. He attended a combination of public and Catholic schools in DC, graduating from Archbishop Carroll high school in 1983.

Mr. Ford received a B.S. in Computer Science and Information Systems and a M.S. in Information Systems with honors both from The George Washington University (GWU). Mr. Ford is the President and co-founder of Enlightened Inc., an IT Consultant firm that specializes in Business Process Improvement, Information Assurance and Software Engineering. Enlightened's customers include the US Navy, USAID, Department of Veteran Affairs, HUD, the US Department of Labor to name a few. At Enlightened, Mr. Ford is responsible for the following:

- Corporate Vision and Direction
- Business Development
- Strategic Planning
- Corporate Innovation

Antwanye Eric Ford has worked in Information Systems for over 20 years, which helped shape his lifelong dream to be an entrepreneur. Antwanye realized early in his career that he was a creative and innovative thinker, manager and leader. Therefore, he actively sought opportunities that would exploit and sharpen his talents. In corporate America, he noted that one's career is largely influenced and controlled by the company's objectives. He saw people advance, get fired and layed-off without the ability to directly control/influence their own destiny. With this in mind, he knew that he could control his own fate through strategic planning, persistence and an entrepreneurial spirit.

Antwanye started his career at a small defense contractor and later moved to MCI. While at MCI, he held several positions ranging from Systems Analyst to Marketing Product Manager for MCI's Friends and Family®. In his role as a developer and project manager, Mr. Ford designed and built systems that invoiced over 20 million dollars per month, managed customer contracts, and designed user interfaces to support one of MCI's largest contracts. Mr. Ford later became one of the product managers for MCI's flagship product, Friends and Family®. In his role as a Product Manager, he was responsible for product innovations, promotional development, and systems infrastructure for strategic product support.

In his fast-paced career at MCI, Mr. Ford was recognized four times as Employee of the Quarter, and was awarded the annual Circle of Excellence Award.

In 1994 Mr. Ford moved from MCI to INTELSAT, the world's largest provider of satellite communications. Mr. Ford served as the Director for the Applications Support Organization, encompassing several strategic business units. The department's responsibilities included developing applications, conducting internal consulting projects, supporting software, and building the company's document management infrastructure. At INTELSAT, Antwanye also served as a "change agent" for the company. He was specifically hired for his ability to "do the hard stuff". Executive management discussed this with him during the hiring interview and stated that his success was dependent upon moving the organization from being reactive to proactive. Antwanye eagerly embraced the challenge as a stepping-stone towards managing his own business.

After 5 1/2 years at INTELSAT, Antwanye left a successful corporate career to pursue his dreams of starting his own company in 1999. Antwanye realized it was time to leave when he performed his "80 year-old test".

> ***"When I am 80 and I look back at my life, what regrets will I have? If I have that regret, why not do something about it now?"***

Thus, Enlightened, Inc. was born. Over the years, Enlightened has been recognized with numerous awards and accolades for our dedication, hard work, and innovative solutions. Enlightened was the recipient of the Innovative Creative Entrepreneur (ICE) Award for the 2010 Outstanding Small Business Award of Excellence from Morehouse College. In 2009, Enlightened was recognized as one of the "Top 100" Minority Business Enterprises by the Center for Business Inclusion and Diversity for the Mid-Atlantic region. In the spring of 2007, for the second consecutive year, the Initiative Competitive Inner City (ICIC) and Inc. Magazine's "Inner City 100" ranked Enlightened on their respective lists of the 100 fastest-growing inner-city companies in America.

In 2007, Enlightened was awarded a "Top-Five" honoree at the Excellence.gov awards by the Industry Advisory Council (IAC) for JUSTIS, a system developed by Enlightened on behalf of our client the CJCC. The award was for the system's superior performance in the areas of collaboration and transformation. In the fall of 2006, Enlightened's growth and success were chronicled in a front-page

article in The Washington Post. Enlightened was named "2005 Small Business of the Year," by the DC Chamber Of Commerce. In 2004, Inc. Magazine named Enlightened one of the fastest-growing companies in America in its 23rd annual issue of the Inc. 500 list, ranking Enlightened 264th. As Entrepreneur Magazine stated in its November 2003 issue, "Enlightened is one of the best and brightest companies in America."

Also, in 2005 Mr. Ford was selected by the editorial board of Inside the Minds as an author in the recently released book, Inside the Minds: CEO Best Practices. Inside the Minds: CEO Best Practices - Skills, Values, & Strategies for Successful CEOs features top CEOs representing some of the nation's leading companies. Mr. Ford contributed a chapter to the book entitled, "The Spiritual Side of Leadership".

Mr. Ford is heavily involved in his community and was a founding member of Myth Men, a non-profit organization with the objective of destroying negative myths about young Black men. He is on the Business Champions Committee at his alma mater, Archbishop Carroll High School, where he graduated with honors in 1983. Mr. Ford also currently serves on the Board of the DC Chamber of Commerce and the DC Chamber of the Network for Teaching Entrepreneurship. He was formally on the Board of Directors for DC Works and the Washington Math Science and Technology Charter High School. In addition, Antwanye coaches basketball to kids ages 13 to 15 at his church and works heavily with the Leukemia and Lymphoma Society in Washington, DC.

Antwanye's company philosophy is based in his faith "To whom much is give, much is required."

Keith Melvin Dukes, Jr. CPA, MBA
[redacted]

Financial Executive with a diversified accounting, finance, computer and management experience. Extensive background in automated accounting systems and internal controls. Full range of accounting experience includes: financial statements and analysis, project job costing, inventory, private and government and grant contracts, payroll, human resources, SEC auditing (10K – 10Q), auditing and credit compliance.

PROFESSIONAL EXPERIENCE

2005 to Present — **First Baptist Church of Glenarden** — **Controller**

(General Accounting, Payroll, Cash Management, Financial Reporting, Investment Management)

- Responsible for the general ledger and the preparation of the financial statements.
- Provides effective leadership, supervision and directs the accounting activities of the staff personnel assigned to the payroll, general ledger, accounts receivable and accounts payables departments.
- Maintains the centralized accounting systems in accordance with policies and procedures as established by the Church, and in adherence with General Accepted Accounting Principles.
- Oversees the reconciliation of the various bank and investment accounts and review analyses, and prepares monthly cash flow and investment reports.
- Establishes centralized accounting internal controls and accounting data preparation.
- Manage the monthly close to the general ledger.
- Supervises and reviews centralized accounting records, such as general ledger, trial balance, revenue accounting, expenditures, and transfer subsidiary ledgers, cash receipts, and disbursements, journal entries, payroll labor distribution registers, student notes and accounts receivables.
- Reports directly to the Chief Financial Officer.

2000 to 2005 — **The University of the District of Columbia** — **General Manager/Asst. Controller**

(General Accounting, Student Accounts, Cashier's Office & Financial Reporting)

- Responsible for the general ledger and the preparation of the financial statements.
- Provides effective leadership, supervision and directs the accounting activities of the staff personnel assigned to the general ledger and federal loan receivable sections in the Financial Management Division.
- Maintains the centralized accounting systems in accordance with accounting principles and policies as established by the University, District Government, Congress, and in adherence with General Accepted Accounting Principles.
- Oversees the reconciliation of the various bank and investment accounts and review analyses, and prepares monthly cash flow and investment reports.
- Establishes centralized accounting internal controls and accounting data preparation.
- Manage the monthly close to the general ledger.

- Supervises and reviews centralized accounting records, such as general ledger, trial balance, revenue accounting, expenditures, and transfer subsidiary ledgers, cash receipts, and disbursements, journal entries, payroll labor distribution registers, student notes and accounts receivables.
- Manage the Student Accounts Department for the University.
- Manage the daily Cashier's Office operation for accurate cash collection and cash reconciliation.
- Reports directly to the Chief Financial Officer

1997 to 2000 **Onsite Engineering & Management** **Assistant Controller**

(Staffing services for the Commercial, Environmental, Aviation and Energy Industries)

- Collaborated with the Regional and Divisional Controller with the start up phase of our Commercial Staffing division that represents over $50 million in 1999 revenue in less than four years.

- Direct contact for 1 Director of Regional Operations, 7 Directors of Branch Operations, 24 Back-office personnel and 192 Salespeople and Recruiters regarding high level exposure and business issues pertinent to staffing commercial, environmental and energy job sites.

- Organized the training and development of a pilot group to streamline the back-office operation to function under the new Peoplesoft System for the company first major system conversion in 1997.

- Reviewed all aspects of contract implementation for the Onsite Engineering & Management staffing division including development of internal Services Agreements, negotiation and authorization of client Services Agreements including National, Sub-Vendor, Direct Placement and Exclusive Agreements.

- Conduct quarterly and yearly sales presentations as well as involvement in client bids/proposals by demonstrating to clients their potential net income and revenue enhancement through utilization of contingent staffing arrangements.

- Prepare and presented significant financial information such as Profit and Loss Statements, Sales Office Budgets, Competitive Tracking and Sales Office Utilization Reporting to Regional Controller.

- Implement and supervise the Purchasing, Accounts Payable, Corporate Expense, and Payroll Departments for Onsite Engineering and Management.

1994 to 1997 **KPMG Peat Marwick LLP** **Staff Accountant and Health Care Consultant**

(Public Accounting)

- Evaluated audit risk and materiality thresholds for audit clients.

- Performed substantive procedures to verify client's assertion of Financial Statements completeness and accuracy.

- Participated on a 6 month Fraud Audit Engagement in Brunswick, Georgia at a major Home Health facility as a Staff Accountant.

- Supported the Health Care Consultant Team for several months to audit the Blue Cross and Blue Shield Medicare accounts for major hospitals such as Johns Hopskins, Bons Secours and Maryland General Hospital.

- Prepared financial statements and tax returns for corporations, partnership and individuals. Exposed to various tax and accounting matters.

EDUCATION

Widener University, Chester, PA
Bachelor of Science Degree in Accounting, 1994
GPA: 3.45

The University of the District of Columbia
Master of Business Administration with a concentration in Accounting, 2007
GPA: 4.00

CONTINUAL EDUCATION

Certified Public Accountant
Continual Professional Education Credits
Maryland Life and Health Insurance License
Maryland Mortgage License

TECHNICAL SKILLS

Microsoft Word & Excel, Lotus, Word Perfect, Peoplesoft, PowerPoint, Windows 98, S.O.A.R Government System, Student Information System (SIS Plus), ADP, ACS Software

AFFILIATIONS

National Association of Black Accountants (NABA)
Honorary member of the Beta Alpha Psi Accounting Honor Society at Morgan State University
Alpha Phi Alpha Fraternity, Inc. Graduate Chapter
Adjunct Teacher (Catonsville Community College of Baltimore County)

Tammy S. R. Stevens

[redacted]

EXPERIENCE

Massachusetts Institute of Technology Cambridge, MA January 2008 – Present

Associate Dean and Deputy Director, Office of Minority Education

Administrative Director of the Interphase Program – 7 ½ week summer bridge program that assists with the academic and cultural transition of 80 incoming first year students who are low income, first generation, from rural areas or need additional academic support.

- Manage the programming, staff and residential budget of over $500,000.
- Work with admissions office to invite approximately 175 admitted students to participate. Recruit other admitted MIT students to apply to participate in program. The demand for the program has created a waiting list of over 35 students.
- Recruit and interview to fill 11 instructor positions and 19 summer residential teaching assistants and 2 residential office assistants. Work with faculty from core science departments to obtain recommendations for staff.
- Monitor, analyze and report the academic progress of all program participants.
- Develop weekend programming, such as tours of Boston, trips to Martha's Vineyard, and activities with other summer residential programs, that enriches the academic experience of the 80 participants.
- Lead bi-weekly faculty and staff meetings that focus on the academic progress and transitional issues faced by Interphase program participants.
- Host a resource fair with over 20 administrative offices participating for students to learn more about the available resources from financial aid to ROTC on campus.
- Liaise with the various administrative offices (e.g., housing, financial aid, counseling) before students' arrival to ensure that the summer programming is holistic.
- Annually assess the academic indicators of success of program participants compared to students who were selected to participate and declined to attend.

Associate Dean – responsible for the academic and leadership development of over 1,000 underrepresented minority undergraduate students

- Analyze, evaluate and recommend improvements for the academic programs: Seminar XL (first year small group study program), Tutorial Services Room (individual tutoring services), Laureates and Leaders (graduate school pipeline program), and Mentor Advocate Partnership (1st and 2nd year mentoring program).
- Office of the Dean for Undergraduate Education (DUE) representative on Committee for Undergraduate Admissions and Financial Aid, which sets the admissions and financial aid policy for MIT's 4,800 undergraduate students.
- Advise the Office of Minority Education Student Advisory Council (OMESAC), which is made up of 20 student leaders. Ensure that the student leaders interact and set an agenda for issues to work on for the academic year.
- Founding advisor of the MIT Chapter of the National Black MBA Association undergraduate chapter. Worked with student business leaders to develop a constitution and obtain recognition by national organization and MIT.

Deputy Director – responsible for day to day operations of the office including policies and staff

- Supervise five full-time office staff members and one half-time faculty advisor, conducting performance reviews, providing career guidance, and recommending professional development opportunities.
- Developed the annual budget for FY10 including absorbing a sizeable reduction without adversely impacting the operations of the office or having to reduce salary and benefits of the staff.
- Office representative and liaison on DUE committee charged with the review of the first year undergraduate experience. The committee made recommendations on cost savings, programmatic improvements as well as departmental and non-departmental collaborations.

Capital One Financial Richmond, VA August 2006 – January 2008

Operations Analysis Manager

- Supported the senior leaders to generate ideas for developing improved processes for delivering IT projects that increased revenue and/or decreased expense for the US Card division.
- Led the process improvement methodology that ensured projects with the highest return on investment (ROI) received IT and operations delivery capacity priority and stayed within the $515M budget.

Tammy S. R. Stevens

- Prepared parts of the US Card senior leadership team monthly reporting presentation that communicated resource constraints and supported executive decision making.
- Assisted with the creation of the 2007 US Card sourcing solution strategy and monitoring of YTD progress on strategic goals.

MICROSOFT CORPORATION Washington, DC July 2003 – August 2006

Sr. Business Strategy Analyst, Public Sector – Education and Federal

- Supported the $500M Education/Academic sales area, spanning the entire United States, working with 2 general managers, 2 business managers, 6 regional directors, 3 technical managers and 50 account managers/partner engagement managers.
- Maintained and tracked annual operating budget of approximately $40M for the Education/Academic team.
- Assisted with compensation analyses to ensure that teams received proper revenue credit for performance payouts.
- Developed and assisted in the development of many requirements for financial and business IT systems such as tools for quota assignments, revenue recognition and forecasting.
- Consolidated and submitted monthly sales forecast and pipeline analysis.
- Represented the Education/Academic team on various ad hoc committees to advocate the needs of the Education/Academic market which has specific pricing points and licensing options.
- Supported the $800M Federal sales area, spanning the entire United States, working with 1 general manager, 1 business manager, 4 national directors, 7 regional directors and 35 technical/account managers.
- Assisted with the restructuring of financial terms and payments on several of the large Federal accounts.
- Collaborated with the business desk to ensure the proper transfer of business contracts into the internal financial systems.

Financial Analyst, East Region and Public Sector (Kelly Services)

- Created attainment reports, headcount reports and district variance analyses to assist in the accurate capture of revenue streams in Microsoft's East region.
- Developed and maintained district team intranet sites, which contained informational reports to enable districts to better manage performance.
- Tracked operational expenses and created monthly report to ensure accurate reporting of results.

FTI CONSULTING, INC. Washington, DC June 2000 – January 2003

Valuations Analyst, Expert Financial Services

- Performed valuation analysis including comparables and discounted cash flow model for a professional services firm being acquired by a peer, for a medical practice's transaction price and for unused capacity on fiber optic cable.
- Supervised analysis of a fair acquisition transaction price for a not-for- profit health insurance purchased by a for-profit health insurance. The offer price increased from $1.37 to $2.27 billion.

Consultant, Expert Financial Services

- Developed an economic model to calculate lost wage damages for hostages held during the Gulf War conflict. Individual awards ranged from $138,000 to $1.75 million with a total settlement of $309 million.
- Created Black-Scholes model and performed other financial analysis to analyze the risk associated with an investor lawsuit based on portfolio management.
- Assisted in audit and financial analysis of patent infringement and royalty dispute between a small biotechnology company and a multi-billion dollar pharmaceutical company. Client was awarded damages of $105 million for royalties and $400 million for punitive damages.

PRICEWATERHOUSECOOPERS LLP Washington, DC August 1997 – June 2000

Experienced Associate, Dispute Analysis and Investigations

- Created lost profit model for a breach of contract in software licensing agreement.
- Analyzed depositions and expert witness reports to test validity of financial models in various dispute matters.

- Synthesized data from client-provided media to create an electronic database for analysis in an adverse reaction medical claim case.

Associate, Dispute Analysis and Investigations *Lausanne, Switzerland*

- Investigated alleged WWII-era assets possibly held in the cantonal banks of Switzerland that resulted in $1.25 billion settlement for 500,000 survivors and family members.
- Traced more than 1,000 sensitive accounts back to original account opening date, amount and owner. The bank underwent several mergers and system conversions complicating the tracing process.
- Maintained daily operations of an asset database. Performed statistical analysis on the potential number of errors contained in the database.

Analyst, Dispute Analysis and Investigations *Boston, MA*

- Assisted in executing and documenting all phases of fieldwork for complex commercial litigation claims and financial investigative assignments under strict deadlines and tight budget constraints.
- Developed and presented project analyses, financial models and trial exhibits to senior management and clients.

SKILLS

Proficient in MS Office Suite, MS Excel, MS Access, MS Word, MS PowerPoint, Bloomberg, MS Sales, MARS, SAP

EDUCATION

Robert H. Smith School of Business, University of Maryland at College Park
MBA with Finance and Strategy concentrations — December 2003

Massachusetts Institute of Technology
BS Management Science with Finance concentration — June 1997
BS Materials Science and Engineering — June 1996

THER

2010 Partnership Inc. Fellows Candidate; 2009 Susan Vogt Leadership Fellow; Capital One Magellan Career Exploration Fellow; National Black MBA Association member; International travel: Japan, Switzerland, Senegal, Germany and others.

Blanche S. Brownley, Ed. D.

[redacted]

EDUCATION:

- Ed.D., May, 2004
  George Washington University, Washington, D.C.
  Major: Educational Administration and Policy Studies
  Dissertation Title: An Ethnographic Case Study of Classroom learning Environments in a School Once Classified as a High-Poverty, High-Achieving Urban School

- M.A., 1986
  University of the District of Columbia, Washington, D.C.
  Major: Administration and Supervision

- M.A.T., 1972
  Howard University, Washington, D.C.
  Major: Mathematics Education

- B.S., 1971
  Howard University, Washington, D.C.
  Major: Mathematics

EMPLOYMENT HISTORY:

➢ August 2010 to present	Adjunct Professor – Trinity University, School of Education American University, School of Education, Teaching & Health
➢ May 2005 to present	Educational Consultant (Mathematics) Pearson Publishing Company and Educational Dimensions Inc. Adjunct Professor – Howard University, School of Education Department of Curriculum and Instruction
➢ July 2004 to May 2005	Director of Teacher Education Howard University School of Education
➢ October 2003 to June 2004	Director – Professional Development Schools Howard University School of Education
➢ July 2002 to October 2003	Independent Consultant – Mathematics Education Mathematics Specialist – Schools Around the World Project Council for Basic Education 1319 F Street, N. W. Suite 900 Washington, D. C. 20004
➢ March 1998 to June 2002	Secondary Mathematics Content Specialist Office of the Associate Superintendent for Academic Programs Department of Teaching and Learning District of Columbia Public Schools
➢ October 1994 to February 1998	Associate - Mathematics, Science and Technology Initiative Center for Systemic Educational Change District of Columbia Public Schools

➢ August 1992 to October 1994	Supervising Director of Mathematics (Acting) Center for Systemic Educational Change District of Columbia Public Schools
➢ March 1992 to August 1992	Project Coordinator D. C. Public Schools/Ventures in Education Educational Programs and Operations
➢ August 1990 to March 1992	Project Coordinator Building Basic Skills for the 21st Century Chapter II LEA Project Division of Instructional Support, Professional Development and Training -- District of Columbia Public Schools
➢ Sept. 1987 to July 1990	Mathematics Mentor Teacher Division of Instructional Support D. C. Public Schools
➢ June 1976 to August 1987	Mathematics Teacher Friendship Educational Center
➢ Sept. 1972 to June 1976	Mathematics Teacher Johnson Junior High School Bruce and Robinson Pl., S. E. Washington, D. C. 20020
➢ June 1971 to Aug. 1972	Mathematics Intern Urban Teacher Corps Howard University Internship at Langley Junior High School Washington, D. C.

HONORS AND AWARDS:

- 2001 Recipient of the Emma Giles Scholarship from the Delta Kappa Gamma Society International.
- 1988 Cafritz Foundation Teacher Fellow.
- Who's Who in American Education in 1987-1988.
- 1986 D.C. Recipient of the Presidential Award for Excellence in Science and Mathematics Teaching.
- G.T.E. Gift Fellow 1986-1987.
- American Association for the Advancement of Science 1986-1987 Mathematics Teacher Fellow.
- Honors Teacher Award from Goddard Space Flight Center in 1985.

PROFESSIONAL ORGANIZATIONS:

➢ **National Council of Teachers of Mathematics**	1970 to present
Delegate to National Meetings	1989 to present
Regional Services Committee for the Southeastern Region	1991 to 1994
Chairperson of the Regional Services Committee	1994 to 1995
Member of the Program Committee for the 1995 Regional Meeting in Philadelphia	Fall 1995
Local Arrangements Chairperson for the 1998 Annual Meeting in Washington, D.C.	April 1998

- **District of Columbia Council of Teachers of Mathematics** — 1978 to present
  - Chairman Publicity Committee — 1984 to 1988
  - Newsletter Editor — 1984 to 1988
  - Vice President — 1988 to 1990
  - President — 1990 to 1992
  - Past President — 1992 to 1994
  - President Elect — 1994 to 1996
  - President — 1996 to 1998
  - Past President — 1998 to 2000

- Association for Supervision and Curriculum Development — 1985 to present

- Council of Presidential Awardees in Mathematics — 1986 to present
  - State Coordinator — 2005 – 2009

- National Council of Supervisors of Mathematics — 1989 to present

- Benjamin Banneker Association — 1989 to present
  - NCTM Representative — 1994 to 1995

- Delta Kappa Gamma Society International — 1993 to present
  - Alpha Chapter President — 2004 – 2008
  - Nu State President — 2009 – present

- Phi Delta Kappa -- Howard University Chapter — February 1996 to present

PROFESSIONAL EXPERIENCES:

- Mathematics consultant with Pearson Prentice Hall Publishing Company, partnering with school districts to design and implement professional development for classroom teachers implementing newly adopted mathematics programs.

- Director of Teacher Education in the School of Education at Howard University, assisting department chairperson with oversight of the teacher education programs in the school of education. Taught classes, accepted and reviewed application for programs, placed and supervised student teachers during practicum experiences in local schools, coordinating the efforts of the campus wide Teacher Education Advisory Committee.

- Director of the Professional Development Schools Project, a partnership with Howard University's School of Education and the District of Columbia Public Schools. Coordinate and align professional development opportunities for staff at the three sites at Walker-Jones Elementary School, Terrell Junior High School and Dunbar Senior High School and pre-service teachers from Howard University.

- Adjunct professor American University during fall 2003 and 2004 and with Howard University's Transition to Teaching Program during the summers of 2004, 2005, and 2006 teaching the Secondary Mathematics Methods Course.

- Mathematics Specialist with the Council for Basic Education (CBE). Designing and facilitating professional development sessions for nine school districts across the United States to use CBE's Schools Around the World international student work database as a source for teacher discussion and reflection on student work and its impact on reforming and aligning individual classroom practices and instruction to local and state standards in mathematics.

- Mathematics consultant with Howard University's Professional Development School and Howard University's CRESPAR Classroom Assessment Project. Providing classroom support, designing and facilitating professional development for teachers in the Washington, D.C. schools associated with the Professional Development School. The Classroom Assessment Project involves researching a professional development model of mentoring teachers and its impact on reforming classroom practice.

- Mathematics Content Specialist for the Department of Teaching and Learning for District of Columbia Public Schools. Performed the roles of team leader and supervising director of mathematics. Supervised the development of the mathematics *Standards for Teaching and Learning* that includes content and performance standards, essential skills, and proficiency for grades pre-kindergarten through 12 as well as the development of curriculum documents and professional development opportunities for teachers that were aligned to the Standards.

- Local Arrangements Committee Chairperson for the 1998 Annual Conference of the National Council of Teachers of Mathematics (NCTM) that was held in Washington, D.C., in April 1998. Responsibilities included making local arrangements and working closely with NCTM staff, the program committee, and local affiliated groups from D.C., Maryland, and Virginia as well as local mathematics educators to host the meeting.

- Senior Learning Years Team Leader of the management team for the Mathematics, Science, and Technology Initiative of the D.C. Public Schools Urban Systemic Initiative. As a member of the internal resource team my duties remained the same as the acting supervising director of mathematics, but the focus was systemic in nature and addressed the reforms suggested by the national standards through the integration of mathematics, science, and technology. During my tenure in this position, my responsibilities included designing, planning, and facilitating summer institutes and courses for teachers, school system administrators and principals.

- Acting Supervising Director of Mathematics for the District of Columbia Public School (DCPS) System. My major responsibilities included overseeing the K-12 mathematics program for the school system. I managed the day-to-day operations of the mathematics department, made curriculum and instructional decisions, provided instructional support to new and veteran teachers, planned and facilitated professional development for mathematics teachers in the district, and facilitated the development of the first draft of the Mathematics Framework. I also served as a liaison between professional organizations, colleges and universities, the community, and DCPS.

- Served as chairperson of the Regional Services Committee, a major committee of the National Council of Teachers of Mathematics (NCTM), from June 1994 - May 1995. Chaired the committee of ten regional representatives, staff, and board liaisons from NCTM. Responsibilities included overseeing committee operations, chairing three major committee meetings, and presiding at the Delegate Assembly at the 1995 Annual Meeting.

- Regional Services Committee Representative for the Southeastern Region of NCTM, serving as the liaison between NCTM and 70+ affiliated groups in the region. Edited and facilitated the distribution of newsletters three times a year, initiated and processed applications for services provided by NCTM, represented NCTM at local meetings and conferences sponsored by the affiliated groups, and presented *NCTM Standards* awareness and implementation sessions in workshops nationally.

- During the summer of 1991, presented a two-day workshop to teachers participating in the Teacher Enhancement Program at Michigan State University entitled, "Making Mathematics Work for Minorities". Also participated in a three-week workshop at the University of Northern Iowa entitled, "Leadership Development for Enabling Change."

- 1990 participant in national sessions to develop local plans for the implementation of the national standards awareness initiative supported by NCTM, National Council of Supervisors of Mathematics, and the Association of State Supervisors of Mathematics entitled, "Leading Mathematics Education into the 21st Century" and the national convocation "Making Mathematics Work for Minorities".

- Testified before the Senate Labor Committee on teacher excellence on January 30, 1990.

- Served as the assistant coordinator of a Chapter II funded program "Building Basic Skills for the 21st Century" during the 1989 & '1990 school years. Duties involved implementing program goals, planning and facilitating monthly workshops for junior high school mathematics teachers, providing instructional support during regular classroom visits, and maintaining records and budgets for the program.

- Member of the Mathematics Advisory Board for the Network for Instructional TV, Inc., from 1989 to 1991. This organization's goals were to develop methods courses for middle school mathematics teachers that would be telecasted nationally.

- Served as an adjunct professor at Howard University from 1987 to 1989 while serving as a mathematics mentor teacher for first-year mathematics teachers. Designed, planned, and taught methods courses to first-year mathematics teachers in the D.C. School System as well as provided instructional support on a daily basis to these new teachers.

- Received grants from 1986-1988 totaling $16,500 for school enrichment and professional development. Funds were used to study the teaching of Secondary Mathematics in England, to attend the Space Academy for teachers in Huntsville, Alabama, to attend national conferences of the National Council of Teachers of Mathematics, and to implement enrichment programs for students and teacher enhancement programs for co-workers.

- Participated as one of twenty-five middle grades mathematics teachers from the United States in the "Honors Teacher Workshop" at Michigan State University (MSU) during the summer of 1987. This involved training on the use of MSU's Middle Grade Mathematics Project materials to enrich mathematics instruction.

- Coached the MATHCOUNTS team at Friendship Educational Center from 1984-1986, working with students before and after school to prepare them for the competition. The team placed second in 1984 and third in 1986 in the regional competitions.

- One of twenty-five teachers from the northeastern U. S. to participate in the NASA Educational Workshops for Mathematics and Science Teachers at the Goddard Space Flight Center during the summer of 1985.

- Elected by the mathematics department to serve as department chairperson at Friendship Educational Center from 1976-1985.

- Served as a curriculum writer for D.C. Public Schools since 1985.

- Presented workshops and staff development sessions for the school system since 1982.

- Completed 100+ graduate hours above my master's degree since 1972 including summer institute courses at Michigan State University, City University of New York, University of Alabama, University of Northern Iowa, University of West Virginia, and graduate level work toward advance degrees.

REFERENCES:

Dr. Marilyn Irving
Assistant Dean
Howard University
School of Education
2441 4th Street, N. W.
ASA Room 102
Washington, DC
[redacted]

Dr. Chris Stewart
Director
Educational Dimensions Incorporated
Largo, MD
[redacted]

Dr. Everett Howerton
Educational Administration Program Coordinator
George Washington University
Department of Educational Leadership
Graduate School of Education and Human Development
2136 G Street, N. W.
Washington, D. C. 20052
[redacted]

Roceal N. Duke
Social Studies Content Specialist (Retired)
District of Columbia Public Schools
[redacted]

RESUME

1. Education

Spingarn SHS--Washington, D.C. 20019	1965 (Graduation)
DC Teachers College--Washington, D.C.	
BS--Major History, Minor Geography	1965-1969
George Washington University--Washington, D.C	
MA--Secondary Education	1970-1974

Additional Courses in Administration and Supervision--

GWU, Trinity College, Appalachian State University	1976-2001
Total--45 Semester Hours	
Pre-Assessment Center-Northern Virginia Assessment Center	1990
Virginia	
V-CEL-Virginia Center for Education Leadership	1991
Reston, Virginia	
University of District of Columbia	1992
Washington, D.C. 3 Semester Hours	

2. Licenses, Certificates and Awards

DC Public Schools Social Studies teaching license
NASSP Assessor Training Seminar--Certificate of Achievement
NASSP LEADER 1 2 3--DEVELOPMENTAL COACH-- Award of Excellence
Who's Who Among America's Teachers--1992
Who's Who Among America's Executives--1995
Power Point Training--Introduction and Advanced Training--Knowlogy--2002
Haberman Administrator Evaluator --Certificate of Achievement

2. Work Experience

2004-2005—Director of Academic Achievement—Young America Works Public Charter School—Washington, DC

1998-2004 **(retired 1/29/04)** Content Specialist for Social Studies-DCPS--Dr. Paul Ruiz, Chief Academic Officer--Duties and Responsibilities--To implement content area program development, curriculum development, staff development and training in instructional support. Organize monitoring teams to review the instructional programs at schools needing assistance. Publish and disseminate standards-based curriculum documents. Review textbooks and supplemental materials for adoption. Deliver training to teachers. Conduct monthly content and grade level social studies meetings (Elementary and Secondary). Monitor curriculum implementation. Support instruction through subject-area programs and competitions. Collaborate with universities, public and private institutions, government agencies, and others in the delivery of enrichment and accelerating programs that support the curriculum and engage teachers and students. Coordinate the yearly textbook adoptions. Serve as co- chairperson of the 2002 Summer S.T.A.R.S Program. Serve as judge for local and national History Day Fair, local and national "We the People Competition", and local Geography Bee. **Director of 2002 Summer School Program.** Represent the Chief Academic Officer and the Superintendent locally and nationally. Serve as acting assistant to the Chief Academic Officer. Writer and reviewer of questions for NAEP- The National Assessment of Educational Progress- (History and Economics). State Coordinate for the We the People Program.

4. **Affiliations--**

National Council of Social Studies (NCSS)--**Facilitator Chairperson 2002**
National NCSS Conference--Washington, D.C.
Middle States Council of the Social Studies (MSCSS)-**Executive Board Member**
Phi Delta Kappa Fraternity, Inc. (PHK) **President--2002-2003**
Association for Supervision and Curriculum Development (ASCD)
Alpha Delta Kappa (Eta Chapter)
State Coordinator—We the People…The Citizen and the Constitution—2003-2004
State Coordinator—Preserve America—History Teacher of the Year—Gilder-Lehrman Institute

5. **Other Activities—**

Contributions—Teacher Resources, The History of Jim Crow—www.jimcrowhistory.org
Smithsonian Institue--Campfire Stories with George Catlin—An Encounter of Two Cultures—Teacher Advisory Council—catlinclassroom.si.edu
Adjunct Instructor—Howard University—2004--2008—Methods for Teaching Secondary Social Studies and General Methods of Teaching
American University—2007—2009—Teaching Social Studies in Elementary School

6. **References--**

Mrs. Mary Gill, Chief-Early Childhood Initiative-DCPS (Retired)
[redacted]
Mrs. Lucile Christian Brown, Director, Helping Children, Inc.
Mrs. Jacqueline Pegram, Counselor, Banneker SHS
(Telephone Numbers are available upon request)

1997-1998 Assistant Principal--Anacostia SHS--DCPS--Dr. Mildred Musgrove-Principal--(202) 645-3000 DC Public Schools-- Duties and Responsibilities--To provide direct assistance to the Principal in the day-to-day operation of the school.

1995-1997 Principal--Macfarland MS--DCPS
DC Public Schools--Duties and Responsibilities--To manage the day-to-day operations of the school. Managed office staff, provide assistance to teachers and students. Observed and evaluated teachers and support staff plan and conducted training and staff development activities, completed and submitted reports, monitored instructional activities, counseled students, teachers, staff and parents. Maintained community relations, developed master schedule, established a budget and managed school funds, designed and implemented new programs. Supervised the testing program. Conferenced with parents, visitors, teachers, students, and community leaders.

1992-1995 Assistant Principal--Macfarland MS--DCPS--Ms. D. Nesmith
DC Public Schools--Duties and Responsibilities -- Same as above.

1995 Assistant Principal--Turner ES--DCPS--Ms. Marcia Parker--Principal
DC Public Schools--Duties and Responsibilities--Same as above.

1990-1992 Assistant Director Teacher Certification-DCPS--Dr. Mary Conley
DC Public Schools--Duties and Responsibilities-- Provided direct assistance to the Director of Certification and Accreditation. Coordinated and monitored the testing program mandated by the Board of Education for all teachers new to the system. Analyzed test data from ETS and NES and consult with testing coordinators. Evaluated and approved supplemental external training applications. Assisted in the planning and implementation of site visits to evaluate teacher education programs at area Universities. Coordinated, researched, wrote and edited the DCPS certification requirements guide.

1990-1991 Administrative Intern--Woodson SHS--DCPS-Ms. Lucile Christian--Principal
DC Public Schools--Duties and Responsibilities--Coordinate contest, scholarships, and grants and distribution of this information to students and teachers. Provide assistance and instructional support to teachers and support staff members. Liaison between the school, individuals and organizations. Conduct assemblies, community affairs, and meetings. Initiate and organize activities and workshops for students and teachers.

1988-1990 Social Studies Mentor Teacher--DCPS--Dr. Joan Brown
DC Public Schools--Duties and Responsibilities--Provided support and assistance to new teachers and teachers new to the system. Assisted in evaluation and training programs to assist them in becoming effective classroom teachers.

1969-1988 Social Studies Teacher--Kramer JHS--DCPS--Mr. Franklin Dixon
DC Public Schools--Duties and Responsibilities--Classroom teacher, department chairperson, ordered supplies and books, provided orientation to new teachers, organized and coordinated activities for students and teachers. Served on and chaired local school and system committees. Provided staff development and training to teachers and support staff.

RESUME

CAROLYN D. KORNEGAY

[redacted]

EDUCATION:

Bachelor of Science Degree, Biology; Livingstone College, Salisbury, N.C.
Master of Science Degree, Secondary Education, Howard University, Washington, D.C.
Post Graduate Study: Education, Howard University; Urban Horticulture (Certificate), Michigan State University; Biological Sciences, University of the District of Columbia; Biological Sciences, Biotechnology, Catholic University; Public Administration, George Washington University; Curriculum Development, Trinity College; Educational Technology, University of Maryland

PROFESSIONAL LICENSURE

Teacher Certification, Biology and General Science, District of Columbia, expiration date: August, 2010

PROFESSIONAL EXPERIENCE:

Adjunct Faculty - Clinical Supervisor **2006 - Present**
American University, School of Education, Teaching and Health, Washington, D.C.

- Supervise first and second year science teachers participating in the Teach America alternative teacher certification program in the Department of Education. Serve as a liaison between the University and the schools

Curriculum Specialist/ **2004 - Present**
Individual Consultant

- Evaluated curriculum in charter schools to determine compliance with District of Columbia Board of Education regulations and current curriculum specialist (Fitzgerald Consulting);
- Evaluated D.C. program and coordinated *Meaningful Watershed Educational Experiences* support to students and teachers in the D.C. Schools (D.C. Department of Health, Environmental Health Administration, Watershed Protection Division);
- Read and evaluate state and federal educational grant proposals (CDH Management);
- Observe, evaluate, and coach secondary science teachers in graduate program at the American Association for the Advancement of Science, Directorate for Education and Human Resources and Howard University, College of Education, Ready- to-Teach Program

Adjunct Faculty (Evening) **2004 - 2007**
University of the District of Columbia

- Taught Biology I and Human Anatomy and Physiology I in the Department of Biological and Environmental Sciences, fall semesters.

Program Assistant **2004 - 2006**
Howard University College of Engineering, General Electric Three Tier (IER) Program

- Assisted project directors with planning and directed the day-to-day implementation of the program.

Science Content Specialist, Grades Pre-K-12 **1998- 2004**
Office of Academic Services, District of Columbia Public Schools

- Provided leadership in establishing and revising policy related to science teaching and learning in the District of Columbia Public Schools.
- Organized and coordinated a partnership of university faculty, local and national science professionals, educators, parents, and others in the development of the *D.C. Science Content Standards for Teaching and Learning* document.
- Developed and modified district wide end-of-course pilot tests in Biology I.

- Directed the development of science curriculum pacing charts and provided teacher professional development related to implementing the content standards in the classroom.
- Structured the science instructional materials evaluation process with identified criteria for selection.
- Supervised the review and evaluation of science instructional materials for system-wide adoption.
- Led the design and implementation of science teachers' professional development programs.
- Modeled activity-centered and inquiry-based teaching strategies for teachers, administrators and other staff through courses, workshops, and seminars.
- Provided instructional support, including cognitive coaching, to classroom teachers.
- Participated as a working member of the National Science Foundation funded *DC ACTS* ((Carnegie Institution of Washington, American Association for the Advancement of Science) management team, focusing on improving mathematics and science in D.C. Public Schools.
- Garnered the support and collaboration of community partners to sponsor resources and special science programs for students, teachers, parents, and administrators.
- Served on advisory boards for community science related organizations.
- Participated as a reader/evaluator for U.S. Department of Education, National Science Foundation, and Bayer Foundation sponsored grant applications.
- Served as the D. C. Science Fair Director for the D.C. Regional *Intel International Science and Engineering Fair*; planned and staged the *Annual D.C. Citywide (Regional) Fair.*
- Participated as guest lecturer, Howard University, School of Education.

Science Associate, Grades 6-12 **1995 - 1998**
Office of the Deputy Superintendent, District of Columbia Public Schools

- Conducted monthly professional development for teachers and administrators related to the interpretation and usage of the *D.C. Mathematics, Science and Technology Curriculum Framework.*
- Provided on site instructional support to teachers related to implementing standards-based curriculum and instruction in the classroom.

Project Director, Mathematics, Science and Technology Curriculum Project **12/1992- 1995**
Grants Office, District of Columbia Public Schools, Washington, D. C.

- Directed the design and development of the U. S. Department of Education funded *District of Columbia Mathematics, Science and Technology Curriculum Framework.*
- Directed the daily implementation of the framework project, including budget management and preparation of the annual continuation grant proposals.
- Planned and staged a three-day National Teacher Conference for D.C. teachers on current issues in mathematics and science curriculum and instruction at the Brookings Institution.
- Planned and presented teacher courses and workshops related to the curriculum framework.
- Actively participated in Department of Education, National Research Council and National Science Teachers Association sponsored training related to curriculum development and content standards.

Administrative Intern **8/1992-12/1992**
Hine Junior High School, Washington, D. C.

- Worked under the direct supervision and tutelage of the principal learning how to serve as the instructional leader for a secondary school.
- Performed administrative duties related to the day-to-day operation of the school including fiscal management; curriculum development; observation, evaluation, monitoring of instruction, student assessment, student conduct, and parent conferencing.
- Served as team leader for the seventh grade instructional team.

Classroom Teacher **1967-1972; 1974-1986; 1988-1992**
Cardozo High School, Friendship Educational Center (P.R. Harris), Rabaut Junior High School , Anacostia High School, Washington, D.C.

- Taught biology, chemistry and laboratory skills to students in grades seven through twelve.
- Planned, delivered, and evaluated science instruction including laboratory and field experiences;
- Conferenced with parents; sponsored science clubs, the research club, Urban Horticulture Club,
- Served as science department chairperson and sponsor of senior class.
- Served as lead teacher, Public Service Academy, Anacostia High School

Science Mentor Teacher **1986-1988**
Incentive Programs Office, District of Columbia Public Schools

- Provided instructional support to new science teachers.
- Identified resources, professional development opportunities, instructional materials, and other services needed by new teachers.
- Served as an adjunct professor at Catholic and Howard Universities conducting evening graduate courses for new teachers in science curriculum and pedagogy.
- Participated with the principal in the performance evaluation of new science teachers.
- Served as team Leader, D.C. instructional team, MARJiS, University of Maryland, educational tour to Japan.

Instructor **1972-1974**
Howard University, College of Medicine

- Served as Instructor, basic life sciences, Department of Allied Health Sciences.
- Detailed to the Dean's Office to direct student recruitment and admission to the first class in the College of Allied Health Sciences.
- Served as Associate Director, Horizons in Medicine Summer Program for High School Students.

References provided upon request.

ELAINE MONTGOMERY GIPSON

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SUMMARY OF EXPERIENCE

Ms. Elaine Gipson has previously been involved in charter school movement, through the chartering, planning and development, and operational phases. From 2003-2007 Ms. Gipson held the position of Director of Resources at Young America Works Public Charter School. In that time she assisted the founders with critical research and curriculum presentations to acquire full chartering, coordinated the start-up school operations phase, and implemented critical operations (i.e., human resources, professional development, financial management, payroll and benefits administration, federal and local compliance for education, and reporting requirements). Her ability to create and manage new programs aided the school with several significant grants --to establish charter schools for full operations, support for vocational/academic curricula, staff development, after-school activities, and capital improvements.

Additionally, Ms. Gipson's career incorporates over 30 years in executive-level association management, project/contract administration, government marketing and contracting, and business consultant services. She is a certified facilitator and trainer, specializing in adult-learning education and business development seminars to associations, faith-based communities, Career Track public business seminar series, and instruction at Columbia Union College (MD). Her firm, Innovations 2000 has delivered consultant services to a myriad of small businesses and entrepreneurships -- in new business development, communications, proposals for grant awards and government contracting, strategic planning, and leadership training for staff and volunteers in the corporate and non-profit sectors. She is currently creating e-technology business services for the for-profit business segment.

Educational & Experience

- 20 years: Consultant to business to develop knowledge and strategies to acquire proposals as primes and sub-contractors.
- Certified Facilitator; Certified Trainer: Business HR Compliance, Business Writing.
- Education, Training & Affiliations (past-present):

Employment

Configuration, Inc., Washington DC (2007 - Present) - Business Development/Contract Sales Analyst

Develop business relationships and sales marketing to the federal, state, and local governments. Executed substantial activities to research, evaluate, and respond to solicitations (RFP, RFI, IDIQ, RFQ) for Federal and local government procurements. Execute contractor's compliance of contracts, performance, and related quality controls and assurance functions on facility service contracts.

Young America Works Public Charter School, Washington DC (2003- 2007) – Director of Resources

Executive manager for the start-up and operational school phases, directing: contractors, human resources, professional development, financial and payroll administration; federal and local compliance reporting, auditing, and Federal program compliances (i.e., No Child Left Behind, Special Education, After-school, USDA program).

Episcopal Senior Ministries, Washington DC (1999 - 2005) Director, Volunteer & Parish Services

Directed the volunteer leadership program for older adults which focused on education, recognition, and outreach programs for 100 parishes in the region-wide Washington Episcopal Diocese.

American Association of Retired Persons, Washington, DC (1983 – 1998) Manager, Volunteer Programs

Progressive management responsibilities/positions in administration, management, and training to address national policies and issues, recruitment, programming, and planning throughout the national organization. Provided support to field staff and executive leaders through strategic facilitation, content training, innovative program design, and community organizing.

Atlanta Urban League, Inc. (1980 – 1983) Project Director, Senior Employment Program

Executive administrator for employment of over 200 older workers in public and private sector jobs, via US Department of Labor grants.

Senior Citizens Services of Metropolitan Atlanta (1977 – 1980) Education Coordinator

Coordinated social and educational programs in the City of Atlanta and near-by counties through federally-funded Older Americans Act initiatives.

Atlanta Regional Commission, Atlanta Area Agency on Aging (1975 – 1977) Special Projects Coordinator, Aging
Executed recognition events, planning and development processes for older adults in the 7-county Metropolitan Atlanta Region and Atlanta Mayor's Office to support legislated activities for seniors.

EDUCATION & TRAINING

Knoxville College, Knoxville, TN (1967 – 1970);

University of Southern California, Los Angeles CA (1974; 1976)

Synectics, Inc. Boston MA. (1991)

Georgia State University, Atlanta GA (1972 – 1973)

University of Georgia, Athens GA (1975)

Park University Enterprises, Kansas City, KS (2007-2008)

AFFILIATIONS (PAST & PRESENT)

Columbia Union College, MD

Park University

American Society for Training & Development

American Society on Aging/National Council on Aging

Women Business Owners of Prince George's County MD

National Caucus and Center on the Black Aged

Ebenezer AME Church, Fort Washington MD

Fred Pryor Career Track Seminar Leaders

DC Public School Administration

Direct Marketing Association of Washington DC

National Interfaith Caregivers Association

National Eagle Leadership Institute

Corporation for National and Community Service

Minority Suppliers Council

Innovations 2000 Consultants, Washington DC

Innovations 2000, owned and operated by Elaine Gipson, consults with small businesses, organizations, and entrepreneurs to develop business opportunities and facilitate new products and services, which include: create strategic and marketing tools, meeting/event management; proposals for contracts and grants, certification assistance for government contracts, and public business training.

CLIENT PROJECT SUMMARY *(PARTIAL LISTING)*

- **Direct Marketing Association of Washington DC** – Increasing membership, events, services
- **Joseph Gilmore Adult Day Care Center -** Increasing membership of older Medicaid/private insured
- **National Center and Caucus on the Black Aged** Washington, DC – Building the organizational infrastructure
- **New York Presbytery,** New York, NY – Strategies to serve older adults in 100 NYC churches
- **Signature Technology Solutions, LLC** Washington, DC – Expanding IT business in education, healthcare and government sectors
- **Women in Communications,** Kansas City Chapter – Broadening and increasing the chapters' membership
- **AmeriCorps Service Directors,** Corporation for National & Community Service - Strategic planning for new community-based initiatives
- **AARP –** Diversity Initiative (workshops, audits, training); AARP Information Centers, restructuring,
- **Bandele Publishing** Washington, DC – Business expansion of small publishing company
- **Corporate Wheels Sedan Services,** Upper Marlboro, MD - Start-up and expansion business services
- **KK Charles Communications,** Kansas City, MO- Start-up and expansion business services
- **GenXTechnologies** – Expand IT business to serve education and government
- **Young America Works Public Charter School,** Washington, DC – Start-up business, strategic planning, payroll, budgeting, financial reporting, grant development, human capital management, audit and monitoring compliance
- **DC Office on Aging** Washington, DC - *The Caring Spirit,* compiled data (via surveys, focus groups, interviews) on the services that DC-based ecumenical facilities provide to older adults
- **Mississippi Fellowship Project** - Strategic Planning project which compiled data (via surveys, focus groups, interviews) on strategies for AARP to increase diversity among its membership, churches and communities in Mississippi
- **National Center and Caucus on the Black Aged** Washington, DC - Mental Health of Elderly in Public Housing: compiled data (via surveys, focus groups, interviews) on needed services of DC- Public Housing residents
- ***USA Today,*** Washington, DC – Contributor for news article on long-distance care giving of elderly parents
- **Young America Works Public Charter School** – Extensive research on Department of Labor's trends and projections for tomorrow's workforce of minimally skilled workers
- **National Center and Caucus on the Black Aged**– Conducted focus groups, interviews, staff retreats
- **US Health & Human Services/Community Food and Nutrition Programs,** Washington, DC – Funding reviewer
- **Administration on Aging,** Washington DC – Funding reviewer for national grants
- **Corporation for National and Community Service**, Washington, DC - Funding reviewer for national grants
- **U.S. Department of Education**, Washington DC – 4 grants written & awarded for public charter school sector
- **AARP ,** Washington DC **-** Led diversity initiatives, re-organization activities, annual budget planning; developed policy & procedure manuals for field leadership
- **Columbia Union College,** Takoma Park MD – Facilitator for graduate-level HR managers; communications program
- **DC Consortium of Human Service Managers**– Facilitator for graduate-level HR managers
- **My Brother's House –** Strategic planning & consulting to establish a charter school institutional for troubled youth
- **Renaissance Math, Science, and Leadership –** Strategic planning & consulting to establish a DC charter school
- **National Eagle Leadership Institute,** Kansas City, MO -Annual event to recognize Fortune 500 minority leaders as mentors to young career professionals
- **Career Track Seminars,** Kansas City, MO **-** Human Resources and the Law, Business Writing topics, Managing Emotions Under Pressure, Organizational Change, Communications in the Workplace).

LATRICE MORRISON
[redacted]
[redacted]

Training & Development Consultant

Leadership ~ Education ~ Human Resources

Business professional and change leader with over 13 years of proven experiences across business sectors, industries, and diverse populations. An enthusiastic relationship, development, and partnership builder using well adapted skills and analysis. Solution driven with capacity to plan and coordinate multiple projects while meeting deadlines, and seeing beyond standard approaches. Solid team player with equal ability to work independently and under pressure in fast-paced environments. A skillful communicator with solid writing and public speaking proficiency. Demonstrated competencies in the areas of:

Training & Leadership	Coaching & Mentoring	New Hire Orientation
Facilitation	HR & Business Consulting	Rewards & Recognition
Career Transition & Development	Program & Curriculum Design	Workforce Planning

PROFESSIONAL EXPERIENCE

Lee Hecht Harrison Washington, DC — *2009-Current*
Training & Career Coach Consultant

A global career management services company specializing in providing outplacement, workforce planning, leadership development, and executive coaching. Overall responsibility includes providing a complete range of individual and group outplacement and career development programs, seminars, and services for out-placed associates in the Maryland, D.C., and Virginia metropolitan area.

- Successfully facilitate one-on-one and group training & development, and career coaching services for clients affected by workface reduction through weekly orientation seminars, allowing them to successfully develop and implement effective job search campaigns. Unsolicited feedback was overwhelmingly positive.
- Assisted client's with on-site support for outplacement notifications providing coaching on first steps of career transition and service options for terminated associates ensuring safe employee layoffs.
- Facilitate two-day workshops in Managing Your Career Transition for diverse groups of executives, managers and line staff from varied industries. Regularly receiving "exceptional;" client ratings.

Howard Community College Columbia, Maryland — *2008-Current*
Adjunct Faculty, Business & Computer Systems

An accredited two-year public college institute offering associate degrees. General task include facilitating face-to-face undergraduate business course.

- Develop syllabi, curriculum, instructional content, and administer grades for Introduction to Business & Organization undergraduate course.
- Utilize Adult Learning Theories and methodologies such as ADDI Model, Student-Centered Learning, Bloom's Taxonomy, and VARK Learning Styles in the production of core curriculum. Consistently maintaining over 70% student retention rate, meeting and exceeding departmental goals.
- Coach/Mentor undergraduate students, via *Step Up Program*, in order to ensure retention in college program.

University of Phoenix & Axia College of U.O.P. Greenbelt, Maryland — *2006-Current*
Adjunct Faculty, Undergraduate & Graduate Business Management

A private for-profit institution of higher learning. Accountable for facilitating online and face-to-face business courses.

- Business courses include: Human Resource Management, Organizational Behavior, Global Business Strategies, Business Communication, Foundation of Business, Critical Thinking, Organizational Leadership, Management, Marketing, Operations Management, Strategic Planning & Implementation, and Introduction to Effective Written Communication.
- Utilize Adult Learning Theories and methodologies such as ADDI Model, Student-Centered Learning, Bloom's Taxonomy, and VARK Learning Styles in the production of core curriculum ensuing student course completion.

University of Phoenix & Axia College of U.O.P. Greenbelt, Maryland *2006-Current*
Adjunct Faculty, Undergraduate & Graduate Business Management

An accredited a private for-profit institution of higher learning, offering over 100 degree programs at the associate's, bachelors, masters, doctoral levels. Accountable for facilitating online and face-to-face business courses, as well as student workshops.

- Business courses include: Human Resource Management, Organizational Behavior, Global Business Strategies, Business Communication, Foundation of Business, Critical Thinking, Organizational Leadership, Management, Marketing, Operations Management, Strategic Planning & Implementation, and Introduction to Effective Written Communication.
- Utilize Adult Learning Theories and methodologies such as ADDI Model, Student-Centered Learning, Bloom's Taxonomy, and VARK Learning Styles in the production of core curriculum ensuing student course completion.
- Facilitate three day online student workshops on various topics including: New Student Orientation, Student Success, Research & Utilization, and Time Management Skills regularly receiving "exceptional" student satisfaction ratings.

Classic Evolutions Consulting Baltimore, Maryland *2006-2008*
Training Consultant & Program Manager

A consulting firm focused on evolving office management, human resource management, training and personalized services for small businesses, individuals and commercial entities. In general tasks included project management, technical and soft skills training for client customers and partners, and HR generalist projects.

- Designed multilevel instructional materials on client products and industry best practices for end users with varying levels of knowledge, skills, and abilities, improving employee productivity by 25%.
- Developed and evaluated job descriptions and salary requirements for associates, as well as finance workshops, improving employee retention and satisfaction ratings.
- Implemented HR and budgeting procedures, workforce planning strategies, procedural manuals, and employment documentation for human resources projects ensuring compliance with state and federal regulations and receiving high satisfaction ratings.

ecco/CareFirst Washington, DC *2007-2008*
ent Program Supervisor (Contract)

Key functions included supervising over 100 temporary and temp-to-perm employees at two client locations and performing all HR generalist and HRIS task for one year contract term.

- Turned around client's adversarial relationship with local branch office and temporary associates, dramatically improving its reputation and saving the branch's contract by consulting with HR Directors and department managers, determining temporary and temp-to-perm associate training needs and competencies, and implementing associate professional development and rewards & recognition program.
- Reduced temporary associate turnover with client by 75%, resulting in sufficient coverage to properly service client needs.
- Redeveloped the new hire orientation and training program for more than 100 temporary and temp-to-perm associates resulting in an extension of the Adecco contract with CareFirst's DC locations and a reduction of associate turnover during open-enrollment season.

ADDITIONAL EXPERIENCES

Opportunities Industrialization Center (OIC/DC) Washington, DC *Education & Training Consultant (Contract)* *2006-2007*
Pfizer Pharmaceuticals Inc, Baltimore, Maryland *Pharmaceutical Health Representative II* 2003-2006
Caspers Group McDonalds, Tallahassee, Florida *Hub Trainer* 2002

MEMBERSHIPS

Delta Kappa Gamma Society International (DKG) – Chair of Professional Affairs, D.C. Chapter
American Society for Training and Development (ASTD) - Member
Society for Human Resource Management (SHRM) – Member
Association of Faculties for the Advancement of Community College Teaching (AFACCT)-Member

EDUCATION

Masters of Business Administration Florida A&M University, Tallahassee, Florida

01PAULA L. ALLEN

[redacted]03 [redacted]

MEDIA PRODUCTION ♦ PUBLIC RELATIONS ♦ BROADCAST TECHNICAL SUPPORT ♦ COMMUNICATIONS
Private Sector · Visual Media News Industry · Public Sector

As a motivated professional, I am eager to cultivate a leading edge in Media Relations, Broadcasting, and Public Relations for a challenging organization to ensure the highest standards in integrity, competence, and leadership. I perform well individually and in groups, combining superior interpersonal and communication skills with the ability to multi-task, meet demanding deadlines, and adapt easily to changing environments. Blending formal academics in Mass Media Communications with an unblemished ten year track record of productivity in visual news broadcasting, I have established a firm foundation for continued success in the workplace. I go the extra mile to inspire excellence in others with my unparalleled work ethic and keen ability to build cohesive teams that focus on targeted goals while remaining sensitive to the issues that arise with diverse people and groups in today's competitive global markets.

KEY COMPETENCIES AND CAREER HIGHLIGHTS

- ✦ Promoted four times over a ten-year period at WTTG Fox 5 News, Washington, DC, ascending to the supervisory positions of Assistant Director and Tape Producer Supervisor for the morning news broadcasts.
- ✦ Supervised seven editors with superior verbal and written communciation skills to motivate the timely production of accurate news segments in a high-pressure workplace with challenging assignments, deadlines, and multiple demands.
- ✦ Complied, evaluated, and selected the footage for a fourteen-hour broadcast on the DC sniper shooting on October 3, 2002. The footage was fully edited and ultimately broadcasted within two minutes of receipt.
- ✦ Chaired and co-chaired several city-wide athletic events for the District of Columbia Department of Parks and Recreation. Sponsors included the National Basketball Association and the Major League Soccer Association.

PROFESSIONAL EXPERIENCE

WTTG FOX 5 NEWS, WASHINGTON, DC, JUNE 1999 – DECEMBER 2008

ASSISTANT DIRECTOR, ***WTTG Fox 5 News***, Washington, DC, May 2007 – December 2008

- Served as key point-of-contact for the Director and field reporters during the fast-paced and demanding four-hour daily morning newscast and periodically for the evening newscast.
- Coordinated live shots, time out shots, stories, and segments, while also expertly meeting deadlines, to ensure the uninterrupted and seamless broadcast of breaking and non-breaking news.
- Communicated clearly and succinctly with field reporters during on- and off-air periods, and promptly conveyed time cues and video options, to ensure accurate and complete reporting, precise timing, and continuity between segments.
- Established and maintained productive communication in the newsroom and with field reporters, and quickly resolved unexpected problems in the production of segments to enable seamless and timely broadcasts of breaking news.

TAPE PRODUCER SUPERVISOR, ***WTTG Fox 5 News***, Washington, DC, May 2003 – May 2007

- Coordinated with the Executive Producer of Fox Morning News, five Editors, a Senior Technician, and four Line Producers to ensure the precise and accurate editing of key news stories for high-priority broadcasts.
- Supervised seven Editors. Used superior verbal and written communication skills to motivate the timely production of accurate news segments in a high-pressure workplace with challenging deadlines and multiple demands.
- Conducted research to locate, review, and select videos that optimally demonstrated news content.
- Mastered and maintained the organization's video library in response to an ongoing need for immediate retrieval of the materials for broadcast.
- Collated video for day-of and future-use packages and for go-reels used by field Reporters. Organized the tape and DVD retrieval for the four-hour morning broadcast.
- Coordinated with the Senior Technician and Line Producer to ensure that satellite feeds were operational and that satellite footage aired properly; alerted Line Producer to satellite broadcast issues for prompt resolution.

TAPE PRODUCER SUPERVISOR, ***WTTG Fox 5 News***, Washington, DC, May 2003 – May 2007 ~ *continued*

- Worked daily with the Executive Producers and Reporters to assess the quality of broadcasts and identify areas for improvement and resolution of problems in production.
- Collaborated with broadcast team to anticipate the needs for the noon and evening newscasts; reviewed and selected topics for future broadcasts.

TRAFFIC PRODUCER, ***WTTG Fox 5 News***, Washington, DC, March 2000 – May 2003

- Complied, evaluated, and selected the footage for a fourteen-hour broadcast on the DC sniper shooting on October 3, 2002. The footage was fully prepared and broadcasted within two minutes of receipt.
- Directed the Sky Fox helicopter to appropriate locations to cover traffic incidents as well as consequential breaking news stories, such as fires, police chases, and shootings.
- Coordinated with the Sky Fox Crew to ensure the accurate and timely reporting of traffic incidents during the morning rush hour.
- Advised executives from AAA about problematic issues relating to traffic safety and flow.
- Interacted daily with the in-sky reporter to assess the quality of the broadcast and identify areas for improvement.

FIELD PRODUCER, ***WTTG Fox 5 News***, Washington, DC, June 1999 – March 2000

- Reviewed, on a daily basis with an assigned Producer and Reporter, the news segments prepared for broadcast. Identified and assessed for editorial purposes the video clips that would most effectively illustrate the segments.
- Researched and conducted telephone interviews to identify appropriate news topics for potential broadcast.
- Wrote and edited morning sports segments; assessed the quality of the daily broadcasts with the Producer and Reporter, and identified areas for improvement.

PRODUCTION ASSISTANT, ***WTTG Fox 5 News***, Washington, DC, June 1998 – June 1999

- Delivered scripts to anchors and distributed news summaries and broadcast directives to production crews in a consistent, timely manner in a fast paced, pressing environment of demanding deadlines.
- Mastered complex filing system for articles, broadcast summaries, and video and audio material; organized and accurately stored the materials to ensure efficient retrieval.
- Screened and responded to telephone inquiries at the assignment desk; answered questions posed by the public, colleagues, and organizations.

RECREATION SPECIALIST, ***DC Department of Parks and Recreation***, Washington, DC, June 1995 – June 2000

- Chaired city-wide adult and youth sports leagues and events, e.g., *The National Basketball Association Spot Shot and Junior Wizards basketball leagues and camps; the Women's National Basketball Association Junior Mystics leagues and camps; the Major League Soccer and Mars Bar junior soccer leagues/camps; and the National Youth Sports and Coaches Association program.*
- Co-chaired adult basketball leagues, youth football leagues, and adult summer baseball and softball leagues.
- Supervised the Department's summer youth employee program.

EDUCATION

University of the District of Columbia, Washington, DC
Bachelor of Arts Degree, Mass Media Communications, 1998

University of Colorado, Boulder
Completed courses in Mass Media Communications and Kinesiology, 1992

Frank Washington Ballou Senior High School, Washington, DC
Diploma, 1990

SOFTWARE PROFICIENCIES

Microsoft Office Suite | **Quark** | **INews** | **Adobe** | **Adobe Photoshop**

La Juan Lawson

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PROFESSIONAL EXPERIENCE

Parent Center Coordinator, *Temple Of Praise, Washington, DC., January 2007-Present*

Organize/Sponsor Parenting Education Training
Organize Parent Support Groups,
Conduct Community Talks/Focus Groups
Organize Fathers/Mothers Only Workshops
Provide Counseling and Referral Services
Conduct Parent-Teacher Workshops regarding roles, rights, responsibilities, and relationships
Liaison for Community College for the District of Columbia Workforce Development programs

Receptionist/Legal Secretary, *The Norman Law Firm, PLLC, Silver Spring, Md., January 2003-Dec. 2006*

- Professionally administer all incoming calls.
- Ensure that all phone calls are directed accordingly.
- Greet guests in a professional, friendly and hospitable manner.
- Type memos, correspondence, reports, legal documents, and legal memoranda.
- Perform a variety of clerical duties, including legal billing and paralegal support.

Membership Processor, *The Sports Club/LA, Washington, D.C., April 2001-September 2001*

- Processed member status changes.
- Researched and prepared customer refunds.
- Updated selected pending reports weekly for signatures, *Checkfree* changes, and photos.
- Mailed in new customer *Checkfree* forms monthly.
- Mailed or called in dues increases and changes.
- Activated waiting list status members.
- Conducted member relations for *Checkfree* and contract signatures.
- Entered memberships and the Daily Revenue Report into a database.

Business Office for Sales Reception, *The Sports Club/LA, Washington, D.C., October 2000-April 2001*

- Provided administrative assistance to Business Office personnel, including club managers and membership directors.
- Answered all incoming calls.
- Entered sales statistics into the Sales Statistics Tracking Database.
- Maintained the Daily Production Reports and the Daily Production Summaries.
- Greeted and assisted members with their needs and concerns.

Business Manager*, The Fitness Company, Chevy Chase, Md., September 1999-October 2000*

- Compiled reconciliation sheets and other statistical reports.
- Compiled status and attendance reports.
- Submitted payroll.
- Processed member status changes.
- Processed billings and sent out invoices and collection notices.
- Made account receivables calls.
- Prepared and conducted staff training sessions on various customer service and billing procedures.
- Conducted new hire orientation.

Billing/Returns Administrator, *Washington Sports Clubs, Washington, D.C., July 1998-September 1999*

- Contacted members to resolve billing problems through phone calls and letters.
- Collected and processed all back dues for each club.
- Updated billing information.
- Processed changes, cancellations, on-holds, voids, renewals, and canceled expired memberships.
- Prepared and entered all new member contracts on a weekly basis.

Assistant to Senior Director/Regional Office, *Washington Sports Clubs, Washington, D.C., August 1995-August 1998*

- Ensured quarterly departmental safety and emergency meetings were scheduled and implemented in five regional clubs.
- Updated and distributed appropriate training materials and safety manuals.
- Created and coordinated employee and departmental incentive programs.
- Responsible for regional new hire process; posted job descriptions company-wide; screened potential hires; conducted initial interviews; and submitted written recommendations to appropriate managers.
- Maintained and managed all WSC Corporate records and databases.
- Generated all daily, weekly and monthly sales and financial reports.
- Processed registration for fitness trainer certifications, CPR, and other educational courses and events.

Assistant Club Manager, *Washington Sports Clubs, Washington, D.C., May 1994-August 1995*

- Responsible for overseeing all aspects of the front desk operations.
- Coordinated employee orientation process.
- Conducted customer service staff training sessions.
- Communicated changes in company policies, procedures, benefits and other information pertaining to employee relations.
- Scheduled CPR and first aid certification training courses.
- Ensured facility and staff emergency preparedness and conducted mock emergency training situations.

EDUCATION

May 2006 Family Bible College, Seminary and School of Counseling Baltimore, Md.
Doctoral Degree

May 2005 Family Bible College, Seminary and School of Counseling Baltimore, Md.
Master of Divinity

May 2004 Richmond Virginia Seminary Richmond, VA.
B.B.A. – Theology

August 2003 Family Bible College, Seminary and School of Counseling Baltimore, Md.
B.B.A. – Biblical Studies

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

ADDITIONAL SKILLS

- Microsoft Office Suite (Word, Excel, Outlook, Access), WordPerfect, and Lotus 1-2-3.
- Commissioned Notary Public (2004 – Present)
- CPR Certified

"But if anyone obeys his word, God's love is truly made complete in him. This is how we know we are in him".

1 John 2:5, NIV

Associate Minister
Dr. LaJuan Lawson, D.Min.

Biography

Dr. LaJuan Lawson is an Associate Minister at **The Temple of Praise** church in Washington, D.C., under the leadership, of Bishop Glen A. Staples, Presiding Prelate where she is involved in many ministries. Prior to coming to The Temple of Praise, Dr. Lawson was licensed to the Gospel ministry by the historic Metropolitan Baptist Church and served successfully as an Associate Minister under the leadership of Dr. H. Beecher Hicks, Jr., Senior Servant located in Washington, D.C., and Randall Memorial Baptist Church under the leadership of Bishop Earl A. Ross where she served on the Missionary Ministry, and on the Usher Board now know as New Syrmna Diocese in Washington, D.C.

A graduate of Family Bible Seminary and School of Counseling, graduating Magna Cum Laude. Dr. Lawson earned her **Bachelor of Biblical Studies, Master of Divinity, Doctorate of Ministry** and was licensed as a **Licensed Clinical Pastoral Counselor**. She earned her **Bachelor of Theology** from Richmond Virginia Seminary in Richmond, Virginia.

Dr. Lawson serves as Sunday School Teacher to pre-teens 13-15 years of age. She served as the In-Reach Coordinator for New Members Ministry, currently serving as Coordinator for The Temple of Praise Parent Center (servicing Ward 7 & 8), District of Columbia Fatherhood Initiative (DCFI), Assistant Coordinator for the Nursing Home Ministry, the Youth and Young Adults Ministry, and The Martha Day Staples-Women's Transitional Home where she coordinates weekly and bi-weekly Parenting and Life Skills workshops.

Dr. Lawson currently serves as part of the **Pastoral Care Services** at Howard University Hospital in Washington, D.C., as well as tutor/mentor children and teens with AFC Scholarship Foundation, Inc.

She is a native Washingtonian, attended DC Public Schools and The University of The District of Columbia where she studied Accounting with a Minor in Business Administration.

Currently CPR Certified and Licensed Notary.

Dr. Lawson loves the call that God has placed on her life with a passion and prays that she never loose her thirst for the Gospel.

Favorite quote: "Only What You Do For Christ Will Last"

BIOGRAPHICAL SKETCH

The Washington Linkage Group, Inc. located in Washington, DC is a government relations and strategic consulting firm specializing in special interest advocacy for public and non-profit organizations, lobbying, crisis communications, fund and business development and international trade. WLG has secured millions of Federal and local dollars, developed platform agendas, public/private partnerships and created sound policy and legislative priorities for the following past and present clients: Cities of Annapolis and Baltimore, Maryland; Denver, Colorado; Nantong, China; Philadelphia, Pennsylvania; St. Gabriel, Louisiana; Prince George's County and Washington County, Maryland; the Anne Arundel County Economic Development Corporation, Lincoln University, Nuclear Energy Institute *CASEnergy Coalition*, AC Wind Co., BMB Construction Properties, Philadelphia OIC, TCPi Inc., National Council of Negro Women, TD Bank, DCI Group LLC, Dewey Square Group, Hill & Knolton P.R., NTI Group LLC, AT&T, General Motors, Holiday Inn, Verizon, Bert Smith and Co., National Association of Black Accountants, Donna Brazile and Associates, Democratic National Committee, National Conference of Democratic Mayors, The Haney Group LLC, Indonesian Embassy, National Conference of Black Mayors, Center for Policy Alternatives, National Black Caucus of State Legislators, T. Boone Pickens, Anyiam-Osigwe Group LLC (*Lagos, Nigeria*), Bishop David G. Evans Ministries (*New Jersey*), Bishop Glen A. Staples & Way of the Word Community Development Corporation (*Washington, DC*) and the Black Farmers Association.

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Zina C. Pierre is the founding President and Chief Executive Officer of the Washington Linkage Group, Inc. (*WLG*). She also serves as an associate pastor at the Temple of Praise in Washington, DC.

A gifted and noted speaker, advocate, communications tactician and democratic strategist for more than 20 years, Pierre provides leadership development training to pastors and church leaders; crafts legislative policy; provides a voice in the White House, on Capitol Hill and in corporate America; mentors and guides numerous young professionals into viable careers; as well as counsels and trains incumbent and aspiring elected officials. Her extensive background in government relations at the federal, state and local levels has afforded Pierre the opportunity to advise presidential, congressional, gubernatorial, county and mayoral candidates across the globe, including the African diaspora, India and China.

Pierre's particular commitment to women's empowerment and leadership development has afforded her opportunities to speak to diverse audiences globally including the: United Nations Women's Empowerment Conference (New York City); National Women's Political Caucus (Washington, DC); Congressional Black Caucus (CBC) Leadership Series, Bishop T.D. Jakes "Woman Thou Art Loosed" Economic Empowerment conference (Atlanta, GA); Temple of Praise Annual Holy Convocation Leadership Series Workshops (Washington, D.C.); Bishop David G. Evans Covenant Pastors Leadership Conference; (Camden, NJ); and Anyiam-Osigwe Foundation Leadership Lecture Series (Lagos, Nigeria).

In the political and policy arenas, Pierre has conducted communications, advocacy and ethics training for the: DNC, ACLU, SEIU, NAACP, National Urban League, Children's Defense Fund, Catholic Charities, New Jersey and Maryland Democratic parties, the Center for Policy Alternatives, National Conference of Black Mayors and the National Caucus of Black State Legislators and State Legislators across the nation.

In educational, Pierre has guest lectured on political, public policy and women's issues at Georgetown University, Florida A & M University, George Washington University, University of St. Louis, Howard University, University of Maryland, Frostburg State, State of Georgia Juvenile Justice Department and abroad to women elected officials in East, West and South Africa. She also conducted several workshops on economic empowerment with motivational speakers Les Brown and Willie Jolley.

Pierre began her government career under the Clinton Administration with her last appointment as a commissioned officer (sanctioned by the U.S. Congress) serving as **Special Assistant to the President for Intergovernmental Affairs** in the Executive Office of the President of the United States. In that role, The Honorable Pierre served as President William H. Clinton's liaison to the nation's mayors and county officials. During her tenure, Pierre's policy portfolio included: New Markets and Digital Divide Initiatives, Welfare Reform, Healthcare, International Trade, Census 2000, Empowerment Zone and Enterprise Community initiatives, highway/transportation (TEA-21), environmental safety, urban parks and

recreation and the lower Mississippi Delta Project. In addition, she served on the Presidential appointed council of advisors for the restoration of Princeville, North Carolina – the oldest African American-owned town in the United States.

Prior to her White House position, Pierre worked successfully to help create public-private partnerships with local governments and the business community to hire more than 200,000 former welfare recipients while serving as **Director of the President's Welfare to Work Initiative for the U.S. Small Business Administration**. In that role, Pierre developed a welfare-to-work tool-kit for small businesses on hiring practices, tax credits and other incentives. Before SBA, she held the position of **Director of Communications for the U.S. Department of Labor Women's Bureau** where she developed public relations strategies educating women about their workplace rights through multi-city conferences and the development of educational pamphlets. Pierre began her political appointment as **Public Affairs Specialist** and later **Speech Writer** to the Deputy Director of the U.S. Office of Personnel Management. In that position, Pierre produced and moderated the first Government television talk show focusing on HR issues and the Federal Budget. In addition, she worked with the Office of Government Ethics to establish ethics and compliance training videos for use by Federal government employees by mandate.

Previous to her eight years in government, Pierre worked for more than ten years in the television broadcast industry as a writer, field producer, and production assistant with networks such as USA Today Television Show, Fox News, America's Most Wanted, Sports News Network and News Channel 8 (now TBD News).

She is the recipient of the following awards: Minority Enterprise 25 Powerful Minority Women in Business Award; Citation for "*Exemplary Public Service*"; Ron Brown Economic Development Award by Minority Business Magazine; "*Outstanding Government Official of the Year*" by the Minority Business Suppliers; NAACP "*National Service Award*"; Delta Sigma Theta Sorority Inc. "*Woman of Fortitude*" Award for Political Involvement; Federally Employed Women "*Leadership*" Award; Three-time recipient of former Vice President Albert Gore's "*Heroes of Reinvention*"; and the National Conference of Black Mayors "*Outstanding Service*" recognition.

In 1999, Pierre was appointed by the Secretary of the State Georgia as a Good Will Ambassador for the state. She was also given the honor of an official Colonel by the Governor of Kentucky.

Pierre was a contributing writer to Dr. Dorothy I. Height's 1997 book "*Voices of Vision.* She has shared her leadership advice in books such as Valencia Campbell's "*Advice from the Top: What Minority Women Say About Their Career Success*;" and Women in Politics Guide. She has also been cited in print media's such as: ESSENCE Magazine article the Nation's most "*Powerhouse, Political Black Women*", Black Enterprise Magazine, Marie Claire, Sister 2 Sister, JET Magazine, Influence Magazine, POLITICO, The Washington Post, The New York Post, National Public Radio, Precious Times Magazine, and Christian Science Monitor. She is an inductee of the Black History Makers Hall of Fame, *Who's Who in Black Washington* and the Council for Excellence in Government.

In 1999, she was the first woman licensed to preach in the 115-year history of her childhood church, the First Baptist Church of Annapolis, where she served for eight years as assistant to the Pastor and youth minister. She also served as an associate minister and press secretary to the Rev. Dr. H. Beecher Hicks, Pastor of Metropolitan Baptist Church in Washington, DC.

In 2009, Pierre made history being elected the first African-American to win the Democratic primary for Mayor of Annapolis, Maryland. On January 16, 2011 Pierre received the Martin Luther King, Jr. Humanitarian Award by the Anne Arundel County MLK Commission and the City of Annapolis Human Rights Commission.

Pierre currently serves as an Associate Pastor at the Temple of Praise in Washington, DC where Bishop Glen A. Staples is the Senior Pastor and Presiding Prelate. She is a graduate of Catholic University of America (CUA).

Professional Commitment and Community Involvement:

Present -

- Associate Pastor, The Temple of Praise, Washington, DC
- Member, Board of Trustees, The Temple of Praise, Washington, DC
- Member, Board of Directors, Way of the Word Community Development Corporation
- Member, Board of Directors, Renaissance Math and Science Leadership Academy
- Member, Advisory Board, Smithsonian Environmental Research Center
- City of Annapolis French Monument Commission
- Founder, Maryland C.A.N. (Caring About Neighbors) - philanthropic organization providing resources to needy communities and assistance to non-profits in identifying federal and local dollars to support their programs (pro-bono). In addition, MD C.A.N. provides citizens with a political and social voice to help educate, address and eradicate the social ills in their community.
- Each year WLG provides more than $250,000.00 worth of pro-bono service to local non-profit organizations. In addition, Pierre privately donates to local charities and faith-based programs through financial gifts and in-kind services.

Past -

- Chair, Mayor of Annapolis Transition Team
- Chair, Board of Directors, National Youth Connection
- Vice Chair, Board of Directors, The Future PAC
- Founding Board Member, Anne Arundel County Black Chamber of Commerce
- Secretary, Executive Board of Directors, National Council of Negro Women
- Member, Founding Board of Advisors, DNC African American Advisory Council and Women's Vote Center
- Member, Board of Directors, Greater Washington Urban League
- Member, Board of Directors, The White House Project
- Member, Board of Directors, Washington Dance Theatre
- Member, Board of Directors, Annapolis Children and Family Services
- Member, Board of Directors, DC Arts Commission
- Member, Board of Directors, Duke Ellington School of the Arts Fund
- Member, Board of Advisors, National Coalition on Black Civic Participation Women's Round Table
- Member, Board of Advisors, Democratic National Committee (DNC) Women's Vote Center
- Member, African American Interdenominational Ministerial Alliance
- Member, Annapolis Democratic Central Committee
- Member, District 30 Democratic Club
- Member, Annapolis Ministerial Alliance
- City of Annapolis Lincoln Memorial Commission

Stephanie Harris Poteat
[redacted]

AREAS OF STRENGTHS

- Strong communication skills, positive attitude, excellence in accounting structural setting, and strong analytical ability
- Competent using software including: Windows, Word, PowerPoint, E-mail, and the Internet.
- Effective management, technical, and supervisory skills.
- Recognized for long hours, commitment to customers, attention to detail, professionalism, and follow-up.
- Resourceful, energetic, competent, multi-task and results-oriented.

WORK EXPERIENCE

University of the District Columbia — **Washington, DC**
Staff Assistant — **Nov. 2005 - Present**
Coordinates the daily operations of staff and student to include:

- Serves as administrator for faculty, staff, and contract employees
- Coordinate outreach community activities
- Assists in preparing administrative and financial documents
- Coordinates orientation sessions each semester and maintain log
- Maintains data base for Workforce Development Program
- Assist students with the process of registration including advising and completing documents
- Responsible for submission of payroll forms for staff and faculty to timekeeper
- Prepares weekly student data reports for WFD Program

National Association of Black Accountants Incorporated — **Greenbelt, Maryland**
Administrative Support Specialist — **Sep. 2001 - Nov. 2004**
As support specialist my duties included:

- Greeting and receiving guests and phone inquiries.
- Maintaining office inventory and supplies
- Date stamping and distribution of mail
- Maintaining Federal Express and UPS accounts
- Processing of daily bank lock box payments and appointments for Deputy Executive Director
- Coordinating mailings to board of directors, general membership, and potential clients

Neighborhood Housing Services Incorporated **Washington, DC**
Office Manager, **Jan. 1995 - Dec. 1995**
Management of daily office operations to include:

- Reconciled bank statements
- Completed daily deposits to banking facilities
- Managed process for conducting monthly workshops for potential home buyers.
- Maintained office inventory and assisted the Executive Director.

US House of Representatives **Washington, DC**
Accounting Technician **Jan. 1979 - Jan. 1995**
Responsible for daily payroll administration to include:

- Processing of bi-weekly payroll for 400+ employees
- Processed and issued employee paychecks and statements of earnings and deductions
- Managed child support reconciliation payments
- Computed wages and deductions, and entered data into computers
- Compiled employee time, production, and payroll data from time sheets and other records
- Compiled statistical reports, statements, and summaries related to pay and benefits accounts, and submitted them to appropriate departments

EDUCATION

University of the District of Columbia **Washington, DC**
(Pursuing)B.A., Business Administration

Dyersburg High School, **Nashville, TN**
Diploma, Business, Minor: History and Distributive Education

CERTIFICATIONS

CASAS Implementation Training
DC Office of the State Superintended of Education

Certified Professional Food Service Manager
Prometric

CONTINUING EDUCATION

Certificate in Customer Service Drama Based Training
University of District of Columbia

Shaunda Young

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Summary

A professional with a proven track record of leadership, and community service seeks to obtain a position with a company with excellent managerial skills and the ability promotes growth within employees and the company.

Employment History

Business Interface LLC Washington, DC- Manager September 2008-Present
In addition to management duties and responsibilities:

- Identify and confirm business clients that agree to partner with Business Interface by hiring program participants
- Conduct business needs analyses in order to listen and properly respond to business needs and identify the appropriate participants for placement
- Research (Internet, community, etc.), identify and utilize community resources available to support business clients and their employees Design and implement employment projects to meet organizational goals and grant requirements
- Manage collaborative business and other local relationships to meet project goals
- Updated records and compiled statistical reports on interviews, transfers, performance rating and promotions.
- Planned, coordinated and directed training programs

Everybody Wins! DC Washington, DC- School Coordinator August 2007-June 2008
Readers are Leader Program, The School Coordinator creates gentle yet effective ways to keep reading partners focused and reading as well as:

- Establish and Maintain Professional Relationships with Students, School Faculty and Staff
- Create a system with the main office and or individual classroom teachers to notify student on their day to read.
- Assist in the coordination of orientations, leadership training, book distributions, special events and end of school year celebrations.
- Maintain the book cart in an orderly and accessible manner.
- Maintain and orderly filing system that includes: Program attendance records, reading partner schedules, folders for each reading pairs, etc.
- Create and environment conducive to reading

Choice Finance Rockville, MD- Mortgage Banker August 2006-October 2008
In addition to providing comprehensive mortgage banking solutions

- Counseling customers on Credit
- Marketing For new and retention business
- Networking with client and real estate industry professionals
- Attending Conferences, training and scheduled meetings

Acelin Learning Solutions, Washington, DC - Literacy Tutor February 2006-May 2006
Literacy Tutors provide reading assistance to 1st- 4th grade students after school:

- Lead student workgroups of up to 3 students through reading exercises
- Monitor the progress of students based on articulated program
- Give feedback to the Program Director regarding their performance
- Tutors take notes and track student performance in the reading program, which is reported to the Project Director in weekly meetings

American Home Mortgage, Largo, MD Mortgage Consultant June 2005-August 2006
In addition to providing comprehensive mortgage solutions to my customers:

- Contacting Account Executives with various companies
- Ordering materials
- Counseling customers on credit

Assumption Catholic School, Washington, DC- Fifth Grade Instructor August 2003- June 2005
In addition to regular instructor duties and responsibilities:

- Team leader, Enrollment and Retention Team
- Developed criteria for awards for student achievement
- Planned and organized ceremonies promoting history and knowledge
- Developed regulations and procedures for a yearly oratorical contest

Assumption Catholic School, Washington, DC- First Grade Instructor August 2000- June 2003
In addition to regular instructor duties and responsibilities:

- Implemented the Saxon Math program to enhance students mathematical skills
- Supervised the Waterford Early Reading Program
- Counseled and worked with parents on their child's(ren) learning progress and developed plans for success
- Mentored students to encourage reading and writing skills

Education

Bachelor of Arts, Early Childhood Education May 2000
Clark Atlanta University Atlanta GA

Continuing Education

Spanish in the Workplace — September 2010
University of District of Columbia — Washington, DC

Certificate in Child Care Management — October 2005
Prince Georges Community College — Upper Marlboro, MD

Certifications

Professional Food Service Manager
Prometric

Volunteer/Community Involvement

International Junior Miss Scholarship Pageant -Public Relations/Operations
Responsible for preparing and distribution of press releases, fact sheets, and assisting with Coordination of annual local pageant

2711 Q Street Cooperative Association-President Presided over board and reviewed activity reports and financial statements to determine progress and status in attaining objectives

Zeta Phi Beta Sorority, Incorporated-Financial Secretary; plan and coordinate several community service projects for low income families, domestic violence shelters; tutoring at community center and mentor young women; fund-raising via numerous walk-a-thons.

Public Relations Chair- Responsible for marketing campaigns promoting the chapter's community service initiatives social events and fund-raising.

Other skills

Microsoft Office Suite 2007(Word, Excel, PowerPoint); internet; Waterford Early Reading Program, Point, Loansoft, Byte

Curriculum Vitae

Name: Keisha L. Mack

Home Address: [redacted]

Telephone: [redacted]

Date of Birth: June 5, 1970

Place of Birth: Newark, NJ

Citizenship: United States of America

License Jurisdiction: District of Columbia and Maryland

License Number: [redacted]

EDUCATION:

Doctorate of Philosophy, Clinical Psychology, The George Washington University, Washington, DC, 2003.

Master of Education, Counseling Psychology, Howard University, Washington, DC, 1994.

Bachelor of Science, Psychology, Howard University, Washington, DC, 1992.

CLINICAL EXPERIENCE:

March 2009 – present **The Village Academy School, Washington, DC, Psychologist**

- Provide individual and group therapy.
- Conduct psychoeducational and clinical evaluations.
- Attend IEP meetings.
- Maintain appropriate special education records.
- Supervise interns and clinical staff.

Jun. 2006 – present **Georgetown University Hospital, Department of Pediatrics, Section of Adolescent Medicine, Washington, DC, Licensed Psychologist/Clinical Assistant Professor.**

- Conduct intake assessments.

- Provide short-term outpatient individual therapy to adolescents, young adults, and their families.
- Determine and make appropriate referrals for additional treatment.
- Provide psychoeducational information to adolescents and their families.

Jun. 2006 – present **Georgetown University Hospital, Department of Pediatrics, Eating Assessment Team (EAT Team), Washington, DC, Licensed Psychologist/Clinical Assistant Professor.**

- Assist in assessing individuals referred for issues around eating and weight management, including eating disorders and obesity.
- Provide behavioral counseling for patients being seen by EAT team.
- Determine and make appropriate referrals for ongoing and intensive treatment.

Jan. 2006 – present **The MECCA Group LLC, Washington, DC, Founding Partner, Director of Testing and Assessment**

- Develop and maintain business infrastructure.
- Develop policies and procedures.
- Negotiate contracts with vendors.
- Coordinate services and communications with vendors.
- Recruitment of students, contractors, and employees.
- Provide testing and assessment services for children, young adults, and families in the Washington, DC metropolitan area.
- Provide assessment services to children in DC Public Charter schools.
- Provide supervision to unlicensed clinicians and psychology extern students.

March 2009 – June 2009 **The Public Charter School Administration, Student Support Center, Washington, DC, Independent Contractor.**

- Provided supervision to unlicensed clinicians and psychology extern students.

Jan. 2005 – March 2009 **The Public Charter School Administration, Student Support Center, Washington, DC, Counseling and Prevention Specialist.**

- Provided evidenced-based individual and group therapy for adolescents in DC Public Charter Schools.
- Conducted teacher and parent trainings.
- Provided supervision to unlicensed clinicians and psychology extern students.

Oct. 2003 – Oct. 2007 **Maria Cohn, Ph.D. & Associates, Washington, DC, Independent Contractor.**

- Conducted psychoeducational, neuropsychological, and clinical evaluations for private clients, attorneys, as well as students in DC Public Charter Schools.
- Attended IEP meetings.
- Provided individual and group therapy for children and adults.

Jan. 2003 – Sept. 2003 **Childrens Hospital Los Angeles, KECK/USC School of Medicine, USC/University Affiliated Programs, Los Angeles, CA, Post-doctoral Fellow.**

- Provided individual, group, and family therapy with at-risk adolescents and young adults in community and school based mental health programs.
- Provided case management, which included making appropriate referrals, attending IEP meetings, and consulting with parents and school staff and administrators.
- Consulted with medical staff and other mental health professionals regarding treatment.
- Developed recruitment and retention model for group therapy in school based mental health program.
- Co-leader of minority recruitment efforts to increase minority internship applicants. Project included developing questionnaire to evaluate minority students' concerns when considering internship sites.
- Conducted trainings for staff members.
- Conducted trainings for foster-parents.
- Co-coordinator of Grand Rounds didactics.
- Provided didactic trainings for medical residence.

- Provided information about school based mental health program for parents and school staff.
- Supervisors: Mari Radzik, Ph.D. and Kerri Pickering-Fowler, Psy.D.

Sept. 2002 – Jan. 2003 **Childrens Hospital Los Angeles, KECK USC School of Medicine, USC/University Affiliated Programs, Los Angeles, CA, Pre-doctoral Fellow.**

- Provided individual, group, and family therapy with at-risk adolescents and young adults in community and school based mental health programs.
- Provided case management, which included making appropriate referrals, attending IEP meetings, and consulting with parents and school staff and administrators.
- Co-coordinator of Grand Rounds didactics.
- Supervisors: Mari Radzik, Ph.D. and Kerri Pickering-Fowler, Psy.D.

Sept. 2001 – Aug. 2002 **Childrens Hospital Los Angeles, Keck/ USC School of Medicine, USC/University Affiliated Programs, APA Accredited Internship, Los Angeles, CA, Pre-doctoral Intern.**

- Provided individual, group, and family therapy with at-risk children, adolescents, and young adults in community and school based mental health programs. Presenting problems included depression, anxiety disorders, eating disorders, oppositional defiant disorder, and learning disabilities.
- Provided case management that included attending IEP meetings and consulting with school staff, parents, and DCFS social workers.
- Conducted psychoeducational assessments.
- Co-led Dual Diagnosis group.
- Supervisors: Sara Sherer, Ph.D. and Jason Williams, Psy.D.

Sept. 2000 – Aug. 2001 **Edgemeade, Upper Marlboro, MD, Extern.**

- Provided individual, group, and family therapy. Client population included at-risk, male adolescents who resided in a residential treatment facility.

- Provided case management that included attending IEP meetings, consulting with school staff and administrators, and attending psychiatric and medication evaluations.
- Conduct psychological assessments.
- Co-lead various groups.
- Lead treatment team meetings with multidiscipline staff.
- Supervisor: Gary Isen, Ed.D.

Sept. 1997 – July 1998 **The Center for Mental Health, Washington, DC, Extern.**

- Provided individual and group therapy. Client population included at-risk children and adolescents and mildly retarded and manic depressive adults.
- Co-led adult bipolar group.
- Supervisor: Joe Gorin, Psy.D.

Sept. 1995 – May 1996 **Deveruex Children's Center, Washington, DC, Extern.**

- Conducted psychological evaluations for emotionally disturbed children residing in residential treatment facility.
- Supervisor: Marqueta Elmore, Ph.D.

Nov. 1994 – Sept. 1995 **Sasha Bruce Youthworks, Independent Living Program, Washington, DC, Life Skills Counselor.**

- Provided individual and group life skills counseling for adolescents residing in group home.
- Scheduled speakers for life skill groups.
- Scheduled day trips to assist with improving social and life skills.

Aug. 1994 – Aug. 1995 **Change Incorporated, Washington, DC, Therapist.**

- Provided individual and family therapy with children and adults in private practice. Presenting problems included depression, sexual abuse, substance abuse, ADHD, and learning disabilities.
- Conducted intake evaluations.

- Provided crisis intervention.
- Conducted psychological evaluations.
- Provided case management that included making appropriate referrals, attending IEP meetings and consulting with school staff and administrators.
- Supervisor: James Lomax, Ph.D.

Jan. 1994 – Aug. 1994 **Change Incorporated, Washington, DC, Practicum.**

- Provided individual and family therapy with children and adults in private practice. Presenting problems included depression, sexual abuse, substance abuse, ADHD, and learning disabilities
- Provided crisis intervention
- Conducted intake evaluations.
- Provided case management that included making appropriate referrals, attending IEP meetings, and consulting with school staff and administrators.
- Supervisor: James Lomax, Ph.D.

June 1993 – Aug. 1993 **DC Public Schools Multicultural/ Values Branch, Washington, DC, Counselor.**

- Provided social and interpersonal skill counseling for at-risk adolescents participating in summer enrichment program.
- Supervised work performance.

HONORS:

The George Washington University, Research Assistantship, 1997-2000
The George Washington University, Graduate Assistantship, 1995-1997
Howard University, School of Education, Honors Graduate, 1994
Howard University, Graduate Assistantship, 1992-1994
Howard University Trustee Scholar, 1991-1992
Howard University Deans List, 1990-1992

PROFESSIONAL AND HONOR SOCIETIES:

American Psychological Association

Kappa Delta Pi National Honor Society in Education

COMMITTEE MEMBERSHIP:
Professional Development Committee - Childrens Hospital Los Angeles, Division of Adolescent Medicine, 2002 –2003.

PUBLIC SERVICE:
The Twelve Days of Christmas, Inc., Washington, DC Metro Chapter – Member, 2007 - present

TEACHING EXPERIENCE:

Jan. 1997 – May 1998 **The George Washington University, Washington, DC, Teaching Assistant.**

- Assist professor with class preparation
- Graded quizzes and tests for undergraduate students

Jan. 2003 – Sept. 2003 **Childrens Hospital Los Angeles, KECK/USC School of Medicine, USC/University Affiliated Programs, Los Angeles, CA, Post-doctoral Fellow.**

- Provided didactic trainings for staff members, parents, foster parents, and medical residents around a variety of topics related to adolescent mental health and development.

RESEARCH EXPERIENCE:

Sept. 2000 – June 2001 **DCPS/NICHD Early Intervention Project, Washington, DC. Research Assistant/Classroom Observer.**

- Collected data for federally funded research project to assist with improving at-risk youth's reading performance.
- Observed classroom teacher's implementation of reading curriculum in grades 3 and 4 in two public schools in the District of Columbia.
- Attended staff meetings.

Sept. 1999 – June 2000 **DCPS/NICHD Early Intervention Project, Washington, DC. Research Assistant/Examiner.**

- Collected data for federally funded research project to assist with improving at-risk youth's reading performance.
- Conducted reading assessments of children in grades 2 and 3 in two public schools in the District of Columbia.
- Attended staff meetings.

June 1997 – Aug. 2000 **Drug Understanding Project, George Washington University, Psychology Dept., Washington, DC, Research Assistant.**

- Research assistant for federally funded research project designed to teach children about the effects of drugs and alcohol.
- Designed surveys and curriculums
- Conducted interviews with children 6 to 12 years-old.
- Transcribed and analyzed data.
- Assisted with writing journal articles and poster presentations.

Nov. 1992 – May 1994 **Howard University, School of Education, Washington, DC, Research Assistant.**

- Assisted with data collection and analysis.
- Conducted literature searches.
- Assisted with writing poster presentations.

PRESENTATIONS:

Workshop: "Understanding the WPPSI: A Parent Training" Mack, Keisha, L. St. Alban's Early Childhood Development Program, October 2009

Poster Presentation: "Racial Differences in Cognitive Predictors to Use Alcohol and Cocaine" Mack, Keisha L. American Psychological Association, Annual Conference, Honolulu, HA, July 2004.

Workshop: "Understanding Adolescent Transition" Mack, Keisha and Olson, Jo, Los Angeles Department of Child and Family Services, Annual Foster Parents Conference, April 2003.

Training: "Child Abuse Reporting" Goldstein, Julie; Lim, Irene; Mack, Keisha. Childrens Hospital Los Angeles, Nateen, February 2003.

Poster Presentation: "Cognitive Predictors of Children's Attitudes Toward Alcohol and Cocaine" Sigelman, Carol K.; Bridges, Lisa J.; Leach, Diane B.; Mack, Keisha L.; Rhinehart, Cheryl S.; Sorongon, Alberto G. American Psychological Association, Annual Conference, Boston, MA, August 1999.

Poster Presentation: "Characterizing Children's Theories of How Drugs Affect Behavior" Sigelman, Carol K.; Davies, Elizabeth; Dwyer, Kathleen; Leach, Diane; Lipien, Lodi; Mack, Keisha; Relyea, Julie; Weir, Catherine. American Psychological Society, Annual Conference, Washington, DC, May 1998.

Poster Presentation: "Children's Views of the Effects of Alcohol and Cocaine" Sigelman, Carol; Davies, Elizabeth; Dwyer, Kathleen; Leach, Diane, Lipien, Lodi; Mack, Keisha; Reylea, Julie. The George Washington University, Scholars Showcase, Washington, DC, April 1998.

PUBLICATIONS

Sigelman, C.K., Bridges, L.J., Leach, D.B., Mack, K.L., Rinehart, C.S., Sorongon, A.S., Brewster, A.B., & Wirtz, P.W. (2003). "The efficacy of an education program to teach children a scientific theory of how drugs affect behavior." Applied Developmental Psychology, 24, 573-593.

Bridges, L.J., Sigelman, C.K., Brewster, A.B., Leach, D.B., Mack, K.L., Rinehart, C.S., & Sorongon, A.S. (2003). "Children's attitudes toward alcohol and cocaine." Journal of Child and Adolescent Substance Abuse (in progress).

Sigelman, C.K., Leach D.B., Mack, K.L., Bridges, L.J., Rinehart, C.S., Dwyer, K.M., Davies, E.P., & Sorongon, A.S. (2000). "Children's beliefs about the long-term health effects of alcohol and cocaine use." Journal of Pediatric Psychology, 25, 557-566.

Sigelman, Carol K.; Silk, Alyson; Goldberg, Felicia; Davies, Elizabeth P.; Dwyer, Kathleen M.; Leach, Diane B.; Mack, Keisha L. (1999). "Developmental differences in beliefs about how alcohol and cocaine affect behavior." Journal of Applied Developmental Psychology, 20, 597-614.

Renaissance Math, Science, and Leadership Academy Board of Directors
Personal Statement & Statement of Interest & Qualifications

Personal Statement

The Renaissance Math, Science, and Leadership Academy (RMSLA) Board of Directors members will serve staggered three-year terms, and no member will serve more than two consecutive terms. As such, we will continuously look for new, talented individuals who might be interested. During the Board member recruitment process, candidates will engage in thorough discussions with existing Board members about the mission of the school. Once they have joined the Board, they will participate in a formal orientation process. This process will be led by the Board chair and the Head of School. This orientation will involve a visit to the school and a lengthy review of the school's Board manual. They will discuss literature about the school, including the school's charter application, bylaws, policies, and annual reports, and will review Board roles, responsibilities, and performance expectations.

The Board will participate in an annual retreat to evaluate its own effectiveness and will periodically be evaluated by an outside auditor. The governance committee will continually examine the Board's effectiveness in areas such as meeting attendance, efficiency of meetings, and in drawing on the capacities of all individual members.

Statements of Interest and Qualifications

Bishop Glen A. Staples —Lead Founder & Proposed Chairman of the Board

"From the time I graduated from college, my career has been focused around issues of community service and education. Having first built my skills as a teacher in the independent school world, I then transferred this to my pastoral work in the District of Columbia through the founding of The Temple of Praise, and its subsidiaries, (Renaissance Properties, LLC and Way of the Word CDC). I have dedicated my ministry to improving the lives of residents living in Ward 8 and surrounding areas. Ten years ago, I helped to design an after school and summer camp program for DC public school students in the community of Ward 8 and founded a transitional house for women and children, as well as a parenting education center to support men and women who are matriculating in GED, workforce development courses, and college level courses.

I have championed education within my congregation for over 17 years, and my ministry has partnered with Nyack University, University of the District of Columbia, and Southeastern University to ensure educational opportunities for residents of Southeast Washington, DC. For the past five years I have worked most closely with our Founding Group to shape the growth and vision of RMSLA. I am both proud of my work and humbled by the challenges that students and families face in the public education system.

RMSLA is the result of my passion for improving the quality of educational opportunities currently available to the children and families of high school students East of the River—particularly the Washington Highlands/Bellevue area of Ward 8. It is my prayer and belief that, through the help of professionally trained staff, and volunteers of RMSLA, parents can develop both competence and confidence in their roles as leaders in their households, thereby maximizing

their child's intellectual, physical, social, emotional, and educational development As an Chairman to the RMSLA Board of Directors, I believe I can provide useful guidance throughout this process."

Roceal Dukes—Proposed Board Member
"I joined the Founding Board of Renaissance Math, Science, and Leadership Academy (RMSLA) to improve the educational opportunities for children within the District of Columbia's inner city neighborhoods. I see my work with the RMSLA as one way to address the historical injustices that affect many of the children we will serve. Founding RMSLA will allow me to make a difference in the lives of children and provide them with an environment where excellence is the expectation. I aspire to become a board member of the school if and when we get our charter from the DC Public Charter School Board.

I am a retired DC Public School teacher and have held many roles within the Public School System. I have been connected with the Charter School process and within the Young America Works Public Charter School; have been a Social Studies teacher, and department chairperson, and Director of Academic Achievement. I am committed to educating children, motivating parents and improving the communities we work in. I consider myself to be a "teacher of teachers" and hope to continue to the work of educating, empowering, and energizing the minds of Districts' youth and seeing them excel."

Dr. Sharon Anderson—Proposed Board Member
"As an attorney I have had more than 20 years of experience in Washington, DC. I currently serve as the General Counsel of the Temple of Praise Church and Executive Director of Way of the World, CDC; a non-profit service organization. Formerly the Senior Deputy Corporation Counsel for Public Protection and Enforcement for the District of Columbia, my legal background has brought me into contact with DC government officials, and leaders, including members of the DC City Council and Mayor's office. In addition to law, I have a strong passion for and experience in post secondary education having been a professor at Howard University Law School and Georgetown University Law Center; where I founded two major programs for the law school in clinical education and trial advocacy, as well as developed curriculum.

As a founding member of the D.C. Superior Court Family Treatment Court I have witnessed, first-hand, the need for high quality, affordable public education in the District of Columbia and I want to be a part of the solution to that need. I believe that the families of the District of Columbia deserve greater educational options than are presently available, and that the simple "no bells and whistles" approach to discipline and excellence advocated by Renaissance Math, Science, and Leadership Academy is badly needed. That is why I am joining the board of Renaissance Math, Science, and Leadership Academy.

A graduate of Tufts University and a Juris Doctorate from Georgetown University Law Center, I have a passion for family unification and youth development and education and am committed to assisting RMSLA help youth reach the highest heights they can attain. I have served on a variety of committees, boards and councils for most of my life—from my church's advisory board to my department's Legal counsel. Because of my years of church affiliation in DC, I can assist the board in the area of community partnerships."

Dr. Carl Keels—Proposed Board Member
"My interest in urban education began when I taught Science in DC's Public School System. I have never ceased to wonder at the ironic juxtaposition of poverty and lack of opportunity in the heart of our nation's most scholarly, hopeful city. It was then that my commitment to the children of the District of Columbia was born; along with it, an undying belief that all children must be held to high academic standards. There is no greater cure for inequality than education.

I was fortunate to spend several years pursuing this interest as the Science Department Chairperson at Forest Oak Middle School and in my position as Dean and professor at Maple Springs Bible College. In my mind, RMSLA's faculty and program are without parallel. Our city desperately needs more rigorous-caliber public charter schools. Indeed, with the benefits of our experience, I know RMSLA will become one.

I aspire to serve as a leader within the school. As a science teacher in DC public high schools, I have honed my understanding of how to develop and implement challenging curriculum. As chair of the Science Department, I helped to shape a world-class school-wide curriculum and mentored new teachers. As a pastor for the Community Baptist Church, I work with members, leaders, youth and families to build a positive, nurturing culture. I believe my experience has given me a practical understanding of how to implement a similarly remarkable vision in Renaissance Math, Science, and Leadership Academy."

Kevin Anderson—Proposed Board Member
"My interest in supporting charter schools comes from a deep personal commitment to providing improved educational opportunities for underprivileged children. I personally come from a background where I saw many people that did not have the educational options that would legitimately prepare them to excel in college. A native east of the river Washingtonian I graduated from DC Public Schools and experienced the frustration with the lack of resources available to give children the proper helping hand. I saw friends, family, and community members who had the clear capacity to excel in college but did not pursue higher education due to the lack of educational options. I made a commitment to myself and my family that if I was fortunate enough to succeed in business, I would give back to the community in a way that would help children obtain the educational foundation that would give them choices to fulfill their future dreams and aspirations.

Along with my strong passion, I feel that my experience in finance and leadership for multiple businesses can add value to the founding of RMSLA. My goal is to add the discipline and structure of my finance background to the strong educational and business experience of my fellow board members. In doing so, we can increase the efficiency of our operations and allow more time and resources to be focused on the educational needs of children.
I feel honored to have been asked to participate and look forward to working hard to make this school an institution that teachers, parents, students and the community can be proud of."

Dr. Blanche Brownley—Proposed Board Member
"I have been interested in school reform in general, and charter schools in particular, for several years. This interest has guided my academic life, as well as my professional life. I hold an Ed.D in the field of Educational Administration and Policy Studies from George Washington

University, and a Masters in Administration and Supervision from University of the District of Columbia and M.A.T. from Howard University in Mathematics Education. In addition, I have been the Director of Teacher Education and Professional Development at Howard University School of Education.

Having worked in education for many years, I experienced first-hand the challenges of charter school start-up, as well as the importance of a strong and committed Board. My graduate work allowed me to become very familiar with a variety of innovative organizational and educational practices currently being implemented in the District of Columbia and nationally.

I am thrilled to be a part of the founding group of Renaissance Math, Science, and Leadership Academy. The school will provide students with a high quality education based on best practices proven effective in research and in practice."

Dr. Yvonne D. Coates—Proposed Board Member
"As a retired educator from DCPS, with over thirty-three years of teaching and administrative experience, as well as having served as Director for the Educational Credentialing and Standards Branch, and Assistant Director for PAUSE An Alternative School Program, the Instructional Recruitment and Orientation Branch, and the Teacher Education and Certification Branch, I have witnessed firsthand the effects of not having resources available for the children of our country. I have made it my life work to continue to work to make opportunities available not only for our current future leaders but also for the children.

I am a graduate of the District of Columbia Public Schools and a resident. As such, I am committed to the development of effective school reform programs essential to academic success for our students. I truly believe that with high expectation and strong support and resources a young person can flourish and grow into a productive positive influence in the communities that they live in. At Renaissance Math, Science, and Leadership Academy we will make that dream a reality."

Zina Pierre—Proposed Board Member
"My interest in joining the Founding Board of Renaissance Math, Science, and Leadership Academy is to develop an educational and community based environment, where the District of Columbia's urban children will achieve academic excellence through higher academic standards. As the founding President and CEO of the Washington Linkage Group, Inc. (a full service governmental relations and strategic consulting firm specializing in: lobbying, advocacy, public relations, grant writing, and international trade), I am aware of the educational injustices that face our children. My desire to become a board member is supported by my commitment to make a difference in the educational system for the children in the District of Columbia. I am excited about what resources my lobbying firm can bring to continue to leverage funding and relationships."

Elaine Gipson—Proposed Board Member
"As a contract and grant development officer, with expertise in executive management and administration, I have helped create a program for comprehensive program administration for community-based organizations. I have a strong passion for helping the local community and

provide coaching and consultation to corporate and non-profit groups to meet short-term and strategic objectives and has written critical grants to establish charter schools for full operations, including vocational academic curricula, financing, staff, operations, students and capital improvements. As a member of the board I will help guide and develop standards for RSMLA with their fiscal operations, and help leverage resources for the school."

Dr. Terri Harris Reed—Proposed Board Member
"I hold a B.A. in Psychology, an Ed.M. in Higher Education Administration, and a PH.D in Culture and Communication. My educational experiences growing up fueled my desire to work in education. In fact, it was witnessing the disparities of communities such as Ward 8 that led me to purse my degrees in Education, and Culture and Communication. I wanted to make a difference in the lives of youth. My professional experience and knowledge from the post secondary school level has allowed me to become a strong planner, organizer, and leader with extensive experience with diverse student populations and a network of educational professionals. I humbly accepted and am excited about joining the Board for Renaissance Math, Science, and Leadership Academy. I am eager to use my expertise, resources, and insight into higher education to benefit RMSLA."

Latrice Morrison—Proposed Board Member
"I grew up in Florida, a child of a teacher, and relocated to the District of Columbia after receiving my MBA from Florida A&M University. Through the grace of God and the interest of a few great teachers I received the motivation, empowerment, and opportunities that that have driven my passion for education and community involvement. Having grown up in a community similar to Ward 8, I understand and value the need for schools, parents, and leaders committed to helping students become everything they never thought or imagined they could be.

My professional career has allowed me to work across business sectors, industries, and diverse populations including, non-profits, education, healthcare, human resources, and training & development; in several locations such as New York, Philadelphia, Florida, and the DC, Virginia, Maryland Metropolitan area. I strive to use the talents and opportunities awarded me in both my professional and personal life, as well as my previous experiences to help others achieve high academic & professional success. When I was offered the opportunity to join the Founding Board of the Renaissance Math, Science, and Leadership Academy (RMSLA), I immediately accepted. This is a chance to help in the creation of a flexible, supportive educational environment that demands academic excellence while encouraging personal growth. Along with passion, I bring extensive experience in training & development, mentoring, and leadership to this project. I look forward to the opportunity to merge my business and educational experience with the expertise of other board members to create a superior and sustainable model school."

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Personal Background Check Consent Form

(This form must be submitted under separate cover with the application and completed by all founding and Board of Trustee members.)

The undersigned hereby authorizes the District of Columbia Public Charter School Board (PCSB) and its agent, Manuel, Daniels, Burke International, LLC, to procure information with respect to the undersigned's criminal, litigation, credit, employment and education histories. Accordingly, the undersigned hereby authorizes all persons, schools, companies, corporations, credit bureaus, and law enforcement agencies to release such information without restriction or qualification to the PCSB and its agent, Manuel, Daniels, Burke International, LLC, and their respective officers, agents, employees, and servants. I voluntarily waive all recourse and release them from liability for complying with this authorization. I authorize that a photocopy of facsimile copy of this release shall be considered as valid as the original.

Name: Blanche S. Brownley

Other name(s) used: _____

Address: [redacted]

If the above address is less than two years old, previous address:

_____

Has the undersigned ever (1) been charged with any criminal offense (felony or misdemeanor), (2) had a civil judgment rendered against the undersigned for or been convicted of a commission of fraud, embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion or receiving stolen property or (3) been debarred, suspended, proposed for debarment, or declared ineligible for the award of any government contracts? If so, please explain on a separate sheet of paper and attach to this form. Yes___ No✓

For individuals only:

Birth date: 3-14-49 Social Security Number: [redacted]

Driver's license number and state: [redacted]

The undersigned hereby certifies that the information contained herein is true to the best of knowledge of the undersigned.

Signature: [redacted] Date: 1/29/11

Name of School: Renaissance Math, Science, and Leadership Academy

For organizations, name and title of authorized signatory: _____

Conflict of Interest Form

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

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

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

Signature [redacted]	Title
Renaissance Math, Science and Leadership Academy Applicant Organization	1/29/11 Date Submitted

Personal Background Check Consent Form

(This form must be submitted under separate cover with the application and completed by all founding and Board of Trustee members.)

The undersigned hereby authorizes the District of Columbia Public Charter School Board (PCSB) and its agent, Manuel, Daniels, Burke International, LLC, to procure information with respect to the undersigned's criminal, litigation, credit, employment and education histories. Accordingly, the undersigned hereby authorizes all persons, schools, companies, corporations, credit bureaus, and law enforcement agencies to release such information without restriction or qualification to the PCSB and its agent, Manuel, Daniels, Burke International, LLC, and their respective officers, agents, employees, and servants. I voluntarily waive all recourse and release them from liability for complying with this authorization. I authorize that a photocopy of facsimile copy of this release shall be considered as valid as the original.

Name: Tonya Sloans

Other name(s) used: N/A

Address: [redacted]

If the above address is less than two years old, previous address:

Has the undersigned ever (1) been charged with any criminal offense (felony or misdemeanor), (2) had a civil judgment rendered against the undersigned for or been convicted of a commission of fraud, embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion or receiving stolen property or (3) been debarred, suspended, proposed for debarment, or declared ineligible for the award of any government contracts? If so, please explain on a separate sheet of paper and attach to this form. Yes___ No X

For individuals only:

Birth date: 9/25/1976 Social Security Number: [redacted]

Driver's license number and state: _____

The undersigned hereby certifies that the information contained herein is true to the best of knowledge of the undersigned.

Signature: [redacted] Date: 1/30/2011

Name of School: RISE Academy

For organizations, name and title of authorized signatory: _____

Conflict of Interest Form

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

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

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

Signature [redacted]	Title
Applicant Organization RMSL Academy	Date Submitted 1/30/2011

Personal Background Check Consent Form

(This form must be submitted under separate cover with the application and completed by all founding and Board of Trustee members.)

The undersigned hereby authorizes the District of Columbia Public Charter School Board (PCSB) and its agent, Manuel, Daniels, Burke International, LLC, to procure information with respect to the undersigned's criminal, litigation, credit, employment and education histories. Accordingly, the undersigned hereby authorizes all persons, schools, companies, corporations, credit bureaus, and law enforcement agencies to release such information without restriction or qualification to the PCSB and its agent, Manuel, Daniels, Burke International, LLC, and their respective officers, agents, employees, and servants. I voluntarily waive all recourse and release them from liability for complying with this authorization. I authorize that a photocopy of facsimile copy of this release shall be considered as valid as the original.

Name: Dr. Glen A. Staples

Other name(s) used: _____

Address: [redacted]

If the above address is less than two years old, previous address:

_____

Has the undersigned ever (1) been charged with any criminal offense (felony or misdemeanor), (2) had a civil judgment rendered against the undersigned for or been convicted of a commission of fraud, embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion or receiving stolen property or (3) been debarred, suspended, proposed for debarment, or declared ineligible for the award of any government contracts? If so, please explain on a separate sheet of paper and attach to this form. Yes___ No✓

For individuals only:

Birth date: 6.16.51 Social Security Number: [redacted]

Driver's license number and state: [redacted]

The undersigned hereby certifies that the information contained herein is true to the best of knowledge of the undersigned.

Signature: [redacted] Date: 1.25.11

Name of School: Renaissance Math, Science & Leadership Academy

For organizations, name and title of authorized signatory: _____

Conflict of Interest Form

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

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

---

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

Signature [redacted]	Title Director
Renaissance Math, Science & Leadership Applicant Organization	Date Submitted 1.25.11

Personal Background Check Consent Form

(This form must be submitted under separate cover with the application and completed by all founding and Board of Trustee members.)

The undersigned hereby authorizes the District of Columbia Public Charter School Board (PCSB) and its agent, Manuel, Daniels, Burke International, LLC, to procure information with respect to the undersigned's criminal, litigation, credit, employment and education histories. Accordingly, the undersigned hereby authorizes all persons, schools, companies, corporations, credit bureaus, and law enforcement agencies to release such information without restriction or qualification to the PCSB and its agent, Manuel, Daniels, Burke International, LLC, and their respective officers, agents, employees, and servants. I voluntarily waive all recourse and release them from liability for complying with this authorization. I authorize that a photocopy of facsimile copy of this release shall be considered as valid as the original.

Name: Rocea N. Duke

Other name(s) used: Rocea Norris

Address: [redacted]

If the above address is less than two years old, previous address:

Has the undersigned ever (1) been charged with any criminal offense (felony or misdemeanor), (2) had a civil judgment rendered against the undersigned for or been convicted of a commission of fraud, embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion or receiving stolen property or (3) been debarred, suspended, proposed for debarment, or declared ineligible for the award of any government contracts? If so, please explain on a separate sheet of paper and attach to this form. Yes___ No X

For individuals only:

Birth date: 9/18/47 Social Security Number: [redacted]

Driver's license number and state: [redacted]

The undersigned hereby certifies that the information contained herein is true to the best of knowledge of the undersigned.

Signature: [redacted] Date: 1/28/11

Name of School: Renaissance Math, Science + Leadership Academy (RMSLA)

For organizations, name and title of authorized signatory:

Conflict of Interest Form

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

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

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

Signature [redacted]	Title
Renaissance Math, Science, + Leadership Academy (RMSLA) Applicant Organization	1/28/11 Date Submitted

Personal Background Check Consent Form

(This form must be submitted under separate cover with the application and completed by all founding and Board of Trustee members.)

The undersigned hereby authorizes the District of Columbia Public Charter School Board (PCSB) and its agent, Manuel, Daniels, Burke International, LLC, to procure information with respect to the undersigned's criminal, litigation, credit, employment and education histories. Accordingly, the undersigned hereby authorizes all persons, schools, companies, corporations, credit bureaus, and law enforcement agencies to release such information without restriction or qualification to the PCSB and its agent, Manuel, Daniels, Burke International, LLC, and their respective officers, agents, employees, and servants. I voluntarily waive all recourse and release them from liability for complying with this authorization. I authorize that a photocopy of facsimile copy of this release shall be considered as valid as the original.

Name: SHARON Anderson

Other name(s) used: Sharon Style

Address: [redacted]

If the above address is less than two years old, previous address:

Has the undersigned ever (1) been charged with any criminal offense (felony or misdemeanor), (2) had a civil judgment rendered against the undersigned for or been convicted of a commission of fraud, embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion or receiving stolen property or (3) been debarred, suspended, proposed for debarment, or declared ineligible for the award of any government contracts? If so, please explain on a separate sheet of paper and attach to this form.
Yes___ No___

For individuals only:

Birth date: 10.13.61 Social Security Number: [redacted]

Driver's license number and state:

The undersigned hereby certifies that the information contained herein is true to the best of knowledge of the undersigned.

Signature: [redacted] Date: 1.21.11

Name of School: Renaissance Math, Science, Leadership Academy

For organizations, name and title of authorized signatory:

Conflict of Interest Form

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

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

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

[redacted] Signature of Authorized Certifying Official	Board Member Title
Renaissance Math, Science, Leadership Acade Applicant Organization	1.23.11 Date Submitted

Conflict of Interest Form

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

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

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

Signature [redacted]	Title
Applicant Organization	01/28/2011 Date Submitted

Personal Background Check Consent Form

(This form must be submitted under separate cover with the application and completed by all founding and Board of Trustee members.)

The undersigned hereby authorizes the District of Columbia Public Charter School Board (PCSB) and its agent, Manuel, Daniels, Burke International, LLC, to procure information with respect to the undersigned's criminal, litigation, credit, employment and education histories. Accordingly, the undersigned hereby authorizes all persons, schools, companies, corporations, credit bureaus, and law enforcement agencies to release such information without restriction or qualification to the PCSB and its agent, Manuel, Daniels, Burke International, LLC, and their respective officers, agents, employees, and servants. I voluntarily waive all recourse and release them from liability for complying with this authorization. I authorize that a photocopy of facsimile copy of this release shall be considered as valid as the original.

Name: Keisha L. Mack

Other name(s) used: _____

Address: [redacted]

If the above address is less than two years old, previous address:

_____

Has the undersigned ever (1) been charged with any criminal offense (felony or misdemeanor), (2) had a civil judgment rendered against the undersigned for or been convicted of a commission of fraud, embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion or receiving stolen property or (3) been debarred, suspended, proposed for debarment, or declared ineligible for the award of any government contracts? If so, please explain on a separate sheet of paper and attach to this form. Yes ___ No ✓

For individuals only:

Birth date: 06/05/1970 Social Security Number: [redacted]

Driver's license number and state: [redacted]

The undersigned hereby certifies that the information contained herein is true to the best of knowledge of the undersigned.

Signature: [redacted] Date: 01/28/2011

Name of School: _____

For organizations, name and title of authorized signatory: _____

Conflict of Interest Form

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

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

---

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

Signature [redacted]	Title
Applicant Organization RMSLA	January 25, 2011 Date Submitted

Personal Background Check Consent Form

(This form must be submitted under separate cover with the application and completed by all founding and Board of Trustee members.)

The undersigned hereby authorizes the District of Columbia Public Charter School Board (PCSB) and its agent, Manuel, Daniels, Burke International, LLC, to procure information with respect to the undersigned's criminal, litigation, credit, employment and education histories. Accordingly, the undersigned hereby authorizes all persons, schools, companies, corporations, credit bureaus, and law enforcement agencies to release such information without restriction or qualification to the PCSB and its agent, Manuel, Daniels, Burke International, LLC, and their respective officers, agents, employees, and servants. I voluntarily waive all recourse and release them from liability for complying with this authorization. I authorize that a photocopy of facsimile copy of this release shall be considered as valid as the original.

Name: Carolyn D. Kornegay

Other name(s) used: _____

Address: [redacted]

If the above address is less than two years old, previous address:

_____

Has the undersigned ever (1) been charged with any criminal offense (felony or misdemeanor), (2) had a civil judgment rendered against the undersigned for or been convicted of a commission of fraud, embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion or receiving stolen property or (3) been debarred, suspended, proposed for debarment, or declared ineligible for the award of any government contracts? If so, please explain on a separate sheet of paper and attach to this form. Yes___ No_X_

For individuals only:

Birth date: 07-06-42 Social Security Number: [redacted]

Driver's license number and state: [redacted]

The undersigned hereby certifies that the information contained herein is true to the best of knowledge of the undersigned.

Signature: [redacted] Date: January 25, 2011

Name of School: RMSLA

For organizations, name and title of authorized signatory: _____

Conflict of Interest Form

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

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

---

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

Signature [redacted]	Title: Board Member
Applicant Organization: Renaissance Math and Science Leadership Academy	Date Submitted: 1/30/11

Personal Background Check Consent Form

(This form must be submitted under separate cover with the application and completed by all founding and Board of Trustee members.)

The undersigned hereby authorizes the District of Columbia Public Charter School Board (PCSB) and its agent, Manuel, Daniels, Burke International, LLC, to procure information with respect to the undersigned's criminal, litigation, credit, employment and education histories. Accordingly, the undersigned hereby authorizes all persons, schools, companies, corporations, credit bureaus, and law enforcement agencies to release such information without restriction or qualification to the PCSB and its agent, Manuel, Daniels, Burke International, LLC, and their respective officers, agents, employees, and servants. I voluntarily waive all recourse and release them from liability for complying with this authorization. I authorize that a photocopy of facsimile copy of this release shall be considered as valid as the original.

Name: Zina C. Pierre

Other name(s) used: None

Address: [redacted]

If the above address is less than two years old, previous address:

Has the undersigned ever (1) been charged with any criminal offense (felony or misdemeanor), (2) had a civil judgment rendered against the undersigned for or been convicted of a commission of fraud, embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion or receiving stolen property or (3) been debarred, suspended, proposed for debarment, or declared ineligible for the award of any government contracts? If so, please explain on a separate sheet of paper and attach to this form. Yes___ No✓

For individuals only:

Birth date: 12-29-64 Social Security Number: [redacted]

Driver's license number and state: [redacted]

The undersigned hereby certifies that the information contained herein is true to the best of knowledge of the undersigned.

Signature: [redacted] Date: 1/30/11

Name of School: Renaissance Math and Science Leadership Academy

For organizations, name and title of authorized signatory: Dr. Shan Ann

Personal Background Check Consent Form

(This form must be submitted under separate cover with the application and completed by all founding and Board of Trustee members.)

The undersigned hereby authorizes the District of Columbia Public Charter School Board (PCSB) and its agent, Manuel, Daniels, Burke International, LLC, to procure information with respect to the undersigned's criminal, litigation, credit, employment and education histories. Accordingly, the undersigned hereby authorizes all persons, schools, companies, corporations, credit bureaus, and law enforcement agencies to release such information without restriction or qualification to the PCSB and its agent, Manuel, Daniels, Burke International, LLC, and their respective officers, agents, employees, and servants. I voluntarily waive all recourse and release them from liability for complying with this authorization. I authorize that a photocopy of facsimile copy of this release shall be considered as valid as the original.

Name: Stephanie Harris Poteat

Other name(s) used: Stephanie Louise Harris

Address: [redacted]

If the above address is less than two years old, previous address:

N/A

Has the undersigned ever (1) been charged with any criminal offense (felony or misdemeanor), (2) had a civil judgment rendered against the undersigned for or been convicted of a commission of fraud, embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion or receiving stolen property or (3) been debarred, suspended, proposed for debarment, or declared ineligible for the award of any government contracts? If so, please explain on a separate sheet of paper and attach to this form. Yes___ No___

For individuals only:

Birth date: 1/02/1958 Social Security Number: [redacted]

Driver's license number and state: [redacted]

The undersigned hereby certifies that the information contained herein is true to the best of knowledge of the undersigned.

Signature: [redacted] Date: 1/28/11

Name of School:

For organizations, name and title of authorized signatory:

Conflict of Interest Form

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

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

---

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

Signature [redacted]	Title O/C. Mgr
Applicant Organization	Date Submitted 1/28/11

Conflict of Interest Form

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

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

---

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

Signature [redacted]	Title
Applicant Organization	Date Submitted 1/25/2011

Personal Background Check Consent Form

(This form must be submitted under separate cover with the application and completed by all founding and Board of Trustee members.)

The undersigned hereby authorizes the District of Columbia Public Charter School Board (PCSB) and its agent, Manuel, Daniels, Burke International, LLC, to procure information with respect to the undersigned's criminal, litigation, credit, employment and education histories. Accordingly, the undersigned hereby authorizes all persons, schools, companies, corporations, credit bureaus, and law enforcement agencies to release such information without restriction or qualification to the PCSB and its agent, Manuel, Daniels, Burke International, LLC, and their respective officers, agents, employees, and servants. I voluntarily waive all recourse and release them from liability for complying with this authorization. I authorize that a photocopy of facsimile copy of this release shall be considered as valid as the original.

Name: LaJuan Lawson

Other name(s) used: _____

Address: [redacted]

If the above address is less than two years old, previous address:

_____

Has the undersigned ever (1) been charged with any criminal offense (felony or misdemeanor), (2) had a civil judgment rendered against the undersigned for or been convicted of a commission of fraud, embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion or receiving stolen property or (3) been debarred, suspended, proposed for debarment, or declared ineligible for the award of any government contracts? If so, please explain on a separate sheet of paper and attach to this form. Yes___ No X

For individuals only:

Birth date: 3/6/84 Social Security Number: [redacted]

Driver's license number and state: [redacted]

The undersigned hereby certifies that the information contained herein is true to the best of knowledge of the undersigned.

Signature: [redacted] Date: 1/28/2011

Name of School: _____

For organizations, name and title of authorized signatory: _____

Personal Background Check Consent Form

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The undersigned hereby authorizes the District of Columbia Public Charter School Board (PCSB) and its agent, Manuel, Daniels, Burke International, LLC, to procure information with respect to the undersigned's criminal, litigation, credit, employment and education histories. Accordingly, the undersigned hereby authorizes all persons, schools, companies, corporations, credit bureaus, and law enforcement agencies to release such information without restriction or qualification to the PCSB and its agent, Manuel, Daniels, Burke International, LLC, and their respective officers, agents, employees, and servants. I voluntarily waive all recourse and release them from liability for complying with this authorization. I authorize that a photocopy of facsimile copy of this release shall be considered as valid as the original.

Name: J. ELAINE M.GIPSON

Other name(s) used: _____

Address: [redacted]

If the above address is less than two years old, previous address:

_____

Has the undersigned ever (1) been charged with any criminal offense (felony or misdemeanor), (2) had a civil judgment rendered against the undersigned for or been convicted of a commission of fraud, embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion or receiving stolen property or (3) been debarred, suspended, proposed for debarment, or declared ineligible for the award of any government contracts? If so, please explain on a separate sheet of paper and attach to this form. Yes___ No___

For individuals only:

Birth date: 9-5-49 Social Security Number: [redacted]

Driver's license number and state: [redacted]

The undersigned hereby certifies that the information contained herein is true to the best of knowledge of the undersigned.

Signature: [redacted] Date: 1/25/11

Name of School: RMSLA

For organizations, name and title of authorized signatory: _____

Conflict of Interest Form

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

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

---

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

Signature [redacted]	Title
Applicant Organization RMSCA	Date Submitted 1/25/11

Conflict of Interest Form

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

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

---

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

Signature [redacted]	Title
Applicant Organization	Date Submitted 1/26/11

Personal Background Check Consent Form

(This form must be submitted under separate cover with the application and completed by all founding and Board of Trustee members.)

The undersigned hereby authorizes the District of Columbia Public Charter School Board (PCSB) and its agent, Manuel, Daniels, Burke International, LLC, to procure information with respect to the undersigned's criminal, litigation, credit, employment and education histories. Accordingly, the undersigned hereby authorizes all persons, schools, companies, corporations, credit bureaus, and law enforcement agencies to release such information without restriction or qualification to the PCSB and its agent, Manuel, Daniels, Burke International, LLC, and their respective officers, agents, employees, and servants. I voluntarily waive all recourse and release them from liability for complying with this authorization. I authorize that a photocopy of facsimile copy of this release shall be considered as valid as the original.

Name: Shaunda Young

Other name(s) used: _____

Address: [redacted]

If the above address is less than two years old, previous address:

_____

Has the undersigned ever (1) been charged with any criminal offense (felony or misdemeanor), (2) had a civil judgment rendered against the undersigned for or been convicted of a commission of fraud, embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion or receiving stolen property or (3) been debarred, suspended, proposed for debarment, or declared ineligible for the award of any government contracts? If so, please explain on a separate sheet of paper and attach to this form. Yes___ No X

For individuals only:

Birth date: 08/17/78 Social Security Number: [redacted]

Driver's license number and state: [redacted]

The undersigned hereby certifies that the information contained herein is true to the best of knowledge of the undersigned.

Signature: [redacted] Date: 1/29/10

Name of School: _____

For organizations, name and title of authorized signatory: _____

Personal Background Check Consent Form

(This form must be submitted under separate cover with the application and completed by all founding and Board of Trustee members.)

The undersigned hereby authorizes the District of Columbia Public Charter School Board (PCSB) and its agent, Manuel, Daniels, Burke International, LLC, to procure information with respect to the undersigned's criminal, litigation, credit, employment and education histories. Accordingly, the undersigned hereby authorizes all persons, schools, companies, corporations, credit bureaus, and law enforcement agencies to release such information without restriction or qualification to the PCSB and its agent, Manuel, Daniels, Burke International, LLC, and their respective officers, agents, employees, and servants. I voluntarily waive all recourse and release them from liability for complying with this authorization. I authorize that a photocopy of facsimile copy of this release shall be considered as valid as the original.

Name: Yvonne D. Coates

Other name(s) used: _____

Address: [redacted]

If the above address is less than two years old, previous address:

_____

Has the undersigned ever (1) been charged with any criminal offense (felony or misdemeanor), (2) had a civil judgment rendered against the undersigned for or been convicted of a commission of fraud, embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion or receiving stolen property or (3) been debarred, suspended, proposed for debarment, or declared ineligible for the award of any government contracts? If so, please explain on a separate sheet of paper and attach to this form. Yes___ No✓

For individuals only:

Birth date: 11/29/50 Social Security Number: _____

Driver's license number and state: [redacted]

The undersigned hereby certifies that the information contained herein is true to the best of knowledge of the undersigned.

Signature: [redacted] Date: 1/25/11

Name of School: RMSLA

For organizations, name and title of authorized signatory: _____

Conflict of Interest Form

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

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

---

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

Signature [redacted]	Title
Applicant Organization	Date Submitted 1/25/11

Conflict of Interest Form

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

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

---

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

Signature [redacted]	Title
Applicant Organization	Date Submitted 1-28-11

Personal Background Check Consent Form

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Name: TERRI HARRIS REED

Other name(s) used: _____

Address: [redacted]

_____

If the above address is less than two years old, previous address:

_____

Has the undersigned ever (1) been charged with any criminal offense (felony or misdemeanor), (2) had a civil judgment rendered against the undersigned for or been convicted of a commission of fraud, embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion or receiving stolen property or (3) been debarred, suspended, proposed for debarment, or declared ineligible for the award of any government contracts? If so, please explain on a separate sheet of paper and attach to this form. Yes___ No X

For individuals only:

Birth date: 05/12/1963 Social Security Number: [redacted]

Driver's license number and state: [redacted]

The undersigned hereby certifies that the information contained herein is true to the best of knowledge of the undersigned.

Signature: [redacted] Date: 1-28-11

Name of School: RMSLA

For organizations, name and title of authorized signatory: _____

Conflict of Interest Form

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

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

---

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

Signature [redacted]	Title Board Member
Applicant Organization Renaissance Arts, Science & Leadership	Date Submitted 1/28/11

Personal Background Check Consent Form

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Name: Paula L. Allen

Other name(s) used: _____

Address: [redacted]

[redacted]

If the above address is less than two years old, previous address:

_____

Has the undersigned ever (1) been charged with any criminal offense (felony or misdemeanor), (2) had a civil judgment rendered against the undersigned for or been convicted of a commission of fraud, embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion or receiving stolen property or (3) been debarred, suspended, proposed for debarment, or declared ineligible for the award of any government contracts? If so, please explain on a separate sheet of paper and attach to this form. Yes___ No X

For individuals only:

Birth date: 9/11/1971 Social Security Number: [redacted]

Driver's license number and state: [redacted]

The undersigned hereby certifies that the information contained herein is true to the best of knowledge of the undersigned.

Signature: [redacted] Date: 1/28/11

Name of School: Renaissance Math, Science & Leadership

For organizations, name and title of authorized signatory: _____

District of Columbia Public Charter School Board

Demographic Analysis Form
2011 Application Review Process

Name of Proposed School: Renaissance Math, Science and Leadership Academy

Proposed Location:_885 Barnaby Street SE Washington, DC 20032
(Address or general location—NE, SW, NW, SE. *If no general location has been identified, provide information for top two options.*)

Projected Age Range and Number of Students Expected to Enroll:
a. In 2012-2013 From age/grade__9___to age/grade__10___ Number of students___200____
b. At Full Capacity From age/grade___9__to age/grade__12___ Number of students___400____

1. Please provide the following information for schools that serve **the same age/grades** as you propose and are located in the neighborhood where you propose to establish your charter school:

Name	Projected Enrollment/ Capacity 2010-2011[1]	Actual Enrollment 2010-2011	Type[2]	% Low Income	DCCAS Performance (% Proficient) SY 2009-2010	Percentage of Highly Qualified Teachers[3]
Anacostia Senior High School	940	836	DCPS	85%	R: 6% M: 19%	N/A
Ballou High School	1293	1104	DCPS	85%	R: 30% M: 26%	N/A
Thurgood Marshall Academy	420	390	Public Charter	71%	R: 62% M: 71%	N/A
National Collegiate Prep	290	125	Public Charter	85%		N/A

NOTES:
[1]For charter schools, enter projected enrollment; for all other schools, enter capacity.
[2]Type = DCPS, public charter school, private, parochial, independent, other
[3]Not applicable to private, parochial, and independent schools

District of Columbia Public Charter School Board

Demographic Analysis Form
2011 Application Review Process

2. Please check the ONE statement that best describes your recruitment strategy and provide a rationale for the chosen strategy:
   ___ I will recruit exclusively in the neighborhood where I plan to locate my charter school.
   ___ I will primarily focus my recruitment efforts in neighborhoods other than the one where I plan to locate my school. Please list those neighborhoods._____
   ___ I will primarily focus my recruitment efforts in targeting specific populations of students, regardless of their neighborhood. Please describe the target population you intend to recruit (i.e., youth placed at risk, special needs, non-native English speakers, etc.)_____
   X I will conduct a citywide recruitment effort for my school.

   Rationale: Recent Studies have demonstrated that many high school aged youth, particularly those living in Ward 7 and 8, are failing to make a successful transition to adulthood. Of the 15 charter schools in Wards 7 and 8, only two are dedicated to serving high school students (both are in Ward 8). The first, Thurgood Marshall Public Charter School is located in the heart of Anacostia, about 5 miles from the proposed location of the Renaissance Math, Science and Leadership Academy. The second, National Collegiate Preparatory is only a mile away, but does not have the feeder population we believe Renaissance has through its partnership with a faith-based organization. The additional closest public charter schools, Maya Angelou PCS, Cesar Chavez, and IDEA PCS, are located in Ward 7. There are no public charter schools located in the Washington Highlands/Bellevue area of Ward 8 that focus on Math, Science and Leadership.

Based on the information provided above, provide the following information:

a. Describe how your proposed charter school will compete with existing schools as it relates to the recruitment of students and highly qualified teachers and securing an adequate facility.

   RMSLA will be highly competitive in Ward 8, because it will be the first and only charter high school having a Math, Science and Leadership Focus. RMSLA has already secured a building, in that it has partnered with a large faith-based organization in Washington D.C. –The Temple of Praise. The Temple of Praise has over 15, 000 members and partnerships with over 40 churches throughout the Washington, DC metropolitan area. Many of the residents with high school-aged children, knowledgeable of the plans regarding RSMLA and its partnership with the Temple of Praise have already expressed significant interest in attending the RMSLA. The Temple of Praise, has indicated that it will not market, lease or sell its building to another charter school. We are confident that we will be able to recruit highly qualified teachers, given RMSLA salary ratios and the focus of the curriculum, which is distinct from any other school in the area.

District of Columbia Public Charter School Board

Demographic Analysis Form
2011 Application Review Process

b. Provide a description of the proposed charter school's student recruitment strategies should the school initially locate in an area other than the intended location. Specifically, explain if students will be recruited from the area where you intend to locate or where the school will initially be located, and the short- and long-term impact of such a strategy.

RMSLA will recruit primarily in the Ward where the school will be located. We are certain that there will not be any cause to locate in any other area, as we have a firm contract to lease a building in Ward 8. Given that Ward 8 has a dearth of public charter high schools, and low performing high schools in general, RMSLA fully expects that enrollment remain consistent. RMSLA is committed to honoring its promise of a high quality high school for students and families of DC, particularly those students residing East of the River.

We believe that the community must be actively engaged with the school, in order for the school to truly fulfill its mission and serve its students well. RMSLA will hire a Director of Community Outreach, who will lead the effort to ensure that the community is involved and has meaningful opportunities to offer feedback regarding the development and direction of the school. In recognition of the importance of community input, RMSLA has already begun to engage the community in informing the development of the school. Members of the Founding Group have met with multiple community organizations and leaders serving families and children located in Wards 7 and 8; we are pleased and honored by their interest and pledges of support. While current commitments do not allow all community leaders to serve in an official capacity (i.e. on the Board), RMSLA has invited these individuals or organizations to serve as advisors keeping the school leaders and the governing Board of Directors abreast of community needs and happenings. These individuals and organizations have committed to serving as advocates, assisting in the recruitment of students, and attending bi-annual meetings. As liaison to the community, The Director will have primary responsibility for ensuring residents have a clear sense of the progress towards community improvement.

c. Provide a justification for the intended location if a strong presence of charter schools currently exists or will do so in the future. Describe how your proposed charter school will be successful given the surrounding schools.

The Founders of RMSLA have chosen to locate a school in an area most in need of a "Renaissance" in secondary education. According to the 2005–06 American Community Survey, teenagers and young adults ages 12 to 24 years comprised 17 percent of the District's population (approximately 100,742). Of those 12- to 24-year-olds, 38 percent were *teenagers* ages 12 to 17.

District of Columbia Public Charter School Board

Demographic Analysis Form
2011 Application Review Process

It is the case that Wards 7 & 8 are home to most of the youth in the District of Columbia; these areas also have the least amount of high schools proportionately. There are currently a total of 60 charter schools operating citywide serving close to 25,568 students. [1] Of the 60 charters schools in the District, only 27% (15) are located in Wards 7 & 8, and as the statistics above indicate, close to 40% of the high school aged children in Washington, D.C., live in these wards.

[1] DC Public Charter School Board 2008-2009 Charter School Profile

CHARTER SCHOOL BOARD OF DIRECTORS JOB DESCRIPTION

RENISSANCE MATH, SCIENCE AND LEADERSHIP ACADEMY

BOARD OF DIRECTORS JOB DESCRIPTION

The Board of Directors of Renaissance Math Science and Leadership Academy will govern an excellent charter school in Washington, D.C., that will prepare students in grades nine through twelve to excel as high achieving scholars and leaders in high school, college, and beyond.

Overview and Purpose
Members of the Board of Directors must share a commitment to this mission and the vision of an academically rigorous, highly disciplined public charter school serving the students of Washington, D.C. Directors must be dedicated passionate and entrepreneurial individuals willing to volunteer their expertise, connections, and time to Renaissance Math Science and Leadership Academy (the
"School"). The Board of Directors will consist of 9-15 individuals with diverse skills, areas of expertise and experiences essential to the school's proper functioning, organizational viability, and success. While Board membership may occasionally fluctuate, it will maintain a minimum of nine voting members at all times, and an odd number for voting purposes. The membership will always include two positions reserved for parents of students currently attending the school. Each Trustee must:

1. Believe in and be an ambassador for the values, mission, and vision of Renaissance Math, Science, and Leadership Academy.

2. Work with other Directors to fulfill the obligations of Board membership.

3. Behave in ways that clearly contribute to the effective operation of the Board of Directors:

    - Focus on the good of Renaissance Math, Science, and Leadership Academy and the Board of Directors, not on personal agenda

    - Support Board decisions once they are made

    - Participate in appraisal of own performance and that of the Board

4. Regularly attend and participate in Board and committee meetings. Prepare for these meetings by reviewing materials and bringing the materials t meetings. If unable to attend, notify the Board Chair.

5. Keep informed about the school and its issues by reviewing materials, participating in discussions, and asking strategic questions.

6. Participate in the activities of the school and the Board by attending programs and facilitating fundraising events.

7. Reach into diverse communities and help identify and cultivate individuals and organizations to support Renaissance Math, Science, and Leadership Academy as donors, volunteers, and advocates.

8. Use personal and professional contacts and expertise for the benefit of Renaissance Math, Science, and Leadership Academy.

9. Be able to serve as a committee or task force chair or member.

10. Give an annual financial contribution to the best of personal ability.

11. Inform the Board of Directors of any potential conflicts of interest, whether real or perceived and abide by the decision of the Board related to the situation

Charter School Individual Director Performance Expectations

Renaissance Math, Science, and Leadership Academy Board of Directors

Job Description

The Renaissance Math, Science, and Leadership Academy (RMSLA) Board of Directors will assist in developing a charter school which utilizes rigorous curriculum, extended academic time, and a range of supports for children and families to prepare 9th-12th grade students to succeed in college. The Board of Directors shares a commitment to RMSLA's core values and mission. Members will volunteer their skills, knowledge, and time to ensure completion of a winning DC Public Charter School Application and the success of RMSLA.

The Board of Directors will consist of 9-13 members who shall serve a 3-year terms that will begin upon charter approval as early as Mid-March of 2010 and lasts until February 2013. Members of the Board of Directors will represent a variety of personal and professional backgrounds. This set of experts will collectively address a variety of tasks, including the following:

- Assisting the composition of a winning charter school application to the DC Public Charter School Board.
- Reviewing RMSLA's business plan and creating a network of strategic partnerships.
- Identifying and securing a school facility.
- Cultivating meaningful relationships with organizations and community groups in the District of Columbia.
- Reviewing school educational policies.

Performance Expectations

All Board of Directors members will be expected to:

- Commit two hours of time weekly to RMSLA-related work, including meetings and projects, from mid-March through November of 2010.
- Participate in two hour monthly meetings from December through February of 2010.
- Advocate for the mission and vision of RMSLA.
- Capitalize on personal networks for the financial, political, and organizational benefit of RMSLA.
- Consult by using specific expertise for the benefit of RMSLA.
- Disclose any potential conflicts of interest, whether real or perceived, to the rest of the Board.
- Help create and edit RMSLA' charter application prior to submission.
- Participate in interviews with the DC Public Charter School Board.
- Support the decisions of the RMSLA Founding Board.

N/A

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

CERTIFICATE

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

RENAISSANCE MATH, SCIENCE, AND LEADERSHIP PUBLIC CHARTER SCHOOL, IN

IN WITNESS WHEREOF I have hereunto set my hand and caused the seal of this office to be affixed as of the **29th** day of **January , 2010 .**

LINDA K. ARGO
Director

Business and Professional Licensing Administration

[redacted]

PATRICIA E. GRAYS
Superintendent of Corporations
Corporations Division

rian M. Fenty
ayor

ARTICLES OF INCORPORATION
OF
RENAISSANCE MATH, SCIENCE, AND LEADERSHIP PUBLIC CHARTER SCHOOL, INC.

TO:
THE DEPARTMENT OF CONSUMER AND REGULATORY AFFAIRS
BUSINESS & PROFESSIONAL LICENSING ADMINISTRATION
CORPORATION DIVISION
941 NORTH CAPITOL STREET, NE
WASHINGTON, DC 20003

We, the undersigned natural persons, all of whom are over the age of eighteen (18) years, acting as incorporators of a corporation pursuant to the District of Columbia under the NON-PROFIT CORPORATION ACT (D.C. Code 2001 edition, Title 29, Chapter 3) adopt the following Articles of Incorporation:

ARTICLE I: NAME

The name of the Corporation is Renaissance Math, Science, and Leadership Public Charter School, Inc.

ARTICLE II: DURATION

The period of the Corporation's duration is perpetual

ARTICLE III: OBJECT AND PURPOSE

The Corporation is organized exclusively fro education, within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as now in effect or as may hereafter be amended (the "Code"). The purposes for which the Corporation is formed are to operate a public charter high school in accordance with the laws of the District Columbia. The Corporation may also engage in all activities which may lawfully carried on by corporation formed under the District of Columbia Nonprofit Corporation Act and which are not inconsistent with the Corporation's qualification as an organization described in Section 501 (c) (3) of the Internal Revenue Code or corresponding section of any future tax code.

In furtherance of its purposes, the Corporation shall have all the general powers enumerated in section 29-505 of the District of Columbia Nonprofit Corporation Act as now in effect or as may hereafter be amended, together with the power to solicit grants and contributions for such purposes.

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ARTICLE IV: MEMBERSHIP

The Corporation shall have two classes of members: voting members and non-voting members. The voting members shall elect additional voting members shall have rights to elect directors, and shall have such other rights as may prescribed in the Bylaws. Non-voting members shall be elected by the Board of Directors in accordance with the Bylaws. Except as may otherwise be provided in these Articles of Incorporation, the member of election of appointment of the directors of the Corporation shall be prescribed by the Bylaws of the Corporation. Any qualifications and any rights which are not otherwise conferred upon the membership by the provisions of these Articles of Incorporation shall be prescribed by the provisions of the Bylaws of the Corporation.

ARTICLE V: There shall be at least three directors who shall be elected or appointed as provided by the Bylaws.

ARTICLE VI: Provisions for the regulation of the internal affairs of the Corporation, including provisions for distribution of assets on dissolution or final liquidation, are as follows:

A. No part of the net earnings of the Corporation shall inure to the benefit of or be distributable to its incorporators, officers or other private persons, except that the Corporation shall be authorized and empowered to make payments and distributions (including reasonable compensation for services rendered to or for the Corporation) in furtherance of its purposes as set forth in the Articles.

B. No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publication or distribution of statements) any political campaign on behalf of any candidate for public office.

C. During such period or periods of time as the Corporation is treated as a "private foundation" pursuant to section 509 of the Code, the directors shall distribute the Corporation's income at such times and in such a manner so as not to subject the Corporation to tax under section 4942 of the Code. The Corporation shall not engage in any act of self-dealing (as defined in section 4941 (d) of the Code), retain any excess business holdings (as defined in section 4943 (c) of the Code which would subject the Corporation to tax under section 4944 of the Code if the directors have acquired such assets, nor make any taxable expenditures (as defined in section 4945 (d) of the Code).

D. Notwithstanding any other provisions of the Articles, the Corporation shall not carry on any other activities not permitted to be carried on by (i) a corporation exempt from Federal Income Tax under Section 501 (c)(3) of the Internal revenue Code of 1986, as amended, or corresponding provisions of any subsequent federal tax laws, or (ii) a corporation, contributions to which are deductible under Section

170(c)(2) of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent federal tax laws.

E. In the event of dissolution or final liquidation of the Corporation, all of the remaining assets and property of he Corporation shall, after paying or making provision for the payment of all of the liabilities and obligations of the Corporation and for necessary expense thereof, be distributed to such organization or organizations organized and operated exclusively for charitable or educational purposes as shall at the time qualify as an exempt organization or organizations under section 501 (c) (3) of the Code as the Board of Directors shall determine. In no event shall any of such assets or property distributed to any director, officer, or any private individual.

ARTICLE VII: REGISTERED OFFICE AND REGISTERED AGENT

The initial registered office of the Corporation shall be located at
885 Barnaby Street, SE Washington, DC 20032, and the name of the initial registered agent at such address shall be:

~~The Temple of Praise~~ LaShon Bryant-Jordan
700 Southern Ave SE
Washington, DC 20032

ARTICLE VIII: INDEMNIFICATION

The Corporation shall indemnify a director or officer of the Corporation who was wholly successful, on the merits or otherwise, in the defense of any proceeding to which the director or officer was a party because the director or officer was a party because the director or officer is or was a director of officer of the Corporation against reasonable attorney fees and expenses incurred by the director or officer in connection with the proceeding. The Corporation may indemnify an individual made a party to a proceeding because the individual is or was a director, officer, employee or agent of the corporation against liability if authorized in the specific case after determination, in the manner required by the board of directors, that indemnification of the director, officer, employee or agent, as the case may be, is permissible in the circumstances because the director, officer, employee or agent has met the standard of conduct set forth by the board of directors, officers, employees and agents of the Corporation shall apply when such persons are serving at the Corporation's request while a director, officer, employee or agent of the Corporation as the case may be, as a director, officer, partner, trustee, employee or agent of another foreign or domestic corporation, partnership, joint venture, trust, employee benefit plan or other enterprise, whether or not for profit, as well as in their official capacity with the Corporation. The Corporation also may pay for or reimburse the reasonable attorney fees and expenses incurred by a director, officer, employee or agent of the Corporation who is a party to a proceeding in advance of final disposition of the proceeding. The Corporation also may purchase and maintain insurance

On behalf of an individual arising from the individual's status as a director, officer, employee, or agent of the Corporation, whether or not the Corporation would have power to indemnify the individual against the same liability under the law.

All references in these Articles of Incorporation are deemed to include any amendment or successor thereto. Nothing contained in these Articles of Incorporation shall limit or preclude the exercise of any right relating to indemnification or advance of attorney fees and expenses to any person who is or was a director, officer, employee, or agent of the Corporation or ability of the Corporation otherwise to indemnify or advance expenses to any such person by contract or any in any other manner. If any word, clause or sentence of the foregoing provisions regarding indemnification or advancement of the attorney fees or expenses shall be held invalid as contrary to law or public policy, it shall be severable and the provisions remaining shall not be otherwise affected. All references in these Articles of Incorporation to "director, "officer", "employee", and "agent" shall include the heirs, estates, administrators, executors, and personal representatives of such persons.

ARTICLE IX: BOARD OF DIRECTORS

The number of Directors constituting the initial Board of Directors is three, and who are to serve as the initial directors until the first annual meeting or until their successors are elected and qualify are as follows:

Name:	Address:
Dr. Glen A. Staples	[redacted]
Dr. Sharon Anderson	
Zina Pierre	
Walter Lamar Staples	

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IN WITNESS WHEREOF, the undersigned subscribe the Articles of Incorporation this 27th of January, 2010.

[redacted]

Dr. Glen A. Staples

[redacted]

Dr. Sharon Anderson

[redacted]

Zina Pierre

[redacted]

Walter Lamar Staples

DISTRICT OF COLUMBIA

NOTARY STATEMENT

I, Sariah Beatty, a notary Public, hereby certify that on the 27th day January, Dr. Glen A. Staples, Dr. Sharon Anderson, and Zina Pierre, appeared before me and signed the foregoing document as incorporators, have averred that the statements therein contained are true.

[redacted]

Notary Public

SARIAH J. BEATTY
NOTARY PUBLIC STATE OF MARYLAND
My Commission Expires July 3, 2010

(Notary Seal)

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RENAISSANCE MATH, SCIENCE AND LEADERSHIP ACADEMY INC.

BYLAWS

ARTICLE I. STURCTURE

Section 1.01 Structure Renaissance Math, Science, and Leadership Academy, Inc. hereinafter "RMSLA"} is a nonprofit corporation organized under the laws of the District of Columbia Nonprofit Corporation Act. DC Code § 29-501 *et. Seq.* (the "Code"). The Articles of Incorporation of RMSLA (as amended from time to time, the "Articles of Incorporation") were filed in the office of the Department of Consumer Regulatory Affairs of the District of Columbia on January 29, 2010.

Section 1.02 Purposes. RMSLA is organized and is to be operated exclusively to carry out charitable and educational purposes within the meaning of Section 501 (c)(3) of the Internal Revenue Code of 1986, as now in effect or as may hereafter be amended (the " Code"), including, but without limitation, to operate, advise, and support a public charter school in the District ct of Columbia and to exercise al rights and powers conferred by the laws of the District of Columbia upon nonprofit corporations,

Section 1.03 Mission. RMSLA prepares students in grades four through eight to excel as high achieving scholars and leaders in high school, college and beyond.

ARTICLE II. OFFICES

Section 2.01 Registered Office and Registered Agent. RMSLA shall have and continuously maintain in the District of Columbia a registered office and a registered agent whose office is said registered office, as required by the Code. The registered office may, but need not be identical with the principal office of RMSLA in the District of Columbia, and the Board of Directors in accordance with applicable law may change the address of the registered office from time to time.

ARTICLE III. BOARD OF DIRECTORS

Section 3.01 Powers. The Board of Directors shall be fiduciaries of RMSLA and shall set overall policy for the school. The Board may make final decisions on matters related to the

operation of the school, consistent with the charter granted to the school, and other applicable law.

Section 3.02 Number. The Board shall consist of at least nine (9) and no more than fifteen (15) Directors and maintain an off number of Directors for voting purposes. Thereafter the number of Directors may be increased or decreased from time to time by resolution of the Board of Directors, provided that no decrease in the number of Directors shall have the effect of shortening the term of any incumbent Trustee and provided further that the number of Directors shall never be less than nine (9).

Section 3.03 Qualifications. Board members shall be sought who meet quality, qualifications and diversity standards set by the Board delineated in the Job Description of the Board. Such individuals will be eligible for nomination to the Board.

Section 3.04 Election. The initial Directors shall be elected at the first meeting of the Board of Directors immediately following receipt of the charter. Thereafter, the RMSLA nominating committee, known as the Governance Committee, shall present to the Board a slate of potential Directors and Officers for election by the Board of Directors. The slate of Officers shall be presented at the annual meeting of the Board.

Section 3.05 Term of Office. The initial Directors shall serve staggered terms such that the initial three (3) Directors shall serve for three (3) years, the next three (3) Directors shall serve for tow (2) years, and any additional Directors shall serve one (1) year terms. For Directors elected after the first meeting, terms of office shall be three (3) years from the date of their appointments, or until their successors are seated.

Section 3.06 Rights and Responsibilities. All Directors shall have identical rights and responsibilities. All Directors shall serve RMSLA with the highest degree of undivided duty, loyalty, and care and shall undertake no enterprise to profit personally from their position with RMSLA. RMSLA's Code of Conduct, Conflict of Interest, and Confidentiality policy statements bind all participants in Board work.

Section 3.07 Removal. Any or all of the Directors may be removed with or without cause by a majority vote of the Directors then in office at any regular or special meeting of the Board, if the agenda for the Board meeting includes the removal of a Trustee or Directors.

Section 3.08 Registration. Any Directors may resign at any time by delivering written notice of his or her resignation to the Chair of the Board. Such resignation shall become effective upon receipt thereof by the Chair but the acceptance of such resignation shall not be necessary to make it effective. No Trustee may resign where the Board would be left without a duly elected Trustee.

Section 3.09 Vacancies. A majority of the Directors at any meeting in which a quorum is present may fill any newly created Directorships and any vacancies of the Board of Directors, arising at any time and from any cause, at any meeting of the Board of Directors. However, if the number of Directors then in office is less than a quorum, the vacancies shall be filled by the affirmative vote of (a) a majority of the Directors then in office or (b) a sole remaining Trustee. A Trustee so elected shall serve until the next annual meeting and until his or her successor is elected and qualified.

Section 3.10 Meetings. The annual meeting of the Board shall occur in the last quarter of the fiscal year at a date, time and place fixed by the Board, for the election of Officers and Directors and for the transaction of such business as may properly come before the meeting. There shall be at least ten (10) other regular meetings of the Board held each year. Regular meetings of the Directors may be held at such time and place as shall from time to time be determined by the Board. The Chair, or Vice Chair, or any two (2) Directors may call special meetings at any time. A majority of the Directors present, whether or not a quorum is present, may adjourn any meeting to another time and place.

Section 3.11 Rules of Order. Except where they may be in conflict with the bylaws of RMSLA, the rules of order in the current edition of Robert's Rules of Order shall govern the conduct of all meetings of RMSLA.

Section 3.12 Notice of Meetings. Notice of the time and place of each special meeting of the Board, and, to the extent possible a written agenda stating all matters upon which action is proposed, shall be delivered to each Trustee by first-class mail, electronic mail, or private carrier, and received at least tow (2) days before the special meeting is held. Notice of a meeting need not be given to any Trustee who submits a signed waiver of notice, whether before or after the meeting, to RMSLA for inclusion in the meeting minutes, or filing with the Board records. A Trustee's attendance at or participation in a meeting also waives any required notice to him or her of the meeting unless the Trustee, promptly upon his or her arrival objects to holding the meeting or transacting business at the meeting and does not thereafter vote for or assent to action taken at the meeting.

Section 3.13 Quorum and Voting. Except as otherwise provided by law; a majority of the entire Board shall constitute a quorum for the transaction of any specified item of business. Except as otherwise provided by law or these Bylaws, the vote of a majority of the Board of Directors present at the time of a vote, if a quorum is present at such time shall be the act of the Board.

Section 3.14 Committees. The Board of Directors, by resolution adopted by the Board, may designate from among its members standing committees, each consisting of one

(1) or more Directors. The Board may designate one or more Directors as alternate members of any

committee, who may replace any absent or disqualified member at any meeting of the committee. The Chair shall appoint the chairperson of each committee, except of the Governance Committee, which shall appoint its own chairperson. Committee members shall maintain minutes of each meeting and shall file copies of the minutes with the Secretary. Such committees shall have all the powers delegated by the Board except that no committee shall have the power to (a) authorize distributions, (b) approve or recommend to the Board the dissolution, merger, or the sale, pledge or transfer of all or substantially all of RMSLA's assets, (c) elect, appoint, or remove Directors or fill vacancies on the Board or on any of its committees; or (d) adopt, amend, or repeal RMSLA's Articles of Incorporation or Bylaws. Each committee and each member of each committee shall serve at the pleasure of the Board of Directors.

Section 3.15 Governance Committee. There shall be a standing nominating committee, known as the Governance Committee. This committee shall be composed of three (3) persons recommended by the Chair and elected by the Board of Directors at its annual meeting. The duties of the Governance Committee shall be (a) to study the qualifications of candidates and present a slate of the best qualified as nominees for the vacant Trustee positions on the Board, (b) to present a slate of nominees for Officers to the Board for election at the annual meeting, (c) to recommend candidates to the Board to fill vacancies that arise outside the regular nominating process, (d) to provide ongoing orientation to Directors, (e) to ensure Board policies are being observed, (f) to oversee a Trustee assessment processed to ensure optimum performance, and (g) to recommend the appointment of a past Chair to the Board, if necessary, in the interests of continuity.

Section 3.16 Compensation. Directors or members of a Board committee shall not receive any salary, compensation or honorarium for their services. From time to time, the Chair of the Board may propose to reimburse Directors for select expenses incurred by them in carrying out their duties as Directors. Said reimbursement must be voted on by the Board.

ARTICLE IV. OFFICERS

Section 4.01 Number. The Officers of RMSLA shall be a Chair, Vice Chair, Secretary and Treasurer, and such other Officers, if any as the Board of Directors may from time to time appoint. Any two or more offices may be held by the same person, except the offices of Chair and Secretary, provided that no individual may act in more than one capacity where action of two or more Officers is required.

Section 4.02 Election and Term. The Governance committee shall present a slate of Officers to the Board of Directors. All Officers shall be elected by the Directors at their annual meeting and shall hold office for the term of one (1) year. Each Officer shall continue in office until his or her successor shall have been elected and qualified, or until his or her death, resignation or removal. A Trustee may serve more than one (1) term in the same office, but no more than two (2) consecutive terms in the same office.

Section 4.03 Resignation, Removal and Vacancy. An Officer may resign by giving written notice of his or her resignation to the Board Chair. Any Officer may be removed, with or without cause, buy a majority vote of the Board. A vacancy in any office shall be filled for the unexpired term by a majority vote of the Board.

Section 4.04 Board Chair. The Board Chair shall preside at all meetings of the Board of Directors. Pursuant to the terms of these bylaws, he or she shall have the power to sign alone in the name if RMSLA, all contracts authorized either generally or specifically by the Board of Directors and to execute and deliver other documents and instruments. The Chair shall also have such other powers and perform such other duties as the Board of Directors may from time to time prescribe. In the event that the office of the Chair becomes vacant, the Vice Chair shall become Chair for the unexpired portion of the term. In the event that the officer of Vice chair, Secretary or Treasurer becomes vacant, the Chair shall appoint interim Officers to fill such vacant offices until a scheduled meeting of the Board can be held.

Section 4.05 Vice Chair. The Vice Chair shall, in the absence or disability of the Chair, perform their duties and exercise the powers of the Chair. The Vice-Chair may have such powers and perform such duties as may be delegated thereunto by the Chair or prescribed by the Board of Directors.

Section 4.06 Secretary. The Secretary shall be responsible for recording and maintaining the minutes of all meetings of the Board of Directors; maintaining minutes recorded by committees of the Board; servicing or causing to be served all notices of RMSLA; maintain records (other than financial) of RMSLA such as the bylaws and the charter; authenticating the records (other than financial) of RMSLA; and performing all duties incident to the office of Secretary and such other duties as from time to time may be assigned to him or her by the Board. In the event of absence or disability of the Secretary, the Board of Directors may appoint an Assistant Secretary to perform the duties of the Secretary during such absence or disability.

Section 4.07 Treasurer. The Treasurer shall keep or cause to be kept complete and accurate accounting records of RMSLA; shall cause to be deposited all moneys and other valuable effects of RMSLA in the name and to the credit of RMSLA in such banks and depositories as the Board of Directors may designate; and shall authenticate the financial records of RMSLA. The Treasurer shall keep proper accounting records showing at all times the amount of the funds and other property of RMSLA, all of which records shall be open at all times to the inspection of the Board of Directors. The Treasures shall submit a report of the accounts and financial condition of RMSLA at each annual meeting He or she shall perform all duties incident to the officer of Treasurer, and such other duties as shall from time to time be assigned by the Board. The Treasurer shall give such security for the faithful performance of his or her duties and the Board may require.

ARTICLE V. STAFF

Section 5.01 Staff. The Board of Directors shall have the discretion to hire a chief staff administrator, who shall be responsible for carrying out the work of RMSLA in accordance with the policies established from time to time by the Board of Directors.

ARTICLE VI. MISCELLANEOUS

Section 6.01 Checks, Notes, and Contracts. The Board of Directors is authorized to select such depositories, as it shall deem proper for the funds of RMSLA. The Head of School, Board Chair or Board Treasurer shall sign all bills, notes, receipts, acceptances, endorsements and checks of RMSLA in an amount up to and including, $5,000.00. Any two of the Head of School, the Board Chair and the Board Treasurer shall cosign all bills, notes, receipts, acceptances, endorsements and checks of RMSLA in an amount over $5,000.00.

Section 6.02 Indemnification. RMSLA may, to the fullest extent now or hereinafter permitted by law, indemnify against judgments, fines, amounts paid in settlement and reasonable expenses, including attorney's fees, any person made, or threatened to be made, a party to any action or proceeding by reason of the fact that he or she, his or her testator or intestate was a Trustee, Officer, employee or agent of RMSLA. There shall be no indemnification in relation to matters as to which the Board finds that the employee, Officer, Trustee or agent acted in bad faith or engaged in willful misconduct in the performance of a duty to RMSLA.

Section 6.03 Amendments. These bylaws will be reviewed at least once every four (4) years and shall be documented as to the date of such review. These bylaws may be amended at any meeting of the Board of Directors by a majority vote of the entire Board of Directors.

Section 6.04 Nondiscriminatory Policy. RMSLA admits students of any race, color, national origin, and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national origin, ethnic origin, religious affiliation, sexual orientation or gender in administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other school administered programs.

ARTICLE VII. CONFLICTS OF INTEREST

Section 7.01 Purpose. The purpose of the conflicts of interest policy is to protect RMSLA's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an Officer or Trustee of RMSLA. This policy is intended to supplement but not replace any applicable state laws governing conflicts of interest applicable to nonprofit and charitable corporations,

Section 7.02 Procedures

(a) Duty to Disclose. In connection with any actual or possible conflicts of interest, any Trustee, Officer, or member of a committee with Board-delegated powers must disclose the existence of a direct or indirect financial interest and all material facts relating thereto to the Board of Directors.

(b) Determining Whether a Conflict of interest Exists. After disclosure of the financial interest and all material facts relating thereto, and after any discussion thereof, the Trustee, Officer or committee member shall leave the Board of Directors' meeting while the financial interest is discussed and voted upon. The remaining Board of Directors shall decide if a conflict of interest exists.

(i) After exercising due diligence, the Board of Directors shall determine whether RMSLA can obtain a more advantageous transaction or arrangement with reasonable efforts from a person or entity whose involvement would not give rise to a conflict of interest.

(ii) If a more advantageous transaction or arrangement is not reasonably attainable, the Board of Directors shall determine by a majority vote of the disinterested Directors whether the transaction or arrangement is in RMSLA's best interest and for its own benefit, and whether the transaction is fair and reasonable to RMSLA and shall make its decision as to whether to enter into the transaction or arrangement in conformity with such determination.

(c) Violations of the Conflicts of Interest Policy.

(i) If the Board of Directors has reasonable cause to believe that a Trustee, Officer or committee member has failed to disclose actual or possible conflicts of interest, it shall inform said individual of the basis for such belief and afford him or her an opportunity to explain the alleged failure to disclose.

(ii) If, after hearing the response of the Trustee, Officer or committee member and making such further investigation as may be warranted in the circumstances, the Board of Directors determines that the member has in fact failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Section 7.03 Annual Statements. Each Trustee, Officer and member of a committee with Board delegated powers shall annually sign a statement which affirms that such person:

(a) Receipt. Has received a copy of the conflicts of interest policy.

(b) Reads and Understands. Has read and understands the policy.

(c) Agrees to Comply. Has agreed to comply with the policy.

(d) Tax Exemption. Understands that RMSLA is a charitable organization and that, in order to maintain its federal tax exemption, it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Section 7.04 Periodic Reviews. To ensure that RMSLA operates in a manner consistent with its charitable purposes and that it does not engage in activities that could jeopardize its status as an organization exempt from federal income tax, RMSLA may conduct periodic reviews. The periodic reviews shall, at a minimum, include the following subjects:

(a) Whether compensation arrangements and benefits are reasonable, based on competent survey information and the result of arm's length bargaining.

(b) Whether partnerships, joint ventures, and arrangements with management organizations conform to RMSLA's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in impermissible private benefit or an excess benefit transaction.

NON-BINDING LETTER OF INTENT TO LEASE

December 15, 2010

Renaissance Math, Science, and Leadership Academy
c/o Yvonne Coats
3709 S street, SE
Washington, DC 20020

Re: Letter of Intent to Lease-for the purpose of establishing a Public Charter School.

Dear Board of Directors:

Per our conversation, this correspondence shall serve as a Non-binding Letter of Intent to lease the property located at 885 Barnaby Street, SE Washington, DC 20032

Proposed Terms and Conditions:

Property:	*Municipal Address:* 885 Barnaby Street SE Washington, DC 20021
Lease Term:	Primary term to be 7 years effective April 1, 2011. Property Access: Tenant will have full and complete access to the Property 80 days prior to Lease Commencement date in order for Tenant to initiate and complete the Tenant improvements necessary for the intended use of the premises.
Lease Rate:	$20,833 per month for the first year (1_) year of the primary term. $29,166 Rent for years two-through year five. Parties to re-negotiate lease and term after year five.
Deposit:	A deposit check in the amount equal to the first months rent shall accompany the executed Lease Agreement.
Expenses:	The following details the party responsible for the respective expenses:

	(Tenant / Landlord)
A. Electricity (Demised Premises):	T
B. Electricity (Exterior security lighting):	T
C. Water / Sewer:	T
D. Gas:	T
E. Janitorial:	T
F. Trash Removal (Exterior grounds/dumpster):	T
G. Driveways/Yard/Grass etc.:	T
H. Roof / Structural Maintenance:	T
I. Interior/Exterior Maintenance:	T
J. Window Washing:	T
K. Liability Insurance:	T
L. Property/Fire & Extended Coverage Insurance:	T
M. Ad Valorem Taxes:	T
N. Property Taxes:	T
O. Plate Glass:	T
P. Locks/Keys:	T

H/VAC: Tenant is to take the property, as is, and to be responsible for all improvements and repairs needed to take occupancy.

Electrical / Plumbing: Tenant is to take the property, as is, and will be responsible to insure that all existing electrical system(s) and plumbing system(s) are in good operating condition prior to occupancy. Tenant shall be solely responsible for all Electrical & Plumbing systems (Tenant responsible only for plumbing above the slab

Permits: Lease Agreement is contingent upon Tenant obtaining all necessary permits to include occupancy, zoning etc. necessary for operating the intended business.

Signage: Tenant to be responsible for any new signage in front of the leased Property and Tenant shall be responsible for the removal of any unwanted existing signage.

Environmental: Tenant cannot be responsible for any existing contamination at the site. Although Tenant does not anticipate environmental problems, Tenant will require copies of whatever environmental information that the Landlord may have to assist in the environmental evaluation of the Property prior to Lease Execution.

ADA Compliance: If required by law, Tenant Landlord shall be responsible for the property to comply with ADA regulations for restrooms and property access.

Tenant
Renaissance Math, Science and Leadership Academy
c/o Yvonne Coats
[redacted]
Washington, DC 20020

Intended Use: CHARTER SCHOOL

Lease Agreement:	Lease Agreement shall be provided by the Landlord.
Non-Binding:	This letter of intent is completely non-binding and has no effect on either party whatsoever until a Lease Agreement has been fully executed by both Tenant and Landlord.

Brokerage: There are no brokerage fees or Brokers involved in the transaction.
Each party shall keep confidential all of the provisions of this Letter of Intent and all information each party obtains regarding the other party. The Landlord shall not offer subject property to any other prospective tenant during the term of this Letter of Intent. This Letter of Intent supersedes any and all previous negotiations with Tenant, whether written or verbal.

If the above terms and conditions are acceptable, please indicate in the appropriate space provided and provide a formal lease agreement for the Tenants review within ten (30) days of the acceptance date of this Letter of Intent. Please consider this proposal valid until 5:00pm.

Recognizing that Tenant is awaiting approval from the Charter School Board, to include final approval of budget and lease amounts, Landlord is willing to re-negotiate Lease Terms and payment amounts to reflect the Charter School Board's approval/

Sincerely,

Agreed to and Accepted:

TENANT

[redacted]

December 15, 2009
Date

by:

LANDLORD

[redacted]

Temple of Thee

Dec 15, 2009
Date

by:

337886-1

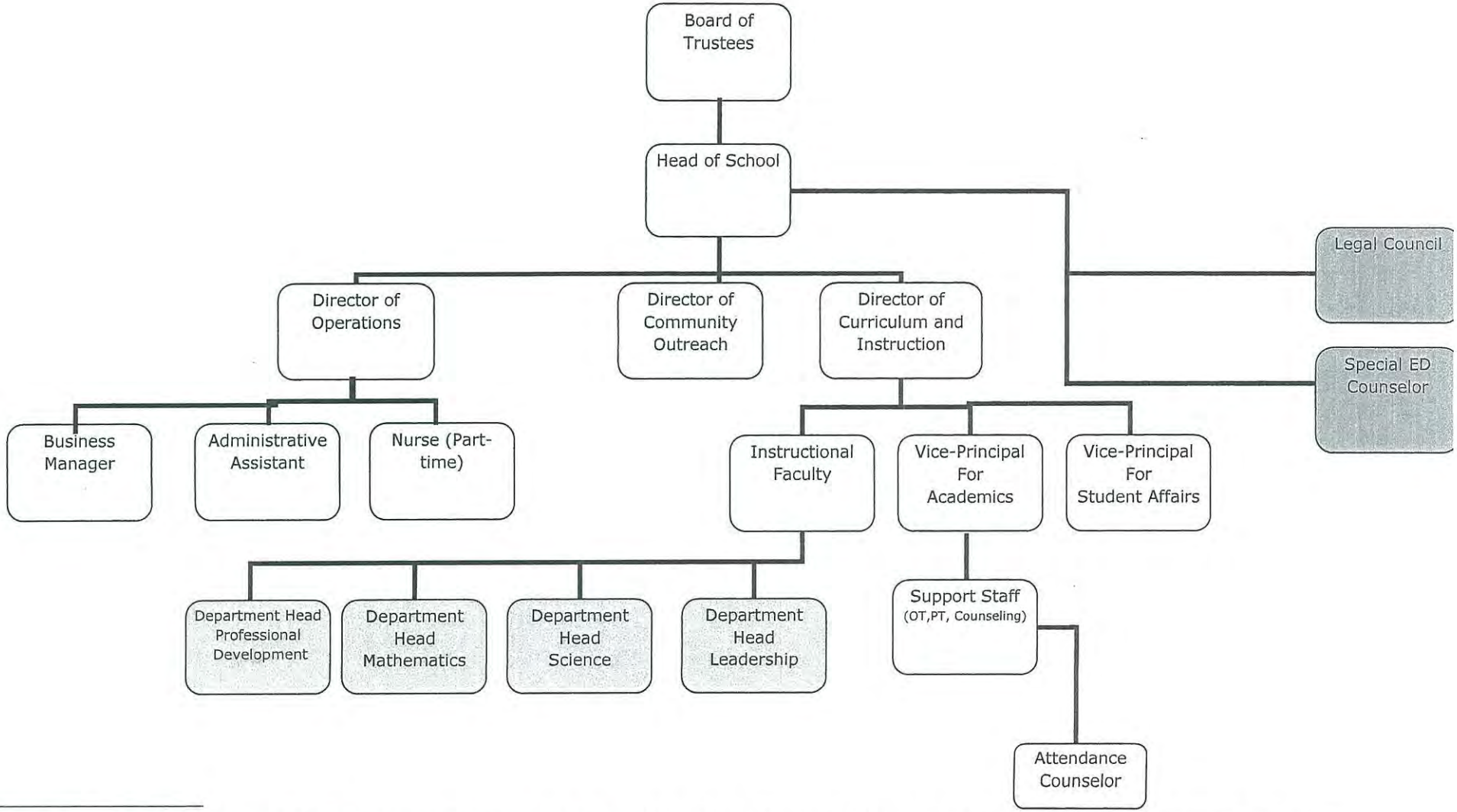
LEARNING STANDARDS

	Mathematics	Science	Reading/English Language Arts	Social Studies
9th Grade	*Algebra Indicators (Quadratic Equations):* Each student can find solutions to quadric equations (with real roots) by factoring, completing the square, or using the quadratic formula and demonstrate an understanding of the equivalence of the methods. • Calculate and apply proportions, rates, and percentages to solve a range of consumer and practical problems • Recognize, describe, and extend patterns governed by a linear, quadratic, or exponential functional relationship or by a simple interactive process (e.g. the Fibonacci sequence) • Describe, complete, extend, analyze, generalize and create a wide variety of patterns, including interactive and recursive patterns such as Fibonacci Numbers and Pascal's Triangle • Understand exponential and logarithmic functions and their basic arithmetic properties, including change of base and formulas for exponential of sum and logarithm of a product	*Earth Science:* Each student can describe and explain the basic organization of the universe including stars, galaxies, planets, asteroids, comets, moons, and Earth. Students can describe the evolution of the earth system over geological time. • Construct a model and explain the relationship and motions of various kings of objects among planetary systems, starts, multiple-star systems, star clusters, galaxies, and galactic groups in the universe • Recognize and explain geologic evidence, including fossils and radioactive dating, that indicates the age of the Earth *Environmental Science:* Each student can describe and explain the stability of an ecosystem and how the environment is affected by natural phenomena and human activity • Apply mathematical relationships involving linear and quadric equations simple trigonometric relationships, exponential growth and decay laws, and logarithmic relationships to scientific situations • Describe how the global environment is affected by national policies and practices relating to energy use, waste disposal, ecological management, manufacturing, and population growth	*Research:* Each student can formulate open-ended research questions, draw on a variety of resources to carry out research, and write an analytic or critical essay with a clear focus, logically related ideas, and adequate detail. • Analyze charters, structure, and themes of classical Greek drama *The Odyssey by Home:* Each student can read the text for understanding of plot, analyze major and minor characters, discuss aspects of Homeric Greece, and analyze themes of heroism, hospitality and perseverance • Organize information from both primary and secondary sources by taking notes, outlining ideas, and paraphrasing information and by creating charts, conceptual maps, and/or timelines • Use standard bibliographic format to document sources (e.g. MLA, APA)	*Western Religions:* Each student can explain the origin tenets, and important early historical developments in t West's three major monotheistic religions of Judaism, Christianity, and Islam. • Describe the origins and connect the fundamental of Judaism, Christianity, and Islam with their hist successes. *Civilizations:* Each student can analyze the geographic, political, economic, religious, and social structures of e civilizations. • Describe the origins and expansion of Islam, Chin Japan, Ghana, Mali, Songhai, Europe, Mesoameri Andean civilizations
10th Grade	*Geometry:* Each student can find measures of two-and three dimensional objects, and use geometric properties and theorems to solve problems. • Apply properties of angles, parallel lines, arcs, radii, chords, tangents, and secants to solve problems • Recognize and solve problems involving angels formed by transversals of coplanar lines • Using rectangular coordinates, calculate midpoints of segments, slopes of line and segments, and distances between two points, and apply the results to the solutions of problems	*Chemistry:* Each student can describe the basic organic chemicals and their building blocks. Each student can describe the common atoms and the types of bonds found in organic molecules and living systems. Each student can distinguish between exothermic and endothermic reactions and describe the role of activation energy in chemical reactions. • Analyze situations and solve problems that require combining concepts from more than one topic area of science and applying these concepts • Relate the position of an element in the periodic table and its reactivity with other elements to its quantum electron configuration	*Imaginative/Creative Writing:* Each student can craft different styles of writing, such as poetry, short stories, and play writing. • Write well organized stores that will include explicit and implicit themes, a range of narrative strategies such as dialogue and suspense, and details that contribute to ad definite mood or tone *Media:* Each student can understand strategies used by media to inform, persuade, or entertain. • Compare the advertising appeals in print, television, and radio for the same products	*Intellectual and Political Revolutions:* Each student can analyze the emergence and effects of the Industrial Rev in England, France, Germany, Japan, and the United St well as recall and analyze knowledge of the ideas of Imperialism/Enlightenment. • Describe the rise of industrial economies and their imperialism and colonialism (e.g., the role played national security and strategic advantage; moral is raised by the search for national hegemony, Social Darwinism, and the missionary impulse; and mate issues, such as land, resources, and technology) • Analyze the emergence of capitalism as a dominar economic pattern and the responses to it, including Utopianism, Social Democracy, Socialism, and Communism (e.g., Adam Smith, Robert Owen, an Marx) • Analyze the long-term military, economic, and po effects of World Wars I and II

	Mathematics	Science	Reading/English Language Arts	Social Studies
11th Grade	*Calculus and Trigonometric Functions:* Each student can represent, define, simplify, graph, solve, model with and problem solve with the basic calculus (quadratic equation) and trigonometric functions (sine, cosine, and tangent). • Relate the number of roots of a polynomial to its degree • Use materials to solve systems of linear equations. Apply to the solution of everyday problems • Translate among geometric, algebraic, and parametric representations of curves. Apply to the solution of problems. • Graph periodic functions and identify amplitude, midline, and period. • Define and evaluate sine, cosine, and tangent functions in terms of the unit circle.	*Biology:* Each student can use the chemical basis of life as a context for understanding cells, heredity, organ systems and behavior. • Explain how variations can occur from such processes as crossing over, jumping genes, and deletion and duplication of genes • Classify a set of organisms into a hierarchy of groups and subgroups based on similarities which reflect their evolutionary relationships (subatomic, atomic, molecular, cellar, tissue, organs, organ systems, organism, population, community, ecosystem, and biosphere) • Observe and explain the role of enzymatic catalysis in biochemical processes	*Writing:* Each student can use group-generated criteria for evaluating different forms of writing, and can explain why these are important before applying them. • Demonstrate a grasp of the theme or purpose of the work *Their Eyes Were Watching God by Zora Neal Hurston:* Each student can read the text for understanding of plot, character, and setting, identify and explain the use of literary devices in the book , analyze and explain the use of regional dialect and the oral tradition, and explain in discussion and writing the themes of individualism, the search for self-realization and the human condition	*The Roaring Twenties and the Great Depression:* Each stude can describe American society and culture in the 1920s and 1930s, and during World Wars I and II. Each student can identify the causes and effects of the Progressive Era and the Great Depression, especially the New Deal response to them • Analyze the changing landscape, including the growth c cities and development of cities divided by race, ethnici and class • Describe the rise of mass-production techniques, the growth of cities, the impact of new technologies (e.g., tl automobile, electricity, airplanes), and the resulting prosperity, expansion of freedom (derived from the car the building of roads/highways), and effect on the American landscape. • Identify and describe early campaigns for civil rights by and for African-Americans • Describe important events and trends of the late 20t century
12th Grade	*Probability and Statistics:* Each student can collect, describe, compare, and interpret data sets using the concepts of median, mean, mode, maximum, minimum, and range and can construct and interpret various plots and graphs, including stem-and-leaf plots, line plots, and circle graphs. • Organize and describe distributions of data using a number of different methods, including frequency tables, histograms, standard line and bar graphs, stem-and-leaf displays, scatter plots and box-and whisker plots • Apply uniform, normal, and binomial distributions to the solutions of problems • Describe and compare data sets using the concepts of median, mean, mode, maximum, and minimum, and range *Functions, Graphs, and Limits:* Each student will use geometric and analytical information and calculus to both predict and explain the observed local and global behavior of a function. • Demonstrative an intuitive understanding of the limiting process • Estimate limits from graphs or tables of data	*Physics:* Each student will demonstrate an understanding of the concepts of work, energy, and power. • Define the work-energy theorem • Solve problems involving conservative forces and potential energy • Plan and conduct scientific investigations to explore new phenomena, to check previous results, to verify or falsify the prediction of theory, and to use a crucial experiment to discriminate between competing theories	*Language Development and Writing:* Each student can analyze and interpret samples of good writing, identifying and explaining an author's use of rhetorical strategies and techniques, apply effective strategies and techniques tin their own writing, create and sustain arguments based on readings, research, and/or personal experience, and demonstrate understanding and mastery of standards written English as well as stylistic maturity in their own writing. • Evaluate how well participants engage in discussions, and participate in a formal and an informal meeting or on a television news discussion program. Example: Students work in groups to discuss similarities and differences in the social and political contexts for the views of Thoreau, Gandhi, and Martin Luther King, Jr., on civil disobedience. Then they summarize what they learned from the discussion, noting those similarities and differences. They evaluate their participation in the group project.	*Principles of U.S. Government and Citizenship:* Each student can explain and discuss the fundamental principl and moral values of the American Republic as expressec the U.S. Constitution and other essential documents of American democracy, analyze the unique roles and responsibilities of the three branches of government, summarize landmark U.S. Supreme Court interpretation: the Constitution and its amendments. Each student can evaluate issues regarding campaigns for national, state, a local elective offices, as well as take and defend positio on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured • Explain how civil society provides opportunities for individuals to associate for social, cultural, religious, economic, and political purposes • Discuss the individual's legal obligations to obey the la serve as a juror, and pay taxes • Evaluate the roles of polls, campaign advertising, and th controversies over campaign funding • Compare the processes of lawmaking at each of the thre levels of government, including the role of lobbying an the media • Analyze the influence of ancient Greek, Roman, Englisl and leading European political thinkers such as John Locke, Charles-Louis Montesquieu, Niccolò Machiavel and William Blackstone on the development of Americ government

ORGANIZATIONAL CHART

Organizational Chart Renaissance Math, Science, and Leadership



Department Heads will be pulled from Instructional Faculty. Professional Development will be headed by lead faculty member with a goal to hire a part-time professional development consultant by

LETTERS OF SUPPORT

National Council of Teachers of Mathematics

Principles and Standards for School Mathematics[1]

The first five Content Standards present goals in the mathematical content areas of number and operations, algebra, geometry, measurement, and data analysis and probability. The five Process Standards describe goals for the processes of problem solving, reasoning and proof, connections, communication, and representation. Together, the Standards describe the basic skills and understandings that students will need to function effectively in the twenty first century.

Number and Operations

Instructional programs from pre-kindergarten through grade 12 should enable all students to--

- understand numbers, ways of representing numbers, relationships among numbers, and number systems;
- understand meanings of operations and how they relate to one another;
- compute fluently and make reasonable estimates.

Algebra and Functions

Instructional programs from pre-kindergarten through grade 12 should enable all students to--

- understand patterns, relations, and functions;
- represent and analyze mathematical situations and structures using algebraic symbols;
- use mathematical models to represent and understand quantitative relationships;
- analyze change in various contexts.

Geometry

Instructional programs from pre-kindergarten through grade 12 should enable all students to--

- analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships;
- specify locations and describe spatial relationships using coordinate geometry and other representational systems;
- apply transformations and use symmetry to analyze mathematical situations;
- use visualization, spatial reasoning, and geometric modeling to solve problems.

Measurement

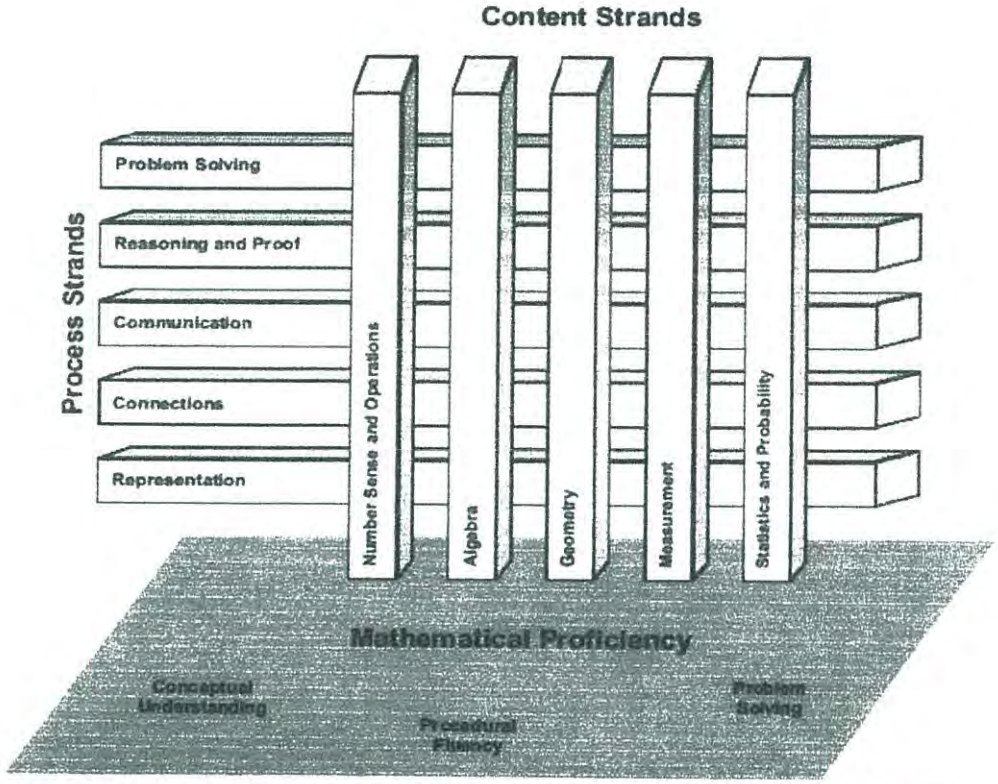
Instructional programs from pre-kindergarten through grade 12 should enable all students to--

- understand measurable attributes of objects and the units, systems, and processes of measurement;
- apply appropriate techniques, tools, and formulas to determine measurements.

Data Analysis and Probability

Instructional programs from pre-kindergarten through grade 12 should enable all students to--

- formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them;
- select and use appropriate statistical methods to analyze data;
- develop and evaluate inferences and predictions that are based on data;
- understand and apply basic concepts of probability



Adapted from *Mathematics Framework for the 1996, 2000, and 2003 National Assessment of Educational Progress*

[1]NCTM's Principles and Standards for School Mathematics

Instructional Approach

Learning with understanding is essential for developing mathematical proficiency. According to the National Research Council's report *Adding It Up*, mathematical proficiency implies expertise in handling mathematical ideas. Students with mathematical proficiency understand basic concepts, are fluent in performing basic operations, reason clearly, formulate, represent, and solve mathematical problems, and maintain a positive outlook toward mathematics. (Kilpatrick, 2001) These components of mathematical proficiency are interwoven and interdependent. Instruction in mathematics must help students refine and extend previously learned strategies for working with numbers and operations to more complex operations and concepts. The interdependence and connections among the mathematical strands fosters the development of mathematical proficiency. Students must be actively engaged in learning experiences that are designed to deepen, connect, and build on students' knowledge. Communication is an essential part of mathematics education. Mathematics has many words and symbols that are unique to the discipline. Instruction must provide students with opportunities for speaking, reading, writing, representing, and listening in mathematics classrooms so that they will learn to communicate mathematically. (Principles and Standards for School Mathematics, 2000) Technology is a tool for investigation and problem solving that enhances learning of mathematics and actively engages students. The use of technology should support the development of mathematical proficiency.

Mathematics teaching and learning must be challenging and rigorous with an emphasis on reasoning and problem solving. The development of logical reasoning is an essential component in learning mathematics. The logical reasoning inherent in the study of mathematics allows for applications to a variety of situations in which solutions to problems can be found with accuracy. The curriculum makes a distinction between problem solving as a general process and the solution of specific word problems that demonstrate application of mathematical skills. A mathematical problem is something that students do not already know how to do. Problem solving is the process of transforming something that the students do not know how to do into something familiar. (Steen, 1997) The mathematical problem solving situations that students encounter should include problems that require broader thinking than traditional word problems demand. (Burns, 2002) Word problems are a means for practicing computations and procedures. Problem solving, on the other hand, should require students to develop a plan, execute the plan, and establish a purpose for learning a mathematical concept. The problem situations that students encounter should extend their range of problem solving strategies, deepen their mathematical understanding, and provide a meaningful context for learning mathematics. Problem solving must occur at every grade level and be the primary focus in mathematics instruction.

Differentiated instruction addresses student strengths, interests, and learning styles and should be paced to make the curriculum accessible to everyone. Flexible and varied grouping practices enhance the opportunity to receive expanded, intensive, enriched, and accelerated curriculum at all instructional levels as warranted by students' needs. A balance needs to be achieved so that all students have the opportunity to work in homogenous and heterogeneous groups. The curriculum is designed so that all students have the necessary skills and understanding for success in further study of mathematics or a career. The pathway for students to take Calculus in high school or college is clearly laid out in the sequence of courses. Differentiation and grouping practices must be implemented to ensure that all students in both honors and regular courses are prepared for the next level of study in mathematics.

Assessment is an ongoing process that guides instruction and monitors student progress to include mastery of mathematics content and higher level thinking skills. Pre-assessment, formative, and summative assessments provide for student, peer, and teacher evaluation. These types of assessment enable teachers to modify their instruction to support improved learning at each grade level for all students. Assessment should be focused on the development and achievement of mathematical proficiency. (Kilpatrick, 2001)

Documents and Concepts Considered in this framework

Advanced Placement. The College Board/Educational Testing Service. http://www.ets.org/satets.html

Blackburn, Barbara R. *Rigor Is Not a Four-Letter Word.* Larchmont, NY: Eye on Education, 2008.

Burns, Marilyn. *About Teaching Mathematics, A K-8 Resource*. Math Solutions Publications, 2002.

Kilpatrick, Jeremy, Jane Swafford, and Bradford Findell, eds. *Adding It Up: Helping Children Learn Mathematics.* Washington, DC: National Academy Press, 2001.

Mullis, Ina V.S. et al. Mathematics Benchmarking Report TIMSS 1999 – Eighth Grade. Boston, MA: International Study Center, Boston College, International Association for the Evaluation of Educational Achievement. April 2001 <http://www.timss.org>

Principles and Standards for School Mathematics. Reston, VA: National Council of Teachers of Mathematics, 2000.

Scholastic Achievement Test. The College Board/Educational Testing Service. http://www.ets.org/satets.html

Steen, Lynn Arthur. *Why Numbers Count Quantitative Literacy for Tomorrow's America.* New York: College Entrance Examination Board, 1997

Tomlinson, Carol Ann. The *Differentiated Classroom: Responding to the Needs of All Learners.* Alexandria, VA: Association for Supervision and Curriculum Development, 1999.

COURSE DESCRIPTIONS

ALGEBRA 1

In this course, students develop skills and techniques necessary to understand algebraic systems and processes. Students develop the *ability* to recognize, represent and solve problems involving relationships among quantitative variables. Central to this is the use of functions. Functions are studied from the perspective of tables, graphs, equations, and applications. Students use manipulative, technology and hands-on experiences, to develop concepts with sets, integers and rational numbers; solve linear and quadratic equations; and graph quadratic and linear equations. Students make connections between all strands of mathematics and other content areas. In addition, students demonstrate the qualities of self-directed learning, working cooperatively, and communicating the language of mathematics, both orally and written.

GEOMETRY

In this course students are given the opportunity to learn basic geometry content without rigorous proofs. Emphasis is on student-centered instruction using models and constructions to support definitions and theorems, and using technology to experiment with geometric concepts. Topics covered include points, lines, planes and angles, polygons, circles and prisms, measurement and construction of these figures; inductive and deductive reasoning related to properties of congruence and similarity of polygons, and postulates and theorems associated with angle measure sums, polygons, circles, and prisms. The course will be taught using an integrated approach; algebra and other strands of mathematics will be integrated with the geometry course content as well as real-world applications. Lastly, students continue to demonstrate the qualities of self-directed learning, working cooperatively, and communicating the language of mathematics, both orally and written.

Pre-Requisite: Algebra 1

ALGEBRA 2

This course provides a more comprehensive treatment of the skills and concepts that were developed in Algebra 1. Additional topics include complete coverage of the concepts of functions, logarithmic and exponential functions and their applications, conic sections, types of variations, complex numbers, and sequences and series as well as an introduction to matrices, vectors, and trigonometric functions. In addition, students develop better problem solving strategies as they use them to make connections with all strands of mathematics and other content areas. Students also demonstrate an understanding of mathematics as stated in the Mathematics Content Standards. Lastly, students continue to demonstrate the qualities of self-directed learning, working cooperatively, and communicating the language of mathematics, both orally and in writing. Graphing calculators are used extensively as a tool to help students investigate mathematical concepts.

Pre-Requisite: Algebra 1

SAT PREP-MATH

This course is a one semester course whose primary focus is to provide a complete review of the topics covered on the mathematics portion of the SAT I Reasoning Test. Colleges use the scores from the SAT I to predict how well students are likely to do in college. This course will address students' reasoning and problem solving abilities in four categories: Number and Operations, Algebra and Functions, Geometry and Measurement, Data Analysis, Statistic and Probability.

The course begins with a Diagnostic SAT test used to identify specific strengths and weaknesses. Students will then track progress through bi-weekly sample SAT exams targeting individual weaknesses in specific content areas.

Pre-Requisite: Algebra 2

STATISTICS

This course is designed to provide an introduction to concepts and techniques of probability and statistics including measures of central tendency and dispersion, probability and probability distributions, correlation and regression, statistical inference and computer applications using MINITAB.

Pre-Requisite: Algebra 2

PRE-CALCULUS

In this course students are expected to apply their algebra and geometry skills, to solve problems and model real-world data. We will begin our course of study with a review of operations and rules associated with the following topics: real numbers, exponents and radicals, polynomials and factoring, rational expressions, and graphical representation of data. After our review, the following topics will be covered: functions and their graphs, intercepts, zeros, and solutions, polynomial and rational functions, vectors and parametric equations, exponential and logarithmic functions, trigonometric functions, matrices and determinants, sequences, series and probability, limits, derivative and integrals

Pre-Requisite: Algebra 2

CALCULUS

This is a full year course sequence which deals with topics associated with functions, derivatives, integrals, finite series and differential equations. Students will use applications of derivatives and integrations to solve problems involving real-world situations.

Pre-Requisite: Pre-Calculus

RMSLA
Algebra 1 Curriculum Framework

Quarter/Marking Period	Standards/Indicators/Daily Objectives	Instructional Strategies	Instructional Materials	Formative/Summative Assessments
Advisory 1 Unit 1: Basics for Algebra - Keeping it Real	**AI.N.2.** Simplify numerical expressions, including those involving integer exponents or the absolute value, e.g., $3(24 - 1) = 45$, $4\|3 - 5\| + 6 = 14$; apply such simplifications in the solution of problems. **Indicators** **AI.N.1.** Use the properties of operations on real numbers, including the associative, commutative, identity, and distributive properties, and use them to simplify calculations. The student will be able to: a. name the absolute value of any rational number. b. add, subtract, multiply, and divide rational numbers c. simplify number phrases (rational numbers) by applying the rule of order of operations. d. state the order relationship of two given numbers by using an order symbol. e. translate verbal phrases and sentences into algebraic symbols or open sentences. f. simplify an expression containing symbols of grouping. g. apply the rules for order of operation (including grouping) to simplify an expression. h. given an algebraic expression, name coefficient, factors, exponent and terms. i. translate a given algebraic expression into words. j. name properties of operations on real	**Problem Centered** Important mathematical concepts are embedded in engaging problems. Students develop understanding and skill as they explore the problems, individually, in a group, or with the class. **Practice With Concepts and Related Skills** The in-class development problems and the homework exercises give students practice distributed over time with important concepts, related skills, and algorithms. **Social Constructivism** Instruction support student centered investigation of mathematical problems through student-student and student teacher dialogue about the work. **Conceptual and Procedural Knowledge** Mathematical understanding is fundamentally a web of logical and psychological connections among ideas. The research on the interplay between conceptual and procedural knowledge that helps to build a sound conceptual understanding that leads to the development of a	***Texas Instruments Online Resources*** The contents of this Web site will provide useful tools for your TI calculator. Getting Started with TI-Nspire Tutorials from Atomic Learning TI Student Zone TI-Nspire TI-84 Plus Silver Edition Graphing Calculator Procedures Graphing calculator procedures that contain example problems and several exercises. Algebra 1 Teaching with TI SmartView modules Modules ***Interesting Web Links*** ***Computer Assisted Instruction*** ***Field Trips*** ***Career Days*** ***Textbooks (including itext)*** ***Insatructional Technology: Smartboards, view screens*** ***Community Partners and University Programs***	✓ Write an equation that matches the following description of a calculation: ✓ You'll get if you start with 3, add 13, divide by 2 and then take the reciprocal. ✓ Simplify the following expressions: $3 \cdot \left(\frac{3 \cdot 2 + 6}{4}\right) - 6 \div 3$ $3 \cdot \frac{\|3 - 5\|}{\|3 - 5\|^2}$ ✓ There are 30 students in the class. Twenty of these are taking AP Calculus and 15 are taking AP Physics. If 5 students are taking both AP Calculus and AP Physics, how many students in the class are taking neither of these AP classes? ✓ Think about the number of students who plan to go to college **or** are on the basketball team and the number of students who plan to go to college **and** are on the basketball team. Which number is larger? Explain why.

Quarter/Marking Period	Standards/Indicators/Daily Objectives	Instructional Strategies	Instructional Materials	Formative/Summative Assessments
	numbers by: 1. matching examples with listed property; 2. naming property being illustrated; 3. giving an example of specific property. k. name the property of equality (reflexive symmetric, transitive) applied in each example in a list of examples. l. solve problems involving any combination of terms or ideas expressed in preceding objectives. **AI.N.6.** Apply the set operations of union and intersection and the concept of complement, universal set, and disjoint sets, and use them to solve problems, including those involving Venn diagrams. The student will be able to a. given the description of a set by rule, specify the set by roster and vice versa. b. given appropriate set specifications, classify sets as infinite or finite, subsets, empty, equal, equivalent. c. identify sets of numbers by roster, rule graph. d. illustrate the relationship of the set of integers, rationals and irrationals to the set of real numbers by diagram or symbols.	strong foundation for procedural skill is developed through collaborative course, unit and lesson planning and lesson study. **Multiple Representations** Curriculum materials will frequently provide and ask for knowledge representation using graphs, number patterns, written explanations, and symbolic expressions in order for students' to connect mathematical knowledge and represent ideas in a variety of ways. **4. Cooperative Learning** The mathematical tasks dictate the format but the growing body of research indicates that when students engage in cooperative work on appropriate problem-solving tasks, their mathematical and social learning will be enhanced. Teacher collaboratives design student and teacher materials that are suitable for use in cooperative learning instructional formats	**Algebra at Work** Each *Algebra at Work* project focuses on one career to show you how mathematics is applied in the working world. ***Cartographer*** ***Airline Pilot,*** ***Marketing Director*** ***Businessperson*** ***Cell Physiologist*** ***Auto Mechanic*** ***Electrician*** ***Video Tutors Unit 1*** Investigation 1A: Using the order of operations Investigation 1B: Solving one-step equations using number sense Investigation 1C: Subtracting fractions with unlike denominators	***Unit 1 Project: Taking Stock*** ***What do stock brokers do?*** How do stockbrokers and financial analysts determine what stocks to buy? What do they investigate when looking at a company? As students work through the activities, they will collect data about a company. They use formulas to analyze the data, then decide how to organize and display results in graphs and spreadsheets. The activities help students to better understand how stockbrokers and financial analysts track stock performance to determine what stocks to buy.
Unit 2: Equations and Inequalities in a Single Variable - All Things Being Equal, Part 1	**AI.P.13.** Solve equations and inequalities, including those involving absolute value of linear expressions (e.g., $\|x - 2\| > 5$), and apply to the solution of problems. **Indicators** **AI.N.3 Calculate** and apply ratios,	as well as individual learning formats—addressing the individual learning styles and needs or all students. Full integration of the process standards and activities that	***Video Tutors Unit 2*** Investigation 2A: Evaluating algebraic expressions with one variable Investigation 2B: Solving two-step equations using number sense	✓ *Your current job pays $770 per week. What will your new pay be if you receive a 4% raise?* ✓ *Airlines know from experience that 3% of the tickets sold for a flight will*

Quarter/Marking Period	Standards/Indicators/Daily Objectives	Instructional Strategies	Instructional Materials	Formative/Summative Assessments
	proportions, rates, and percentages to solve a range of consumer and practical problems. The student will be able to: a. express algebraic fractions in simplest terms. b. state a ratio appropriate to a given relationship. c. given a set of conditions, write the appropriate proportion. d. name the reciprocal of a given fractional expression. e. add, subtract, multiply and divide fractional expressions and express results in simplest terms. **AI.P.2.** Use properties of the real number system to judge the validity of equations and inequalities and to justify every step in a sequential argument. The student will be able to: a. translate verbal phrases and sentences into algebraic symbols or open sentences. b. use the addition, subtraction, multiplication and division axioms to solve appropriate equations. c. solve equations which require using more than one axiom. d. solve open sentences that require the application of the distributive property. e. solve equations that contain variables on both sides of the equality sign. f. find the solution set of open sentences requiring the grouping of variables on both sides of the equality sign. g. evaluate a literal expression. h. solve literal equations for a specified	span all levels of thinking.	Investigation 2C: Solving equations with variables on both sides Investigation 2D: Using the distributive property Investigation 3A: Solving an absolute value equation	*be "no shows." How many tickets should the company sell if it wants to fill every seat on a plane that has 130 seats?* ✓ *The current model for a rectangular television screen is 20 inches wide and 15 inches high. The new model is advertised as having an area that is 15% larger than the old model. Assume that the ratio of width to height remains the same and find the dimensions for the new model.* ✓ *Solve for* x: $5x - 2 \pounds -3(x - 2) + x$. ***Unit 2 Project: Checks and Balances*** As students work through the activities, they will use equations to help model personal finances. Students develop spreadsheets to analyze weekly budgets, including regular savings, use percents to create graphs and then present budget plans using graphs and spreadsheets.

Quarter/Marking Period	Standards/Indicators/Daily Objectives	Instructional Strategies	Instructional Materials	Formative/Summative Assessments
	variable. i. apply all of the above when solving inequalities. j. graph the solutions to equations and inequalities on a number line.			
Advisory2 Unit 3: Data Analysis and Probability - Delving into Data	**AI.D.1.** Select, create, and interpret an appropriate graphical representation (e.g., scatter plot, table, stem-and-leaf plots, circle graph, line graph, and line plot) for a set of data, and use appropriate statistics (e.g., mean, median, range, and mode) to communicate information about the data. Use these notions to compare different sets of data. **Indicators** The student will be able to: a. apply formulas and/or use matrices (arrays of numbers) to solve real-world problems. b. design and/or conduct an investigation that uses statistical methods to analyze data and communicate results. c. design an investigation that may include simple random sampling, representative sampling, and/or probability simulations, describe how data will be collected, and justify the method. d. decide and justify whether a sample is representative or biased. e. decide and justify whether a sampling method is simple random sampling. f. use the measures of central tendency and/or variability to make informed conclusions. g. use the measures of central tendency	Supporting the Association for Supervision and Curriculum Development (ASCD) in its report *Educating Everybody's Children,* suggestions the following instructional strategies which will be prevalent: • Provide opportunities to work together • Use reality-based learning approaches • Encourage inter-disciplinary teaching • Involve students actively • Analyze students' learning/reading style • Actively model behaviors • Explore the fullest dimensions of thought • Use multicultural teaching approaches • Use alternative assessments • Promote home/school	*Video Tutors* ***Unit 3*** Investigation 3B: Finding the mean	✓ *According to the 1990 U.S. Census, 27.2% of State X residents over the age of 25 had graduated from a 4-year college .In a circle graph representing all state residents over the age of 25, about how many degrees should be in the sector representing these 4-year college graduates?* ✓ *The math teacher wants to show his class their grades on a test. Here is a list of the scores: 50, 54, 70, 70, 72, 72, 72, 76, 80, 81, 86, 86, 90, 90, 92, 95, 100. Which of the following types of graphs would give the best picture of the data: scatter plot, stem-and-leaf plot, or a line plot? Pick your favorite and make it. What is the median score for the class? What is the mean score?* ✓ *A class of 25 students is asked to determine approximately how much time the average student spends on homework* ✓ *during a one-week period. Each student is to ask one of*

LEADERSHIP FOR THE 21ST CENTURY

Introduction

Adapted from
Linking Leadership to Instruction
A Leadership Development Curriculum
for Virginia Public Schools
Revised August 2003

The role of leadership has been vital to the development of our nation and will be critical in meeting emerging and future challenges. American society requires that students become informed and active participants in every aspect of their lives. In recognition of the important role that effective leadership skills play in providing today's students an advantage in tomorrow's competitive world, the Virginia Board of Education has approved this optional leadership development curriculum as a model for schools to use in preparing students in kindergarten through grade twelve for their individual and group leadership responsibilities.

The Leadership Development Curriculum identifies important processes, skills, and opportunities that promote leadership in all students at all grade levels. The program is unique in that it was not written as an add-on curriculum. Rather, it suggests ways that content and activities that are currently being taught in Virginia classrooms can support the development and practice of leadership skills for students. While certain leadership topics have been highlighted for discussion throughout the curriculum, the intent is to provide a framework that allows teachers to embed leadership development in existing instruction within all subject areas at various grade levels. The expectations of the curriculum and the activities associated with them have been closely aligned with Virginia's Standards of Learning. However, the framework could easily serve as the basis for a more detailed curriculum for an independent course or seminar on leadership.

The model curriculum was developed by a committee of educators who currently incorporate the development of leadership skills into their instruction and their extracurricular work with students. The defined goals of the Leadership Development Curriculum are as follows: to develop in every K-12 student an awareness of his or her own leadership potential; to assist young people in developing essential leadership skills that enable them to act responsibly in all aspects of their lives; to develop citizens who possess the leadership abilities to meet present and future challenges in a global society; and to provide students with opportunities to learn and practice essential leadership skills within a learning community.

Using current research on effective leadership as well as ideas generated by some of Virginia's most recognized and successful leaders, the writing committee identified four areas of leadership development that form the basis for the development of effective leadership skills. These areas became the four organizing strands that frame the document at all grade levels: Developing Knowledge of Self and Others, Defining Leadership, Developing Leadership Skills and Practices, and Practicing Leadership through Service. The strands have been placed in this order simply as an organizational tool, because it is clear that leadership development does not occur in a linear process. Some individuals practice leadership naturally before they are aware of its elements, while others require development of their own self-confidence and skills before they can become effective leaders. This curriculum is designed to promote an awareness in all students of their potential for leadership at many levels – at home; at school; in the workplace; and in local, state, and national communities.

The model Leadership Development Curriculum does not prescribe any particular method for developing the student leadership expectations identified in this document. A great deal of flexibility has been provided for individual teachers and school divisions that wish to use the curriculum as a model. The educators who developed the curriculum were also able to contribute many ideas and resources to assist teachers as they work to promote leadership development in students. These sample instructional activities, strategies, and resources are included as a part of this document.

Goals

- To develop in every K-12 student an awareness of his or her own leadership potential
- To assist young people in developing essential leadership skills that enable them to act responsibly in all aspects of their lives
- To develop citizens who possess the leadership abilities to meet present and future challenges in a global society
- To provide students with opportunities to learn and practice essential leadership skills within a learning community

Strands

Developing Knowledge of Self and Others

Leadership requires knowledge of self and knowledge of others. Knowledge of self assists students in clarifying their identity, self-image, and roles in a variety of expanding communities. Students are able to assess their present strengths and weaknesses and realize their potential for leadership. Knowledge of others encourages students to consider and understand the way others view and respond to the world at large. Effective leadership rests in the ability to combine knowledge of self and knowledge of others to advance both personal and group goals.

Leadership Performance Level Descriptors

1. Leaders consider the consequences of his/her actions, anticipate possible responses or reactions, and accurately adjust behavior accordingly.
2. Leaders accurately anticipate the results of his/her actions on others.
3. Leaders core values guide all actions.
4. Leaders actions are transparent and trusted and there are no surprises.
5. Leaders manage emotions and is aware of their impact on relationships.
6. Leaders conduct habitually reflects awareness of the impact their behavior has on others.
7. Leaders are focused on problem solving.
8. Leaders demonstrate capacity to analyze, synthesize, and promote coherence.
9. Leaders encourage and models positive behavior.
10. Leaders sets goals that can be achieved.
11. Leaders plan projects using clear and written lists of milestones, deadlines, and persons responsible.
12. Leadership holds itself and others responsible for realizing high standards of performance for student academic and social learning.

LEADERS--

13. Results oriented.
14. Resolves problems using appropriate problem solving techniques.
15. Views issues and problems from multiple perspectives.
16. Uses multiple sources of data to make informed decisions.
17. Makes decisions based on the moral and ethical implications of policy.
18. Gathers data, and then breaks it down into parts for examination before proceeding to problem solving.
19. Makes high quality, timely decisions based on the best available information.

Defining Leadership
Leadership is a process rather than an event. As situations change, roles and behaviors of leaders and followers may also change. In defining leadership, students learn that respected leaders act ethically and model responsible behavior. Students work to understand that active leadership may involve personal and public risks and opportunities. While leadership demands no specific age, gender, ethnicity, religion, or political affiliation, students learn that these elements may influence an individual's leadership style.

Developing Leadership Skills and Practices
Effective leaders use personal skills that can be acquired by all students. These essential skills include developing a vision, motivating others, taking initiative, communicating effectively, setting goals, making decisions, managing resources, and facilitating the development of additional leaders. When practiced within the context of students' primary social groups, these skills will build competence and confidence that prepare students to assume a variety of leadership roles.

Practicing Leadership through Service
Leadership through service creates the opportunity for students to practice and continue to develop leadership skills. It allows them to define *community* and to assess community needs. Service leadership enables students to understand the concept of stewardship and ownership of their environment. It provides the opportunity to experience citizenship and identify the responsibilities and roles of responsible citizens. Leadership through service also encourages students to become altruistic leaders by providing opportunities for volunteerism.

Student Expectations
High School:
Grades 9-12

Developing Knowledge of Self and Others

HS.1 The student will evaluate his or her own self-image.
a. Compare one's own interests, values, and skills with those of selected effective leaders.
b. Evaluate one's own desire for leadership roles in the local, state, national, and world communities.
c. Define ways to capitalize on individual strengths and improve areas of personal weakness.

HS.2 The student will evaluate his or her own behaviors.
a. Recognize the ongoing benefits of self-analysis.
b. Evaluate one's own decisions and actions in terms of short- and long-term consequences.
c. Evaluate one's own behaviors in terms of their positive or negative effects on others.

HS.3 The student will use knowledge of others to improve one's leadership skills.
a. Create strategies to utilize the strengths and diminish the limitations of group members.
b. Demonstrate ways to organize and delegate responsibilities.
c. Encourage ideas, perspectives, and contributions of all group members.
d. Use leadership skills to encourage cooperation and collaboration among groups with different needs and concerns.

Defining Leadership

HS.4 The student will analyze the characteristics of leaders.
a. Identify and discuss effective leadership qualities, such as integrity and wisdom (in addition to setting of limits, tolerance, self-reliance, initiative, charisma, competence, honesty, care for others, civility, fairness, responsibility, courage, and reliability).
b. Explain how leadership traits apply to many aspects of life, such as economic and political systems, scientific discoveries, mathematical reasoning, and artistic endeavors.
c. Examine leadership theories that explore different styles/types of leadership.
d. Explore philosophical concepts associated with leadership, such as virtue and justice.

HS.5 The student will analyze the complex relationship between the leader and the follower.
a. Critically analyze situations in which followers become leaders.
b. Analyze and understand the dynamic relationship between the leader and the follower.
c. Evaluate the risks and consequences of civil disobedience.

HS.6 The student will evaluate the role of context in the process of leadership.
a. Analyze the influence of different contexts on leadership, such as gender, ethnicity, political affiliation, religion, and socio-economics.
b. Understand that as contexts change, leaders may become followers, and followers may become leaders.
c. Evaluate the effects of changing situations upon leadership roles in the family, classroom, school, community, state, nation, and world.

Developing Leadership Skills and Practices

HS.7 The student will communicate effectively in pairs, small groups, teams, and large groups.
a. Suspend judgment until all ideas are expressed.
b. Refine interpretation and synthesis of ideas.
c. Present personal ideas as well as those of others in a clear, concise, and effective manner.
d. Balance personal expression with others' contributions.
e. Distinguish between fact and opinion.
f. Work toward consensus in heterogeneous groups.
g. Facilitate the mediation of conflict.
h. Motivate team members individually and collectively to collaborate to achieve a common purpose.

HS.8 The student will analyze and refine decision-making skills.
a. Take the lead in implementing, monitoring progress toward, and evaluating solutions.
b. Support group decisions.
c. Adjust group decisions according to changes within or outside the group.
d. Refine skills in parliamentary procedure to facilitate meetings or discussions.

HS.9 The student will evaluate the relationship between personal vision and the group vision.
a. Present one's personal vision to a group, using persuasive techniques.
b. Compare one's personal vision with that of a group.
c. Recognize the necessity for compromise in various leadership situations.
d. Motivate others to act according to the group's vision.

Practicing Leadership through Service

HS.10 The student will appraise communities and community needs.
a. Evaluate the needs of communities within the school, locality, state, nation, and world.
b. Demonstrate that good citizens strengthen a community through tolerance of ideas and respect for the freedoms and civil rights of others.
c. Justify the priorities by which needs are addressed in a community.

HS.11 The student will evaluate the roles and responsibilities of citizenship.
a. Demonstrate that citizenship requires gathering information, making informed choices, and acting responsibly.
b. Devise ways to assume active roles in the class, school, locality, state, nation, and world, such as volunteering for additional duties, participating on a committee, and leading a group.

HS.12 The student will evaluate the concept of stewardship.
a. Debate methods that leaders may use to take care of and preserve their school, local, state, national, and world communities.
b. Explain ways in which one becomes vested in the community and its resources.

HS.13 The student will practice leadership through service in a variety of communities.
a. Justify decisions in situations where community needs are more important than individual benefits.
b. Demonstrate altruistic behavior.
c. Encourage others to volunteer for community service.

Renaissance Math, Science, and Leadership Academy
Public Charter High School Science

Mission

The mission of the science program is to develop students' abilities to effectively influence the success of their own academic pursuits, as well as that of their peers, by offering a rigorous, standards-based, inquiry-focused, real life related, instructional program that prepares ALL students for success beyond high school specifically to successfully complete college level work to receive a degree from a higher education institution.

Vision

All students will become scientifically literate which will enable them to (1) achieve high levels of respect and understanding about themselves as a living organism interacting with other living things and the designed environment, (2) make collaborative and collective decisions about sharing earth's resources, (3) improve their capacity to continue their education and work in meaningful and productive careers, (4) increase their ability to think logically and creatively, and (5) help the society which they are part of to be globally competitive. All students will have access to high quality, multiyear, engaging science instruction in which there will be high expectations for all students with accommodations for special needs students. Teachers will have adequate resources that allow them to teach science as inquiry, integrate instruction, assessment and educational policies in a way that allow them to enhance and support learning the concepts described in the science content standards. The curriculum is rich in science content and skill processes that integrate mathematics, other subjects and technology as essential components of the academic experience. Students are actively engaged in valuing and learning science. Parents will actively support student learning and understand that learning science is a civil right, because it opens the doors to multiple life opportunities.

Goals

Students enrolled in science courses will:

- Develop and use the knowledge, concepts and process skills as outlined in course objectives to become master students and academic leaders.
- Develop and use study skills to improve achievement levels on all forms of assessments.
- Use appropriate technology to enhance learning (electronic data collecting tools and equipment, graphing calculators, internet, software, computers, smart boards, manipulatives, etc.).
- Participate in activities that increase personal knowledge and confidence.
- Reason and use appropriate problem solving skills to complete tasks (projects, etc.) that require real life applications of science content knowledge.
- Communicate using appropriate scientific language (orally and written).
- Work cooperatively with the teacher and other students (in teams).
- Use perceptive observation and thoughtful reflection skills to enhance achievement and the ability to identify a basis for making decisions and taking actions.