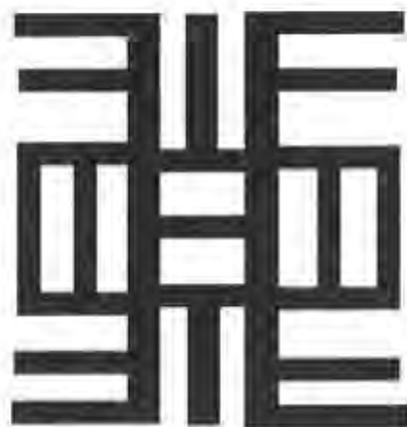


Organizing an Urban Revolution through education Leadership Academy PCS

O.U.R. Leadership Academy PCS 2013



"he who does not know, can know from learning"

APPLICANT INFORMATION SHEET

Request for Approval

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

Name of Proposed Charter School: **Organizing an Urban Revolution through education (O.U.R.) Leadership Academy PCS**

Name of Entity Applying for Charter Status in DC: N/A

Contact Person: Maia Shanklin Roberts

Address: [REDACTED]

Fax: N/A

Name of Person Authorized to Negotiate: Maia Shanklin Roberts

E-mail: [REDACTED]

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

Authorized Signature: _____

Proposed Start Date: September 3, 2014

Proposed Year 1 Budget: \$2,488,966

Start Up Information

First-Year Enrollment: From age/grade:15/9 to age/grade:10/18 Number of students:100

Enrollment at Capacity: From age/grade:15/9 to age/grade:21/12 Number of students:200

Location of school (address or area of city): Ward 5 or Ward 6, specifically neighborhoods near the Navy Yard

Names of Organizations Involved in Planning (if applicable): N/A

Name of Educational Service Provider (if applicable): N/A

Type of Application (Check One)

Conversion of Existing Public School Conversion of Existing Private School New School

If conversion, name the school being converted: _____

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

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

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Executive Summary

Organizing an Urban Revolution through education (O.U.R.) Leadership Academy Public Charter School grew over the last six years from a vision to reduce the incarceration of high-risk youth in the District into a dynamic non-traditional high school preparing disconnected youth for college and careers. While working with these youth in the community, schools and detention centers, the founders became frustrated by the pattern of recidivism and low educational attainment amongst court-involved youth. O.U.R. Leadership Academy PCS will address the academic and social barriers that have kept disconnected youth from traditional education in an attempt to re-engage and educate them. The Academy will deconstruct the "Street Code", a mentality that normalizes violence, delinquency and promotes loyalty to one's neighborhood, and replace it with a social justice ideology intended to promote individualized college and career pursuits. This school will address the educational disparities faced by disconnected youth in the city.

The Academy plans to open in school year 2014-2015 with 100 students and expand within five years to its capacity of 200 students. The Academy will maintain small class sizes, connections with the surrounding community and organizations, familial involvement and rigorous, relevant course material. It is the goal of O.U.R. Academy to shatter the notion that disconnected youth cannot achieve at high levels and that all hope is lost for reengagement. To ensure this, students will be given ample school and community-based support to aid in the development of the entire student. The Academy also asserts that its success must be measured by the capacity to simultaneously challenge both the nonacademic and academic barriers experienced by the students. Increasing capacity in key content areas will only occur after the students build self-efficacy. The process will be unique for each of the students and will be guided by a defined system of individualized interventions and supports.

The O.U.R. Leadership Academy student has experienced educational failures; that are related to a myriad of factors, including an inability of educational institutions to fully harness and stimulate these students' intellectual capital. As such, the major goal of The Academy will be to build the infrastructure to successfully mitigate the students' social, economic and psychological barriers and produce young adults ready for college and careers. Particularly for those students who are funneled into the school to prison pipeline, The Academy will be transformative; it will ensure high academic performance, a strong sense of 'self,' and a clear plan for a positive, productive future. Defeating the school-to-prison pipeline is community work. The Academy will be the lynchpin to its destruction.

As native Washingtonians educated in DC Public Schools, the co-founders believe in public schools. It is their intention to give back to the system that is the academic foundation of their present success.

A. Educational Plan

1. Mission and Purpose of the Proposed Public Charter School

a. Mission and Philosophy

Mission

O.U.R. Leadership Academy Public Charter School (Organizing an Urban Revolution through education) will be an innovative high school that challenges the school-to-prison-pipeline by preparing disconnected youth for post-secondary success, self-sufficiency and participation in a global community through the use of a rigorous and culturally relevant curriculum.

Philosophy

"Our kids get only one chance at an education, and we need to get it right. Of course, getting it right requires more than just transforming our lowest-performing schools. It requires giving students who are behind in school a chance to catch up and a path to a diploma." - President Barack Obama, March 1, 2010.

The founders of O.U.R. Leadership Academy (The Academy) believe that disconnected youth have the capacity to achieve at high levels, attend college, and pursue productive careers. The students' experienced educational failures; are related to a myriad of factors, including an inability of educational institutions to fully harness and stimulate these students' intellectual capital. As such, the major goal of The Academy will be to build the infrastructure to successfully mitigate the students' social, economic and psychological barriers and produce young adults ready for college and careers.

College and Career Readiness

Through the development of culturally competent staff and use of culturally relevant curricula, The Academy will deconstruct the "Street Code", a mentality that normalizes violence, delinquency and promotes loyalty to one's neighborhood, and replace it with a social justice ideology intended to promote individualized college and career pursuits. The Academy defines college and career ready not by the school's college acceptance rate or vocational offerings, but by the real ability of the students to demonstrate higher thinking and the aptitude and skills to engage in higher education and the workplace.

Social and Emotional Development

The Academy also asserts that its success must be measured by the capacity to simultaneously challenge both the nonacademic and academic barriers experienced by the students. Increasing capacity in key content areas will only occur after the students build self-efficacy. The process will be unique for each of the students and will be guided by a defined system of individualized interventions and supports.

The Academy as a Community School

The Academy must be a community school -- one that has a strong connection with the community in which it lives. This is a vital aspect of The Academy's mission and plan, both in terms of enhancing student retention and obtaining the buy-in needed to create positive change. To remain sustainable and thriving, strong connections between staff, students, their families, and community will be developed and maintained. The school will adopt an aggressive community outreach and school culture strategy to ensure that truancy and delinquency do not inhibit student productivity. Defeating the school-to-prison pipeline is community work. The Academy will be the lynchpin to its destruction.

b. Educational Needs of the Target Student Population

O.U.R. Leadership Academy Public Charter School will be a nontraditional high school designed to meet the needs of youth historically unsuccessful in traditional public schools. At capacity it will serve 200 students in grades 9-12. The Academy will prepare its students for college and careers.

O.U.R. Leadership Academy will support the needs of disconnected youth, who are disengaged from education and/or have become marginalized within their current educational setting. These are disproportionately "children and youth of color who currently have, or have experienced, a host of risk factors that are associated with poor academic achievement, delinquency, recidivism, substance abuse, and mental health issues"¹ and are consequently funneled into the juvenile justice and criminal justice systems.

Educational Attainment and Delinquency: The Link

Research demonstrates that there is a strong link between low educational attainment, race, poverty, and delinquency.² For example, a 2008 study on male juvenile delinquency and education found that a large percentage of the study's incarcerated youth had been suspended from school (80% of participants), retained a grade (60%), and/or expelled from school (50%) prior to their incarceration.³ Researchers reported similar findings in a comparable study of 273 girls from the same state. Specifically, researchers found that a large percentage of the incarcerated girls had been suspended from school (80%), retained a grade (55%), and/or expelled from school (46%) prior to incarceration.⁴ Studies also have confirmed a disproportionate amount of youth in the juvenile justice system have a history of emotional and learning disabilities.⁵ Additionally, almost 31% of the study's learning disabled youth was

¹ Peter Leone and Lois Weinberg, "Addressing the Unmet Educational Needs of Children and Youth in the Juvenile Justice and Child Welfare Systems," (May 2010):9.

² Ibid

³ Ibid: 12.

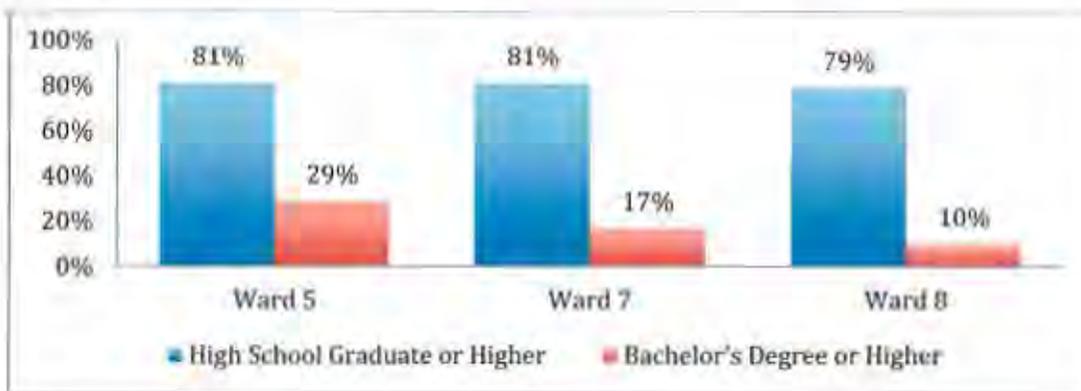
⁴ Ibid: 12.

⁵ Ibid: 12.

arrested within three to five years of leaving school.⁶ Taken together, the literature briefly summarized above speaks to the national crisis facing the targeted youth, and highlights the inextricable and substantial link between poor educational attainment and negative life outcomes (i.e., incarceration). These negative outcomes disproportionately impact the target population for the proposed charter (i.e., persons of color from impoverished, inner city communities).

Education Attainment and Incarceration: Washington DC

The above trends also are evident at the local level, particularly with respect to at risk populations in Washington DC. Notably, the overall educational attainment of District residents is relatively high. According to the 2005-2006 American Community Survey, 86% of all District residents have at least a high school diploma or higher and 47% have a bachelor's degree or higher. However, a closer look at these data reveals that the city's apparent educational attainment is equally distributed; similar to national trends, the educational attainment of city's poorest residents (those in Wards 5, 7, and 8) is consistently and significantly lower than the overall figures.⁷



Correspondingly these Wards also experience the highest proportion of youth incarceration. That is, a disproportionate representation of youth from Wards 5, 7, and 8 in the juvenile justice system. In 2011 the Department of Youth Rehabilitation Services reported that 62% of all of the youth under its supervision lived in Wards 5, 7 and 8, with half residing in wards 7 and 8 alone.⁸ This correlation between low educational attainment and high involvement in the juvenile justice system for persons in Wards 5, 7, and 8 provides evidence of the need for a local solution to reducing the target population's risk of participating in the criminal justice system and disengaging from high school and higher levels of educational attainment.

⁶ Ibid: 12.

⁷ Joy Phillips, *2005-2009 American Community Survey – Key Demographic Indicators* (Washington, D.C.: D.C. State Data Center, 2011)

⁸ Paul Ashton, "The Education of D.C.: How Washington D.C.'s Investments in education can help increase public safety," (Justice Policy Institute): 6.

Additional data on DC's most vulnerable youth, those in the care of the State, further demonstrates the inability of the current school system offerings to substantively address the education gap for impoverished children with histories abuse and neglect--particularly as it relates to the very real "school to prison pipeline" for these children. In 2009, the Child and Family Service Agency reported that only 40% of the youth in their care graduated from high school and about 10% were enrolled in college.⁹ In 2010, the Department of Youth and Rehabilitative Services reported the following about the youth in its care prior to educational reforms instituted in 2005:

... the average student committed to the Department of Youth Rehabilitation Services (DYRS) is 16 years old, has completed a fraction of the school credits they would need to graduate, and their reading, writing and math skills are at a 4th or 5th grade level. Half of the young people ... [have] special education needs. [And] despite these deep educational needs ... school attendance for youth at Oak Hill was actually under 50 percent... and the system kept no data on whether or not these young people were returning to school upon release.¹⁰

Looking more broadly, substantial numbers of youth in the District continue to exit the K-12 system without a diploma. For example, almost half (48%) of the 7,846 youth enrolled in DC Public High Schools during the 2009-2010 school year were reported as truant.¹¹ These data are especially troublesome for students residing in Wards 5, 7, and 8, where the high school truancy rates are well above the city average.

Ward 5		Ward 7	Ward 8	
Dunbar SHS	Spingarn SHS	Woodson SHS	Ballou SHS	Anacostia SHS
67%	65%	55%	58%	62%

Office of the State Superintendent of Education (OSSE) data on graduation rates provide additional insight on the number of youth who disengage from school from the point of enrollment in the 9th grade to graduation in the 12th. OSSE reports that there were 4,953 students in the 2012 graduation cohort. However only 3,010 (61%) these students graduated. Of the 1,943 students who did not graduate, OSSE reports that 877 were still enrolled. Of the 1,943 students who did not graduate, OSSE reports that 877 were still enrolled.¹² These data suggest that there are over 1,000 high school aged youth who are presently disconnected from the DC public school system and thus at significant risk for judicial involvement (the school-to-prison pipeline). This is a staggering figure especially when considering that these figures are

⁹ Young Women's Project, *Fact Sheet: The Status of Foster Youth in Education, Aging Out, and Congregate Care*, <http://www.youngwomensproject.org/node/50>

¹⁰ DC Department of Youth Rehabilitation Services, "Educating D.C.'s Young People: How D.C.'s juvenile justice system helps young people get the schooling they need," <http://dyrs.dc.gov/DC/DYRS/Publication%20Files/Educating%20DCs%20Young%20People.pdf> (June 9, 2010).

¹¹ Martha Ross, "Strengthening Educational and Career Pathways for D.C. Youth," (Brookings: October 2011):9.

¹² *2012 Adjusted Cohort Graduation Rate*, <http://mayor.dc.gov/sites/default/files/dc/sites/mayor/attachment/content/attachments/AdjustedCohortGraduationRatesSchoolbySchool20112012.pdf>, (Office of the State Superintendent of Education).

from only *one* student cohort (2012), and therefore underestimates the full scope of the problem. Consequently, The Academy will aggressively recruit students who are truant and/or have dropped out. Furthermore, the school plans to be centrally located to attract youth across wards.

The Need for a Non-traditional Public Charter High School in DC

The problem of the school to prison pipeline is further exacerbated by the lack of appropriate educational placements for youth who want to re-engage in school and receive a high school diploma. The US Department of Education (DOE) promotes alternative education as a viable option for students who have been unsuccessful in traditional schools. They define alternative education as a “public elementary/secondary school, that addresses needs of students that typically cannot be met in a regular school, provides nontraditional education, serves as an adjunct to a regular school, or falls outside of the category of regular, special education or vocational education.”¹³ Research, further supports the argument that these students require interventions and supports that are either in short supply or unavailable in the traditional school setting.¹⁴ Specifically, these youth need settings that develop and/or support their resiliency.¹⁵

In the District there are only five non-evening diploma granting “alternative” high schools - Luke C. Moore Senior High School; Washington Metropolitan Senior High School; MAYA Angelou PCS Upper School (Evans Campus); St. Colleta Special Education Public Charter School¹⁶ and Options Public Charter School. Presently, four of these schools are at capacity and have a combined waitlist of 230 youth.

School	# Of Students on the Waitlist
Luke C. Moore	160 ¹⁷
Washington Metropolitan	(At capacity) ¹⁸
Maya Angelou Upper School	50 ¹⁹
Options PCS	30 ²⁰
Total	230



The waitlist figures independently demonstrate the need for another non-evening alternative high school to support youth at risk of engaging in the school to prison pipeline. With more and

¹³ Laudan Y. Aron, “An Overview of Alternative Education,” (The Urban Institute, January 2006):3.

¹⁴ Ibid: 11-15, 18-19, 23.

¹⁵ Peter Leone and Lois Weinberg:10.

¹⁶ St. Colleta Special Education Public Charter School is not a comparable because it only serves students with intellectual disabilities. It will not be reflected in the discussion of alternative education schools in the District of Columbia.

<http://www.stcoletta.org/>.

¹⁷ Luke C. Moore Senior High School, phone interview, January 2013.

¹⁸ Washington Metropolitan Senior High School, phone interview, January 2013.

¹⁹ Maya Angelou PCS Upper School, phone interview, January 2013.

²⁰ Options Public Charter School, phone interview, January 2013.

more at risk youth joining these ranks each year, it is clear that immediate action is required to increased the city's capacity attract, re-engage, and successfully educate this city's educationally disengaged youth--before they fully engage on the path to prison and other negative life outcomes.

Above all, academic data for students enrolled in the District's existing "alternative" public schools suggests that many of these students continue to fall short of national and state standards in terms of academic preparedness (in Math and Reading), graduation, and college entry. The following data table presents recent (2012) graduation, college enrollment, and academic achievement figures for student's enrolled DC "alternative" public schools.

School	2012 Graduation Rate (State average 61%)	2012 College Enrollment/ 2011 College Acceptance Rate	2012 DC CAS Proficiency/Advanced Percent (Grade 10)	
			Reading (State average 44%)	Math (State average 44%)
Luke C. Moore	36%	13% (enrollment)	22%	8%
Washington Metropolitan	34%	N/A	10%	8%
Maya Angelou (Upper School) PCS	62%	90% (acceptance)	19%	10%
Options PCS	57%	31% (acceptance)	7%	7% ²¹

Specific to educational attainment, the above data strongly suggests that the city's existing alternative high school programming is insufficient in its current capacity and unlikely to significantly curtail the problem of student disengagement and poor academic outcomes. Only one of the high schools has exceeded the state average for graduation, while two of the four schools are more than 25% percentage points below the state average.

DC CAS scores however, further reflect that DC's alternative high schools have not been successful in promoting academic achievement. For all of the schools, the number of students who score at proficiency or above in reading or math is well below the state average.

²¹ Data Sources: "2011 Charter School Performance Reports," (District of Columbia Public Charter School Board: December 2011); *Luke C. Moore High School: Scorecard*, <http://profiles.dcps.dc.gov/Luke+C,+Moore+High+School>, (DC Public Schools); (*Washington Metropolitan High School: Scorecard*, <http://profiles.dcps.dc.gov/Washington+Metropolitan+High+School>, (DC Public Schools).

In sum, extant research and demographic data on risk and educational outcomes for the proposed The Academy target population strongly indicate that there is a need in Washington, DC for a dynamic, nontraditional high school designed to reconnect disconnected youth and place them on a path to college and careers. Particularly for the most vulnerable youth, the academic program must be multifaceted. The program must contain a dynamic system of social, psychological, academic and professional supports. These students require a nontraditional high school with the necessary and specific academic and non-academic systems to ensure high academic performance, a strong sense of 'self,' and a clear plan for a positive, productive future.

School Location

The goal is to make O.U.R Leadership Academy a haven for student development and expression. As such, neutrality in its location is key. There is a need to identify a **gang/crew neutral site for the O.U.R Leadership Academy in order to provide a safe space with minimal risk for gang/crew-based violence.** The territorial conflicts impose boundaries on the youth population that could disrupt the strength of the foundation and create avoidable limitations.

O.U.R Leadership Academy intends to find a location that is centrally located and is accessible to students from across the city. Recognizing that securing a facility is a difficult task and that the school size further impacts the ability to secure the ideal location, The Academy will remain open to varying location possibilities that will meet the school's budget and facility needs. The Academy, however, hopes to be located in either Ward 5 or Ward 6, with a specific focus on the Navy Yard area. **The Academy is in partnership with Building Hope who provides support to charter schools in securing facilities either through their incubator program or real estate advisory program.**

School's Impact on the Surrounding Community

The Academy plans to have close ties to the community in which it lives as well as throughout the city. Recognizing that the students will come from all four quadrants of DC, The Academy defines the community more broadly than the surroundings of the physical building. The youth are not merely members of a nuclear household, but they engage with a variety of resources and supports. There must be a symbiosis between The Academy, the student's support systems and the resources that enhance the social and economic capital of the school's community. The Academy expects the community to serve as volunteers, teachers and mentors to the students.

The Academy will in turn serve as a hub for the community. The community that immediately surrounds will be encouraged to embrace the school as a value-added resource. The school will provide space and resources to fill needed gaps and engage in community efforts.

c. Educational Focus

“Every child in America deserves a world-class education. We must ensure that every student graduates from high school well prepared for college and a career.” – President Barack Obama

The educational focus of O.U.R. Leadership Academy is to provide a high quality, enriching academic experience that prepares students for college and careers through meaningful civic engagement and culturally responsive instruction. The Academy will be a place where young people’s individual talents are nurtured and their deficits are strengthened.

Successful educational attainment for the target populations is based on the ability to implement innovative and culturally responsive practice to **restore a belief in personal efficacy and create scholars who are college and career ready.** The Academy believes that every student should possess the necessary academic, social and cognitive skills to pursue and succeed in the post-secondary academic program of their choice. Likewise, The Academy also believes that every student should possess the requisite knowledge and technical skills needed to gain meaningful employment in their desired career field.

The Academy has adopted a more comprehensive measure to evaluate the students’ competency and competitiveness for post-secondary success by adopting a model developed by the Educational Policy Improvement Center (EPIC) for determining postsecondary preparation. This model will serve as the anchor of the educational program. This model outlines college and career readiness upon the development of skills in four areas.²²

- **Habits of the Mind** – Habits of the mind are patterns of intellectual behavior that lead to the development of cognitive strategies and capabilities necessary for college-level work. The habits of the mind most closely related to postsecondary success are intellectual openness; inquisitiveness; analysis; reasoning, argumentation, and proof; interpretation; precision and accuracy; and problem solving. The Academy will develop all elements of the habits of the mind associated with postsecondary success.
- **Key Content** – Key content are the structures, concepts, and knowledge of core academic subjects. Key content areas are Math; Science; Social Studies; English; Art and World Languages. Embedded in the mastery of key content is also the development of strong writing and research skills. The Academy’s graduation requirements will ensure that all its students are exposed to key content and gain a proficiency in writing and research.
- **Academic Readiness** – Academic readiness encompasses a range of behaviors that reflect greater student self-awareness, personal efficacy, self-monitoring, and self-control of a

²² Dr. David Conley. “Toward A More Comprehensive Conception of College Readiness,” (Education Policy Improvement Center, 2007).

series of processes and behaviors necessary for academic success. The behaviors most aligned to academic readiness are self-monitoring and study skills.

- **Contextual Skills and Awareness** – Contextual skills and awareness is the systemic understanding of the post-secondary educational system combined with specific knowledge of the norms, values, and conventions of interactions in that context; it also encompasses the human relations skills necessary to cope even if it is very different from the community the student has just left. For many of The Academy’s students, the idea of college and careers is incompatible with their current view of themselves and circumstances. As such the students will develop contextual skills and awareness through a social justice lens – exposure to college and careers through the discussion of advocacy and human rights.



As demonstrated in the figure above, in practice these various components are not mutually exclusive or perfectly nested. They interact with one another extensively. Yet they provide a clear picture of the overarching skills that students will develop by graduation.

2. Goals

The Academy will adopt the current PMF policy currently in public comment as its goals and student academic achievement expectations.

The Academy will also accomplish three additional mission specific goals as a measurement of the school’s success. The three additional goals include a special education goal, a teacher retention goal, and a restorative justice goal.

Special Education Goal: *A minimum of 90% of the special education population will master all of their IEP goals.*

The Academy will progress toward this goal through five specific tactics. First, the special education coordinator will review previously drafted IEPs to determine the feasibility and quality of the goals in order to align them with the current academic status of the students. Second, the goals will be rewritten as necessary to establish a realistic, yet accelerated annual growth target for the students. Third, along with general education students, special education students will be identified for their appropriate placement on the Response to Intervention continuum. Fourth, special education teachers will co-teach with general education teachers to ensure that all lessons include the appropriate accommodations and modifications as mandated by the students' IEPs. The Academy will also ensure that general education teachers receive the professional development required to appropriately accommodate for their special education students' needs. Fifth, the special education coordinator will conduct bi-weekly progress monitoring of students' achievement to evaluate students' progression toward their goals.

When a lack of progression has been identified, the coordinator will meet with the special and general education teachers, licensed clinical social worker and school psychologist to evaluate and modify instructional practices and delivery of adequate student supports in accordance with The Academy's Response to Intervention program.

Teacher Retention Goal: *Annually, 75% of teachers rated as effective will return to teach at The Academy.* 

The Academy will evaluate its teachers throughout the year in accordance with the evaluation protocol discussed in the Operations Plan. Those teachers deemed effective will be invited to return the subsequent school year. The Academy's goal is to retain 75% of its teachers rated effective.

The Academy has adopted six practices, proven effective in retaining teachers in "hard to staff schools" – increased planning time; grade-level teamwork; shared leadership and teacher input into key decisions; school-level flexibility; supports for struggling students; and technology supports.²³ In addition to measuring the number of effective teachers that return to the Academy, the school has developed benchmarks to measure progress toward achieving the adopted teacher retention practices.

- Increased planning time
 - Instructional staff will have six hours and fifteen minutes per week of planning and a four-day intersession period between each five-week advisory for teachers to have independent planning and processing time.
- Grade-level and content area teamwork
 - A minimum of 50% of all grade-level and content area collaborative planning

²³ Dale DeCesare, Jennifer Kramer-Wine and John Augenblick. "Methods to Attract and Retain Teachers in Hard to Staff Schools: A Report to Aurora, Denver and Jefferson County Public Schools," (May, 2008).

- meetings will be teacher-led.
 - Teachers will meet for 3 hours per advisory²⁴ on grade level to design interdisciplinary experiential or didactic learning activities.
 - Teachers will meet for 2 hours per advisory, per content area to identify vertical alignment in achieving standards of learning.
 - Teachers will spend 1.5 hour per month observing one another and will share constructive feedback, using an approved protocol.
- Shared leadership and teacher input into key decisions
 - Teachers will lead a minimum of 50% of all professional development.
 - At least one teacher will participate in the hiring of all staff.
 - At least one teacher representative will serve on the Family Teacher Student Community Association.
- School-level flexibility
 - Teachers will have 1/3 of the decision-making power in appropriating funding for instructional resources and materials.
- Supports for struggling students
 - 2 hours and thirty minutes per week of office hours to engage individual or small groups of struggling students.
 - **Maintain a 2:15 teacher-student ratio for small groups, differentiation and individual learning style accommodation.**
 - 100% of all teacher-made referrals for behavioral interventions will be addressed within one school day.
 - At least one teacher will participate in all RtI, restorative justice and special education meetings and interventions.
- Technology Supports
 - 100% wireless or T-1 Internet connection for all teachers, in every classroom.
 - 100% of all teachers will have access to a comprehensive student information system to support with data management and reporting.
 - 100% of all teachers will have access to a cloud-based system that allows remote access to shared files.
 - 100% of all teachers will be issued a laptop.

The Academy will also ask teachers to participate in an annual teacher survey that measures job satisfaction with the intention of improving school policies that contribute to meeting the teacher retention goal. Specifically, the survey will measure teacher attitudes and perceptions in relation to the practices outlined above.

Restorative Justice Goal: **The Academy will have no more than 2% of all behavioral incidents referred for suspension or expulsion.**

²⁴ An advisory is a five-week term.

The Academy will measure the effectiveness of its restorative justice responses through assessing the rate of referral for suspension and/or expulsion against the total number of incidents. A fully activated restorative justice culture should diffuse most conflicts after mediation and conferencing. Therefore, the rate of suspension and expulsion should be minimal. The Academy will measure this goal based on the total number of incidents, not by the individual. The school acknowledges that this requires a substantial degree of specificity and sophistication in tracking the development of conflict. Yet, restorative justice focuses on the harm and not the individual. Therefore, the data must also reflect the school's focus on the root cause of the disciplinary actions and not just the persons involved.

As a sub-goal, The Academy will have no more than 6% of all incidents referred for in-school suspension. A restorative justice approach also aims to keep students in class. Therefore measuring the rate of in-school suspensions will provide a comprehensive measure of the effectiveness of the restorative justice approach.

4. Charter School Curriculum

a. Student Learning Standards

The Academy is founded on the core belief that disconnected youth have the capacity to achieve at high levels. Hence, the student learning standards adopted by The Academy will serve to reconnect the youth by providing authentic learning experiences founded upon College and Career Readiness Standards for Literacy and Mathematics; The National Curriculum Standards for Social Studies; The National Science Standards; The Standards for Foreign Language Learning in the 21st Century (1999); The Universal Intellectual Standards and the National Technology Standards. The Academy asserts that in adopting these standards, the students will develop proficiency in college and career readiness as defined by Educational Policy Improvement Center Postsecondary Readiness Model and articulated through the 21st Century Learning Skills Framework.

ELA/Literacy Standards and Literacy Standards for History, Science and Technical Subjects

The National Governor's Association (NGA) published the Common Core college and career readiness state standard (CCSS) for literacy in 2009. To date, 46 states and the District of Columbia have adopted the standards. The Academy proposes to employ these standards for the literacy curriculum because they align with the educational focus.

The CCSS are internationally benchmarked standards. This ensures that students who perform at or above the level of the standards are prepared for post-secondary success. Additionally, given the unknown work demands of the 21st century, The Academy's graduates will be prepared for global citizenry at a level equal to their international peers. The CCSS are also rigorous. To be specific, rigor is the goal of helping students develop the capacity to understand

content that is complex, ambiguous, provocative and personally/emotionally challenging.²⁵ The CCSS will serve to ensure that students are academically challenged, improve their engagement with school and increase their likelihood of academic success.

The ELA/Literacy standards address the academic and non-academic goals of the school. The standards address reading informational text, reading literature, writing, speaking and listening, and language. The non-academic goals are more readily addressed via the speaking and listening (S&L) standards. The S&L standards provide students with the opportunity to develop their ability to engage in structured dialogue, critically analyze multimedia and acquire knowledge using technology. These skills serve The Academy's goal of developing self-sufficient youth who are capable of participating in a global community.

Mathematics Standards

The Common Core initiative of the NGA also produced standards for mathematical practice and standards for mathematical content. The mathematical content standards fall under algebra, functions, modeling, geometry and standards and probability. The Academy proposes to employ these standards. As indicated in the Common Core document,

The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important "processes and proficiencies" with longstanding importance in mathematics education. The first of these are the NCTM process standards of problem solving, reasoning and proof, communication, representation, and connections. The second are the strands of mathematical proficiency specified in the National Research Council's report *Adding It Up*: adaptive reasoning, strategic competence, conceptual understanding (comprehension of mathematical concepts, operations and relations), procedural fluency (skill in carrying out procedures flexibly, accurately, efficiently and appropriately), and productive disposition (habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy).²⁶

For these reasons - college and career readiness, development of expertise, improved problem solving, reasoning and communication skills, The Academy has embraced the Common Core for math standards.

Social Studies Standards

Social Science courses in college require students to be ready to think analytically and critically and to apply literacy skills, particularly for writing and research. The Academy is adopting CCSS Literacy Standards for History along with the Curriculum Standards for Social Studies from the

²⁵ Richard W. Strong, Harvey F. Silver and Matthew J. Perini. "Teaching What Matters Most: Standards and Strategies for Raising Student Achievement," (ASCD, 2001).

²⁶ Common Core State Standards Initiative, Mathematics » Mathematics » Standards for Mathematical Practice, <http://www.corestandards.org/Math/Practice> (2012).

National Council for the Social Studies (2011). The standards were designed to accomplish the following:

- Foster individual and cultural identity along with understanding societal forces;
- Include observation of and participation in the school and community;
- Address critical issues in the world;
- Prepare students to make decision based on democratic principles; and
- Lead to citizen participation in public affairs.

The national standards fall under ten themes. The Ten Themes are organizing strands for social studies programs are the following:

1. Culture
2. Time, continuity and change
3. People, places and environments
4. Individual development and identity
5. Individuals, groups and institutions
6. Power, authority and governance
7. Production, distribution and consumption
8. Science, technology society
9. Global connections
10. Civic ideals and principles

The national standards for Social Studies combined with the CCSS literacy standards support the school's goal of promoting a culturally relevant practice that fosters a social justice ideology. Furthermore, reliance on nationally vetted standards ensures college and career readiness.

Science Standards

In order to participate as global citizens, 21st century high school graduates must be able to apply the principles of scientific thinking as they interact with peers to solve problems democratically. As aligned with The Academy's goals, the students must be able to think in an interdisciplinary fashion in order to make effective contributions to their local and global community. Because of this, the school has adopted the Next Generation Science Standards. These standards are designed to correlate with the CCSS standards for science and were also designed to develop students who are college and career ready at the time of high school graduation.

Foreign Language

In order to participate in the global economic marketplace, The Academy will provide foreign language instruction. Foreign language skills have been found to promote higher performance on standardized test and in college and increase employment competitiveness.²⁷ Understanding the increased interconnected of diverse people foreign language instructs aids in developing an appreciation cultural diversity and the necessity of multi-lingual communication. The Academy

²⁷ State Scholars Initiative, <http://www.wiche.edu/info/publications/SSI/foreignLanguageBrief.pdf>, (September 2008).

has chosen Spanish because it is the second highest spoken in the District. Over the past decade the Latino population in DC has increased by over 21%.²⁸ The Academy will adopt the Standards for Foreign Language Learning in the 21st Century (1999), known as "The 5 C's". The standards promote:

1. Communication;
2. Culture;
3. Connections;
4. Comparisons; and
5. Communities.

The Academy will blend these standards with the CCSS for English Language Arts for the above stated reasons. 

Technology Standards

In order to ensure that students are prepared to learn and engage in their environment as 21st century students, The Academy has decided to adopt the National Educational Technology Standards (NETS) and the CCSS for Technical Subjects. The six organizing themes for these standards are the following:

1. Creativity and innovation
2. Communication and collaboration
3. Research and information fluency
4. Critical thinking problem solving and decision making
5. Digital citizenship
6. Technology operations and concepts

These standards will be woven into the scope and sequence of the core subjects as they support much of the standards discussed above.

Universal Intellectual Standards

The Critical Thinking Foundation's (CTF) Intellectual Standards will be adopted to support the habits of the mind component of the educational focus. The Foundation developed the standards to serve as a guide for excellent thinking by establishing a method for keeping thinking on track, help mirror what is in the minds with reality, reveal the truth in situations and help improve decision making abilities.²⁹ There are nine categories of standards and they are described below.

- 1 Clarity - understandable, the meaning can be grasped
- 2 Accuracy - free from errors or distortions, true
- 3 Precision - exact to the necessary level of detail

²⁸Elahe Izadi, "Why D.C.'s Latino Population is Up When It's", *DC Centric*, <http://dcentric.wamu.org/2011/09/why-d-c-s-latino-population-is-up-when-its-black-population-is-down/index.html>, (September 1, 2011)..

²⁹Linda Elder and Richard Paul. *Universal Intellectual Standards*, [http://www.criticalthinking.org/pages/universal-intellectual-standards/527,\(2008\)](http://www.criticalthinking.org/pages/universal-intellectual-standards/527,(2008)).

- 4 Relevance - relating to the matter at hand
- 5 Depth - containing complexities and multiple interrelationships
- 6 Breadth - encompassing multiple viewpoints
- 7 Logic - the parts make sense together, no contradictions
- 8 Significance - focusing on the important, not trivial
- 9 Fairness - Justifiable, not self-serving or one-sided

The CTF's Intellectual Standards are purported as the mental abilities required for college and career readiness.³⁰ Furthermore, the Common Core and the national standards described above all require that students are able to successfully execute these mental behaviors. As such, these standards will be woven into the scope and sequence of the core subjects as they support much of the standards discussed above.

b. Resources and Instructional Materials

The purpose of the materials chosen by The Academy is to identify and offer a set of learning experiences for students so they can develop and demonstrate their learning and “show what they know.” To this end, curriculum at The Academy, explores, respects and responds to the race, ethnicity, sexual orientation, gender-identity, religious beliefs, class, physical and mental ability, language, nation of origin, and physical appearance of all those who interact within the school community.

English Language Arts

English 9: Experiencing Literature: Literature and the Language Arts, EMC Publishers (2001).

This textbook is designed for all readers, including those who struggle with literacy. The textbook includes literature selections from authors representing a variety of cultural and ethnic viewpoints. There are intensive reading strategies embedded in the text to ensure reading comprehension. Writing skill development is also integrated within the literature. The textbook comes with a parent and community involvement handbook to help parents assist students with their studies.

English 10, 11, and 12: The Bedford Anthology of World Literature, Compact Edition, Volume 2, by Paul Davis; Garry Harrison; David M. Johnson; John F. Crawford (2009). This textbook covers literature written from 1650 to the present. The anthology covers common works of Western Literature and “important” non-traditional Western selections.

Supplemental Reading: Writing and Grammar by Prentice Hall (2009). This textbook develops and reinforces skills through three focus areas: writing, grammar usage and mechanics, and academic and workplace skills.

³⁰ D. T. Conley. “College Knowledge: What it Really Takes for Students to Succeed and What We Can Do to Get Them Ready”, http://www.avid.org/dl/res_research/research_collegeknowledge.pdf, (2005).

The Academy will also use the following websites and text as resources to supplement the English courses and the core content to develop authentic assignments and assessments for the Critical English course, in lieu of textbooks:

- The University of Missouri's e themes website (<http://ethemes.missouri.edu/themes/1900>) as a resource for teaching multicultural literature. The site includes book lists, the historical background of multicultural literature, and informational articles about multicultural literature, author interviews and book trailers.
- Pearson Suggested Reading for High School (http://www.phschool.com/curriculum_support/reading_list/high_school.html)
- 2013 Black History Month Recommended Reading List (www.justreadflorida.com)
- Readability tools to check for reading levels, reading assessments and reading grade levels (<http://readabilityformulas.com/>)
- *National Geographic "In The USA"*. This program engages students with authentic activities to develop basic language and vocabulary skills.
- The *Oxford Picture Dictionary for the Content Areas*, by Dorothy Kauffman (2000) is a program designed to build both social and academic vocabulary and language skills.

The Academy also plans to use Lexia Reading or similar software to support acceleration in literacy. Lexia Reading is a technology-based system that accelerates reading skill development, predicts students' year-end performance and provides teachers data-driven action plans to help differentiate instruction.³¹

Math

Algebra I, Geometry, Algebra II: Mathematics: Algebra I, Geometry, Algebra II: Common Core Edition. The mathematics series offers blended instruction, technology integration and leveled resources. The program focuses on thinking, reasoning and problem solving and allows students multiple opportunities to demonstrate proficiency. The program offers online instruction, presentation and assessment. It is aligned to the common core state standards.

Supplemental Math: The Academy will also use Khan Academy (www.khanacademy.org) as the resource to supplement math courses and as the content to develop authentic assignments and assessments for the supplemental math course, in lieu of textbooks. The Critical Math course, targeting accelerated students, will use curriculum materials from The Algebra Project to augment its curriculum.³²

³¹ Lexia, <http://www.lexialearning.com/product>.

³² The Algebra Project. <http://www.algebra.org/curriculum/unit/Road-Coloring-and-Functions-Version-for-Use-in-Function-Studies/>

The Academy also plans to use Fast Math or similar software to support acceleration in Math. Fastt Math is a research based math intervention that uses math games to close student deficits on different math skills.³³

Science

Environmental Science: Environmental Science: Your World, Your Turn?, is a program authored by Jay Withgott, published by Pearson (2012). This environmental science program is described as a “next-generation high school program (9-12) that uses real case studies, current data, and hands-on/minds-on activities to make environmental science intriguing, personal and actionable”.³⁴ The program allows for online assessment and differentiation. It was developed using “backwards design” which begins with the end in mind.

Biology: Biology: Exploring Life by Neil Campbell, Brad Williamson and Robin Heyden, published by Pearson (April 30, 2006). This program integrates textbook, Web and labs to support instruction. The labs can be guided by a Lab Manual or through interactive online activities.

Chemistry: Chemistry: Foundation Edition by Prentice Hall (2012). This edition of Pearson’s chemistry curriculum targets struggling math and reading students. The program offers problem solving, math support and proven reading strategies. The program also allows for technology integration to assess and monitor student progress online.

Physics: Conceptual Physics by Prentice Hall (2009). This program utilizes a “concepts before computation approach” which enhances student success by first building a conceptual understanding of physics. This program has a three step learning approach to make physics accessible: exploration, concept development and application.

Social Studies

US History: The African American Experience: A History by Prentice Hall. This textbook uses compelling personal stories to provide insight into historical American events.

The Academy will use US history.org (<http://www.ushistory.org/>) and Khan Academy as supplemental materials.

World History I and II: World History: People & Nations: Modern World (2000) published by Holt, Rinehart and Winston. This textbook frames world history through the lens of notable historic figures and the nations they represent.

³³ Fastt Math. <http://teacher.scholastic.com/math-fact-fluency/fastt-math-next-generation/about>

³⁴ Pearson. *Environmental Science: Your World Your Turn*, <http://www.pearsonschool.com/index.cfm?locator=PSZoS4&PMDbSiteId=2781&PMDbSolutionId=6724&PMDbSubSolutionId=&PMDbCategoryId=814&PMDbSubCategoryId=24827&PMDbSubjectAreaId=&PMDbProgramId=67721>.

Government: Magruder’s American Government by William McClenaghan (2009). The textbook offers blended instruction through on-line assignments and assessments on-line and is accompanied by a resource library disc. The textbook was written using “backward design”.

DC History: Very Washington DC: A Celebration of the History and Culture of America’s Capitol City, by Diana Hollingsworth Gessler (2009). The book acts as a travel guide that offers the history and culture of the District of Columbia.

Foreign Language

Spanish I and II: Spanish is Fun, Book 1 and 2 by Heywood Wald. Amsco School Publications, Inc., 2000 and 2005. These texts are introductory programs designed to help students gain proficiency in four basic skills: speaking, listening, reading and writing.

Cultural Responsive Pedagogy

The Academy has developed a reading list to ensure the culturally responsive implementation of the aforementioned resources and instructional materials:

- Keeping Black Boys Out of Special Education by Dr. Jawanza Kunjufu (2005).
- Courageous Conversations about Race: A Field Guide for Achieving Equity in Schools by Glenn E. Singleton and Curtis W. Linton (2005).
- The Skillful Teacher: Building Your Teaching Skills by Jon Saphier (2008).
- The Code of the Streets: Decency, Violence and the Moral Life of the Inner City by Elijah Anderson, (2000).
- Raising Cain: Protecting the Emotional Life of Boys by Michael Thompson (2000).
- What the Best College Teachers Do by Ken Bain (2004).
- Talkin’ Back: Raising and Educating Resilient Black Girls by Diedra Paul (2003).
- Teach Like a Champion: 49 Techniques that Put Students on the Path to College, by Doug Lemov and Norman Atkins (2010).
- Dignity for All: Safeguarding LGBT Students by Peter DeWitt (2012).
- How to Teach Math to Black Students by Shahid Muhammad (2003).
- The Dream Keepers: Successful Teachers of African American Children by Gloria Ladson-Billings (2004).

Restorative Justice

The Academy will purchase Restorative Justice Today: Practical Applications by Katherine S. van Wormer and Loren Walker (2012) and The Little Book of Restorative Discipline for Schools: Teaching Responsibility, Creating Caring Climates by Lorraine Amstutz and Judy Mullet (1969). These books will support the teachers in understanding and implementing restorative justice practices.

c. Methods of Instruction

The Academy believes that all learners are capable of excelling academically and personally through developmentally appropriate and relevant educational experiences and has decided to align the belief with a model of culturally responsive teaching (CRT). Gay indicates that CRT can be defined as “using the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant and effective for them”.³⁵ The Academy has chosen to embrace the concept of CRT because it ensures rigor and supports the premise that with rightly aligned instruction the dormant potential of the students can be ignited to achieve academic excellence. To further the point, CRT “is an approach that empowers students intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge, skills and attitudes”.³⁶ Hence the CRT approach encourages rigor instruction while building the infrastructure to successfully mitigate the students’ economic and psychological barriers ultimately making them college and career ready young adults.

Culturally responsive classrooms demonstrate observable behaviors that will be evidenced in each classroom. They are the following:

- Active teaching methods
- Teacher as facilitator
- Culturally mediated instruction
- Student controlled classroom discourse
- Small group instruction/academic related dialogue
- Reshaping the curriculum
- Cultural sensitivity
- Positive perspectives of families of culturally and linguistically diverse students
- Communications of high expectations

The Academy recognizes that instructional methods are determined by the purpose of instruction. There are 3 main purposes: 1) acquisition and integration of new knowledge; 2) extension and refinement of knowledge; and 3) meaningful real-world use of knowledge. Below is a brief description of The Academy’s primary instructional methodologies based on the purpose for learning along with their benefits are outlined below as described by Tomlinson, Kaplan, et al.

Purpose for Learning: Acquisition and Integration of New Knowledge

Active Lecture: A deductive teaching approach that consists of a carefully sequenced, illustrated oral presentation of content that is interspersed with opportunities for reflection,

³⁵ Geneva Gay. Culturally Responsive Teaching: Theory, Research, and Practice. Teachers College Press; 2 edition (May 1, 2010):31.

³⁶ Gloria Ladson-Billings. The Dream Keepers: Successful Teachers of African American Children. San Francisco: Jossey-Bass (1994):18.

clarification and sense making. The benefits include efficient acquisition of new content knowledge.

Socratic Questioning: An instructional strategy in which the teacher poses a carefully constructed sequence of questions to students in order to help them improve their logical reasoning and critical thinking about their position on an issue. This can be used as a technique to bridge students' current level of understanding with new knowledge students need to acquire. The benefits include the acquisition of content related to social issues, and enhanced ability to think issues through logically.

Extension and Refinement of Knowledge

Inquiry-based Learning: An inductive teaching approach in which the teacher poses a task, problem, or intriguing situation and students explore the situation across small changes in the data set and generate insights about the problem and/or solutions. The benefits include increased self-awareness, awareness of different points of view, enhanced curiosity, understanding concepts and principles and enhanced ability to solve problems.

Simulations: An inductive teaching method in which students assume roles of people engaged in real life pursuits. The benefits include increased likelihood that concepts and principles induced from the simulation will be transferred and applied to the real world.

Cooperative Learning: A teaching activity in which the teacher purposefully uses small group interaction to forward new learning and accomplish academic and social tasks. The benefits include collaboration among students, deeper thinking and understanding, and enhanced feelings of empathy for others.

Purpose for Learning: Meaningful Real-World Use of Knowledge

Problem-based Learning: An inductive teaching method in which the teacher presents an ill-structured, novel and/or complex problem for students to investigate and solve collaboratively with teacher guidance and coaching. The benefits include acquisition of new knowledge, concepts, and principles and enhanced problem solving ability.

Mentorships: A teaching method in which a student spends a period of time under the tutelage of an expert in the field in order to learn the content, methodology, and day-to-day activities of the practicing professional. The benefits include enhanced content area knowledge, increased ability to use the tools and methodology of the discipline, increased understanding of the life of the practicing professional, a deepening of awareness about the fit between a learner's profile and the targeted field or discipline.

All Purposes of Instruction

Reflection: An approach to teaching that requires students to look back on errors, misconceptions and learning growth over the course of a class or specific period of time. The benefits included improved metacognition, increased self-efficacy and deepening of learning.

The Academy's leaders recognize that additional teaching methods must be employed when appropriate such as direct instruction, strategy-based instruction and coaching; however the main methodologies described above will be employed regularly by teachers to align with the school's overall goals.

d. Students with Disabilities

The Academy will provide students with disabilities with a Free and Appropriate Public Education (FAPE) within the Least Restrictive Environment (LRE) possible in accordance with the Individuals with Disabilities Education Improvement Act (IDEIA). The Academy will comply with all regulatory special education requirements of IDEIA, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other civil rights enforced by the U.S. Department of Education Office of Civil Rights (OCR). Likewise, the school will fully comply with additional regulations and policies in accordance with the D.C. Municipal Regulations. The Academy will operate as a Local Education Agency (LEA) and will not contract with the D.C. Public School System for special needs services. The Academy will submit an annual report to the DCPCSB and the Office of the State Superintendent for Education detailing the number of students with disabilities it serves, the nature of each student's disability, and each student's educational placement and setting.

The Academy expects that it will serve a high percentage of students with high-incidence disabilities. The school expects that about 30% of the school's population will require special education services.³⁷ This number is slightly higher than the average of similar DCPS and charter high schools in DC, but is in line with schools serving similar populations. The educational framework was chosen with this fact in mind. The academic curriculum is based upon the notion that all students shall progress at a pace that is individually appropriate. This philosophy is the underpinning of IDEA.

In order to serve as an LEA for providing special education services, The Academy has identified specific resources in the community for technical assistance in the implementation of systems and training for all administrative and teaching faculty, particularly in regards to meeting the needs of students with high-incidence disabilities. These resources include: (1) Special Education Cooperative; and (2) End to End Solutions for Special Education in D.C. Such organizations will allow The Academy to access to additional special education service providers such as speech and language therapists, occupational therapists, and counselors as needed.

The Academy will employ a Special Education Coordinator to manage the special education processes of the school. Their responsibilities will include but not be limited to: scheduling and

³⁷ High Schools serving similar populations report the following percentages with high-incidence disabilities: Ballou SHS 28%; Maya Angelou PCS – Evans High School, 28%; and Options PCS, 64%; Washington Metropolitan SHS, 15%. Source: Great Schools.org

providing notice of eligibility conferences and IEP meetings, engaging parents and maintaining all SPED records. Experienced and certified special education teachers will be employed to ensure that the unique needs and learning styles of all students are being met. The Special Education team will be comprised of the coordinator, special education teachers and the licensed clinical social worker/dean of students. Students with IEP's will have annual review meetings in addition to their IDP meetings and be re-evaluated every 3 years. The team will also be responsible for ensuring that students with disabilities receive the necessary services and accommodations.

Identifying Students with Disabilities

Upon enrollment, The Academy will begin collecting a comprehensive catalog of the students' academic records, IEP's and all relevant academic and psychological evaluations. This initial review of enrollment documents will serve as the initial mechanism to identify and place students with disabilities. Those students with IEPs will then be provided with the required special education, related and transition services in accordance with their IEP.

Throughout the school year, The Academy's proactive Response to Intervention (RtI) program will provide an efficient means to measure student progress and identify students who are struggling academically. The Academy's RtI team will consist of the special education coordinator, school psychologist, a general education math and reading teacher, a social worker, and a special education teacher. Diagnostic assessments (e.g. Scantron Performance Series, NWEA Measures of Academic Progress) will be used to determine each student's skill level in reading and mathematics. Based upon the initial assessments, students will be flagged along the RtI continuum. The Academy will use Institutes to describe student's placement on the RtI continuum. All students will have an institute designation. It is expected that students will matriculate through institutes as they receive the appropriate academic and behavioral interventions. Given the target population, The Academy has assumed that the majority of its students require intensive, individualized interventions, thus inverting the traditional RtI tiers.³⁸ In addition, The Academy has developed five distinct tiers within the continuum, Institutes One through Five, to better serve the wide range of academic, social and behavioral needs of its students.

Institute 1: The students who test below grade level by five or more grades will be flagged under Institute 1. Institute 1 interventions will be more intensive and individualized than at any other level. In order to promote college and career readiness, emphasis will be placed on strengthening Habits of the Mind and Key Content. For example, students will receive intensive reading and math remediation through the Supplemental Reading and Math courses, in addition to participating in pull out sessions. Another intervention may be that these students will receive designated time to check-in with counselors and clinicians to address their social

³⁸ SERC, Response to Intervention: Essential Components – Fidelity of Implementation, http://ctserc.org/s/index.php?option=com_content&view=article&id=319%3Aresponse-to-intervention-essential-components&catid=112%3Aasrbi&Itemid=110&limitstart=2&2fa6f942252db2ec6c621fe255459617=00629fd11ce5e25a972a2b7de3f99a05&2fa6f942252db2ec6c621fe255459617=00629fd11ce5e25a972a2b7de3f99a05

and emotional issues. The RtI team monitors student progress weekly. Interventions will be implemented in five-week intervals.

Institute II: The students who test below grade level by 3 to 4 grades will be flagged under Institute II. These students will receive a lower frequency of individualized interventions. Greater emphasis will be placed on the delivery of social, behavioral and academic interventions in small groups and through specific in-class instruction. These students will also work most on developing their skills and competencies related to Habits of the Mind and Key Content. The RtI team monitors student progress weekly. Interventions will be implemented in five-week intervals.

Institute III: Students who test below grade level by one to two grade levels will be flagged under Institute III. Students will receive academic, social and behavioral interventions in the classroom through small groups and peer-based supports. It is expected that these students will require academic interventions most related to enhancing proficiency in Academic Readiness and Key Content. As a result, these students will also meet individually and in small groups with the guidance counselor who will design a program of strategies around developing academic skills. The program will include, but not limited to, the following: study skills, time management, organizational strategies, note-taking strategies, test-taking strategies, personal development, self-esteem, stress and anxiety and self-advocacy. Classroom teachers monitor progress weekly. When students demonstrate minimal or no progress, the classroom teacher will make a referral to the RtI team to consider eligibility for Institute II. Interventions will be implemented in five-week intervals.

Institute IV: Students who enter The Academy on grade level will be flagged under Institute IV. Students will receive all interventions in the classroom. Interventions for Institute IV students will be aligned with researched based classroom instruction using validated practices traditionally offered universally.³⁹ These interventions will be preventative and proactive. Particular focus will be placed on supporting these students master skills related to Key Content and Academic Readiness.

Institute V: Students who test above grade level will be placed in Institute V. These students will be provided with interventions to begin strengthening skills and competencies related to Contextual Skills and Awareness and the mastery of Key Content in preparation for advanced placement and college-level courses. The classroom teachers monitor progress bi-weekly. When students demonstrate minimal or no progress, the classroom teacher will make a referral to the RtI team to consider eligibility for Institute I. Interventions will be implemented in ten-week intervals.

³⁹ George Sugai, Phd. "School-Wide Positive Behavior Support and Response to Intervention", RTI Action Network, <http://www.rtinetwork.org/learn/behavior-supports/schoolwidebehavior>.

Frequent progress monitoring will allow students who are struggling with the course material to be identified quickly. If a student is not making sufficient academic progress, the RtI team, identify appropriate interventions and supports, such as tutoring and varying instructional strategies. The effectiveness of the interventions on the student's progress will be carefully monitored, according to a student's placement on the RtI continuum. If a student is referred for special education services, other information will be gathered to determine if a student may have a disability, such as parent questionnaires, classroom observations, analysis of work samples, and teachers' anecdotal data. Parents will be notified of their child's participation in the RtI process in accordance with IDEA.

Evaluating Students with Disabilities

If the student is not progressing academically, socially or behaviorally after interventions have been in place, and classroom teachers or special education faculty believe a disability may exist, the student will be referred, in writing, to the Special Education Coordinator for individual evaluation and determination of eligibility for special education programs and services. Any professional faculty member of the school may make referrals. A copy of such referral along with the procedural safeguards notice described in 34 CFR §300.504 will be sent to the student's parents. The Special Education Coordinator will convene a meeting with the student's parents to discuss the option of psycho-educational testing to determine the child's special education eligibility and to secure written parental consent to conduct such testing. The Academy will then conduct such testing, either in-house or via the services of an expert consultant. Once the tests have been conducted and the results are received, an eligibility meeting will be reconvened with the parents, the Special Education Coordinator, and other appropriate faculty. At that time, a decision will be made as to the student's eligibility for special education services. If the student is eligible for special education services, an IEP for that student will be developed. All IEPs will be evaluated and revised as needed at least annually. All assessments and evaluations will be repeated at least once every three years.

Students who are not eligible for special education under IDEA, but are disabled under Section 504 of the Rehabilitation Act of 1973 will be provided with the necessary accommodations to ensure their access to education and that they are not discriminated against on the basis of their disability.

The Academy will also ensure that its disciplinary procedures do not discriminate against students with disabilities. Restorative justice principles emphasize accepting responsibility and attending to the individual needs of the victim and offender instead of punishment.

The Academy will also ensure that the staff is trained to fully support students with disabilities. Professional development workshops and trainings on differentiation - incorporating different learning modalities and progress monitoring will be developed to fully support the implementation of the IEP and the academic success of the student in the classroom.

e. English Language Learners

The Academy's support for English Language learners will be similar to the approaches taken to support students who need additional academic support. The school's individualized program is conducive to ensuring that ELL students acquire proficient oral and written English skills. The Academy will specifically address the needs of ELLs by following the process outlined by the US Department of Education's Office for Civil Rights: enrollment; identification of potential ELLs; assessment to determine need for ELL services; provision of appropriate services; transition from ELL services; and monitoring ability to participate meaningfully.

Enrollment: The Academy will not discriminate based on English language proficiency or immigration status. The school is committed to having a diverse student population. It ultimately enhances the educational experience of all students. The Academy will ensure that all communication to ELL students and their families is sent in English and their home language, to the extent possible. The school will contract with translation services so that families can fully participate in all facets of their student's education.

Identification: The Academy will use a home language survey to assist in identifying ELLs. The Academy's IDP process will include the review of the Home Language Survey in order to ensure that all ELLs are identified.

Assessment: Identified students will be screened using the WIDA-ACCESS Placement Test in accordance with the administration guidelines outlined by the test publishers.

Provision of Appropriate Services: The Academy's goal for ELL students is to aid them develop the academic skills as well as an understanding of the cultural nuances of the English language. All ELL students' IDPs will incorporate individualized language goals and support services. The Academy will use an ESL pullout and inclusion program to support ELL students to promote oral and written English proficiency. ELL staff will use direct language instruction to build basic interpersonal communication skills (BICS) and cognitive academic language proficiency (CALP). The ESL program will adopt the same learning standards as the general education program. The ELL program will emphasize writing, reading, listening and speaking in the ESL program. The ESL program will remain rigorous so that its students can participate in the regular classroom and become independent learners.

Where possible, the ELL program will maintain the ELLs' proficiency in their first language. The Academy will offer Spanish as a foreign language. As such instruction will be differentiated for native Spanish speakers to increase fluency and literacy.

Transition from ELL services: Students who receive ELL services will be assessed by the ACCESS assessment annually. Additionally the students' ELL goals, as written in the IDP, will be reviewed every 90 days. Once students achieve English proficiency, they will no longer receive ELL services.

Monitoring: The Academy understands that all its students have academic and/or nonacademic barriers that can inhibit their academic and socio-emotional development. As such, the IDP process makes sure that all students' needs are identified and that staff is aware of each student's needs. As applied to ELL students, the academic program will also make sure that language is not a barrier the holistic development of students. Specifically, the school will implement the following strategies to ensure that ELLs participate:

- Ongoing Professional Development around the second language acquisition process
- Addressing diversity head on and the challenges associated with a multi-cultural environment.
- Infusing students' culture of origin into the language curriculum in a thought-provoking and planned manner
- Provision of explicit instruction on verbal and nonverbal communication; and differentiation between conversational and academic language.
- Engagement of students' families to support in reinforcing English language development.

f. Strategies for Providing Intensive Academic Support

The Academy assumes that all of its students will require academic and nonacademic interventions. The target population is students whose education has been interrupted because of their involvement in the juvenile justice system or who have been marginalized in traditional schools, yet are highly functioning with the capacity to excel academically. In order to highlight the individual strengths and weaknesses of each student, The Academy will develop Individual Development Plans. The Academy will create Individual Learning Plans (IDPs) for all students. The IDP process will evaluate various academic and psychosocial factors and create a plan for each student with individualized learning goals. The IDP will be developed from academic records, evaluations and assessments that give quantitative and qualitative information on the student's skills, behaviors and background. Students will also be interviewed within 30 days of their enrollment. Once developed, all students will meet to review their IDP plan every 90 days. Students requiring intensive academic support will review their IDP plans every 30 days.

The Academy will use the Scantron Performance Series or the Northwest Evaluation Assessment MAP assessment to determine student skill level upon enrollment. The assessments will be used to determine student placement in one of the five Institutes under the school's Response to Intervention program. As interventions are applied, student progress is monitored through informal assessments, classwork, tests, quizzes, and projects.

Goal Setting: Intervention planning begins by determining a goal directly related to the identified problem. The Academy will develop the academic goals, adaptations and interventions that target specific skills. The goals will be set according to standards and

benchmarks that are research-based. These standards help define the levels at which students need to perform in order to be successful in their current grade and be prepared for the next.

Effective Intervention Plans: The proactive RtI Team will focus considerable attention, time, and effort identifying appropriate intervention strategies. It is crucial that all interventions be directly related to the identified skill deficit(s), and that teachers have buy-in to the planned intervention(s). The role of the team is to help teachers find effective intervention strategies and provide the support necessary to implement the interventions. Across Institutes the problem solving method will be used to match instructional resources to educational need. The problem-solving method is as follows:

1. **Define** the problem by determining the discrepancy between what is expected and what is occurring. Ask, "What's the problem?"
2. **Analyze** the problem using data to determine why the discrepancy is occurring. Ask, "Why is it taking place?"
3. **Establish** a student performance goal, develop an intervention plan to address the goal, and delineate how the student's progress will be monitored
4. **Implementation** integrity will be ensured. Ask, "What are we going to do about it?"
5. Use progress-monitoring data to **evaluate** the effectiveness of the intervention plan based on the student's response to the intervention. Ask, "Is it working?" If not, how will the intervention plan be adjusted to better support the student's progress?

Progress Monitoring: Students, teachers, and the Leadership Team will monitor student progress. Benchmark assessments are administered quarterly and data will be reviewed bi-weekly to assess progress and determine fidelity to the interventions. Decisions about changing intervention instruction for individual students are reviewed at nine-week intervals, and progress is reported to students and parents.

During the initial meeting the team will decide upon the resources needed for implementation and the following questions will be answered below

- Identify who will conduct the intervention?
- Where will it occur?
- How long will it take?
- Who will monitor the progress?
- Who will help assure that the intervention is carried out as planned?
- When will the team meet again to discuss the progress?

Data-Driven Decisions: When data indicate that a change should be made in a student's intervention plan, a data review is held at the scheduled Leadership RtI meeting. Data on students' progress within the Institutes will be reviewed a bi-weekly initially and may be adjusted according to need as the school year progresses. Throughout the school year the RtI team members will meet with teachers track the progress. The teachers will provide work samples, attendance, test scores, class work, and homework to document progress.

Strategies for Intervention: The Academy has developed the following programs to support students in need of intensive academic support. The Academy will continue to develop specific intervention strategies during the Planning Year. The intervention strategies will be research based and data driven.

Double Down - Double Down is a mechanism to provide remediation in math and reading while concurrently teaching grade appropriate content. All students will take their grade level equivalent Reading and Math class. However, for the 9th and 10th grades all students would also be required to take an intensive Math and Reading supplemental course as their elective. In this course, students would work in small groups according to their entry levels on the Reading and Math entry assessments. In the reading class, students would read books on their instructional level. The teacher would provide students with reading strategies that match the band level characteristics of their next leveled book. In Math, students would be grouped according to skill deficit as evidenced by their Math entry assessment. In the Math "Double Down" block students would receive instruction necessary to close their academic math deficits.

Computer Learning Lab – Students flagged under Institute I and Institute II will have specific instruction in the Computer Learning Lab. During Computer Lab, students will use software programs designed to close deficits in literacy and numeracy (e.g. Lexia, Fast Math and Accelerated Reader). The Academy will schedule students to receive guided instruction in the Computer Learning Lab at least two-three times a week. Students will be able to use the lab independently during their lunch. Students will also be provided with access at home in order to provide students the ability to engage with math and reading programs during out-of school time.

Office Hours - Three days out of the week, academic staff will block time during the lunch period to meet with individual students and groups to review course work and key content. During this time, teachers will provide instruction around core subject areas, academic readiness skills or general life skills.

RTI Institutes: The RTI process is not static. As new academic challenges arise, students' Institute placement and/or set of interventions can change. Institute placement will be decided upon enrollment and re-evaluated every five or ten weeks or at either an IDP or IEP meeting. The students will exert their agency in recommending themselves to participate in additional interventions to strengthen their academic, social and behavioral capacities. Placement in any Institute is not permanent.

Beyond the Institutes, teachers will be required to establish in class interventions. All teachers will be access to students IDP plans and recommendations made by the RTI team, special education staff, social worker or school psychologist. Teachers will be required to use this information to modify interventions and classroom differentiation. Lesson plans will provide academic bridges for students that are performing below grade level in order to help them access the grade level standards. In addition, lesson plans will provide academic bridges to ensure that students that are above grade level are given the opportunity to continue their

accelerated academic progress. Teachers will be required to plan at least two small groups per academic block. In those groups teachers will scaffold each standard in order to ensure access and academic rigor. The Special Education Coordinator and Director of Curriculum and Instruction will provide feedback on lesson plans to ensure fidelity of implementation to the RtI and special education strategies and processes.

g. Strategies for Meeting the Needs of Accelerated Learners

Students who are performing above grade level in both reading and math will be placed in Institute V. Institute V students will be expected to strengthen their skills in Key Content and Contextual Skills and Awareness. These students will be required within their 11th or 12th grade years to develop a final project in their elective or College Level or Career Preparatory Course,

The Academy has developed two elective courses that accelerated learners can take in the 11th or 12th grades:

- **Critical English Course:** This class will focus on the study of literature, with the study of several novels highlighted in the course. The course will also engage students in critical conversations about race, gender, and social justice. Students will be required to write a short stories about their lived experiences as young people of color growing up in Washington DC, as their final project. The class will balance independent study with seminar-like class structure.
- **Critical Math:** This class will use The Algebra Project curriculum as the basis for instruction. The curriculum seeks to use algebra to analyze the world through the lens of social justice. Students will be required to design and implement a social Justice project in which quantitative analysis will be used to examine racial, gender and economic inequality in Washington DC

In the 11th and/or 12th grades, these students can take college-level courses as their electives or an Advanced Placement course. The Academy will select AP courses that align with the Critical Identity and Math courses.

5. Graduation/Promotion Requirements

The Academy's students will be required to complete the following courses to receive a high school diploma. The courses are listed sequentially by course type.

English

English 9: This course focuses on the study of fiction and non-fiction/informational reading materials, including novels, short stories, plays, essays, poetry, and informational documents. There is an emphasis on the writing process, the development of listening and speaking skills, and vocabulary development. The students are introduced to and taught the skills necessary to

work collaboratively and a lot of the learning is done in groups. Writing assignments and group projects take on a major importance in the student's grade at this level.

English 10: This course builds upon the literary knowledge and language skills covered in English 9. Students will read, discuss, and write about multicultural novels, short stories, dramas, poetry, essays, and biographies. Students are also challenged to better understand themselves and where they fit into a diverse and ever-changing world.

English 11: This course builds upon the literary knowledge and language skills covered in English 10. Students will read, discuss, and write about multicultural classical and contemporary literature with an emphasis on American and African American works. Social communication skills will be further developed during peer interactions to complete class assignments. The critical analysis of the literature focuses on identifying and understanding the values and beliefs of cultures throughout the world.

English 12: This course builds upon the literary knowledge and language skills covered in English 11. Students will read, discuss, and write about multicultural and world classical and contemporary works. Students will write well-developed persuasive and expository essays, book and media reviews, and a documented paper.

Math

Algebra 1: Symbolic reasoning and calculations with symbols are central in algebra. Through the study of algebra, a student develops an understanding of the symbolic language of mathematics and the sciences. In addition, algebraic skills and concepts are developed and used in a wide variety of problem-solving situations.

Geometry: Geometry focuses on skills and concepts that are useful to all students. In addition to learning geometry skills and concepts, students will develop their ability to construct formal, logical arguments and proofs in geometric settings and problems. Students will use area, volume, geometric probability, and geometric relationships to solve real-life problems.

Algebra II: Algebra 2 complements and expands the mathematical concepts of Algebra I and Geometry. Students gain experience with algebraic solutions of problems including the solution of systems of quadratic equations, logarithmic and exponential functions, the binomial theorem and the complex number system.

Statistics: The emphasis during the first half of the course is on probability. Classical probability topics, including applications of the counting theory, are covered. Special topics include simulation of probability models using current technology, analysis of games of chance, reliability theory, decision theory, applications of Bayes theorem, and distribution theory.

Science

Environmental Science: Science course which provides students with the scientific principles, concepts, methodologies and experiences required to understand the interrelationships of the

natural world, identify and analyze both natural and man-made environmental problems, evaluate risks associated with these problems, and to examine alternative solutions for resolving and/or preventing these problems. Emphasis is placed on the student's role in environmental management.

Biology: This course is designed to develop and enhance students' comprehension and appreciation of life and take the student through a general study of living matter. Students will be introduced to the diversity of Earth's living organisms, explore major biological principles and learn how to think scientifically with an emphasis on problem solving.

Chemistry: This course involves the study of matter and energy. Students deal with the characteristics of elements, their changes and their behavior under various conditions. Laboratory investigation is emphasized. Students investigate the course material through lab work, problem sets, projects and demonstrations. Students will be exposed to practical applications of scientific concepts.

Physics: The course focuses on mathematical models and laboratory study of the principles of motion, forces, energy, heat, sound, light, and electricity and magnetism. This course will allow students to examine the relationship between matter and energy and how they interact. Students explore physics concepts through an inquiry approach.

Social Studies

US History: United States History examines the history of the United States from 1865 to the present. The course focuses on key themes and turning points in American history in the 19th and 20th centuries, including ideological origins, economic, political and social change, civil rights, and domestic and foreign policy. Also, social studies research, analysis and writing skills are emphasized.

World History: The course focuses on events such as: Industrial Revolution, Imperialism, Colonialism, Nationalism, Totalitarianism, and World War I and II from the African American perspective. The Five Themes of Geography (location, movement, region, place, and human-environmental interaction) are woven into all the units, with emphasis on how geography affected the development of these civilizations. Students will learn about related careers in history/social science.

DC History: Students will examine the major events of Washington, D.C.'s history, particularly in relationship to the student's experiences living in the city. This course will be extended outside the classroom to allow students to tour and explore while conducting research and field studies.

US Government: U.S. Government is a study of the institutions of American government. The course focuses on the executive, judicial and legislative branches of the federal government, the election process, and political parties. There is an emphasis on the concepts of constitutionalism, representative democracy, separation of powers, checks and balances, and

federalism.

Foreign Language

Spanish: This course is designed to give students an understanding of the culture(s) of the Spanish-speaking world. Communicative competence is divided into three modes: speaking and writing as an interactive process, reading and listening as a receptive process and speaking and writing in a presentational context. Basic grammar is integrated into instruction according to the vocabulary and structures needed in the various situations in which students are required to function. An important component of language class is the use of Spanish beyond the classroom in order to apply knowledge of the language in the real world.

Art: Enables students to develop an appreciation of different cultures through their art; explore various media and techniques; gain understanding of the elements and principles of design; improve their powers of observation; establish familiarity with local museum collections and architecture, and appreciate art as a critical means to understand a culture.

Music: This course is designed to enhance and encourage the aesthetic appreciation of music in students. With emphasis on the affective elements of music, students will develop competencies in discriminatory listening, form analysis, and cross/cultural comparisons. It will begin with music from the period of Bach and continue up to the present contemporary trends, including rap music.

Physical Education: This course is designed to introduce students to a variety of sports and physical activities. The Physical Education program focuses on students being introduced to and developing skills in various physical activities, increasing self-confidence, cooperating within group settings, and acquiring lifetime health and fitness skills and knowledge.

Health: This course is designed to introduce students to a variety of activities that will build a foundation for making appropriate choices for physical well-being and fitness.

Electives

Double Down English: This English language arts workshop is designed to assist students strengthen reading skills and strategies. This elective course is a supplement to an English language arts course, which addresses the basics of reading and key literacy concepts.

Double Down Math: This course is designed to strengthen basic math skills. Topics include properties, rounding, estimating, comparing, converting, and computing whole numbers, fractions, and decimals. Students will learn to perform basic computations and solve relevant mathematical problems.

Critical English Course: This class will focus on the study of literature, with the study of several novels highlighted in the course. The course will also engage students in critical conversations about race, gender, and social justice. Students will be required to write a short stories about their lived experiences as young people of color growing up in Washington DC, as their final project. The class will balance independent study with seminar-like class structure.

Critical Math: This class will use The Algebra Project curriculum as the basis for instruction. The curriculum seeks to use algebra to analyze the world through the lens of social justice. Students will be required to design and implement a social Justice project in which quantitative analysis will be used to examine racial, gender and economic inequality in Washington DC.

College Level or Career Preparatory Courses: College Level or Career Preparatory courses are courses that are designed to expose students to college and careers. The courses will range from vocational courses taken off-site (e.g. Information Technology, Construction, Health Care) to seminars that introduce professional skills and concepts (e.g. business, law, photography). Students can also elect to earn credit through participating in an internship. Courses can also support students prepare for the SAT/ACT and build skills to enhance their college and career readiness.

Portfolio: The portfolio is a living document designed to facilitate student reflection about his or her learning; portfolios are designed as a means for students to demonstrate their progress, and as a showcase for their academic growth. The portfolios are cumulative, such that the students add additional content every year. Portfolios also serve as a formative assessment for teachers to monitor and assess student progress. Students will be required to create and present their portfolio in order to be promoted from one grade to the next.

Community Service: The Academy students will be required to complete 100 hours of community service.

6. Support for Learning

a. Family Involvement

Family engagement contributes to a range of positive student outcomes, including improved student achievement, decreased disciplinary issues, and improved family-student and teacher-student relationships. Family engagement can have important benefits for the inner-functioning of schools, including school staff having higher expectations for students, more shared ownership and trust across their faculty, and, ultimately, stronger school performance.

Many students will come from untraditional settings or may have strained familial relationships. Thus, The Academy will develop an intensive family involvement strategy. The Academy will also allow students to define family and will not limit the definition to parents or blood relatives. This will assist each student in being able to comfortably create his or her own support network, without the pressure of labels (such as “parent”).

Home Visits

The Academy’s home visit program will be the pillar of the family involvement strategy. The school’s approach will be tiered in order to ensure that families are engaged and that interventions are strategic and effective. The Academy will build capacity in staff members,

both instructionally and non-instructionally, by using home visits as an instrument for student achievement.

Tier I: Tier I home visits are intended to provide a direct and immediate impact. (Impact is defined as a response by the student and family to mitigate any challenges that are impeding academic success.) Prior to all Tier I home visits, the home visit teams will meet. Home visit teams will be made up of academic and school culture support staff. The Academy will conduct home visits for all students enrolled at the school. Students with significant attendance, behavior or academic issues and flagged for Institute I will be scheduled first. During the home visit, students and parents are asked several general demographic questions that are focused on data collection. After these initial questions are asked and answered, a series of academic, behavior, and attendance questions are asked to attempt to understand the causes of the various challenges. Questions that may be asked during the home visit are:

1. How would you describe a typical day for this student?
2. If you had to teach this student a new skill, like cleaning the house, how would you do that?
3. Describe a typical time when the child did not follow a rule. How does this student comply with your requests and demands? When the student does not follow family rules what type of discipline do you use? How does the student respond to this?
4. Have you seen any signs that the child is feeling grief or loss, or is traumatized by the events in his/her life? What are they? How have you tried to help the child handle this? Have the behaviors/emotions gotten better or worse?⁴⁰

Once these questions are asked and answered, the home visit team creates a working action plan with the parent and student that focus on addressing the immediate concern(s). The working action plan is then brought back to the school and discussed at a team meeting and the IDP will be updated to reflect modified goals. If the student meets the benchmarks of the action plan, then the student will be promoted to a Tier II home visit. If the student fails to reach the benchmarks, then another Tier I home visit.

Tier II: Tier II home visits are intended to provide leverage. (Leverage is defined by using the relationship building between the teacher and the family to achieve student academic success.) Prior to a Tier II home visit, home visit teams meet to discuss any quantitative and qualitative data on the student. During the visit the family, the student and the home visit team will review the IDP and new goals may or may not be developed. However, the goal of a Tier II visit is to encourage communication around academic and non-academic performance. If the team believes there is a need to develop new interventions for newly defined issues, the home visit process will schedule a Tier I visit. The Academy expects that as the students progress through the school that the cycle of Tier I and Tier II visits will repeat itself.

⁴⁰ "35.1 Sample Questions for Worker/Child Visits", Child Welfare Manual.
<http://www.dss.mo.gov/cd/info/cwmanual/section7/ch35/sec7ch35sub1.htm> (January 29, 2010)

Engagement Activities, Meetings, and Ceremonies

Additionally, The Academy will also use engagement activities, meetings, and ceremonies as a means to have families demonstrate their support of their child's efforts and accomplishments. The school will maintain an active Family, Teacher, Student and Community Association (FTSCA) to ensure full inclusion of stakeholders in the operations and growth of the school; host community-based events that meet the needs of the students and families; and provide home visits to ensure open lines of communication between students, families and school staff. Family representatives will also serve on the Board of Directors and will also have a voice in the annual school-wide evaluations.

Family Workshops

The third component of the family involvement strategy is family workshops. Community partners, families and staff will lead workshops. The workshops will be held bi-monthly during weekday evenings or weekends depending on the need of the parent community. Some of the workshops will be centered on:

- Goal setting and attainment
- Building strong familial relationships
- Parenting
- Understanding your child's academic challenges
- The importance of attendance

Understanding that a large portion of students will be a parent themselves, it will be extremely important to provide opportunities to grow and develop familial relationships.

Other efforts that will be implemented to foster family engagement are:

- Put a culturally relevant "Question of the Week" on the school website and social media sites to encourage communication between students and their families.
- Encourage teachers to assign homework that requires talking with someone at home or in their family.
- Create a "Wall of Fame" to highlight family volunteers.
- Host a "Take Your Family to School Week" with special activities throughout the week.
- Organize a "community scavenger hunt" for families to get to know local resources.
- Have "The Academy in your neighborhood" meetings where school leadership and staff host events and meetings where students live.

The Academy will send copies of correspondence and reports to the student and the contact persons identified by the student on the enrollment form. The materials to be provided are: reports of the student's academic progress; reports of the student's emotional and physical health; notices of school initiated family-teacher conferences; notices of major school sponsored events; and copies of the school calendar. The Academy will also develop correspondence to inform families of the school's performance on the PCSB's Performance Management Framework and the State's accountability index.

b. Community Participation

The Academy will partner with community-based organizations to enhance the educational focus of the school. Specifically the Academy will seek partnerships that enhance the academic and operational infrastructure and school culture. The Board of Directors will also develop strong public and private partnerships and investment in the school.

Academic Infrastructure: The Academy will create partnerships with area businesses and organizations to aid in making the curriculum come to life. Community partners will teach elective courses in order to provide students with a nuanced and current perspective on the issues being addressed in the classroom. The school plans to partner with UDC to provide accelerated students access to college level courses and advisors for their course-work. The Academy also plans to bridge gaps internationally, with exposure to other students across the globe. Preparing the students to be 21st century scholars, also means aiding students appreciate diversity and understand the importance of global citizenship.

The Academy also wants to ensure that students are college and career ready and connected to opportunities for internships that will also provide mentorship around postsecondary planning. Internship/mentorship opportunities will be posted as they become available and students will apply and interview for the positions.

Community Partner	Activity	How it Builds Capacity
Free Minds *	Writing and Literacy Elective	Reinforces curriculum objectives through the use of creative writing.
American University	Constitutional Law Elective	Provides students with an introduction to constitutional law.
Dreams Work Inc. *	Drama Elective	Students are able to engage in interactive dramatic and artistic experiences related to relevant life occurrences and appropriate reactions
Howard University	Advisors to accelerated students in Institute V	Provides students with the opportunity to engage in a supervised, multi-year writing project in an area of their choosing.
DC Lawyers for Youth *	Social Justice Initiative	Links students to community members that teach them how to influence policy impacting juvenile justice
UDC CC	Elective Courses	Provides students college experience and exposure
Public Allies*	Skills development through public service apprenticeships.	Provides post-secondary options for students interested in certain fields of study

Operational Infrastructure: The Academy will join organizations like the Special Education Collaborative and Charter Board Partners and maintain the founding group’s ties with Building Hope*, FOCUS, and EdOps in order to remain connected to the local charter community and receive the technical support required to properly implement the charter school. In addition, The Academy will foster relationships with municipal agencies and public institutions to leverage the school’s capacity to enroll and retain the targeted students and recruit highly qualified staff.

Community Partner	Activity	How it Builds Capacity
Department of Youth Rehabilitation Services	Referring agency for students	Leverages governmental agency to build and sustain enrollment
Public Defender Service	Referring agency for students	Utilizing city resources to build and sustain enrollment
Local College and Universities -Education Department	Teacher Aide	Assists with tutoring and in class academic support

School Culture: In order to enhance the school’s culture, The Academy will seek community partners to build the Restorative Justice program; mitigate the non-academic barriers confronting the school’s students and bridge gaps between the school and families/community.

Community Partner	Activity	How it Builds Capacity
Department of Parks and Recreation	Community Space for family engagement meetings and activities	Leverages governmental resources to enhance familial involvement
Department of Mental Health	Training and Professional Development around Mental Health issues related to the target population	Addresses the developmental and psychosocial needs of the students
The Deloren Foundation*	Adult Education League – Basketball League for students ineligible for DCIAA	Provides recreational opportunity for students
Howard University School Psychology Training Program*	Placement of 2-3 graduate psychology practicum students per year and at least one advanced level psychology intern	Increases capacity to provide psychological supports to the students
The Social Justice Project, Inc.*	Training and Professional Development around special education and the target population	Addresses the need for continued education related to FAPE and IDEA

- Letters of support are included in the appendix.

c. School Organization and Culture

O.U.R Leadership Academy will provide a holistic education. The school culture philosophy is based on the premise that promoting academic achievement for this target population requires developing the entire person. The school must mitigate the risk factors that cause underachievement and disengagement and promote student success. The Academy will use culturally responsive practices to ensure that the school culture improves student self-motivation, classroom instruction and learning for all students. Culturally responsive pedagogy is defined as the ability of schools and teachers to draw on the cultural and language strengths of their students to mitigate the discontinuity between the school and low-income students and students of color.⁴¹

Building a culturally responsive school has five key components: Innovative and Interactive classrooms; Emotionally Intelligent Leadership; Strong Student Voice; a Restorative Justice Code of Conduct; and an Engaging Physical Space and Aesthetic.

Innovative and Interactive Classrooms: The Academy expects that classrooms are highly innovative and interactive spaces. Classes will be full of positive energy and reciprocal communication. Instruction will be current and relevant to the lives the students. Demonstration of contextual skills and awareness will be the ultimate goal of all discussions and assignments. The Academy's tailored curriculum allows for the integration of multimedia and field experiences that link competencies to standards and utilize Bloom's Taxonomy to target varied learning styles. The staff therefore, must not only have mastery in a subject matter but must have the desire to go above and beyond to create dynamic spaces for learning. The Academy seeks to take students beyond the classroom and experience learning in ways that are influenced by students and teachers. For example:

- A lesson in history may include intergenerational conversations with seniors at local nursing homes and community centers in which students get first-hand accounts of prior events and defining moments in history.
- A math lesson could include working with culinary staff to devise a menu of pastries and snacks to be sold in a school wide bake sale. Students will raise money for an event or cause that the students choose. Students will have to measure and bake as well as budget when spending and pricing items.

Teachers, staff and students will be pushed to think creatively and with the specific student population in mind. Professional learning communities and staff development will serve as the forum to reinforce effective teaching practices and the ethos necessary to transform the students and sustain innovative and interactive classrooms.

⁴¹ Geneva Gay, Culturally Responsive Teaching: Theory, Research, and Practice, Teachers College Press; 2 edition (May 1, 2010).

Emotionally Intelligent Leadership: Second in the process of ensuring a positive school culture is to cultivate the school leader's emotional intelligence (EI). Dr. Shanklin describes the relationship between school leaders and emotional intelligence as follows:

When school leaders exert emotional intelligence competencies associated within the four domains of self-awareness, self-management, social awareness, and relationship management they have the capacity to be catalysts for change. Leaders who are confident will confront issues that impede the adoption of effective practices and will initiate approaches that are consistent with common values, will be attentive to others' views, and will inspire everyone to collaborate in teams.⁴²

Strong Student Voice: Developing the students' voice is another component of the culturally responsive school culture. Students should have agency in both the academic and non-academic programs at the school. The Academy's Student Government Association (SGA) will be the conduit for that voice. The input from students will aid in keeping the school culture current and effectual.

The Academy will be a student-centered school. The Academy will create a student space that will allow for peer interaction and engagement. The Academy aims to create a community college like environment, where students are expected to be independent learners and use their peers as resources.

Students' vision will be displayed on the school's walls and throughout the school's policies and procedures.

Restorative Justice Code of Conduct: The Academy will fully develop a restorative justice culture. This culture will be developed through the implementation of restorative practices, incorporated within a whole-school, proactive approach of building a school community grounded in collaborative relationships amongst and between students, school staff and their surrounding community. Other hallmarks of the restorative justice culture include cooperation, reciprocated respect and mutual understanding. Restorative justice practice provides the framework for student accountability – with specific steps in a process for managing behavior. Students are fully accountable for their actions, but held respectfully in a nurturing environment.

Restorative practices have been successfully implemented in several countries in addition to the United States (Australia, New Zealand, United Kingdom, Singapore and Canada). Data from place to place vary, but the overall outcome of implementation has been the same: students gain skills in positive and effective communication, conflict resolution, critical thinking and problem solving. Most importantly, these skills can be applied readily in both the higher

⁴² Sharia Shanklin, "Professional learning communities: People Leading Change" (Ed.D. dissertation, University of Pennsylvania, 2009).

education learning environment and the workplace. The Academy's students will graduate with an additional set of transferable skills that can support their continued learning and capacity to be functional and effective in their career of choice.

The Academy's restorative justice practices and policies will be used as an alternative to other more punitive responses traditionally used by schools. Handling conflict and misbehavior in a restorative way allows students and staff to cooperatively address behavior, and to utilize the strength of the collaborative relationship to guide steps towards minimizing – and hopefully eradicating – the negative actions previously taken by students. The consistent attention to restorative practices in schools can promote positive feelings, rather than resentment and alienation within the school setting.⁴³

Engaging Physical Space and Aesthetic: The Academy will maintain a physical space and aesthetic that serves as a conduit for educational achievement and interpersonal connectivity - an aesthetic that provides architectural experiences for the senses in its proportions, scale, rhythm, light, materials, odors and colors, and appeals to senses of the body and the emotional life. Ensuring that the aforementioned conditions are sought, created and maintained is a critical contributor to the school's climate and culture. This aesthetic also includes the demand of sustainability and a good indoor climate.

The Academy will evaluate the effectiveness of the school's student culture both through informal feedback from students, parents, teachers and community partners but also through an annual satisfaction survey. Attendance and student/staff retention will also be important indicators of the school's capacity to build a positive learning environment.

Acculturating Students Mid-Year

Students who enter mid-year will have both their IDP developed and IEP reviewed within the first week of enrollment. The student will be placed in the appropriate grade based upon a review of their transcript. Students will also be placed in the appropriate RTI Institute given their performance on the Performance Series/NWEA MEA Assessment.

The Guidance Counselor or Licensed Clinical Social Worker will ensure that new students are properly acculturated. Upon enrollment, all new students and their families will be required to participate in an orientation session. After the orientation, the student will be guided to his/or her first class and provided a tour of the school. Within 24 hours, all teachers will be informed that a new student has enrolled, in order to increase awareness of the new student's presence. In addition, the Academy will implement the following processes to further acculturate the new students:

- Teachers will call the student's family after the first day to 'check in';

⁴³ "Implementing Restorative Justice: A Guide for Schools",
<http://www.icjia.state.il.us/public/pdf/BARJ/SCHOOL%20BARJ%20GUIDEBOOOK.pdf>

- For the first week, the counselor will check in with the student during lunch each day to establish enhance rapport; and
- Match the new student with a buddy, possibly the most recent 'new student'.

Students who have disengaged from The Academy and want to enroll may also re-enroll at any point, if space permits. A conference will be had with the students' supports, relevant stakeholders, the Dean of Students, Counselors and the Special Education team to review and renew the IDP; IEP (as needed); and RtI Institute Placement.

d. Extracurricular Activities

The Academy will develop a Student Government Association (SGA) that will be responsible for surveying students and assessing student interest. The results of the data they collect will be used to guide the development of clubs, sports, recreation and extracurricular activities that focus on the development of leadership skills, healthy lifestyle habits, and entrance into the work force.

e. Safety, Order, and Student Discipline

The Code of Conduct will be a cornerstone of The Academy learning environment. The Code will define behavioral expectations and discipline policies, focusing on behavioral traits that are keys to success in school and life, e.g., responsibility, perseverance, respect, kindness, honesty, citizenship, courage, self-discipline and fairness. Expectations for appropriate conduct will be taught by relating student actions to character virtues as found in history, literature, performing and visual arts and other disciplines. All families/guardians and students will have to agree to abide by the code before acceptance to The Academy. The code will be based in a Restorative Justice Framework.

A restorative approach in a school shifts the emphasis from managing behavior to focusing on the building, nurturing and repairing of relationships. Schools need relationship management policies, which consider everyone's needs and responsibilities towards each other, rather than behavior management policies.⁴⁴ Behavior management policies tend to focus only on the behavior of young people and the imposition of sanctions has the potential to harm the crucial adult/student relationships on which good teaching and learning depend.

Traditionally the response to conflicts between students or to unacceptable behavior has been:

- What happened?
- Who is to blame?
- What is the appropriate response to deter and possibly punish those at fault, so they will not do the same thing again?

⁴⁴ J. Braithwaite, "Youth Development Circle", *Oxford Review of Education*, 27(2) (2001): pp239-252.

This approach (a) does not take into account the needs of those who have been harmed or distressed by the wrongdoing (b) does not take into account the desirability of repairing relationships between people who are still likely to be seeing each other regularly in their community and at school and (c) focuses on punishment instead of restoration.⁴⁵

The Academy intends to use a restorative approach to address conflict or wrongdoing at the school. A restorative approach involves asking four key questions:

- Who has been affected by what has happened?
- What can be done to make things better for all concerned?
- How can we ensure that everyone involved gets a chance to tell their side of the story and hear everyone's perspective?
- What can be learnt so something like this can be avoided in the future?⁴⁶

This approach is based on the notion that people need to take responsibility for the impact of their behavior on other people and that the consequences of harmful (i.e. upsetting/distressing/disruptive/destructive) behavior are damaged relationships and disconnected people. Emerging research emphasizes the importance of connectedness for young people and how it can be a major factor in preventing destructive and anti-social behavior. Restorative responses are focused on healing the disconnections between people wherever possible.⁴⁷

An important restorative belief is that the people best placed to resolve a conflict or a problem are the people involved, and that imposed solutions are less effective, less educative and possibly less likely to be honored. Engaging in a restorative approach to conflict often requires certain attitudes and skills:

- A willingness to listen to others' perspectives on a situation and suspend the notion that there is only one way of looking at something.
- An ability to listen to the feelings and needs behind others' words, especially if these words are offensive, hurtful or accusatory.
- An ability to be in touch with one's own feelings and needs so that these can be expressed in a way that gets heard and understood by others.
- A commitment to giving everyone a voice and to respecting the contributions made even though this is a time consuming process.
- A belief that hearing all sides is a worthwhile and ultimately a time saving approach as people gradually learns these processes for themselves.⁴⁸

⁴⁵ Francis Cullen, Betsy Fulton, Sharon Levrant and John Wozniak. "Reconsidering Restorative Justice: The Corruption of Benevolence Revisited?", *Crime and Delinquency*, 45 (January 1999).

⁴⁶ Francis Cullen, Betsy Fulton, Sharon Levrant and John Wozniak

⁴⁷ Ibid.

⁴⁸ Howard Zehr, "Fundamental Concepts of Restorative Justice", Mennonite Central Committee, <http://www.doc.state.mn.us/rj/documents/FundamentalConceptsofRJ.pdf> (1997).

This approach will be especially beneficial in helping students own their responsibilities and reintegrate with the community.

The Code of Conduct aims to curtail suspensions and expulsions. Instead of criminalizing behaviors and trying to place blame or guilt, the goal is to correct behavior to prevent it in the future. The Academy has adopted two restorative responses to problematic behavior: Circles and Mediation and Conferencing. An intervention should be initiated within 24 hours or 1 school day of the occurrence of the infraction. In the interim, students will be placed on in-school suspension in order to avoid having students lose instructional time. During in-school suspension students will stay in school, separated from their classmates, while school administrators coordinate the appropriate intervention. In-school-suspensions will also be a forum to reiterate restorative justice practices, and allow students to reflect on the harm caused to those affected individuals.

Circles - Circles, or peacemaking circles, bring people together to talk about issues and resolve conflict. A trained facilitator, often called the "circle keeper," encourages willing participants to share information, points of view, and personal feelings. The facilitator may use a talking piece, an object that allows the person in possession the opportunity to speak without interruption. Others in the circle are encouraged to remain silent and listen to what is being shared. By offering opportunities for safe and open communication, circles help resolve conflict, strengthen relationships between participants, emphasize respect and understanding, and empower all parties involved. Circle facilitators, with the permission of school administrators, can also invite family and community members to participate.

Mediation and Conferencing - Mediation in schools typically resolves disputes between two students, while conferencing opens the process to other students, staff, and teachers. Peer mediation involves trained student mediators who assist their peers in settling disputes. Students are trained in mediation strategies and apply restorative problem-solving techniques. Mediation can help keep many minor incidents from escalating into more serious incidents. More importantly, peer mediation gives students a set of skills that can be applied to future conflicts.

The Academy will use suspension and expulsion as a response to behaviors that infringe upon the school's ability to maintain a nurturing and safe community for all of the students. Suspension and expulsion disconnect students from school, the antithesis of restorative justice practice. Understanding that some behaviors require student removal from school, The Academy's code of conduct will specifically define those behaviors that require permanent or long-term removal from the school. The Academy will incorporate circles, mediation and conferencing and restorative discipline techniques to curtail behavior before it escalates and requires student removal from school. When such interventions and all other means of guidance have been exhausted, a student who continues to exhibit seriously inappropriate or dangerous behaviors may be suspended or expelled from school. Prior to suspension or expulsion, The Academy will conference with the family and student(s) involved, in attempt to repair the harm and restore the relationship between the involved parties. Suspension and

expulsion may or may not be contingent upon resolution of the conflict. The terms of reinstatement will be in accordance with restorative justice practice and discussed at the conference.

The Academy's restorative justice practices will be explained to all students and their families upon enrollment. Orientation and the enrollment contract will reiterate the purpose of the Restorative Justice program and the responses to problematic behavior. The student policies and procedures will also outline the code of conduct.

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

The professional development that will be provided to teachers, administrators and staff to implement the 21st Century Framework and meet proposed post secondary goals is connected to the theoretical concepts associated with cultivating a Professional Learning Community (PLC) where The Academy staff exerts emotional intelligence competencies as the mechanism for engaging authentic human relationships and executing culturally responsive practices.

The Academy will adopt the professional development framework as defined by Dr. Sharia Shanklin in "Professional Learning Communities: People Leading Change":

The organizational structure defined by a PLC clearly identifies systematic and consistent approaches that focus everyone on increasing effective teaching and learning outcomes. PLCs are characterized by teachers' and administrators' shared values and vision, collective collaboration within an inquiry stance that explicitly evaluates initiatives for improved student learning, professional development aligned for continual learning toward attainable time-bound goals, collegiality fostered through mutual respect, and a climate of trust.

PLCs can potentially provide a lasting alternative for overall school improvement and increase student learning and achievement. Because people, not products, drive attributes of professional learning communities, the curriculum and other resources used for instructing students become secondary to the systematic social approaches that support learning. People are at the heart of professional learning communities. A PLC is created when adults in the school begin to explore their values, beliefs, and assumptions about learning; openly confront ineffective behaviors; and coalesce around a collective consciousness of consistent collaboration and shared decision making. PLCs serve the intentions of early thinkers in education and address the critical demands pervasive in public education today.⁴⁹

Dr. Shanklin identifies six attributes of PLCs that enable members of these communities to become more flexible as they shift from privatized practice to collaboration, and they are more

⁴⁹ Sharia Shanklin, "Professional learning communities: People Leading Change" (Ed.D. dissertation, University of Pennsylvania, 2009).

open to divergent perspectives when decisions focus on common ends and yield desired results.⁵⁰

- *Supportive and Shared Leadership* relates to school leaders and teachers participating democratically in power, authority, and decision-making. This attribute fosters leadership among staff.
- *Shared Values and Vision* focuses on student learning and school improvement. The school leader and staff support norms that guide undeviating behaviors and decisions about teaching and learning.
- *Collective Learning and Application* involves staff at all levels sharing information and working collaboratively to plan, solve problems, and enhance learning opportunities. New knowledge, skills and strategies are implemented into practice.
- *Shared Personal Practice* includes peers visiting each other's classrooms to observe and offer encouragement and providing feedback on instructional practices that assist in student achievement and increase individual and organizational capacity.
- *Supportive Conditions-Relationship* promotes collegiality, trust, and respect, norms of critical inquiry and improvement, and positive caring relationships among students, teachers, and school leaders.
- *Supportive Conditions-Structures* includes systems that enable colleagues to share common plans through master scheduling options, to monitor student-enrollment-size-to-personnel ratio, to ensure the proximity of staff to one another, and to develop effective mechanisms for communication.⁵¹

Enhancing the school's teachers' and staffs' emotional intelligence will be necessary to facilitate authentic human relationships and execute culturally responsive practices. The school expects the staff to hold themselves to a higher standard, because their actions affect more than just themselves – they affect the students. The school's staff has the responsibility to teach many skills and concepts and model effective human relations for developing human beings.

Emotional Intelligence is observed when a person demonstrates the competencies that constitute self-awareness, self-management, social awareness, relationship management, and social skills at appropriate times and ways in sufficient frequency to be effective in the situation.⁵²

- *Self Awareness* is observed when a person exhibits deep understanding about his or her own emotions, strengths, weaknesses, values, and motives.
- *Self-Management* is observed when a person exhibits self-control, mental clarity, and concentrated energy that contributes to positive feelings in others and crafts an environment of trust, comfort, and fairness.

⁵⁰ Ibid.

⁵¹ The six attributes of professional learning communities are adapted from: R. DuFour and R.E. Eaker. "Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement", (Bloomington, Id: National Education Services, ASCD 1998).

⁵² Sharia Shanklin.

- *Social Awareness* is observed when a person listens, empathizes with other people's perspectives, is optimistic, thoughtful, and attuned to historical issues, informal structures, or unspoken rules in the organization.
- *Relationship Management* is observed when a person exhibits persuasive skills, manages conflicts, and encourages consistent cooperative collaboration.⁵³

School Leadership Development

The Academy's leadership will use emotional intelligence competencies to create conditions that promote effective PLC's. In a school setting, the work involved in teaching and learning is a human endeavor, "but the organizational conditions sometimes blunt or wear down educators' good intentions and actually prevent the use of effective practices".⁵⁴ This condition makes the emotional task of the school's leader paramount. The Academy's administrators have maximal power to sway everyone's emotions. If people's emotions are pushed toward the range of enthusiasm, performance can soar; if people are driven toward rancor and anxiety, they will be thrown off stride.⁵⁵

Hence, The Academy will work diligently to support its leaders develop strong practices – rituals and routines, that enhance interpersonal relationships between leaders and the staff. Specifically The Academy will support school leader's become thoughtful about behaviors while executing professional related tasks, understanding that responsibility to those tasks are connected to students' learning and achievement.⁵⁶

Because learning is an essential quality for human growth, The Academy's PLCs will engage staff that work in the school to behave with common purpose to maximize human capacity will facilitate learning in the school community.⁵⁷ When staffs' values align with expected behavior, their motivation to perform, especially to teach and learn, is enhanced. In order to motivate individuals to exhibit behaviors consistent with the common purpose, "the person you want to influence must perceive that his or her values will be best served if he or she behaves in the manner you want".⁵⁸ Shared values and vision are attributes in PLCs that focus members on the behavioral norms that guide a host of effective practices. The Academy's school leaders will have the responsibility to influence others to coalesce around common values. Through demonstrating emotional intelligence competencies, attuned to how they manage self and others, the Academy's leader will create a climate that enhances learning outcomes for students, professional growth for teachers, increases in parent partnerships, and harness community partners as added social capital.⁵⁹

⁵³ The four emotional intelligence domains are adapted from: D. Goleman, R Boyatzis, and A McKee, *Primal Leadership Realizing the Power of Emotional Intelligence* (Boston, MA: Harvard Business Press 2002).

⁵⁴ K.A. Leithwood and R. Steinbach. "Changing Leadership for Changing Times", (Philadelphia, PA 2004): 9.

⁵⁵ Sharia Shanklin.

⁵⁶ Ibid.

⁵⁷ Ibid.

⁵⁸ C, Dwyer, "Managing People", (Philadelphia, PA: Charles Dwyer 1993).

⁵⁹ R. Boyatzis and A. McKee. *Resonant Leadership*, (Boston Massachusetts: Harvard Business Press 2005).

Administrator development will include but not be limited to building the following skills:

- Collaborating with stakeholders in the school improvement process
- Sharing student achievement data with all stakeholders
- Providing time for collaborative problem solving
- Demonstrating effective group-process and consensus-building skills in school improvement efforts
- Communicating the school vision, school goals and ongoing progress toward attainment of goals to staff, families, students, and community members
- Recognizing and celebrating the contributions of school community members to school improvement efforts
- Nurturing and developing the leadership capabilities of others
- Evaluating the collaborative skills of staff and supports needs with staff development

Academic Staff Development

The Academy believes that quality professional development for the academic staff has the power to increase educators' knowledge of academic content and teaching skills while changing what educators believe about student learning and how they interact with students. It is the school's intent to provide positive, powerful and consistent professional development to create a paradigm shift in schools via teachers understanding of the social, emotional, cognitive component of a whole student. All adults and students will be engaged in learning.

All members of the Academy will participate and contribute to professional development. Collaboration builds a sense of collegiality, belonging, learning culture, and self-respect.⁶⁰ When planning and implementation is thoughtful, professional development can have a significant positive impact on teachers' classroom performance⁶¹ and classroom management.⁶²

As such, The Academy will institute high quality, professional development to increase educators' knowledge, skills, attitudes and beliefs so that the staff enables all students to learn at high levels. The Academy's professional development will be results-oriented, data driven, constructivist in nature and job embedded.

The Academy is committed to providing on-going professional development for its academic staff to include but not be limited to following areas:

- Multiple intelligence
- Differentiation
- Designing formative and summative assessments
- Culturally Responsive Pedagogy

⁶⁰ H. K. Wong. "Induction Programs that Keep New Teachers Teaching and Improving", *NASSP Bulletin*, 48(638) (2004).

⁶¹ Linda Darling-Hammond. "Teacher Quality and Student Achievement", *Education Policy Analysis*, (8) (2000).

⁶² Clea A. McNeely, James Nonnemaker, Robert Blum. "Promoting School Connectedness: Evidence from National Longitudinal Study of Adolescent Health", *Journal School Health*, (72)(4) (2002).

- Backward Design Process (Lesson Planning and Unit Planning)
- Effective Utilization of Data
- Effective Youth Development
- Integrating literacy development throughout all subject matter content
- Special Education
- Social Emotional Development

PLC Organizational Structure

The Academy will create the organizational structure that aligns with PLC attributes in order to implement its professional development for teachers, administrators and staff. The following structures will facilitate PD:

PLC Attribute	Structure	Who	Purpose
<ul style="list-style-type: none"> • Collective Learning and Application • Supportive Conditions – Structures • Shared Values and Vision 	Collaborative Meeting Times (CMT)	Administrators and Academic Staff and Student Support Staff	The Academy staff will engage in CMT from 8:45am – 9:45am daily. The purpose of CMT is to focus on the various attributes of the PLC that propels teaching and learning.
<ul style="list-style-type: none"> • Shared Personal Practice 	Individual and Collaborative Planning	Academic Staff	The Academy staff will engage in individual and collaborative planning to develop subject-based unit and lessons plans and assessments.
<ul style="list-style-type: none"> • Supportive and Shared Leadership 	Head of School Conferences	Teachers, Staff and Administrator	These conferences will aid in maintaining effective communication around internal and external stakeholder interactions and decision-making.
<ul style="list-style-type: none"> • Collective Learning and Application • Shared Values and Vision 	Professional Development Days	All Staff	Full and partial day staff development associated with reinforcing best practices.
<ul style="list-style-type: none"> • Supportive Conditions - Relationships 	Staff Socialization Experiences	All Staff	Informal events to facilitate staff bonding and interpersonal enjoyment.

<ul style="list-style-type: none"> • Supportive Conditions - Relationships 	Staff Cool Out Sessions	All Staff	An opportunity for The Academy staff to decompress and increase awareness about the overwhelming issues that converge in educating the target population.
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g. Structure of the School Day and Year

See the following page for the draft school calendar.

August 2014

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

September 2014

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

October 2014

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

November 2014

S	M	T	W	T	F	S
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23	24	25	26	27	28	29
30						

December 2014

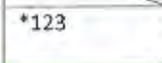
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January 2015

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						3
4	5	6	7	8	9	10
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25	26	27	28	29	30	31

September 3 Classes begin
 SY 2014-2015 Total School Days= 195

Legend:

-  School- wide assessment (interims, midterms, finals)
-  Holiday observance: Closed for staff and students
-  Half Day for students
-  *123 Parent-Teacher Conference
-  Professional Development
-  Intersession
-  BREAK Summer Break

February 2015

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

March 2015

S	M	T	W	T	F	S
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2015

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19	20	21	22	23	24	25
26	27	28	29	30		

May 2015

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17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June 2015

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21	22	23	24	25	26	27
28	29	30				

July 2015

S	M	T	W	T	F	S
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26	27	28	29	30	31	

August 2015

S	M	T	W	T	F	S
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23	24	25	26	27	28	29
30	31					

B. Business Plan

1. Planning and Establishment

a. Profile of the Founding Group

Founding Group

O.U.R. Leadership Academy (Organizing an Urban Revolution through education) has both a founding group and an advisory board:

Founding Group

Maia Shanklin Roberts – For the past five years, Ms. Shanklin Roberts has managed the financial growth and strategic development of local organizations supporting high-risk youth. In 2009, she co-founded MaiAngel LLC where she co-directed the development and implementation of an educational advocacy and adult education program for court-involved and disconnected youth in Washington, DC, serving over 75 youth ages 14-24. Prior to co-founding MaiAngel LLC, Ms. Shanklin Roberts served on the executive team of a three-year violence prevention initiative sponsored by the DC Youth Investment Trust. The executive team directed and managed the investment of over \$3M in high-crime communities in Washington, DC. Under that Initiative, Ms. Shanklin Roberts developed the Ward 5/6 Violence Intervention Partnership (VIP) that supported seven nonprofit organizations in their efforts to cultivate partnerships and strategic relationships with local community based organizations and government agencies, improve service delivery, realize strategic goals and develop data-management and reporting systems. Ms. Shanklin Roberts received her Bachelors degree in Urban Studies from Stanford University. She is a JD candidate at American University Washington College of Law. In 2010, she was awarded the Smart CEO Brava Women’s Achievement in Business Award.

Angel Anderson – Angel Anderson has over seven years of experience working with high-risk youth in both community-based organizations and schools. From 2006-2008, she taught math and science at Maya Angelou Academy Public Charter School at Oak Hill and New Beginnings Youth Detention Centers. Ms. Anderson co-founded MaiAngel LLC in 2009. While at MaiAngel LLC, she oversaw the academic and student support programs and assisted in the development of a GED curriculum with a specific focus on numeracy and literacy acceleration. She also built partnerships with community-based organizations to enhance the experiential learning opportunities for the students. Ms. Anderson has developed and implemented programs for several other local community-based organizations, including Facilitating Leadership in Youth, Young Women’s Project and Peaceholics. Ms. Anderson also served as an Outreach and Response Manager for the Citywide Coordinating Council on Youth Violence Prevention, a citywide violence prevention initiative, from 2009-2010. Through this effort, she was responsible for connecting community members, government agencies and non-profits to create a coordinated response to youth violence in Wards five, six, seven and eight. Ms.

Anderson received her Master's degree in Counseling Psychology at Howard University, where she also received her Bachelors of Science in Psychology.

David Heiber, Ed. D. – Dr. Heiber is an educator and entrepreneur who brings experience serving both as a public school principal and as the executive director of a non-profit organization specializing in helping schools effectively provide wrap-around services to urban student populations. In 2010, Dr. Heiber founded Concentric Educational Solutions, Inc. (CES) with a grant from NewSchools Venture Fund. CES is a national organization that provides student support services in the areas of student attendance, school culture, parent engagement, trauma-focused cognitive behavioral therapy, and special education. In this capacity, Dr. Heiber has worked with schools to reduce suspensions, redesign the student code of conduct, increase special education compliance, and improve access to mental health services for students and families. Locally, he has worked with such schools as Friendship Collegiate Public Charter School, Anacostia Public School, Hospitality Public Charter School, Paul Public Charter School, and Center City Public Charter School. Currently, Dr. Heiber is working to redesign the academic framework and continuum of intervention services for three alternative high schools in Newark, NJ.

From 2007-2010, Dr. Heiber served as the Senior Director of Student Support Services at Cesar Chavez Public Charter Schools in Washington, D.C. During his tenure, Dr. Heiber reduced out-of-school suspensions from 4600 cumulative days to 1500. He also increased special education compliance for annual reviews from 23% to 100%. Dr. Heiber co-created a student attendance policy that was adopted by many DC Public Charter Schools. Prior to joining Chavez, Dr. Heiber served as an administrator for six years in the Baltimore City Public Schools System. From 2004-2006, he served as Principal of Southwestern High School, a comprehensive neighborhood high school. The school served 2100 students, 98% of the students qualified for free and reduced lunch and 24% were special needs.

Dr. Heiber is a trained mediator through the Alternatives to Violence Project, a certified public toastmaster, a fellow in the Institute of Educational Policy leadership program, and has advised and led organizations in organizational leadership and development.

Jennifer Smith, Ed.D. – Dr. Smith is the Senior Director of Sustainability and Growth at the Flamboyan Foundation. Her work at Flamboyan focuses on the sustainability of the Foundation's current programs and scaffolding long-term program growth. Dr. Smith manages relationships with key partners, including school principals, community-based organizations, district leaders and local and national funders. From 2010-2012, Dr. Smith served as the Chief Transformation Officer at the Rhode Island Department of Elementary and Secondary Education (RIDE). In this role, Dr. Smith lead the Office of Transformation, a newly established office created by Commissioner Deborah Gist to introduce and advance innovative approaches to schooling. In that roll, she provided technical support to the state's persistently lowest-achieving schools, developed quality

controls to strengthen state-wide charter school programming, and established an academy focused on developing transformational leaders equipped to create instructionally effective academic experiences for all Rhode Island learners. Prior to joining the staff at RIDE, Dr. Smith worked as a professional consultant, providing individual and team coaching to principals and leadership teams at schools in the District of Columbia. She served as Executive Director of the District of Columbia's Principal Leadership Institute, Principal of the Capitol Hill Cluster School (a three campus system in the District) for eight years, Associate Principal at William Henry Middle School in Dover, Delaware, and as an elementary and middle school classroom teacher.

She has also consulted, facilitated and taught as adjunct professor – most recently with George Mason University's School of Education Leadership. Dr. Smith was a member of the Aspen Institute's "Commission on No Child Left Behind" - convened to gather information and make recommendations for potential reauthorization of the law.

Dr. Sheron Brown, Ph.D. – Dr. Brown has been an educator for over 16 years. Dr. Brown has served as a reading teacher, School Improvement Resource Coordinator, and the Founding Principal of an elementary school in Prince George's County, Maryland. In her previous roles she has improved reading scores up to 20 percentage points and led instructional initiatives to transition schools from "Needs Improvement" status to meeting Adequate Yearly Progress.

Dr. Brown is currently the Chief Performance Strategist for EdSolutions by Design, Inc. In her capacity as Chief Performance Strategist, Dr. Brown works to improve school performance for charter schools in Washington, DC and Newark, New Jersey. Dr. Brown has also served as the Director of Performance Improvement for the Cesar Chavez Public Charter Schools for Public Policy. During her tenure, she orchestrated the design of a Common Core based curriculum, created a strategic plan framework for the school, designed professional development for all levels of the organization and coached key leaders.

Natalie Gordon- Natalie Gordon has over 18 years of experience in urban education, with a particular expertise in school start-ups. Ms. Gordon began her education career in New York City, as a middle school teacher with Teach for America (TFA). Also, she was a fellow with New Leaders for New Schools, a year-long program designed to develop outstanding leaders for service in urban schools. Currently, Ms. Gordon is the Principal of the newly-established Jefferson Academy, a DCPS International Baccalaureate middle school. She was also the Founding Principal of Friendship Tech Prep, and both Principal and AP at DC Prep's Edgewood Campus.

Beyond school leadership, Ms. Gordon has worked with TFA as an advisor to corps members, a summer institute faculty director and a regional recruiter. She also has extensive experience in the non-profit sector as both the Education Director and Executive Director of DC SCORES, a consultant with the New Teacher Project. Ms.

Gordon also served as the individual leading administrator recruitment in DC Public Schools and the manager of the DC Teaching Fellows Program. Ms. Gordon graduated from Washington University in St. Louis and is currently enrolled in the Executive Masters in Leadership Program at Georgetown University.

Kenneth Wright- Kenneth Wright currently serves as the Special Education Director for Cesar Chavez Public Charter School (Parkside Campus) in Washington, DC. Mr. Wright has seven years experience as a special education teacher, compliance consultant and special education administrator. As an administrator, Mr. Wright has helped the school reduce the suspension rates for students with disabilities as well as increase special education compliance to over 90%. He has specialized in providing instruction for middle and high school students with learning and emotional disabilities. Mr. Wright is a PhD candidate and serves as an adjunct graduate professor in the Department of Special Education at the University of Maryland College Park. Mr. Wright also served on the Founding Group of Achievement Prep!. Mr. Wright holds a Bachelor's degree in Economics from University of Maryland Baltimore County and a Masters degree in Special Education from The George Washington University.

Raqiyyah Pippens, J.D. - Raqiyyah Pippens is an associate attorney in Kelley Drye's Washington, D.C. office. She focuses her practice on food and drug law and consumer law. Ms. Pippens received her JD from the University of Virginia School of Law in 2006. She received her Bachelors in Arts from Stanford University in 2003. Ms. Pippens is barred in the District of Columbia.

Sharia Shanklin, Ed.D. – Dr. Shanklin is currently the Community Services and Programs Officer for the DC Department of Parks and Recreation. In this capacity she is responsible for the negotiation, development, planning, administration and operation of the agency's \$3.5 million recreation budget. Dr. Shanklin has been an educator within the DCPS system for over 20 years where she has served as classroom teacher, school psychologist and administrator. She received her Ed.D. from the University of Pennsylvania in Educational and Organizational Leadership. In 2009, Dr. Shanklin's dissertation, entitled "Professional Learning Communities, People Leading Change," was published by The University of Pennsylvania, UMI Dissertations Publishing. Through her research, Dr. Shanklin investigated the relationship between emotional intelligence competencies and principals' ability to create and sustain professional learning communities as a mechanism for transforming the school's culture to improve learning and achievement.

Suriya Douglas Williams –From 2007 to the present, Ms. Douglas Williams has served as the Assistant Principal and middle school Campus Leader for the Capitol Hill Cluster Schools. During her tenure, she has helped the school consistently achieve its academic benchmarks with 13% gains in reading and 30% in math from 2007-2009 across grades 3-8; moreover, from 2011 to 2012, there were 15% and 22% subgroup gains in math across grades 3-5. Her expertise in promoting data-driven instruction and differentiation

was honed while servicing as the Resident Principal for Hugh Brown Junior High School. Ms. Douglas Williams also has two years of experience in instructional recruitment. She works extensively with school improvement planning, differentiated learning, capacity-building, and improving communication and collaboration skills.

Gregory Reed, Ph.D. – From 2008 to the present, Dr. Reed has been an associate professor of School Psychology at Howard University and coordinator of the school’s Lab for Testing and Assessment. Dr. Reed is also the Associate Dean of the School of Education. In addition to his assessment expertise, Dr. Reed is a licensed School Psychologist and Board Certified Behavioral Analyst. Additionally, Dr. Reed has served on the Editorial Board of the prestigious *Journal of Applied Behavior Analysis* and on the Executive Board of the Maryland School Psychology Association.

Advisory Group

David Domenici, J.D. - David Domenici is a co-founder of the See Forever Foundation. He now serves as chair of the See Forever Board of Directors and is a founding board member of the Maya Angelou Public Charter School Board. He recently transitioned out of serving as the Principal at the Oak Hill School, DC’s secure facility for youth who have been adjudicated delinquent. Currently, Mr. Domenici is a Senior Fellow at the Center for American Progress. He is also the Director of the Center for Educational Excellence in Alternative Settings, located at the University of Maryland, College Park.

Dr. Melissa Kim, Ed.D. - Melissa Kim is the Director of the Instructional Improvement Initiative at NewSchools Venture Fund and is responsible for leading the DC Pilot for the DC Schools Fund. Prior to joining the NewSchools team, Dr. Kim served as the principal of Alice Deal Middle School, the highest-performing and largest public middle school in the District of Columbia. During her seven years as principal, Dr. Kim transitioned the school from a traditional junior high serving 700 students in grades 7-9 to a team-based middle school serving more than 1,000 students in grades 6-8. She also led the successful effort by Alice Deal to become certified as the first International Baccalaureate Middle Years Program in DC Public Schools. She has served as an assistant principal in Washington, DC, as well as in Arlington, VA. Melissa holds a BS from Colby College, an MS from Trinity College, and an Ed.D. from the University of Pennsylvania. Her dissertation focused on practices that close both the academic achievement and social engagement gaps in schools.

Myron Long – Myron Long is currently the Assistant Principal for grades 6-8 at E.L. Haynes Public Charter School. He began his work at Haynes in 2010 as a resident in the New Leaders for New Schools school-leader preparation program. Before entering into the New Leaders Program, Myron taught American and World History at Drew Freeman Middle School and Kipp DC: Aim Academy. While at Aim, he served as the grade level chair for seventh grade as well as the Director of Saturday School. He was selected to lead several professional development sessions for teachers on building relationships

and the impact of race and gender on education. He was the recipient of the “KIPP DC Board Award” award from KIPP DC’s Board of Directors for excellent teaching.

Dr. Jamie Ballard III, Ph.D. – Dr. Ballard III has extensive experience as a clinical psychologist working with urban children, youth, and families. For twenty-two years, Dr. Ballard III has provided therapy, counseling, and professional development in-service trainings and seminars on cultural competence, sensitivity, and inclusion psycho-educational training to psychology students and clinicians. He has conducted numerous clinical psychological and psycho-educational assessments and has conducted research on racial socialization and its impact on the expression of delinquent behaviors amongst African and American and Jamaican adolescent males.

Rachel Crouch- Ms. Crouch has seven years of experience in education as an administrator and teacher. She currently serves as an Assistant Principal with Center City Public Charter Schools. From 2010-2012 she was the Academic Dean and Director of Instruction for Cesar Chavez Public Charter Schools. She provided instructional leadership and coached math and science teachers to meet their annual growth targets.

Daphne Ward – Ms. Ward has twenty-eight years of elementary education teaching and Special Education Coordination experience with the DC Public Schools System. Ms. Ward received her Bachelor’s of Science in Rehabilitation Counseling from California State University Los Angeles. Ms. Ward is a Master Teacher and certified Special Education Teacher.

Rema Reynolds, Ph.D. – Dr. Reynolds’ research examines issues of parent engagement as they relate to Black families and student achievement. Her work also examines the effectiveness of culturally responsive pedagogy in strengthening instructional practice and engaging administrators in the school’s community. Dr. Reynolds has worked as a consultant for a number of school districts across the country assisting teachers and administrators in increasing community involvement and stakeholder participation. Dr. Reynolds is currently an Assistant Professor at the University of California Los Angeles and Azusa Pacific University, where she teaches aspiring school counselors and school psychologists. Dr. Reynolds is also a former teacher, counselor, and administrator.

Stephanie Fautleroy –Mrs. Fautleroy is the owner and Director of the Washington, DC based firm, Baker’s Tax and Accounting Services, Inc. For eight years, she has been providing tax and accounting services to small business and individuals.

b. Planning Process

For founding group members Maia Shanklin-Roberts and Angel Anderson, O.U.R. Leadership Academy has grown over the last six years from a vision to reduce the incarceration of high risk youth in the District into a dynamic non-traditional high school

preparing disconnected youth for college and careers. While working together at MaiAngel LLC and Peaceholics, they became frustrated by the pattern of recidivism and low educational attainment amongst court-involved youth. Servicing 16-year-old high school dropouts or youth who were truant by more than 90 days was the norm. At MaiAngel LLC, they served over 75 youth who experienced significant academic challenges. Their GED program attempted to use its limited resources to remediate and accelerate its students but lacked the capacity to serve all the youth that entered their doors. Only those youth who could “pass the GED”, a CASAS score reflecting 9th grade functioning and maturity to study independently, could remain in the program. These were not the attributes of the majority. Many of their prospective students suffered from a range of social and emotional issues, which poverty, incarceration, and related trauma complicated.

Educational advocacy then became the mechanism to find appropriate educational placements for the youth who were not GED-ready. Yet the demand often exceeded the supply. There were not enough public schools that could or would serve the social, emotional, and academic needs of these youth, so they remained neglected or disconnected from school. As educational advocates, Maia and Angel realized that the current public school system lacked the capacity to adequately support disconnected youth in enrolling and graduating from high school. O.U.R. Leadership Academy Public Charter School grew from this desire to push the system and create a viable non-traditional high school option.

As native Washingtonians educated in DC Public Schools, Maia and Angel believe in public schools. It is their intention to give back to the system that is the academic foundation of their present success. They want to help DC’s public school system provide a non-traditional school conducive to addressing the educational disparities faced by disconnected youth in the city, as discussed in section on the Educational Needs of the Target Population.

Through The Academy, disconnected youth will be reconnected to education and placed on a path of college and careers. Particularly for those students who are funneled into the school to prison pipeline, The Academy will be transformative. It will ensure high academic performance, a strong sense of ‘self,’ and a clear plan for a positive, productive future.

Planning Process: Youth, Families, and Community Input

O.U.R. Leadership Academy benefited from input from MaiAngel LLC’s former clients and their families during the planning process for the school. They provided substantive input that informed the development of school and application. This school was not designed as a response to a theoretical need. It has grown out of interaction with its actual target population. These youth have shared their educational histories and explained why traditional education was ineffective. MaiAngel LLC’s former GED program has enabled us to evaluate the inputs that cultivate the desire to learn.

Families of former MaiAngel LLC clients have served as a sounding board for the best ways to engage the student's entire support system. For example, discussing The Academy with non-parent guardians who felt ignored by schools because they were not the biological parents was an important lesson for the founders. As a result, The Academy has adopted a comprehensive definition of parent. Family members also expressed how important it was for the school to engage in the community and into the homes of its students in order to increase engagement and enhance accountability.

The community of juvenile justice advocates has also been instrumental in the design of the school. The Founding Group has met with the Executive Directors of Latin American Youth Center, DC Lawyers for Youth, Mentoring Today, East of the River Police Community Partnership and Columbia Heights Family Strengthening Collaborative to name a few. Maia and Angel have also drawn upon the knowledge gained during their community-based work to refine The Academy's mission and educational philosophy.

Beyond the interaction with former MaiAngel LLC clients, their families and community stakeholders, the founding group has visited two alternative schools in Baltimore operated by Diploma Plus and the Maya Angelou School in the New Beginnings facility here in Washington D.C. Both Diploma Plus and Maya Angelou have been recognized nationally for helping disconnected youth achieve in non-traditional academic environments. The founding group has also met with the leadership of Ballou Senior High School, Cesar Chavez Public Charter School's Parkside Campus, and Building for the Future Academy to better understand how to effectively engage and teach youth with significant academic challenges. Dr. Heiber has been instrumental in sharing lesson learned from like-minded school leaders in other areas such as Detroit, Michigan, Montgomery County, MD and Newark, New Jersey.

More generally, the substantial professional experience of The Academy's founding group has contributed significantly to the application. They serve on the founding group of other charter schools, educational consultants to area public schools and are leaders of District Agencies providing wraparound services to the target population. Their knowledge and experiences have been invaluable to the development of a strong application.

Implementation: Community Involvement

As described in the Education Plan, The Academy plans to build a strong relationship with its surrounding community and the broader community that supports its target population.

The Academy will request that organizations and community members that want to aid in implementing the charter join the school's Family, Teacher, Community and Student Association (FTSCA). As its name implies, the FTSCA is not just a typical PTA. It includes families, teachers, students, and community. The FTSCA will serve as a sounding board

and mechanism to fill gaps in the school's academic and operational programs. Teachers and students will have a strong voice in creating school policies and procedures in order to ensure high-performance and meet the school's commitment to providing culturally responsive instruction. Families will also be encouraged to become partners with the school. Through the election of parent representatives to the Board of Directors and actual community-based engagement with the student's families, The Academy will ensure family engagement in the school's implementation.

The Academy also anticipates maintaining a strong Advisory Board comprising educators and community members who can provide ongoing support and guidance for the school. Currently, there are seven persons that have agreed to provide continued guidance around the academic and operational functions of the school.

The Academy will join organizations like the Special Education Collaborative and maintain the founding group's ties with Building Hope, FOCUS, and EdOps in order to remain connected to the local charter community and receive the technical support required to properly implement the charter school.

Implementation: Board of Director and School Leadership Recruitment

The Academy's Founding Group and Advisory Board comprise professionals who study, teach, and develop programming for youth. The Group also consists of partners who have operational and organizational-leadership strengths. Eight of the eleven founding group members have managed budgets in excess of \$1M and six have managed staffs of 50 or more. Their expertise in developmental outcomes and best practices has shaped the original vision and construction of the mission and philosophy of the school.

Members of the current Founding Group will serve on the board. In addition, the Group will seek persons with expertise in finance, real estate, and fund development. These particular perspectives will strengthen the board's capacity to develop a comprehensive plan for operation and growth. Upon receipt of the charter, The Academy plans to seek the support of Charter Board Partners in filling these and other Board needs.

The Academy is also in the process of recruiting a Director of Curriculum and Instruction. The Academy has developed a job announcement that is in circulation among the personal networks of the founding group. The Academy has received and is reviewing two applications. Interviews will be scheduled upon receipt of the Charter. The Academy's goal is to have the position filled by June 30, 2013.

c. Corporate Structure and Nonprofit Status of the School

O.U.R. Leadership Academy Public Charter School has been incorporated as a non-profit in the District of Columbia. Articles of Incorporation can be found in Section J; draft bylaws are also in Section J.

O.U.R. Leadership Academy Public Charter School will apply for its tax-exempt status in May 2013.

2. Governance and Management

a. Board of Directors

The Founding Group will manage the development of a Board of Directors that meets the requirements specified in the School Reform Act. The Academy's Board of Directors will be composed of an odd number of members not to exceed fifteen. Two of the members will be parents of current students, and the majority will be residents of the District of Columbia.

Board of Directors – Selection Process

Members of The Academy's Founding Group will be the primary group from which the initial Board of Directors will be selected. When considering additional candidates, the board will identify its current needs with regard to professional background, personal skills, and individual talents. In addition, the board will seek new Directors with expertise in education, nonprofit management, law, real estate, fund development, marketing and communications, and the juvenile justice system. The board's Executive Committee will seek new candidates from a variety of sources, including individuals with past service to the school community and individuals currently serving the school.

The Executive Committee will ensure that all members of the board possess the following qualifications:

1. Belief that all children can achieve the highest levels of academic excellence regardless of the circumstances into which they are born.
2. Availability to participate meaningfully in the governance of the school.
3. Expertise in law, real estate, financial management, governance, marketing, fund raising, community organizing /outreach, education or strategic planning.
4. Personal experience with entrepreneurship and working in diverse teams.
5. Willingness to leverage personal and professional networks on behalf of the school.
6. A deep commitment to improving the quality of education for District of Columbia children and the quality of life for the citizens of the District of Columbia.

Selection of Parent Members to the Board of Directors

Two seats of the Board of Directors will be reserved for family representatives. The two family representatives will be appointed to the board through an application process. The Board of Directors will review applications, interview applicants who pass preliminary review and come to a consensus about the final selection of the two parent representatives to serve on the board. The selection of these members will include input from the Family Teachers, Students, and Community Association, the Academy's PTA equivalent. Family representatives will participate in the same orientation as all other Directors.

Succession Planning for the Board and Leadership

The Academy will engage in emergency leadership planning, departure-defined succession planning, and strategic leadership development to ensure leadership continuity within the board and the School. Succession planning will be the responsibility of the board's Executive Committee. The Committee will develop three documents to address unplanned and planned departure of the board and the school's leadership.

- The Emergency Succession Plan will outline the procedures for the immediate replacement of the school's administration and members of the board.
- The Departure-Defined Succession Plan will outline the process for the future planned replacement or permanent exit of the school's leadership and members of the board. In addition to the Departure-Defined Succession Plan, the board's terms will be staggered so that no more than 1/3 of the board is up for election in any year, unless a vacancy needs to be filled.
- The Capacity-building Plan will be a three-year strategic plan that ensures the creation of an internal pool of leadership candidates for the continuous execution of necessary operational, programmatic and administrative responsibilities.

Board of Directors - Organization

The board will be organized into four committees in order to manage and provide strategic direction for The Academy. The committees are the Finance, Executive, Academic Excellence and Development Committees. The Academy has chosen a committee structure because it enhances efficiency by tasking persons with specific expertise to develop well-informed recommendations to the full board. The committees will be empowered to create task forces where needed to address specific and finite needs of the school. The board will have at least one staff liaison to communicate with around strategic planning and policy development.

- The Executive Committee is chaired by the board Chair. The Executive Committee oversees the annual evaluation of the Principal and tracks the progress of all committee action plans, monitors the effectiveness of the board as a whole, nominates candidates to the Board of Directors, and ensures best practices in non-profit governance are followed. The Executive Committee will also evaluate the officers of the board. The Principal serves as the liaison to the Executive Committee.
- The Finance Committee is chaired by the Treasurer. Its purpose is to provide appropriate board oversight of school finances, make recommendations to the full Board regarding the selection of an audit firm, ensure accurate and comprehensive financial reporting to the board and raise strategic financial issues for board discussion. The Operations Manager and the Principal will serve as the school's liaisons.
- The Academic Excellence Committee monitors educational performance, evaluates compliance measures, and assesses the alignment of general school policies with the mission. It reports findings to the board. The Academic Excellence Committee monitors and reports to the board on the school's educational performance and monitors the school's compliance with laws and regulations as well as general school policies that promote and align with the school's mission. The Principal and Director of Curriculum

- and Instruction will serve as the school's liaisons.
- The Development Committee will develop and implement a fund development strategy to promote the school's organizational and academic goals. The Principal will serve as the liaison to the Development Committee.

The Board of Directors will have four officer positions: Chair, Vice-Chair, Secretary, and Treasurer. These officer positions will ensure that the board is effective and productive in its governance of the school. The Executive Committee will make nominations for each officer position. The full board will select each officer through voting. The Chair of the board will work closely with the Principal to set meeting agendas and guide and support the board.

Board of Directors – Accountability

The board will hold the charter and use strategic planning and evaluation to hold leadership accountable for meeting the goals set forth in the Charter, holding students to high learning outcomes, and ensuring that there is a demand for the proposed school.

Strategic Planning

A strategic plan will be developed annually. The strategic plan will be a four to five page document that can be understood by all stakeholders including families and community members. The completed plan will contain the vision and mission statements, the school's Strengths, Weaknesses, Opportunities and Threats (SWOT analysis), annual and long-term objectives, functional strategies, individual responsibilities, and status toward meeting goals.

The board is responsible for leading the strategic planning process with substantial input from staff and other key stakeholders. After the board has formally set the goals, the school staff will focus on implementation. Long-range goals are broken down into annual objectives. The leadership team then selects the functional strategies the school will employ to reach the objectives. These steps may include training, new school-level policies, new instructional materials and other purchases, or staff changes. The strategic plan will be finalized in advance of the start of a new school year.

Evaluating Administrator Performance

The board will annually evaluate the performance of the Principal to identify opportunities for professional growth and acknowledge areas of excellence. The board will create a corrective action plan for areas in need of improvement that includes long-range goals and interim benchmarks. The board will also publicly acknowledge the administration's achievements or create a reward/bonus plan.

Evaluating School Performance

The board will participate in the annual performance evaluation of the overall school and school culture. The outcome of the school performance evaluation will determine areas of strength and weakness in order to inform the annual strategic planning process for the school.

Providing Continuous Support

The board will ensure that a positive relationship exists between itself and the school to enhance accountability. The board will show confidence in the discernment and abilities of the Principal by staying out of the day-to-day operations of the school. The board will also include the school's administrators in the strategic planning process and provide sufficient time to meet the board's requests, heightening awareness of expectations and feasibility of proposed goals. The Board will also provide professional development and coaching to ensure that the administration can effectively implement the strategic plan and promote the high performance of the students and the school.

Board of Directors - Relationship to the school's administrators, staff, parents and students

The Board of Directors will work to establish a highly effective relationship between the Academy's administrators, staff, parents and students. The board will rely on input from these stakeholders to guide the direction of the school. The board will use the FTSCA as the primary conduit for communication between itself and the school's stakeholders. The feedback received from the FTSCA, will inform the board's decisions; ensure delivery of the school's mission and vision and development of the strategic plan.

Parents, students or Academy staff will have access to the board to review unresolved grievances, once all avenues have been exhausted. The Board's Executive Committee will establish protocols for handling grievances.

The Board of Directors will use its meetings as a mechanism to increase transparency and accountability. During the planning year and in Year 1, the board will meet monthly. The schedule, once finalized, will be made available to the FTSCA as well as the school administrators and staff. Any decisions reached during board meetings, will be made known to the FTSCA, administrators and staff within a timely manner. The board will reserve the right to hold executive sessions as necessary.

While the board is not to be involved in the day- to- day matters of the school, it will have an active presence in the school community. For example, "Board visit days" will be an opportunity for staff, faculty and students to informally interact with the board to ask questions, listen to reports, and provide input into important decisions. The Board will also attend events and activities of the school.

Board and Principal Relationship

In order to maintain an effective relationship between the board and the Principal, the board will establish clear distinctions between its functions and the functions of the Principal. The main function of the Board of Directors is to provide oversight, secure additional funding and develop the strategic plan. The Principal's main responsibility is to implement the mission and vision established by the board. To this end, the distinctions between the board and Principal's role ensure a cooperative relationship of governance and management.

b. Rules and Policies

Board of Directors – Powers and Duties

The Board will have ultimate authority in ensuring that the school meets its mission. The powers and duties of the Board of Directors are outlined in the by-laws and further contained in the Charter School Board of Directors Job Description and Charter School Individual Director Performance Expectations.

The powers of the board include but are not limited to the following:

- Set The Academy's mission and purpose
- Hire, evaluate, and, if necessary, terminate the Principal
- Develop, approve and implement the school's strategic plan
- Develop and implement the school's fund development strategy
- Develop, approve and provide oversight over the school's policies
- Approve major transactions
- Approve budgets and generally serve as a steward of the organization's financial resources
- Hire and fire the financial auditor¹

Individual Board members must adhere to the legal duties of care, loyalty and obedience in the execution of these powers. The duty of care requires Board members to use their judgment and act in a manner of an "ordinary prudent person" in similar circumstances,² As such it will be expected that the Academy's Board members, actively participate in the decisions and activities of the board. It is also expected that board members make informed decisions and recommendations to advance the school's mission and strategic goals. The duty of care requires that Board members refrain from activities that could create a conflict of interest. The Academy's conflict of interest policies will clearly define when board members breach this duty and establish the appropriate remedies. The duty of obedience requires that board members remain in compliance with all laws and adhere to the board's bylaws. The Academy will reinforce this duty through its Board agreement and other quality control and quality assurance policies.

The Board will use its committees – executive, finance, operations and development to carry out specific tasks and projects that will also be guided by the same powers and duties. The Board will be also be responsible for other administrative areas mandated by the District of Columbia or federal law.

Once a charter is awarded, the Founding Group will develop the Board Manual. The Board Manual will address the following issues: legal documents, strategic plans, membership

¹ Board Source. *Ten Basic Responsibilities of Nonprofit Boards*, <http://www.boardsource.org/Knowledge.asp?ID=3.268>.

² "Compliance for Highly Effective Charter Board Schools", Charter Board Partners, http://charterboards.org/files/4013/5899/5076/CBP_Compliance_Tool.pdf.

organizations and operation, finance and resource development, public and community relations, school code of conduct, and human resources and personnel. The Board Manual will be submitted to the full Board for vote at the first annual meeting.

Board of Directors – Conflicts of Interest

The Academy expects that all members of its Board of Directors exercise good faith and avoid participating in any activity where there exists an actual or perceived conflict of interest. A conflict of interest will arise whenever the personal or professional interests of a board member are at odds with the best interest of the school. Specifically, the school has defined the following as areas of potential conflict: obtaining financial gain or advantage for themselves or members of their family; disclosing confidential information and serving on a committee, interest group, task force or other such groups that negatively impacts the work of The Academy.

Prior to appointment, prospective Board members will submit a disclosure statement naming any potential conflicts. The Executive Committee will review the disclosure statement to determine if the conflict precludes board membership. If the Executive Committee is unable to reach consensus, the Committee will seek the opinion of legal counsel. Board members will re-submit disclosure statements annually. As with the initial statement, the annual disclosures will be reviewed by the Executive Committee. It will decide whether a conflict exists and the appropriate remedy. For example, a Board member with a conflict might be asked to recuse him/herself from discussion and voting on certain issues.

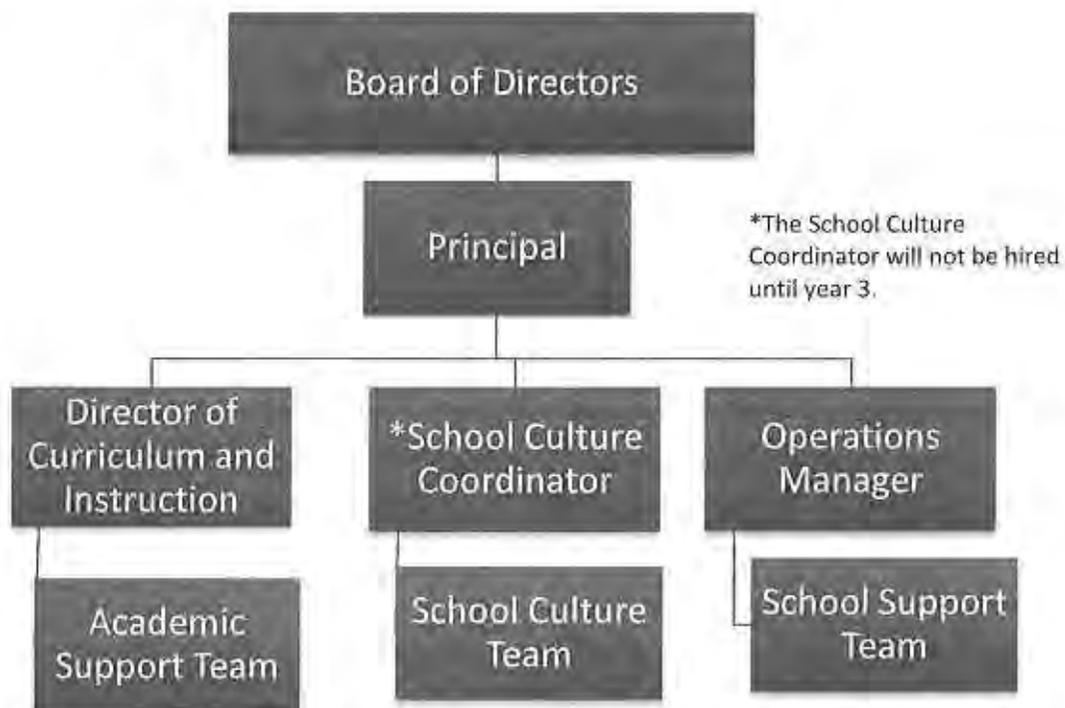
If any member of the board becomes aware of an actual or potential conflict of interest involving another member, he/she must adhere to the following procedures:

1. Discuss the issue with the Member;
2. If the issue is not resolved to the satisfaction of both parties, the Board Chair must be informed and the Chair must develop the appropriate resolution;
3. If the issue is not resolved to the satisfaction of all parties, the Chair must present the issue to the board for decision.

Where an individual member believes that he has an actual or potential conflict of interest, it is incumbent upon that member to recuse himself from discussion and decision-making in the matter. The recusal will then be noted in the record.

The Executive Committee will refine the Conflict of Interest policy to further define areas of conflict and its procedures for remedy.

c. Administrative Structure



The Principal will be responsible for the administration of the school. The Principal will directly supervise the Director of Curriculum and Instruction and the School Culture Coordinator. Until year three of the school's operation, the Principal will handle the responsibilities of the School Culture Coordinator. The Principal will report to the Board of Directors.

The Director of Curriculum and Instruction is responsible for the teaching and instructional program of the school. He or she will supervise the Academic Support Team that includes: teachers, Resident Teachers, the Guidance Counselor and Special Education Coordinator.

The School Culture Coordinator will be responsible for managing the school climate and wrap-around supports. The School Culture Coordinator will supervise the School Culture Team, which includes the Licensed Clinical Social Worker, School Psychologist, and the Outreach and Engagement Coordinator.

The Operations Manager will manage the business and financial operations of the school. The Operations Manager will report to the Principal and supervise the School Support Team. The Operations Manager will be responsible for the development and implementation of the accounting policies of the school and ensuring compliance with federal and local accounting procedures. He or she will also be responsible for providing oversight to EdOps or similar accounting firm.

*How will parents, teachers, and students of the proposed school have input in decision-making?
Parent, Teacher and Student Input in Decision-Making*

The Academy will use the following mechanisms to receive parent, teacher, and student input in decision-making:

- The Family, Teacher, Student and Community Association (FTSCA), as a mechanism to increase familial, teacher and student input in decision-making.
- Stakeholder surveys, as tools to obtain recommendations for enhancing school policies.
- Family representatives on the board of directors to drive the mission and vision of the school and enhance the annual strategic planning process.
- Staff meetings and professional development to solicit staff input.
- Student surveys and the Student Government Association as a forum to empower students and bridge the communication between students and the Principal and Board of Directors.

3. Finance

a. Anticipated Sources of Funds

Anticipated Per Pupil Allocation

	2013-14 (Planning)	2014-15	2015-16
Student Enrollment			
Ninth Grade		50	50
Tenth Grade		50	50
Eleventh Grade		0	50
Total Number of Students		100	150
% of students receiving special education services		30%	30%
% of students who are English Language Learners (ELLs)		1%	1%
Per Pupil Allocations			
UPSFF (High School)		\$11,119	\$11,453
Facilities Allowance		\$3,000	\$3,000
Per Pupil Revenue			
Total Per Pupil Allocation		\$1,111,926	\$1,717,926
Total Facilities Allowance		\$300,000	\$450,000
Total Special Education Funding		\$635,523	\$962,730

Total ELL Funding		\$4,314	\$8,886
Total Summer School funding		\$0	\$162,955
Total Per Pupil Charter Payments		\$2,051,763	\$3,302,496
Other Public Revenue			
Federal Entitlements	\$200,000	\$375,400	\$443,158
National School Lunch Program		\$43,126	\$75,513
Healthy Schools Act Program		\$3,500	\$6,928
E-Rate Program		\$2,520	\$11,680
Total Other Public Revenue	\$200,000	\$424,545	\$537,279
Total Public Funding	\$200,000	\$2,476,308	\$3,839,775

Additional Expected Resources

Private Revenue			
Grants and Donations	\$10,000	\$10,000	\$10,000
Activity Fees		\$2,329	\$4,318
Interest Income		\$328	\$547
Total Private Revenue	\$10,000	\$12,658	\$14,866

Describe what contingencies are in place in the event that funds for per pupil allocations are not available as early as expected, or are lower than expected.

Funding Contingency Plan

For the purposes of thinking about our contingency planning, The Academy differentiate between enrollment-related funding shocks and other types because elicit different initial responses. In the event that enrollment was significantly lower than expected, the first response would be to determine if instructional staff could be cut to bring student teacher ratios back in line with our original plan. This would apply to both scenarios in which total enrollment was lower than budgeted or where the special education levels were lower than budgeted.

For most other types of revenue shock (e.g. sequestration of federal funding) or for cuts that are still required after class sizes have been normalized in an enrollment shock, the plan would be to find places to save the necessary funds outside of the classroom to the extent possible.

Potential examples would include the following:

- Reduce the full time Licensed Clinical Social Worker (LICSW) to part time. The School Psychologist (already at part time in year 1) would share the counseling responsibilities with the LICSW in year 1. This would save approximately \$33,750 plus benefits.
- Reduce capital budget by reducing or deferring per-teacher computer and per-classroom furniture expenses.
- Reduce salaries of administrative staff.

Only as a last resort would The Academy consider options such as increasing average class size or cutting the number of resident teachers. To reduce the likelihood that painful cuts would be required in the event of a revenue shock, the school has adopted conservative budgeting practices, with an average surplus in the first five years of operations of 4% of revenue. This practice has the dual effect of creating a contingency in the annual operating budget that can help cushion the impact of revenue shocks and, over time, creating a cash reserve that can serve as an added protection for the school. The school will also seek a \$25K line of credit that can serve as an additional protection.

Financial Goals and Objectives

The overall financial goal of The Academy is to build a budget that enhances program quality in both the short and long run. Programmatically, the Academy seeks to fulfill the emotional, social, and academic needs of disconnected youth. In order to adequately address these issues, it will be necessary to recruit and retain a strong network of administrators, teachers, social workers, and other critical staff members and to provide them with sufficient resources. The budget reflects the investments necessary to create such a school, including above-average teacher salaries and dedicated support staff to drive instructional improvements and student achievement.

For long run program quality, spending on these direct drivers of quality will be wedded with financial sustainability and long-range planning. Towards that end, the budget generates an average annual surplus over the five years in excess of 4%. Over the course of the five years, The Academy is budgeted to accumulate in excess of \$1M in cash reserves. These reserves can be used to help the school withstand against financial shocks and also as equity for financing a permanent facility.

b. Planned Fundraising Efforts

The Academy has three immediate fundraising objectives: develop a capital campaign to purchase a facility, minimize the impact of budgetary shocks and increase revenue for student materials, technology and experiential learning opportunities. Traditional and non-traditional funding streams were researched and will be incorporated as school's fundraising strategy is refined. For year 1 through year 5, the school has set a minimum annual fundraising goal of \$10,000 for budgeting purposes, though in practice the goal will be more. Achieving the \$10,000 goal will support the school purchase laptops or computers for all its faculty and staff.

Federal and State Funding: Applying for state and federal funding will be a significant component of the fund development strategy. The Academy will apply for grants related but not limited to at-risk youth, court-involved youth, charter schools, education, alternative education, Washington, DC, and poverty. The Title Vb grant administered by OSSE provides approximately \$700,000 in funding for planning year, year 1, and year 2. The Academy will seek federal funding from the Department of Justice, Department of Labor and Department of Education. Historically, these agencies have given grants to support programs serving the

targeted population. The Academy has researched the following grants from the Department of Education:

- Gaining Awareness and Readiness for Undergraduate Programs (Gear Up)
- Parental Information and Resource Center Grant
- Elementary and School Counseling Grants
- College Access Challenge Grant Program
- Enhancing Education Through Technology (Ed-Tech) State Program

Foundations and Corporations: The Academy will primarily seek foundations and corporations that provide funding in the following areas: education, alternative education, at-risk youth, court-involved youth, and Washington, DC. Below is a list of opportunities that the school is currently exploring:

- Roy A. Hunt- Youth Violence Prevention Initiative
- Taco Bell Foundation for Teens- Grants to Inspire Teens to Stay in School & Graduate
- Dollar General Literacy Foundation- Youth Literacy Grants
- NEA Foundation – Student Achievement Grants
- Walton Family Foundation – Public Charter School Grant
- Lowe's Charitable and Educational Foundation- Community Improvement and Public Education
- John Edward Fowler Memorial Foundation- Fowler Educational Grants
- The Annie E. Casey Foundation
- Bank of America Charitable Foundation

Individual Donors: The Board's Development Committee will also cultivate contributions from individual donors. Each board member will be expected to make a monetary contribution as well as achieve individual fundraising goal through their spheres of influence. The Academy will also use social media campaigns focusing on crowd sourcing, aggregating individuals around causes through online platforms, such as Cause, Crowdrise, and Network for Good. The Committee will also sponsor fundraising events like an annual fundraiser to increase financial support for the school.

Planning Year Funds

The Academy plans to apply for the Title V-b Startup grant through the Office of the State Superintendent for Education. The Academy also plans to apply for the Walton Family Fund Public Startup Grant. The Academy also plans to initiate a giving campaign to solicit individual donations for cover the cost of planning and development. For budgeting purposes, only the Title V-b grant (\$200K for planning year) plus \$10K in additional fundraising is assumed.

c. Financial Management and Accounting

The Operations Manager will be the staff person responsible for financial management and internal accounting procedures. The school plans to hire EdOps or a similar accounting firm specializing in charter schools to advise it with respect to financial management and accounting procedures and to handle certain outsourced functions. The operations manager will be the primary interface with EdOps on a day-to-day basis and be responsible for managing that relationship.

The school will maintain its books on an accrual basis in accordance with Generally Accepted Accounting Principles (as defined by the American Institute of Certified Public Accountants). It will maintain its books using mainstream accounting software commonly used by D.C. charter schools (e.g. Quickbooks, Peachtree). A firm from the PCSB's approved auditors list will conduct an annual financial audit. The Board of Directors will be responsible for hiring that firm.

Financial policies and procedures will be spelled out in detail in a financial policies manual to be adopted by the Board of Directors by June 30, 2013. In general, the Board of Directors, with guidance from its Finance committee, will be responsible for establishing financial policies and for ultimate oversight regarding the financial integrity of the school. The Principal and Operations Manager will be responsible for implementing those policies. Policies including but not limited to the following issues will be covered in the manual: opening and closing bank accounts; audit procedures; investment policy; asset safeguard and physical controls; borrowing funds and establishing lines of credit; budget process; contracts and agreements; insurance and payroll systems.

Cash Flow Management Plan

The foundation of the school's cash flow management plan is solid accounting and regular internal reporting. All bank accounts will be reconciled and reviewed by the staff and the board monthly. Having advance warning of any potential or actual cash flow shocks is a priority within this process.

The next element of the cash flow management plan is the timely submission of federal grants reimbursement workbooks. This will be particularly important during the early years when the school has large amounts of Title V-b funding. In order to prevent cash flow crunches, the school will submit grant reimbursement requests in a timely manner. Retaining EdOps or a similar firm specializing in D.C. charter schools will enhance the school's capacity to maintain a positive cash flow.

Finally, the Founding Group will develop safety nets to protect the school in the event of a cash flow shock. Conservative budgeting, will aid the school build a cash reserve over the years. To augment that reserve, the school will attempt to establish a line of credit with a commercial bank of \$25K.

Financial Separation from Parent Organization
N/A

d. Civil Liability and Insurance

The following types and minimum levels of coverage will be purchased in time for the planning of the opening and the opening of the school:

** All numbers are expressed in \$1,000's*

General Liability	\$1000 per occurrence, \$2000 aggregate
Directors and Officers Liability	\$1000
Educators Legal Liability	\$1000
Umbrella Coverage	\$3000 (not providing transportation)
Property/Lease Insurance	100% of replacement cost
Boiler and Machinery Insurance	Actual loss sustained
Auto Liability Insurance	\$1000
Workers Compensation	As required by law
Health Insurance	Major Medical, Hospitalization, Dental, Vision, Prescription

e. Provision for Audit

An audit of financial statements will be conducted annually by a Certified Public Accountant licensed in the District of Columbia. A firm from the DC Public Charter School Board's approved list will perform the audit. The Academy will voluntarily provide all financial records and requested data to support the timely completion of a financial audit. Upon completion, The Academy will submit a copy to the DC Public Charter School Board in accordance with published deadlines.

4. Facilities

a. Identification of a Site

O.U.R. Leadership Academy PCS Site Identification and Acquisition Timetable

The Academy recognizes that securing a facility is one of the most significant challenges a startup charter school faces. In recognition of the importance and difficulty of this challenge, the school has decided to seek professional guidance from the outset and has partnered with Building Hope. A letter of support is included in the appendix.

First, The Academy intends to be centrally located. Accessibility, both in relation to proximity to metro and degree of gang/crew neutrality, is key in selecting a facility. Based on this consideration, facilities availability, and neighborhood demographics, The Academy believes Wards 5 & 6, specifically the Navy Yard Area, would be its ideal geographic target. With that said, The Academy is realistic about the difficulty of the process and remains open to various location possibilities.

In terms of size, The Academy is fortunate compared to most charter schools in that it has a relatively modest enrollment increase. Between launch in Year 1 and full enrollment in Year 3, The Academy only increases its enrollment by 100 students. That means it could realistically stay in its initial facility for multiple years. In estimating the ideal size for that facility, the Academy took its full enrollment of 200 students and applied the recommended industry standard supplied by Building Hope of 100 square feet per student to arrive at an estimate of 20,000 square feet. The building should include approximately 20 rooms in total for classes, staff offices, and a cafeteria as well as recreational space.

With a general understanding of the location and type of facility it is seeking, The Academy is pursuing the following options to secure a temporary facility for the school.

Incubator Space: Building Hope's Incubator Initiative provides affordable facilities for charter schools to use while seeking a more permanent location. The two major advantages of the Incubator Initiative are 1) that it offer occupancy ready space so the school does not have to add renovation to its startup challenges and 2) that the rental rate is equal to the number of student times 80% of the facilities allowance so the school is not exposed to the potential expense of paying full rent and not reaching maximum enrollment. The major drawback of the Incubator Initiative is that a space for SY2014-15 is not currently available. The rotational period of its occupants ensures that there will be some future availability, but there is no guaranty at this point exactly where that will be.

Co-location or sublet: The Academy considers co-location with other charter schools or DCPS a viable option. In particular, Richard Wright PCS and the Academy have initiated discussions regarding co-locating at the Blue Castle in the Navy Yard. A major advantage of this solution would be that it presents an opportunity to build relationships with another charter school, to share resources, and model collaboration for students. A potential drawback is that co-location can pose challenges related to behavior given The Academy's target population.

Commercial Leasing: The Academy will also work with Building Hope to seek commercial spaces that may suit the school's facility needs. The advantages in this solution are the flexibility in the number of sites potentially available in a dynamic commercial market and the potential ability to customize your own site. The major drawbacks are the cost given that commercial real estate space ranges from \$20-25 per square foot on a NNN basis and the potential difficulties of financing and managing any renovations needed as a young school.

Given this framework, The Academy has set the following timeline to secure a facility for the school:

- Site Search: Ongoing
- Site Selection: December 2013
- Lease negotiation and finalization: January 2014
- Architectural design and renovation: February – March 2014
- Completion of Renovation: April 2014
- Occupation by the Academy: August 2014

The timeline includes a four-month contingency between completion of the renovation and occupation of the building to allow for unforeseen complications.

b. Site Renovation

Site Renovation

N/A

DCPS Site Conversion and Renovation

N/A

c. Financing Plans for Facilities

At this point in the process, the school has not secured a facility, so our goal here is to sketch various financing scenarios.

The simplest scenario is a rental that involves lease payments with no significant renovation. This would be the case for both the Incubator Initiative and Blue Castle colocation and so, at this point is probably the most likely scenario for The Academy for its first year of operations. The lease payment would be financed from all available revenue sources including but not limited to per pupil funding, federal funding (to the extent permitted by law), private grants and donations, and other fundraising activities, though our goal would be for the lease payments to fit within the facilities allotment.

A more complex scenario would involve the purchase of a facility or a major renovation of a facility (either leased or purchased). In this case, The Academy's first priority would be to obtain professional guidance from a group such as Building Hope that has significant charter school facilities expertise. With that guidance in place, the school would then most likely proceed to obtain some type of debt financing to pay for the project. Financing would be sought from the sources typically pursued by D.C. charter schools, which include commercial bank financing, new market tax credits, tax-exempt bonds, credit enhancement products, and subordinate debt

from Building Hope or OSSE. Fixed rate debt instruments are preferred. To the extent those are not available directly from the primary lender, interest rate swap options would then be investigated. In terms of serving the debt, the school's goal would be for total facilities cost (including debt service and any lease payments) to fit within the facilities allotment.

The Academy recognizes that many of these financing options receive require the school to make an equity contribution of its own. Accordingly, the school has planned to build conservative operating budgets with the goal of building cash reserve that can help meet this equity requirement.

d. Building Maintenance

The Academy will contract with an industrial cleaning service to provide daily cleaning services. Prior to signing a lease, The Academy will have the building inspected by an appropriate engineer.

If The Academy uses one of Building Hope's incubator spaces, the school will contract with Building Hope to provide building maintenance.

5. Recruiting and Marketing

a. Outreach to the Community [see below for student recruitment]

O.U.R. Academy PCS: School Marketing Strategy

The Academy will host events at local community centers as well as at/in conjunction with community businesses and organizations to gain visibility and connectivity and broker relationships with local partners and ambassadors. Events are a great way to garner corporate support as well as market the school and attract students and staff.

Additionally, The Academy will aggressively reach out to organizations and agencies that support disconnected youth in Washington, DC. Department of Youth and Rehabilitation Services, Court Social Services, Metropolitan Police Department and DC Department of Corrections, DC Child Welfare Agencies will be the primary agencies from which The Academy will seek referrals for the school.

The Academy intends to serve youth, 16-21, who are disconnected from school. It is expected that a majority of the population will be over-aged and under-credited or significantly marginalized in their current educational placements.

Community-based Outreach Strategy

The Founding group has developed relationships with the following organizations to assist in outreach and recruitment efforts:

Organization	Key Contacts	Mission of Organization
DC Lawyers for Youth	R. Daniel Okonkwo and Eduardo Ferrer	DC Lawyers for Youth seeks to improve the DC juvenile justice system by advocating for reforms that promote positive youth development, effective legal representation, and supportive relationships between the community and DC's youth.
Free Minds	Tara Libert	Free Minds' mission is to introduce young inmates to the transformative power of books and creative writing. By mentoring them and connecting them to supportive services throughout their incarceration into reentry, Free Minds inspires these youths to see their potential and achieve new educational and career goals.
Dream Works Inc.	Daniel Bradley	Dreams Work, Inc. continuously strives to meet the needs of youth by providing them with the opportunity to gain life-building skills using the arts. They will utilize their talent(s) through performances, as a way to spread awareness and education about various social issues throughout the community.
DC Youth Link	Eric Abraham	DC YouthLink is a coalition of community-based organizations united in providing a network of resources, services, and support to enhance the community capacity to respond to the needs of DYRS youth and families and provide a system to successfully reintegrate DYRS youth back into their community.
Life Deeds	M.E. Morris	The mission of Life Deeds, Inc. is to provide comprehensive, quality professional services to runaway, homeless, committed, abused, neglected and at-risk youth. We accomplish this by providing youth residential facilities, life skills training, counseling and positive youth development activities.

Community Information about DCPS Conversion

N/A

b. Recruitment of Students

The Academy will recruit students using the following mechanisms:

1. Direct Referrals – Referrals from agencies and organizations that work with disconnected youth. The Academy will set up partnership agreements with agencies like

Department of Youth Rehabilitative Services, Department Of Employment Services, Department of Human Services, Child and Family Services Agency, Department of Parks and Recreation, Court Social Services to aid in the enrollment of youth who are “wards of the state”, homeless and/or have “dropped out”. These agreements will enhance the system of accountability around student attendance and performance. The Academy will conduct open houses for the stakeholders of the particular agencies to inform them of the schools program and its mechanisms to appropriately engage the target population.

2. Web-based marketing - The Academy will also initiate an Internet campaign, using the organization’s website, Facebook and Twitter for ongoing outreach to the school’s community. These social media tools are vital to maintain the schools “buzz” and foster new relationships with potential students, funders and partners.
3. Traditional media marketing – The Academy will procure advertisement through various newspapers and radio stations. We also plan to use bus advertisements. Print media will ensure that the Academy has opportunities for unlimited exposure and can reach the target market that lack regular access to the Internet.
4. Community Based Referrals – The Academy will also conduct outreach to organizations that work with high-risk youth. The Academy will similarly host open houses to engage community partners in the school.
5. Direct outreach to target youth and families – The Academy will hire an Outreach and Family Engagement Coordinator at least 5 months prior to the schools opening. This person will be responsible for conducting outreach to target youth in the community, managing relationships between community-based organizations, families and The Academy and facilitating the intake process.

Student Recruitment Timeline

The Academy will begin actively recruiting students during the summer of 2013. In preparation for recruitment, The Academy will complete the following tasks between May 2013 and the June 2013:

- Develop advertising materials and the website;
- Formalize relationships with community partners and government agencies that engage disconnected youth; and
- Explore opportunity for obtaining public announcement spaces on radio, public television and various print and social media.

Beginning in June 2013, The Academy will participate in community events and fairs to promote the school and distribute information to prospective students and families. Once a facility is secured, The Academy will host open houses and enrollment fairs.

Student recruitment will be an ongoing process. The Academy will modify its student recruitment timeline as needed to ensure it hits annual enrollment targets.

Enrollment Strategy in the Event of Locating in an Area Densely Populated with Schools

At present, it is not the plan to locate the school in an area that is densely populated with schools. However, if that becomes the case, The Academy will aggressively target youth in all areas of the city. The Academy will also reach out to other high schools, serving a similar population to receive referrals from their waitlist. Additionally, the school will strengthen its outreach to community organizations/agencies serving disconnected youth and request their support in recruiting prospective students.

Target Population and Open Enrollment Process

The Academy plans to target youth who have been disconnected from traditional schools. The Academy will use the Common Application and deadlines to facilitate an open and enrollment process. The information gathered will not be used to ascribe preference to prospective students. Youth will be enrolled based upon the capacity of the school through the lottery and waitlist process described in the Operations Plan. The Academy will follow the policy as outlined in the McKinney-Vento Homeless Assistance Act of 1987 in enrolling homeless youth.

c. Future Expansion and Improvements

Enrollment Targets and Plans for Future Expansion

	SY 2014/2015 (100)	SY 2015/2016 (150)	SY 2016/2017 (200)	SY 2018/2019 (200)	SY 2020/2021 (200)
9 th grade	50	50	50	50	50
10 th grade	50	50	50	50	50
11 th grade	0	50	50	50	50
12 th grade	0		50	50	50
Total ELL population	1	1.5	2	2	2
Special Needs Level 1	2.5	3.75	5	5	5
Special Needs Level 2	7.5	11.25	15	15	15
Special Needs Level 3	13.8	20.7	27.6	27.6	27.6
Special Needs Level 4	6.3	9.45	12.6	12.6	12.6

The Academy will open in 2014 with 100 students and reach its capacity in SY 2016/2017 with 200 students. The Academy does not expect to expand its facility during its initial five years of operations as its enrollment growth is modest enough that it plans to begin in a facility that supports its projected student population.

The Academy will implement its teacher recruitment strategy to seek additional staff to support the academic and socio-emotional needs of the students. Staff candidates will be identified through classified ads, search firms, website advertisements, and personal referrals. The Academy will also participate in job fairs. To find candidates who have experience with the target population and meet the hiring criteria, the school will develop an internal pipeline by recruiting staff and teachers through partnerships with colleges and universities and targeting non-traditional candidates. The Academy will also use creative strategies and marketing techniques to attract and retain highly qualified teachers, administrative, and support staff.

Additionally, The Academy has budgeted for the increased cost of supporting the annual growth in population during the first three years. The Academy will use its increased Per Pupil Charter Payments and Federal Entitlements to secure resources to serve the larger population. The school has been advised by EdOps that, as we increase our enrollment, scale will most likely make the school easier to operate from a financial perspective. In the event that the school confronts cash flow problems related to growth, the school will use its reserves to fill budgetary gaps. On average the school is allocating 4% of total revenue in each year's operating budget for its reserves.

C. Plan of Operation

1. Student Policies and Procedures

a. Timetable for Registering and Enrolling

Important Dates for Enrollment

O.U.R. Leadership Academy (Organizing an Urban Revolution through education) will use the following timeline for registering and admitting students:

June 2013	Complete marketing materials and student application
July 2013 - February 2014	Engage in community outreach to inform community about the school. The Academy will host and participate in meetings, presentations and open houses with various stakeholders.
November 2013	Public announcement of enrollment details, including application deadlines and lottery date, using social media, The Academy's website and other media channels
November 2013 – March 14, 2014*	Application collection
March 22, 2014*	Public lottery for applicants
Week of March 31, 2014 and April 11, 2014	Admission letters and enrollment forms sent out and admitted students/families contacted
April 1, 2014 – August 2014	Residency verification for registered students
April 11, 2014*	Deadline to accept lottery space
April 11, 2014 - September 2014	If not oversubscribed, The Academy will continue to enroll students according to their placement on the waitlist
June 2014 – September 2014	IDP Development Meeting and Orientations
September 3, 2014	First Day of School

* The Academy will adopt the common application and deadlines for SY 2014/2015 once they are made available.

Lottery System and Sibling Preference Enrollment

In the event that more students apply than available spaces, The Academy will hold a lottery to randomly select students for enrollment and to generate a waiting list. The lottery date will conform to the common deadline established by the Public Charter School Board. An Academy Board member, the Principal, and at least one other school employee will conduct the admissions lottery as a public event to ensure that lottery procedures are fairly executed. Procedures include announcing each applicant's lottery number; recording the number on paper; and entering the number into the school's database.

Waitlist Process

The random public lottery determines an applicants' waitlist status. Public notice will be posted regarding the date and time of the lottery drawing. Those who apply after the lottery deadline are added to the end of the lottery waitlist in the order that the application was received. Offers for openings are made in waitlist number order, until the spots are filled or the waitlist is exhausted. The waitlist for the current school year remains active until the Academy's admissions period commences for the following year. Lottery applications are only valid for the current year. Applicants must reapply if The Academy is unable to offer them admission in the current year.

Sibling Preference

Families are important to the Academy. We believe that having siblings attend the same school enriches their individual education experiences. The Academy also recognizes that it is convenient for parents/guardians to have their children at one school, where they will have the same school calendar and daily schedule. For this reason, The Academy will give siblings preference in the enrollment process.

A sibling is defined as a biological or legally adopted brother or sister residing in the same household. In order for siblings to be considered under the sibling preference policy, parents/guardians must complete and submit an enrollment application listing each sibling on the initial application, thereby linking each sibling to that family.

b. Policies and Procedures for Enrollment and Withdrawal of Students

Enrollment: Admission to The Academy will be open to all students who reside in the District of Columbia. The Academy will not discriminate on the basis of aptitude, achievement, ethnicity, national origin, gender, disability, language proficiency or any other basis prohibited by law. The Academy will not impose any eligibility requirements or give preference in admissions to any group not permitted by law. The Academy will work to ensure that ELL families have access to translated materials to ensure clear communication. The Academy will also work to ensure that homeless families and students are served.

Upon enrollment, students will be asked to submit the following required documents:

- Proof of DC Residency consistent with OSSE requirements;
- Current immunization records;
- Free and Reduced Lunch Application; and
- Home Language Survey.

The Academy will also recommend that students provide the following documents:

- Educational and psychological assessments (if available)
- Special Education Records (if available)
- 504 Service Agreement (if available)
- Most recent report card (if available)

In addition to submitting required documentation, each enrolled student will participate in an Individual Development Plan (IDP) meeting. During the IDP meeting, the Academy will meet with the student and their families to discuss the enrollment agreement and develop the Individual Development Plan. The IDP meeting will also be used to ensure that both the students and their families understand and support our program. Success at The Academy is based on the mutual commitment of the school, the student and their supports.

The Academy will also host an orientation for all admitted students. The orientation will assist students in familiarizing themselves with their peers and The Academy's staff. Orientations will also be used to help students understand of the school's culture.

Withdrawal: Students may withdraw from The Academy at any time by providing written request from the parent/guardian (or adult student). Once the school is notified of a student's withdrawal, the school will attempt to hold an exit interview with the student and his/her family to gather information on subsequent placement and reasons for withdrawal. The school will forward all student records to the subsequent school upon written request of a parent or adult student and/or the receiving school.

Development of Student Policies and Procedures Handbook: The Student Policies and Procedures Handbook will outline the policies stated above. The Principal will prepare the complete Student Policies and Procedures Handbook by the beginning of July 2013. The Academy's instructional and support staff will review the proposed student policies and procedures before it is finalized. The handbook will be available in August and will be reviewed with parents and students upon registration and enrollment.

Enrollment and Tuition Policy for Non-Residents

Students wishing to attend The Academy who are not residents of the District of Columbia may do so only when space exists in the desired grade and the full waitlist of District residents for that grade has been exhausted. Non-D.C. resident students must pay tuition in accordance with the fee schedule set by OSSE.

2. Human Resource Information

a. Key Leadership Roles

Principal (Filled): Dr. David Heiber has been hired as the Principal for The Academy. Before founding Concentric Educational Solutions, Inc. in 2010, Dr. Heiber served as an administrator for 6 years in the Baltimore City Public Schools System and later as Senior Director of Student Support Services at Cesar Chavez Public Charter Schools in Washington, D.C. Through his work in high schools, Dr. Heiber has worked to reduce suspensions, redesign student codes of conduct, and increase special education compliance and access to mental health services for students and families. Dr. Heiber is a trained mediator through the Alternatives to Violence

Project. In the planning year, Natalie Gordon, Dr. Sharia Shanklin, Angel Anderson and Kenneth Wright of the Founding Group will support Dr. Heiber to implement the school's charter. Dr. Heiber will commit 100% of his time as the Principal.

Director of Curriculum and Instruction (Not filled): Suriya Douglas-Williams will provide leadership around curriculum, instruction and assessment in the planning year until the Director of Curriculum and Instruction is hired. Ms. Douglas-Williams currently serves as the Assistant Principal and middle school Campus Leader for the Capitol Hill Cluster Schools. During her tenure, the school has consistently achieved its academic benchmarks on the DC CAS with 13% gains in reading and 30% in math from 2007-2009 across grades 3-8; 15% and 22% subgroup gains in math from 2011-2012, across grades 3-5. Dr. Gregory Reed and Dr. Jennifer Smith will support Ms. Douglas-Williams in developing the school's curriculum and hiring and training the Academic Support Team. The fulltime Director of Curriculum and Instruction is budgeted to come on board in the summer of 2014. Ms. Douglas-Williams will commit 25% of her time to this role.

Operations Manager (Interim): Maia Shanklin Roberts will serve as the Operations Manager until a permanent selection is chosen. Ms. Shanklin Roberts has managed the operations of several organizations serving youth over the last four years. She has developed and managed budgets ranging from \$90K to \$1.5M annually and has managed up to 30 employees and contractors. The Academy plans to hire the charter school back-office firm EdOps to support the school's finance, accounting, and compliance functions. Ms. Shanklin Roberts will work with EdOps, the Principal and the Board to develop financial related policies and the budget, manage financial reporting and monitor expenditures and cash flow. Ms. Shanklin Roberts will commit 25% of her time as the Interim Operations Manager.

Legal Counsel (Interim): Raqiyyah Pippens will provide legal consulting to the school until the Board is able to choose permanent legal counsel. As our legal counsel, she will provide guidance on facility leases and other contracts, corporate legal requirements, governance issues, and other matters related to legal and regulatory compliance. Raqiyyah Pippens is an associate attorney at Kelley Drye, in the firm's Washington, D.C. office. Ms. Pippens received her JD from the University of Virginia School of Law in 2006. She received her Bachelors of Arts from Stanford University in 2003. Ms. Pippens is a member of the District of Columbia bar.

b. Qualifications of School Staff

Hiring Criteria

In hiring staff, The Academy is seeking individuals with strong academic credentials and high emotional intelligence. The staff must believe that all students can and will learn. The Academy expects that most students will be significantly behind academically and that staff must build upon their strengths to proactively challenge their deficits.

The Academy expects our staff to demonstrate resilience. Our students will have myriad psychological, social and economic concerns and will have been unsuccessful in traditional schools. As such, The Academy expects the staff to exude passion and a “whatever it takes” approach to fulfilling the mission of the school.

The Academy seeks the following minimum qualifications in hiring staff:

For Principal:

- 3-5 years of experience in school leadership, preferably in secondary schools, leading a strong professional learning community
- 3-5 years of experience engaged with the target population and achieving positive academic and school culture outcomes
- Experience with financial and budget management in an executive capacity
- High degree of emotional intelligence
- Demonstrated mastery in the following areas: personal leadership, school culture, teaching and learning, and systems and operations
- Highly developed skills in strategic planning and implementation
- High capacity to collect, analyze and report data
- Strong communication skills

For Director of Curriculum and Instruction:

- 3-5 years of experience in academic coaching and implementing successful professional development strategies
- 2-3 years of experience engaged with the target population and achieving positive academic outcomes
- Strong skills in analyzing student performance data and developing appropriate interventions
- Strong skills in curriculum development and theory
- In depth knowledge of the student learning standards and related resources for instruction
- Knowledge of culturally responsive pedagogy
- High emotional intelligence

For School Culture Coordinator:

- 3-5 years of experience in Special Education
- 3-5 years of experience engaged with the target population and achieving positive academic and school culture outcomes
- Knowledge of restorative justice practice
- Knowledge of effective practices for engaging youth who have experienced significant trauma and related risk factors.
- High emotional intelligence

For Operations Manager:

- Strong initiative and organizational skills
- Experience with managing and working with consultants
- Knowledge of business management principles and practices
- Knowledge of human resources principles and practices
- 2-3 years of project management experience
- Detail orientated

For General Education Teachers:

- Demonstrated content and pedagogical expertise
- Evidence of subject-area mastery for core subject teachers as required by No Child Left Behind (generally undergraduate major or master's degree in subject taught or has passed Praxis II in subject area)
- Demonstrated commitment to engaging in consistent reflection of teaching practices necessary to close the achievement gap
- Ability to receive and implement constructive feedback
- High capacity to implement culturally responsive teaching practices

For Special Education Teachers:

- Exhibit the same qualifications as general education teachers; and
- Demonstrated expertise in special education

For Licensed Clinical Social Worker:

- Demonstrated expertise in planning, managing, and providing social services in schools and with the targeted population.
- Strong knowledge of the communities and risk factors of the target population
- Experience working in schools, preferably high schools

For Licensed Clinical Psychologist:

- Exhibit the same qualifications as the Clinical Social Worker; and
- Demonstrated expertise evaluating, diagnosing and providing treatment to youth ages 16-21 with learning and behavioral disorders

For Special Education Coordinator:

- 1-2 years experience in curriculum planning, revision, and organization
- Knowledge of procedures for placement, evaluation, assignment, and re-appraisal of students with regard to the Special Education services program
- 2-3 years experience developing budget recommendations and providing expenditure control for budgets for Special Education
- 2-3 years certified teaching experience
- Strong knowledge of the communities and risk factors of the target population
- Experience working in schools, preferably high schools

For Outreach and Engagement Coordinator:

- Strong knowledge of the juvenile justice system and related stakeholders
- High capacity to advocate for the needs of students and their families

Marketing and Recruitment Strategy

Recruitment of staff will begin in January 2014. Staff candidates will be identified through classified ads, search firms, website advertisements, and personal referrals. The Academy will also participate in job fairs. The Academy will engage in targeted recruitment efforts to find staff members who possess a balance of content knowledge and a passion for serving disenfranchised youth. The Academy plans to use a comprehensive application and screening process.

The Academy will also use creative strategies and marketing techniques to attract and retain highly qualified teachers, administrative, and support staff. To find candidates who have experience with the target population and meet the hiring criteria, the school plans to develop an internal pipeline by recruiting staff and teachers through partnerships with colleges and universities and targeting non-traditional candidates. The Academy will provide college and university students with practicum or internship hours as well as a guarantee of early notification of full time teaching positions that may become available. Nontraditional candidates might be drawn from Para-educators, parents/community residents active in the school, and members and leaders of community organizations. Recruiting nontraditional candidates helps the school recruit Black and Latino staff from lower-income communities who possess high levels of cultural competence and passion for the student population. For non-traditional candidates, as with all of teaching staff, The Academy will monitor to ensure that candidates who are offered positions meet applicable NCLB highly qualified requirements.

To help attract qualified candidates, in addition to offering a competitive salary and benefits package, The Academy will advertise the adopted practices from the report on "Methods to Attract and Retain Teachers in Hard to Staff Schools"¹ which are proven to increase teacher retention. The six practices are: providing sufficient planning time; encouraging grade-level and content area teamwork; promoting leadership; establishing a culture of school-level flexibility; creating supports to advance struggling learners and ensuring teacher access to technology. The Academy will also promote its Teacher Support Program. The Teacher Support Program ensures that all teachers have a dedicated Resident Teacher or co-teacher to assist with classroom instruction and maintaining small teacher to student ratios.

Background Checks

Employment or volunteer service at The Academy will be dependent upon completion of a background check. The school will require an extensive background check of criminal and court records as well as sex offender registries. Records of the background checks will be respected as confidential and kept in secure personnel files.

¹ Dale DeCesare, Jennifer Kramer-Wine and John Augenblick. "Methods to Attract and Retain Teachers in Hard to Staff Schools: A Report to Aurora, Denver and Jefferson County Public Schools," (May, 2008).

c. Staffing Plan

The school staffing chart provides information about the anticipated number of staff members, their positions, and the pupil-teacher ratio.

	<u>Plannin</u> <u>g</u>	<u>2014-</u> <u>2015</u>	<u>2015-</u> <u>2016</u>	<u>2016-</u> <u>2017</u>	<u>2017-</u> <u>2018</u>	<u>2018-</u> <u>2019</u>
Grades Served		9th - 10th	9th - 11th	9th - 12th	9th - 12th	9th - 12th
# Students		100	150	200	200	200
<u>School Leadership</u>						
Principal	1	1	1	1	1	1
Director of Curriculum and Instruction	.75	1	1	1	1	1
School Culture Coordinator		0	0	1	1	1
Sub-Total	1.75	2	2	3	3	3
<u>General Education Instruction</u>						
Non SPED Teachers		5	8.5	10	10	10
Resident Teachers		3	6	7	7	7
Sub-Total		8	14.5	17	17	17
<u>Special Ed Instruction</u>						
Special Ed Coordinator		1	1	1	1	1
Special Ed Teachers		5	7	11	11	11
Sub-Total		6	8	12	12	12
<u>Instructional Support</u>						
Guidance Counselor		.5	1	1	1	1
Licensed Clinical Social Worker		1	2	2	2	2
School Psychologist		.5	1	1	1	1
Outreach and Engagement Coordinator		.5	1	1	1	1
Sub-Total		2.5	5	5	5	5
<u>Non-Instructional Staff</u>						
Operations Manager		1	1	1	1	1
Office Manager		0	1	1	1	1
Admin Assistant/Registrar		1	1	1	1	1
Food Service		1	2	2	2	2
Building Maintenance		0	0	0	0	0
Security		1	2	2	2	2
Sub-Total		4	7	7	7	7
# Students per Staff		4.65	4.10	4.54	4.54	4.54
# Students per Teacher		10	9.7	9.5	9.5	9.5

Staffing Plan

Planning Year Staff

The Academy has hired its Principal, Dr. David Heiber on a contract basis. In the planning year, he will be responsible for implementing the school's charter, engaging and solidifying partnerships with community stakeholders, and recruiting students and staff. Dr. Heiber will work with the Finance Committee of the Board to refine the school's fund development strategy and secure additional funding for the school.

The Academy has begun recruiting a Director of Curriculum and Instruction and has budgeted for this position to come on board in the fall of 2013. The Director of Curriculum and Instruction will lead in the development of the school's curriculum and assist with recruiting highly qualified teachers. This individual will also support in implementing and refining the plans in the school's charter.

The Academy plans to hire EdOps to manage the back office accounting and compliance needs of the school. When additional funding is secured, the school will hire an Operations Manager to oversee EdOps and the human resource functions of the school. In the interim, Maia Shanklin Roberts will serve in this capacity with the support of the Board.

Building Hope has been hired to aid The Academy secure a facility and ensure a timely move into the school building.

The process for identifying and hiring Lead teachers, the School Psychologist, Licensed Clinical Social Worker, Special Education Coordinator and Outreach and Engagement Coordinator will begin upon the receipt of the school's charter. The Academy will also finalize contracts with local colleges and universities to bring on the Resident Teaching staff.

Staffing Year 1-5

The Academy will be organized into four teams – leadership, academic support, school culture support and school support. The Leadership Team will include the Principal, Operations Manager, Director of Curriculum and Instruction and the School Culture Coordinator. The School Culture Team will include the Licensed Clinical Social Worker, School Psychologist and Outreach and Engagement Coordinator. The Academic Support Team will include the General Education Teachers, Special Education Teachers, Special Education Coordinator, Resident Teachers and Guidance Counselor. The School Support Team will include: the Registrar/Administrative Assistant, Office Manager, Food Service Staff and Security Guards. These teams will collaborate to accomplish the school's mission and goals.

Leadership Team: The Leadership Team is responsible for the implementation of the school's charter and providing oversight and support to the subsequent teams. This team advances policies and procedures that enhance achievement and meet educational, safety and family/community involvement goals.

Principal (1): The Principal is responsible for implementing the school's charter, driving its mission and achieving the goals of the school. The Director of Curriculum and Instruction, Operations Manager, and School Culture Coordinator (when hired) report to the Principal. Through these direct reports, the Principal is ultimately responsible for instructional quality; the business, compliance, and financial administration of the school; and maintaining a strong school culture. He makes final hiring and firing decisions regarding all positions and has overall responsibility at the staff level for the budget. In addition, he is the lead ambassador to key constituencies in the school community including parents, students, the Board, funders, and the local community. The Principal reports directly to the Board of Directors

Director of Curriculum and Instruction (DOCI) (1): The DOCI will oversee every facet of the school's operation that directly impacts student learning. The DOCI will be responsible for direct oversight of the instructional staff. The DOCI reports to the Principal.

School Culture Coordinator (1): The School Culture Coordinator is responsible for driving the implementation of the Restorative Justice behavior management program and non-academic student interventions. The School Culture Coordinator reports to the Principal and has oversight over the School Psychologist, Licensed Clinical Social Worker, and Outreach and Engagement Coordinator. The Academy will hire the School Culture Coordinator in year 3.

Operations Manager (1): The Operations Manager will play a key role in coordinating and managing The Academy's organizational systems and functions including finance, human resources, technology, and administration, and as such, is responsible for ensuring the smooth day-to-day operations of the school. This individual is responsible for ensuring processes and systems adapt and improve as the organization evolves and matures. The Operations Manager works closely with EdOps or similar outsource firm, to ensure timely and accurate financial reporting; aids in overseeing annual budgeting and planning processes for staff; and processes new hires and employee terminations. The Operations Manager reports to the Principal.

Academic Support Team: The Academic Support Team provides instruction, ensures compliance with Free Appropriate Public Education (FAPE) and Individuals with Disabilities Education Act (IDEA) and collaborates to achieve the school's academic performance goals. It includes: the teachers, Resident Teachers, Special Education Coordinator and Guidance Counselor. The Academic Support Team reports to the Director of Curriculum and Instruction.

The Academy designed this team to maintain small class sizes and foster the supported teacher model. The Academy's student teacher ratio is no more than 2 teachers to every 15 students. The two teachers are 1 lead teacher supported by 1 Resident teacher or special education certified teacher.

General Education Teachers (5 in year 1, growing to 10 by year 3) and Special Education Teachers (5-11): The Academy will employ general education teachers and certified Special Education teachers. In year 1, the Academy will hire its Physical Education teacher. In year 2, The Academy will hire part-time music, art and foreign language teachers that will instruct

across multiple grade levels. These teachers will work with general and special education teachers to ensure integration of concepts across content areas.

Resident Teachers (3 in year 1, growing to 7 by year 3): Resident teachers are either students from local colleges and universities or paraprofessionals with education or related experience that assist lead teachers in the classroom.

Special Education Coordinator (1): The Special Education Coordinator ensures compliance with established policies, procedures and regulations; and other duties and processes required to maintain The Academy's special education services. The Special Education coordinator will also work closely with the instructional staff and provide training and professional development. The Special Education Coordinator reports to the DOCl.

Guidance Counselor (.5 in year 1, growing to 1 by year 2): The Guidance Counselor, with support from the registrar, will be responsible for gathering all academic records and drafting student schedules. The Guidance Counselor will also support students in developing vocational and transitional goals. In year 1, one person will fulfill both the Guidance Counselor and Outreach Engagement Coordinator duties. In year 2, the Guidance Counselor will be a full-time position, fulfilled by one person.

School Culture Support Team: The School Culture Support Team is responsible for driving the implementation of the Restorative Justice program as well as creating and maintaining a positive learning environment and system of student supports. It includes the Licensed Clinical Social Worker (LICSW), School Psychologist and Community and Family Engagement Coordinator and reports to the Principal in years 1 and 2 and then the School Culture Coordinator beginning in year 3.

Licensed Clinical Social Worker (LICSW) (1 in year 1, growing to 2 in year 2): The LICSW promotes and enhances the overall academic mission by providing services that strengthen home, school and community partnerships to alleviate barriers to learning. The LICSW significantly contributes to the development of a healthy, safe, and caring environment by advancing the understanding of the emotional and social development of students and implementing effective intervention strategies. The LICSW reports to the School Culture Coordinator. In year 2 the School will hire an additional LICSW.

School Psychologist (.5 in year 1 growing, to 1 in yr 2): The School Psychologist provides a full range of school psychological services, including special education and psychological screening and assessment, designing remedial educational programs and facilitating counseling sessions with school staff, parents, and students as needed. The School Psychologist will drive the Individual Development Plan process. This person reports to the School Culture Coordinator. Beginning in year 2, the School Psychologist position will be a full-time position.

Community and Family Engagement Coordinator (.5 in year 1 growing, to 1 in year 2): The Community and Engagement Coordinator develops partnerships with community stakeholders

to enhance the academic and extra-curricular offerings of the school. The Community and Family Engagement Coordinator will also recruit and enroll students. In year 1, one person will fulfill the Outreach Engagement Coordinator and Guidance Counselor and duties.

School Staff Support Team: The school staff support team provides administrative, food and security services. The team includes the Office Manager, Administrative Assistant/Registrar, Food Service Worker and Security Guards. The Operations Manger will oversee the school support staff.

Office Manager (1): The Office Manager provides complex administrative support to the Principal; overseeing the day-to-day school office activities and relieving the Principal of administrative details; and providing information, recommendations and/or direction as may be requested by Principal or the Operations Manager

Administrative Assistant/Registrar (1): The Administrative Assistant/Registrar is responsible for collecting and maintaining attendance records; purchasing supplies; performing scheduling duties; answering phones; welcoming parents, students, and guests to the school; and coordinating mailings and copying.

Food Service Worker (1 in year 1, growing to 2 in year 2): The food service workers will manage the process of food distribution.

Security (1 in year 1, growing to 2 in year 2): The security staff will monitor hallways, stairwells, bathrooms, the grounds surrounding the school, and other unsupervised places of the school to ensure the safety and well being of students and staff.

d. Employment Policies

Salaries and Benefits: The Academy will offer salaries and benefits that are competitive with other DC charter schools. The staff's salaries will be commensurate with their experience and education. The full-time staff benefits package will include: health, dental, vision and a retirement plan. Employee wage and benefit packages will be reviewed annually as part of the budgeting process and to ensure that our standards remain competitive in the local market.

Contracts, Hiring and Dismissal: Once candidates have gone through the selection and hiring processes, the candidate will sign a one-year, at-will contract. Given the at-will employment relationship, either the employee or The Academy may terminate the employment relationship at any time with or without cause.

Evaluations: Providing regular and consistent feedback is necessary to ensure that The Academy's staff are mission-driven and working to promote the academic achievement of all students. In The Academy's evaluation system, practice-based evaluation will be linked with student-performance based evaluation to develop a more comprehensive picture of

performance than either could provide alone. Practice-based data on staff effectiveness will come from observations, staff-produced artifacts, engagement in professional learning communities and professional development, communication with parents, and other evidence of staff's professional activities. The student-performance data that will weigh into the evaluation of our staff is student performance on formal (e.g. The Partnership for Academic Readiness of College and Careers Assessment (PARCC), Scantron Performance Series, Northwestern Evaluation Association MAP Assessment), informal assessments (e.g. portfolios, quizzes, exams), achievement of SPED goals and other measures of student growth.

Recognizing that as a high school, the staff and teachers are required to have content specialties, the Academy will adopt an evaluation protocol that is content-neutral. To ensure content neutrality, the evaluation rubrics will measure how effective the staff is in achieving particular standards of practice. The Academy plans to develop rubrics for the teachers and instructional staff, administrators and school culture staff. The Academy will use multiple ratings that clearly define current performance and enable differentiation amongst staff within the school. Professional development will reinforce The Academy's common language around what effective practice is and is not, using data-driven analysis and critique.

The Academy will adopt two mechanisms to communicate with staff about their performance:

1. **Non-Evaluative Feedback** –The Academy's leadership will provide regular feedback on observed staff practice. Feedback may be written and/or oral. Staff will receive written feedback at least twice monthly. The feedback will be aligned with the content rubric and individual staff performance plans. Collaborative Team Meetings and collaborative planning will be opportunities to exchange feedback also aligned with the instructional rubric and individual staff performance plans. Professional development will be used to teach common instructional practices and to provide follow up on the high leverage practices – again aligned to the content rubric. Content specialists, teachers and leadership will conduct professional development.

Each staff person will be evaluated by a member of the Leadership Team, at least once per month. In those observations, data will be collected to assess the effectiveness of staff performance. In addition, the Leadership Team will regularly meet with their respective team members to provide feedback on their observed practice. In those meetings, data will be examined in order to identify the highest action step needed to increase student achievement and staff performance.

2. **Formal Review** – Annually, every staff person will participate in a formal review process. The purpose of the formal review is to identify each staff member's strengths and areas of growth. In addition, the purpose of the meeting is to create a clear action plan necessary to increase staff capacity in that specific content area. The formal review process begins at the beginning of the year when staff sets performance and instructional goals with the leadership team.

The Academy will refine the evaluation protocol using Teacher Evaluation 2.0, developed by The New Teacher Project. Teacher 2.0 is a guide for developing a rigorous and fair evaluation system.

Personnel Manual: The Academy will develop a Personnel Manual to communicate policies and procedures for its staff. The manual will be developed in partnership with legal counsel and the Board of Directors. The manual will include information on the following topics:

- Mission, vision, and history of The Academy
- Orientation Procedures
- Definitions of full-and part-time employment, and benefits each classification receives
- Information about employee pay and benefits
- Expectations about conduct and discipline policies
- Staff Evaluation
- Policies for promotion or demotion
- Emergency Procedures
- Confidentiality

The timetable for establishing these policies is as follows:

1. May 2013 - Approval of the charter application
2. August 2013 – Initiate the development of policies that effect human resources and the basic operation of the school
3. January 2014 – First draft of policies presented to the Board
4. February 2014 – Modifications and improvements of existing policies
5. April 2014 – Board will review and provide feedback on 2nd draft of policies
6. May 2014 – The Board will adopt policies.

O.U.R. Leadership Academy PCS as a Competitive Employer

With the assistance of EdOps, or a similar accounting firm, The Academy will compare salary and benefit plans with comparable schools in the D.C. charter market annually during the budgeting process to ensure that salaries remain competitive and are attractive to highly qualified staff.

O.U.R. Leadership Academy PCS as an Equal Opportunity Employer and a Drug-Free Workplace

No person working at The Academy or applying for work at The Academy will be discriminated against in employment or application for employment. Harassment because of age, gender, color, race, creed, national origin, religion, marital status, ancestry, health condition or sexual orientation will not be tolerated.

Persons with disabilities will not be discriminated against at any point in the employment cycle. This concerns all matters related to recruitment, selection, appointment, evaluation and advancement.

The Academy is a drug-free workplace.

Protection for O.U.R. Leadership Academy PCS Employees

The school's employment policy will include provisions for hiring current DCPS employees. Should a current DCPS employee come to work at The Academy, he/she may request a two-year leave of absence from DCPS, renewable for an unlimited number of two-year terms.

Former DCPS employees on a leave of absence from DCPS may continue to participate in the DCPS retirement plan while on staff at The Academy in accordance with the requirements laid out in the School Reform Act. The school will make payments into the plan at the rates required by the law. Provisions will be made to ensure that contributions are made in a timely manner and appropriate paperwork is submitted.

3. Arrangements for Meeting District and Federal Requirements

The Academy will comply with all applicable federal and District of Columbia laws in order to meet the requirements below. The Academy will ensure that the Board, administrators and other staff are knowledgeable of applicable laws. Legal counsel, legal or regulatory authorities, associations and similar schools will be consulted as appropriate to enhance knowledge of the named requirements. The Academy will use its personnel manual, professional development and other communication mechanisms to provide continual education on changes to the laws. The Assurances Form is located in Appendix.

- a. **Health and Safety:** See SRA §38-1802.02(11) and §38-1802.04(c)(4); Healthy Schools Act of 2010; compliance of facilities with Americans with Disabilities Act and DC Fire Prevention Code, see D.C. Code §6-501 *et seq.*;
- a. **Enrollment Data:** See SRA §38-1802.04(c)(12);
- b. **Maintenance and Dissemination of Student Records:** See SRA, Parts B and D, and other applicable laws, including D.C. Code §31-401 *et seq.* (compulsory school attendance); D.C. Code §31-501 *et seq.* (immunization of school students); D.C. Code §31-601 *et seq.* (tuition of nonresidents); and D.C. Code §29-501 *et seq.* (non-profit corporations);
- c. **Compulsory Attendance Laws:** See D.C. Code §38-201, *et seq.*;
- d. **Title I of the Elementary and Secondary Education Act;**
- e. **Civil Rights Statutes and Regulations of the Federal Government and the District of Columbia:** see SRA §§ 38-1802.02(11); 38-1802.04(c)(5); and
- f. **Other:** The public charter school will meet any other applicable requirements.

4. Implementation of the Charter

a. Timetable and Tasks for Implementation of Charter

See chart on subsequent page.

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

Technology Infrastructure

The Academy is committed to utilizing a strong technology infrastructure to enhance the school's educational environment. The school will make sure that students have access to the Internet and experience technology integration across the curriculum. All classrooms will be equipped with at least one computer and related software. The school will purchase other audio and video technology to enhance instruction. As the school grows, the quantity of technology resources will increase.

The school will purchase license to a Student Information System that is cost-effective, secure, reliable, user-friendly, suitable for the school's needs, and compatible with the PCSB's oversight management system. The Academy is researching systems that allow the school to store and track data, and generate reports related to student academic performance, attendance and behavior. The SIS will also store and track communication among teachers, administrators and families. The Academy is aware that most D.C. charters use either SchoolForce or Powerschool and will most likely utilize one of those two systems.

To ensure high-quality network connectivity, the school will secure at a minimum a T-1 Internet connection. The school will implement a wireless Internet network school-wide to allow for readily accessible Internet connectivity and to encourage flexibility for students, teachers and staff. Given the school's projected rate of free and reduced lunch population, the school will seek to apply for the federal government's E-Rate program to assist in securing the necessary technology infrastructure and services.

Technology Infrastructure: Communicating with Students and Families

The Academy's SIS will allow students and parents to view grades, announcements, tasks, assignments, and calendars. As The Academy expands, a parent resource center will be created, allowing families to use the Internet for the purposes of checking in on the progress of their child through the SIS parent portal. The Academy fully recognizes that not all families will have regular Internet availability or the appropriate skills to navigate such tools and so the school will make paper-based copies of key information such as calendars and grade reports available as well. The Academy will also use telephonic communication to engage students and families.

The Academy will be innovative in communicating with students and families to enhance accountability for student achievement and increase family involvement. Developing a strong social media presence will be a priority. Face-to-face communication will remain an important component of communication strategy between the school and families and students.

The Academy will explore web-based technology to enhance communication and data sharing between the school's stakeholders. The Academy will to setup a Google Apps for Non-profits account to serve as the schools' email tool. The school will also set up Dropbox for Business, a cloud-based storage system that allows for secure document sharing, back-up and remote access.

Collecting, Maintaining and Reporting Data to Stakeholders

The Academy will hire EdOps, or a similar back-office outsource firm, for data management and compliance support. The Operations Manager is the staff person responsible for managing that relationship and ultimately ensuring the accuracy and timely reporting of data to the Public Charter School Board (e.g. weekly reports on daily attendance and monthly reports on discipline data).

The technology infrastructure and SIS will support the work of our staff both individually and collectively to maintain achievement data, formative assessment measures of student performance, and students' work products. It will also allow for the accurate and timely distribution of required reports related to attendance and behavior. It will be expected that the Academic Support Team and School Culture Team upload student data daily. Lead teachers, the Special Education Coordinator, Licensed Clinical Social Worker and School Psychologist will upload student data daily and review student academic performance and non-academic performance at least twice a week. Weekly and monthly reports will be submitted to the Principal, other administrators and the Board of Directors for their review. The Board of Directors and Principal will be responsible for communicating with external stakeholders. Much of the data will be maintained electronically. Paper files, when needed, will be maintained by the appropriate school staff in secure locations within the school.

The Academy has budgeted to hire an outsourced technology specialist to select and maintain all the school's technology equipment and to train teachers and staff as needed on how to use the technology resources in the school. The Principal and DOCI will identify a technology team from the staff that will be charged with working with the technology specialist and helping teachers integrate technology into their practice.

c. Major Contracts Planned

The Academy is aware of and has reviewed the PCSB's public bid requirements for contracts over \$25K and is committed to following those requirements, including the publication of request for proposals in the D.C. Register and one other newspaper of general circulation for qualifying contracts.

The Academy anticipates entering into the following contracts that may equal or exceed \$25,000:

- Back-office services (EdOps)
- Computer Equipment
- Food Service, food service equipment
- Facility Lease
- Intensive special education services
- Insurance
- Cleaning and security services
- Special Education and related services
- Technology Consulting

d. Services Sought from the District of Columbia Public Schools

The Academy does not plan to seek any services from DCPS.

Assurances Form

(This form must be submitted with the application.)

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

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

 Signature of Authorized Certifying Official	Co-Founder Title
O. U. R. Leadership Academy PCS Applicant Organization	3/1/2013 Date Submitted

BUDGET NARRATIVE

The budgeting process was driven by founding group members Maia Shanklin Roberts, Angel Anderson, and David Heiber. For the technical modeling work, O.U.R. Leadership Academy partnered with EdOps, a D.C.-based firm specializing in providing accounting and financial services to the charter school community. EdOps has worked extensively with other D.C. charter schools, and it brought this experience to the budget planning process.

Budget assumptions were based upon data from comparable D.C. charter schools and EdOps' experience with charter school finances. Ultimately, the creation of the various school budgets was guided by three priorities: high-quality programming, financial sustainability, and fiscal conservatism.

High-Quality Programming: O.U.R. Leadership Academy will strive to fulfill the emotional, social, and academic needs of disconnected youth struggling with a range of issues including poverty and incarceration. In order to adequately address these issues, it will be necessary to recruit and retain a strong network of administrators, teachers, social workers, and other critical staff members and to provide them with sufficient resources. The budget reflects the investments necessary to create such a school, including above-average teacher salaries and dedicated support staff to drive instructional improvements and student achievement.

Financial Sustainability: Even the best educational program will be undermined if the resources are not available to sustain it. Thus, the second priority was to ensure that the school's operations are built on a financially sustainable path, one that provides long-term viability. This was achieved by planning for an average 4% cash surplus over the first five years of operation, thereby building up a reserve balance to protect against unforeseen emergencies and other risks associated with start-up charter schools (i.e. enrollment shortfalls, cash-flow issues, lack of operating history).

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

PRE-OPENING (PLANNING YEAR) ASSUMPTIONS

The budget and cash flow projection for the Planning Year are attached. We are projecting \$210,000 in revenues - \$200K of which is from Title V-b Planning & Program Design funding and \$10,000 in private grants and donations. Most of the expense items are based on comparable data from other D.C. charter school planning year budgets and EdOps' experience.

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

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

Revenues

- Federal Entitlements – The school has budgeted for \$200,000 in Title V-b funding, which is the expected amount for the Planning & Program Design phase.
- Private Grants & Donations – The school expects to conduct limited fundraising efforts during the Planning Year, raising approximately \$10,000 from primarily grassroots individual supporters of the school.

Expenses

- Contracted Staff – Per Title V-b rules, no regular staff can be hired and paid with V-b funds during the Planning & Program Design phase. Thus, all paid personnel during the Planning Year will be paid as independent contractors. This includes \$75K for the services of the presumptive Principal, \$55K for the Director of Curriculum and Instruction, and an additional \$20K for other essential contracted services. As reflected in the cash flow projection, the Principal will begin as early as possible in the planning year, but we do not anticipate requiring the Director of Curriculum and Instruction until October.
- Student Supplies & Materials - \$2,500 has been budgeted for the purchase of school supplies during the Planning Year. This will likely occur near the end of the Planning Year.
- Miscellaneous Student Expense – \$7,500 has been set aside for student recruitment, which includes advertising, mailings, and printing costs.
- Rent – \$7,200 for rent has been budgeted. This assumes the school leadership will base its operations out of rented office space during at least a portion of the Planning Year.
- Office Supplies & Materials - \$3,000 for miscellaneous office supplies.
- Office Equipment Rental & Maintenance – \$4,500 for laptops and related technology equipment.
- Telephone/Telecommunications – \$3,000 to cover phone and internet access.
- Legal, Accounting, and Payroll – These include service fees for accounting software, bookkeeping, A/P, A/R, grants management, financial statement preparation and analysis, budgeting and reporting, as well as legal fees associated with the school's start-up.
- Insurance - \$2,000 for Directors & Officers liability and general liability insurance coverage.
- Other General Expense – \$4,500 for staff recruitment and filing fees related to the school's 501(c)(3) application.

OPERATING YEARS 1-5 ASSUMPTIONS

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

Revenues

Local/District Revenues

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

The school modeled a 2% increase in the foundation-level UPSFF for SY2013-14 based on the Mayor's current proposal with a simple 3% annual inflationary increase thereafter. All current funding weights/multipliers were maintained at the same level within the per-pupil funding formula for all five years.

SPED enrollment was estimated at 30%, which is on par with comparable D.C. charter schools. We have kept the portion of SPED students constant in each of the subsequent years. Low-income enrollment (free and reduced-lunch (FRL) percentage) was set at 85%, in-line with the population in our targeted neighborhoods and kept constant in all five years. See chart below for a depiction of the funding rates for high school and special education students.

<u>Funding/Student</u>	<u>2014-15</u>	<u>2015-16</u>	<u>2016-17</u>	<u>2017-18</u>	<u>2018-19</u>
High School	\$11,119	\$11,453	\$11,796	\$12,150	\$12,515
SPED Level 1	\$5,560	\$5,726	\$5,898	\$6,075	\$6,257
SPED Level 2	\$7,764	\$7,997	\$8,237	\$8,484	\$8,739
SPED Level 3	\$15,145	\$15,600	\$16,068	\$16,550	\$17,046
SPED Level 4	\$29,715	\$30,607	\$31,525	\$32,471	\$33,445

For facilities funding, we maintained the current rate of \$3,000/student for all five years.

Federal Revenues (15% of total school revenues in Year 1)

We assumed \$250K from Title VI for the Initial Implementation-Year 1 phase of the three-year grant. As the school will operate as its own LEA for the purposes of special education, we have assumed IDEA 611 funds of approximately \$26K. Among the federal Title funds, we have budgeted for \$82K from Title I funds and \$18K from Title II funds. The school will not pursue Title III funding, since it does not expect to have enough ELL students to qualify for funding on its own and the administrative costs of participating in a Title III consortium outweigh the benefits.

The funding rates for Title I-II and IDEA 611 were based on a rough average of the DCPS and DC public charter per-pupil funding levels during the 2012-13 school year. In each subsequent year, we assumed a 3% annual increase.

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

In the Other Government Funding/Grants revenue category, we assumed 3% annual increases in the funding per meal from the 2012-13 school year to Operating Year 1 for the National School Lunch Program (NSLP) and Healthy Schools Act (HSA) program, followed by annual 3% rises in subsequent years. We realize that not every meal that is ordered is actually eaten; this is important to track because every meal that is ordered is a cost but if it's not eaten, then no reimbursement will be available on the revenue side. To account for this, we factored in an 85% consumption rate. Furthermore, for the Healthy Schools Act, we assumed that 75% of the meals will meet the nutritional standards and local food requirements needed in order to receive reimbursement (although the school will strive to ensure 100% compliance with the Healthy Schools Act for all its meals).

Also in the Other Government Funding/Grants category, we included a 90% discount on E-Rate eligible services beginning in Year 2. With a free and reduced-lunch enrollment percentage above 75%, O.U.R. Leadership Academy will be eligible for the 90% E-Rate discount in most years. However, due to E-Rate rules, it is sometimes difficult to receive this full discount level during the first year of operations so we have included a 20% discount on E-rate eligible services in Year 1. Once the school has an operating history, it is easier to prove the FRL percentage and claim the appropriate discount.

Private Grants and Donations (0.4% of total school revenues in Year 1.)

We expect to raise \$10,000 in private gifts in Year 1 and subsequent years, primarily from individual supporters and friends of the school. While this may seem low, we wanted to maintain the conservatism in the model and thus did not project higher fundraising totals.

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

Activity Fees (0.1% of total school revenues in Year 1.)

This line-item contains student lunch sales. The school will charge a reasonable fee to its paid students to cover the difference between the NSLP reimbursement for paid lunch students and the cost of the meal from its food vendor. We have factored in a 50% collection rate for potential school lunch revenue and expect to generate approximately \$2K in school lunch sales.

Other Income (0.01% of total school revenues in Year 1.)

Other Income includes a negligible amount for interest income.

Expenses

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

Personnel Salaries and Benefits

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

- Principal/Executive Salary: 2 FTE's – Principal and Director of Curriculum & Instruction
- Teacher Salaries: 10 FTE's with an average salary of \$57,000 in Year 1. Of these, we are planning to hire 5 special education teachers and one physical education teacher. In Year 2, we will add 4 more classroom teachers and part-time foreign language, art, and music teachers who will become full-time teachers the next year. By Year 5, we project 21 teachers, 11 of which will be special education teachers.
- Resident Teachers: 3 FTE's in Year 1. This will grow to 6 in Year 2 and 7 in all subsequent years.
- Other Education Professionals: 3.5 FTE's in Year 1 – SPED Coordinator, Licensed Clinical Social Worker, Combined Counselor and Outreach Coordinator, and a part-time School Psychologist. Beginning in Year 2, we plan to have a full-time School Psychologist, a second Licensed Clinical Social Worker and to split the Combined Counselor and Outreach Coordinator role into two separate positions. In Year 3, we plan to hire a School Culture Coordinator.
- Business/Operations Salaries: 1 FTE in Years 1 through 5 – Operations Manager
- Clerical: 1 FTE in Year 1 – Receptionist/Administrative Assistant. In Year 2, we will add an Office Manager.
- Other Staff Salaries: 2 FTE's in Year 1 – Food Service and Security. In Year 2, we plan to add 1 additional Food Service professional and 1 Security professional. This line-item also includes a provision for substitute teachers. The amount grows with enrollment in subsequent years.

- **Employee Benefits:** FICA taxes at 7.65% of total salaries. DC unemployment insurance at 2.9% of the first \$9,000 in each employee's salary. All staff at 0.5 FTE and above will receive benefits (health, 401(k), life and disability insurance, etc.), budgeted at 10% of salaries.
- **Contracted Staff:** a Data Management Consultant
- **Staff Development:** The amount budgeted annually for professional development will grow in future years as the teaching staff grows. We have also set aside additional funds in Year 1.

Direct Student Expense

This represents the cost of textbooks, student supplies and uniforms, library materials, teacher computers, student desks and chairs, assessment materials, special education services, the student information system, field trips, and student recruiting expenses. All baseline costs were based on the actual expenditures of operating D.C. public charter schools (as compared by EdOps). Year-over-year increases reflect an inflation rate of 3%.

To reflect our fiscal conservatism, we have also budgeted for a miscellaneous student costs at \$35 per student as a contingency line-item.

Occupancy Expenses

O.U.R. Leadership Academy will be operating as a Building Hope Incubator for the first three years of operations. Therefore, our occupancy expenses for Year 1 are equivalent to 80% of our facilities allowance while in Years 2 and 3, this expense increases to 90% of our allowance.

In Years 4 and 5, we have assumed that the school will continue to lease space, but will do so at a market-rate price. We are assuming a space of 20,000 square feet and rent of \$23 per square foot grown at 3% inflation. Operating expenses (inclusive of the cost to contract for janitorial and maintenance services) are estimated at \$7 per square foot and reflect an inflation rate of 3%. Recognizing the difficulty in predicting our facility situation in Years 4 and 5, we have produced estimates that closely align with district facility funding.

We have also included a \$10,000 expense for tenant improvements each year.

Office Expenses

This primarily represents those expenses that support the business operations of the school. This includes office supplies and materials, office furniture and equipment, copier maintenance, telephone expense, printing, postage, computer support fees, and legal, accounting, and payroll services. Estimated expenses represent the average amount a D.C. public charter school spends on an office expense line item.

To reflect our fiscal conservatism, we have also budgeted for a miscellaneous office expenses at \$60 per student as a contingency line-item.

General Expenses

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

To reflect our fiscal conservatism, we have also budgeted for a miscellaneous general costs at \$75 per student as a contingency line-item.

Capital Budget

The school plans to capitalize several assets during its first two years of operation. Capital expenditure is budgeted in four categories: computers and materials, classroom furnishings and supplies, office furnishings and equipment, and renovations/leasehold improvements. Total spending on these capitalized assets through the end of year two is forecasted at \$134K. Funds have been set aside in the capital budget to account for student growth and replacement of assets which have outgrown their useful life.

Computers & Materials includes the cost of laptops and computer peripherals such as printers and monitors. These are budgeted on a per staff basis. The cost of each laptop is budgeted at \$1,000.

Classroom Furnishings & Supplies includes the cost of all classroom furniture such as student desks + chairs, teacher desks + chairs, and bookshelves. These are budgeted based upon the number of new classrooms in a given year. Each student desk + chair is budgeted at \$150. Each teacher desk + chair is budgeted at \$400. The bookshelves/cabinets are budgeted at \$100.

Office Furnishings & Equipment includes the cost of non-classroom furniture such as office desks, office chairs, and filing cabinets. These are budgeted based upon the number of non-teaching staff. Each office desk + chair is budgeted at \$500. The filing cabinets are budgeted at \$550.

Renovations & Leasehold Improvements is a flat amount that could be used for such things as painting of the building or minor renovations to the space.

Anticipated Sources of Funds

	Planning Year	Year 1	Year 2
Student Enrollment			
Ninth Grade		50	50
Tenth Grade		50	50
Eleventh Grade		0	50
Total Number of Students		100	150
% of students receiving special education services		30%	30%
% of students who are English Language Learners (ELLs)		1%	1%
Per Pupil Allocations			
UPSFF		\$11,119	\$11,453
Facilities Allowance		\$3,000	\$3,000
Per Pupil Revenue			
Total Per Pupil Allocation		\$1,111,926	\$1,717,926
Total Facilities Allowance		\$300,000	\$450,000
Total Special Education Funding		\$635,523	\$962,730
Total ELL Funding		\$4,314	\$8,886
Total Summer School funding		\$0	\$162,955
Total Per Pupil Charter Payments		\$2,051,763	\$3,302,496
Other Public Revenue			
Federal Entitlements	\$200,000	\$375,400	\$443,158
National School Lunch Program		\$43,126	\$75,513
Healthy Schools Act Program		\$3,500	\$6,928
E-Rate Program		\$2,520	\$11,680
Total Other Public Revenue	\$200,000	\$424,545	\$537,279
Private Revenue			
Grants and Donations	\$10,000	\$10,000	\$10,000
Activity Fees		\$2,329	\$4,318
Interest Income		\$328	\$547
Total Private Revenue	\$10,000	\$12,658	\$14,866
Total Income			
	\$210,000	\$2,488,966	\$3,854,641

Pre-Opening Budget

REVENUES		Year 0 (Pre-Opening)
1	Per Pupil Charter Payments	
2	Per Pupil Facilities Allowance	
3	Federal Entitlements	\$200,000
4	Other Government Funding/Grants	
5	Total Public Funding	<u>\$200,000</u>
6	Private Grants and Donations	\$10,000
7	Activity Fees	
8	Loans	
9	Other Income (please describe in footnote)	
10	Total Non-Public Funding	<u>\$10,000</u>
11	EMO Management Fee (= line 73, col. G)	
12		
13		
14	TOTAL REVENUES	\$210,000

EXPENSES		
Personnel Salaries and Benefits		
15	Principal/Executive Salary	
16	Teachers Salaries	
17	Resident Teachers Salaries	
18	Other Education Professionals Salaries	
19	Business/Operations Salaries	
20	Clerical Salaries	
21	Custodial Salaries	
22	Other Staff Salaries	
23	Employee Benefits	
24	Contracted Staff	\$150,000
25	Staff Development Costs	
26		
27	Subtotal: Personnel Costs	<u>\$150,000</u>
28		
Direct Student Expenses		
30	Textbooks	
31	Student Supplies and Materials	\$2,500
32	Library and Media Center Materials	
33	Computers and Materials	
34	Other Instructional Equipment	
35	Classroom Furnishings and Supplies	
36	Student Assessment Materials	
37	Contracted Student Services	
38	Miscellaneous Student Expenses	\$7,500
39		
40	Subtotal: Direct Student Expenses	<u>\$10,000</u>
41		

Pre-Opening Budget

	Year 0 (Pre-Opening)
42 Occupancy Expenses	
43 Rent	\$7,200
44 Mortgage Principal Payments	
45 Mortgage Interest Payments	
46 Building Maintenance and Repairs	
47 Renovation/Leasehold Improvements	
48 Utilities	
49 Janitorial Supplies	
50 Equipment Rental and Maintenance	
51 Contracted Building Services	
52	
53 Subtotal: Occupancy Expenses	<u>\$7,200</u>
54	
55 Office Expenses	
56 Office Supplies and Materials	\$3,000
57 Office Furnishings and Equipment	
58 Office Equipment Rental and Maintenance	\$4,500
59 Telephone/Telecommunications	\$3,000
60 Legal, Accounting and Payroll Services	\$24,500
61 Printing and Copying	
62 Postage and Shipping	
63 Other Office Expense	
64	
65 Subtotal: Office Expenses	<u>\$35,000</u>
66	
67 General Expenses	
68 Insurance	\$2,000
69 Interest Expense	
70 Transportation	
71 Food Service	
72 Administration Fee (to PCSB)	
73 EMO Management Fee	
74 Other General Expense	\$4,500
75	
76 Subtotal: General Expenses	<u>\$6,500</u>
77	
78 TOTAL EXPENSES	<u>\$208,700</u>
79	
80 EXCESS (OR DEFICIENCY)	<u>\$1,300</u>

Year 1 Budget

DESCRIPTION		BUDGETED AMOUNTS			
		Column A	Column B	Column C	Column D
		501(c)3 School Applicant	Education Management Organization	Total Revenues by Funding Source	Expenditures as a Percent of Total Public Funding
REVENUES					
1	Per Pupil Charter Payments	\$1,751,763		\$1,751,763	
2	Per Pupil Facilities Allowance	\$300,000		\$300,000	
3	Federal Entitlements	\$375,400		\$375,400	
4	Other Government Funding/Grants	\$49,146	\$0	\$49,146	
5	Total Public Funding	\$2,476,308	\$0	\$2,476,308	
6	Private Grants and Donations	\$10,000	\$0	\$10,000	
7	Activity Fees	\$2,329	\$0	\$2,329	
8	Loans	\$0	\$0	\$0	
9	Other Income	\$328	\$0	\$328	
10	Total Non-Public Funding	\$12,658	\$0	\$12,658	
11	EMO Management Fee (= line 73, col. G)		\$0	\$0	
12					
13					
14	TOTAL REVENUES	\$2,488,966	\$0		
EXPENSES					
		501(c)3 School Applicant	Education Management Organization	Combined Total	Expenditures as a Percent of Total Public Funding
<i>Personnel Salaries and Benefits</i>					
15	Principal/Executive Salary	\$165,000	\$0	\$165,000	6.7%
16	Teachers Salaries	\$570,000	\$0	\$570,000	23.0%
17	Resident Teachers Salaries	\$90,000	\$0	\$90,000	3.6%
18	Other Education Professionals Salaries	\$237,500	\$0	\$237,500	9.6%
19	Business/Operations Salaries	\$65,000	\$0	\$65,000	2.6%
20	Clerical Salaries	\$32,000	\$0	\$32,000	1.3%
21	Custodial Salaries	\$0	\$0	\$0	0.0%
22	Other Staff Salaries	\$67,280	\$0	\$67,280	2.7%
23	Employee Benefits	\$228,794	\$0	\$228,794	9.2%
24	Contracted Staff	\$30,000	\$0	\$30,000	1.2%
25	Staff Development Expense	\$21,000	\$0	\$21,000	0.8%
26					
27	Subtotal: Personnel Costs	\$1,506,574	\$0	\$1,506,574	60.8%
28					
29	<i>Direct Student Expenses</i>				
30	Textbooks	\$120,000	\$0	\$120,000	4.8%
31	Student Supplies and Materials	\$27,500	\$0	\$27,500	1.1%
32	Library and Media Center Materials	\$2,500	\$0	\$2,500	0.1%
33	Computers and Materials	\$25,500	\$0	\$25,500	1.0%
34	Other Instructional Equipment	\$0	\$0	\$0	0.0%
35	Classroom Furnishings and Supplies	\$24,000	\$0	\$24,000	1.0%
36	Student Assessment Materials	\$15,000	\$0	\$15,000	0.6%
37	Contracted Student Services	\$129,360	\$0	\$129,360	5.2%
38	Miscellaneous Student Expense	\$53,400	\$0	\$53,400	2.2%
39					
40	Subtotal: Direct Student Expenses	\$397,260	\$0	\$397,260	16.0%
41					
42	<i>Occupancy Expenses</i>				
43	Rent	\$240,000	\$0	\$240,000	9.7%
44	Mortgage Principal Payments	\$0	\$0	\$0	0.0%
45	Mortgage Interest Payments	\$0	\$0	\$0	0.0%
46	Building Maintenance and Repairs	\$0	\$0	\$0	0.0%
47	Renovation/Leasehold Improvements	\$10,000	\$0	\$10,000	0.4%
48	Utilities	\$0	\$0	\$0	0.0%
49	Janitorial Supplies	\$0	\$0	\$0	0.0%
50	Equipment Rental and Maintenance	\$0	\$0	\$0	0.0%
51	Contracted Building Services	\$0	\$0	\$0	0.0%
52					
53	Subtotal: Occupancy Expenses	\$250,000	\$0	\$250,000	10.1%

Year 1 Budget

	501(e),1 School Applicant	Education Management Organization	Combined Total	Expenditures as a Percent of Total Public Funding	
EXPENSES					
54					
55	Office Expenses				
56	Office Supplies and Materials	\$7,500	\$0	\$7,500	0.3%
57	Office Furnishings and Equipment	\$25,250	\$0	\$25,250	1.0%
58	Office Equipment Rental and Maintenance	\$18,000	\$0	\$18,000	0.7%
59	Telephone/Telecommunications	\$12,600	\$0	\$12,600	0.5%
60	Legal, Accounting and Payroll Services	\$77,470	\$0	\$77,470	3.1%
61	Printing and Copying	\$9,000	\$0	\$9,000	0.4%
62	Postage and Shipping	\$3,000	\$0	\$3,000	0.1%
63	Other Office Expense	\$6,000	\$0	\$6,000	0.2%
64					
65	Subtotal: Office Expenses	\$158,820	\$0	\$158,820	6.4%
66					
67	General Expenses				
68	Insurance	\$15,217	\$0	\$15,217	0.6%
69	Interest Expense	\$0	\$0	\$0	0.0%
70	Transportation	\$3,000	\$0	\$3,000	0.1%
71	Food Service	\$71,541	\$0	\$71,541	2.9%
72	Administration Fee (to PCSB)	\$13,258	\$0	\$13,258	0.5%
73	Management Fee	\$0	\$0	\$0	0.0%
74	Other General Expense	\$22,788		\$22,788	0.9%
75					
76	Subtotal: General Expenses	\$125,804	\$0	\$125,804	5.1%
77					
78	TOTAL EXPENSES	\$2,438,458	\$0	\$2,438,458	98.5%
79					
80	EXCESS (OR DEFICIENCY)				
81	Excess (or deficit) retained by school	\$50,508		\$50,508	2.0%
82	Excess (or deficit) retained by EMO		\$0	\$0	0.0%
ASSUMPTIONS					
	Student Enrollment	100			
	Facility Size (square footage)	10,000			
	Average Teacher Salary	\$57,000			
	Student/Teacher Ratio	10 to 1			
	Other Major Assumptions				

NOTES:

Year 2 Budget

DESCRIPTION		BUDGETED AMOUNTS			
		Column A	Column B	Column C	Column D
REVENUES		501(c)3 School Applicant	Education Management Organization	Total Revenues by Funding Source	Expenditures as a Percent of Total Public Funding
1	Per Pupil Charter Payments	\$2,852,496		\$2,852,496	
2	Per Pupil Facilities Allowance	\$450,000		\$450,000	
3	Federal Entitlements	\$443,158		\$443,158	
4	Other Government Funding/Grants	\$94,121	\$0	\$94,121	
5	Total Public Funding	\$3,839,775	\$0	\$3,839,775	
6	Private Grants and Donations	\$10,000	\$0	\$10,000	
7	Activity Fees	\$4,318	\$0	\$4,318	
8	Loans	\$0	\$0	\$0	
9	Other Income	\$547	\$0	\$547	
10	Total Non-Public Funding	\$14,866	\$0	\$14,866	
11	EMO Management Fee (= line 73, col. G)		\$0	\$0	
12					
13					
14	TOTAL REVENUES	\$3,854,641	\$0		
EXPENSES		501(c)3 School Applicant	Education Management Organization	Combined Total	Expenditures as a Percent of Total Public Funding
<i>Personnel Salaries and Benefits</i>					
15	Principal/Executive Salary	\$190,550	\$0	\$190,550	5.0%
16	Teachers Salaries	\$976,955	\$0	\$976,955	25.4%
17	Resident Teachers Salaries	\$185,400	\$0	\$185,400	4.8%
18	Other Education Professionals Salaries	\$391,400	\$0	\$391,400	10.2%
19	Business/Operations Salaries	\$66,950	\$0	\$66,950	1.7%
20	Clerical Salaries	\$74,160	\$0	\$74,160	1.9%
21	Custodial Salaries	\$0	\$0	\$0	0.0%
22	Other Staff Salaries	\$138,597	\$0	\$138,597	3.6%
23	Employee Benefits	\$362,745	\$0	\$362,745	9.4%
24	Contracted Staff	\$37,500	\$0	\$37,500	1.0%
25	Staff Development Expense	\$25,544	\$0	\$25,544	0.7%
26					
27	Subtotal: Personnel Costs	\$2,449,801	\$0	\$2,449,801	63.8%
28					
29	<i>Direct Student Expenses</i>				
30	Textbooks	\$61,800	\$0	\$61,800	1.6%
31	Student Supplies and Materials	\$47,638	\$0	\$47,638	1.2%
32	Library and Media Center Materials	\$3,863	\$0	\$3,863	0.1%
33	Computers and Materials	\$6,695	\$0	\$6,695	0.2%
34	Other Instructional Equipment	\$0	\$0	\$0	0.0%
35	Classroom Furnishings and Supplies	\$12,360	\$0	\$12,360	0.3%
36	Student Assessment Materials	\$23,175	\$0	\$23,175	0.6%
37	Contracted Student Services	\$194,670	\$0	\$194,670	5.1%
38	Miscellaneous Student Expense	\$77,147	\$0	\$77,147	2.0%
39					
40	Subtotal: Direct Student Expenses	\$427,347	\$0	\$427,347	11.1%
41					
42	<i>Occupancy Expenses</i>				
43	Rent	\$405,000	\$0	\$405,000	10.5%
44	Mortgage Principal Payments	\$0	\$0	\$0	0.0%
45	Mortgage Interest Payments	\$0	\$0	\$0	0.0%
46	Building Maintenance and Repairs	\$0	\$0	\$0	0.0%
47	Renovation/Leasehold Improvements	\$10,000	\$0	\$10,000	0.3%
48	Utilities	\$0	\$0	\$0	0.0%
49	Janitorial Supplies	\$0	\$0	\$0	0.0%
50	Equipment Rental and Maintenance	\$0	\$0	\$0	0.0%
51	Contracted Building Services	\$0	\$0	\$0	0.0%
52					
53	Subtotal: Occupancy Expenses	\$415,000	\$0	\$415,000	10.8%
54					

Year 2 Budget

	501(c)3 School Applicant	Education Management Organization	Combined Total	Expenditures as a Percent of Total Public Funding	
EXPENSES					
55	Office Expenses				
56	Office Supplies and Materials	\$11,588	\$0	\$11,588	0.3%
57	Office Furnishings and Equipment	\$19,828	\$0	\$19,828	0.5%
58	Office Equipment Rental and Maintenance	\$23,175	\$0	\$23,175	0.6%
59	Telephone/Telecommunications	\$12,978	\$0	\$12,978	0.3%
60	Legal, Accounting and Payroll Services	\$111,522	\$0	\$111,522	2.9%
61	Printing and Copying	\$13,905	\$0	\$13,905	0.4%
62	Postage and Shipping	\$4,635	\$0	\$4,635	0.1%
63	Other Office Expense	\$9,270	\$0	\$9,270	0.2%
64					
65	Subtotal: Office Expenses	\$206,900	\$0	\$206,900	5.4%
66					
67	General Expenses				
68	Insurance	\$23,219	\$0	\$23,219	0.6%
69	Interest Expense	\$0	\$0	\$0	0.0%
70	Transportation	\$3,090	\$0	\$3,090	0.1%
71	Food Service	\$125,269	\$0	\$125,269	3.3%
72	Administration Fee (to PCSB)	\$19,715	\$0	\$19,715	0.5%
73	Management Fee	\$0	\$0	\$0	0.0%
74	Other General Expense	\$25,969		\$25,969	0.7%
75					
76	Subtotal: General Expenses	\$197,261	\$0	\$197,261	5.1%
77					
78	TOTAL EXPENSES	\$3,696,309	\$0	\$3,696,309	96.3%
79					
80	EXCESS (OR DEFICIENCY)				
81	Excess (or deficit) retained by school	\$158,332		\$158,332	4.1%
82	Excess (or deficit) retained by EMO		\$0	\$0	0.0%
ASSUMPTIONS					
	Student Enrollment	150			
	Facility Size (square footage)	15,000			
	Average Teacher Salary	\$58,710			
	Student/Teacher Ratio	9.7 to 1			
	Other Major Assumptions				

NOTES:

Five-Year Budget

DESCRIPTION	Year 1	Year 2	Year 3	Year 4	Year 5
REVENUES					
Per Pupil Charter Payments	\$2,051,763	\$3,302,496	\$4,580,350	\$4,786,200	\$4,911,786
Federal Entitlements	\$424,545	\$537,279	\$392,576	\$409,498	\$421,783
Income from Grants and Donations	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
Activity Fees	\$2,329	\$4,318	\$6,018	\$6,468	\$6,662
Other Income	\$328	\$547	\$726	\$754	\$760
TOTAL REVENUES	\$2,488,966	\$3,854,641	\$4,989,670	\$5,212,920	\$5,350,991
EXPENSES					
Personnel Salaries and Benefits	\$1,506,574	\$2,449,801	\$3,111,369	\$3,239,901	\$3,335,867
Direct Student Expense	\$397,260	\$427,347	\$580,270	\$588,066	\$619,214
Occupancy Expenses	\$250,000	\$415,000	\$550,000	\$610,000	\$628,000
Office Expenses	\$158,820	\$206,900	\$242,947	\$252,636	\$259,900
General Expenses	\$125,804	\$197,261	\$263,847	\$277,861	\$286,320
TOTAL EXPENSES	\$2,438,458	\$3,696,309	\$4,748,433	\$4,968,463	\$5,129,300
EXCESS (OR DEFICIENCY)	\$50,508	\$158,332	\$241,237	\$244,457	\$221,690

Capital Budget

CAPITAL BUDGET	Year 1	Year 2	Year 3	Year 4	Year 5
Computers and Materials	\$25,500	\$6,695	\$6,896	\$3,825	\$17,445
Classroom Furnishings and Supplies	\$24,000	\$12,360	\$12,731	\$7,325	\$7,545
Office Furnishings and Equipment	\$25,250	\$19,828	\$1,591	\$2,752	\$2,835
Renovation/Leasehold Improvements	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
TOTAL CAPITAL BUDGET	\$84,750	\$48,883	\$31,218	\$23,902	\$37,825

Year 1 Cash Flow Projection

DESCRIPTION	Pre-Opening	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11	Month 12	Total
	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Contracted Building Services	\$2,000	\$1,268	\$1,268	\$1,268	\$1,268	\$1,268	\$1,268	\$1,268	\$1,268	\$1,268	\$1,268	\$1,268	\$1,268	\$17,217
General Expenses	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Insurance	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Interest Expense	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Transportation	\$0	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$3,000
Food Services	\$0	\$5,962	\$5,962	\$5,962	\$5,962	\$5,962	\$5,962	\$5,962	\$5,962	\$5,962	\$5,962	\$5,962	\$5,962	\$71,541
Administration Fee (to PCSB)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Management Fee	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other General Expense	\$4,500	\$1,482	\$1,482	\$1,982	\$1,982	\$1,982	\$1,982	\$1,982	\$1,982	\$1,982	\$1,982	\$1,982	\$1,982	\$27,268
8. Total Expenses	\$206,700	\$103,833	\$258,791	\$276,634	\$208,468	\$185,598	\$209,088	\$195,598	\$195,598	\$195,598	\$195,598	\$195,598	\$204,871	\$2,847,758
7. Fund Balance (end of month)	\$1,500	\$461,773	\$258,357	\$47,979	\$517,543	\$368,774	\$176,154	\$431,978	\$285,206	\$105,087	\$381,782	\$209,147	\$51,808	\$51,808

Maia Shanklin Roberts

EDUCATION

American University Washington College of Law, Washington, DC

Juris Doctor candidate, May 2014; GPA: 3.2 (transferred to full time division Fall 2012)

University of Maryland, College Park, MD

Masters in Community Planning, May 2014

Publications: "Arts Impact: Development of an Arts District on Baltimore's West Side" - Analysis of the impact of an arts district designation on the revitalization of Baltimore's West Side.

Stanford University, Stanford, CA

Bachelor of Arts in Urban Studies, April 2007

Study Abroad: Semester at Sea, Institute of Shipboard Education (Fall 2005)

EXPERIENCE

MaiAngel LLC, Washington, DC

Managing Partner, September 2010 – September 2012

Developed and implemented an educational advocacy and adult education program for court-involved and disconnected youth in Washington, DC, serving over 75 youth ages 14-24. Manage a current portfolio of \$80K. Secured \$200K in state and private funding. Oversee and manage all business and employment-related functions. Achieved 100% compliance with all state funded programs. Developed business infrastructure and led annual strategic planning and implementation process.

Disability Rights Law Clinic, American University Washington College of Law, Washington, DC

Dean's Fellow, May 2012 – August 2012

Prepared legal memoranda on Part B of the Individuals with Disabilities Education Act, Prison Litigation Reform Act, and the Code of Regulations for Social Security. Successfully advocated for Free and Appropriate Public Education for student clients with disabilities under Section 504 of the 1973 Rehabilitation Act. Interviewed medical expert witnesses and incarcerated clients in preparation for litigation and administrative appeals processes.

Maryland Housing and Community Development (MHCD), Crownsville, MD

Policy Intern, June 2010 – June 2011

Drafted recommendations for provisions of MHCD's 2011 Qualified Action Plan and Guide regulating tax credits for the development of multi-family projects. Reviewed development proposals and assessed the allocation of \$40M in Rental Housing Funds (RHF) and \$25M in federal Low Income Housing Tax Credits (LIHTC). Reviewed the fiscal viability of RHF and LIHTC borrowers in preparation for underwriting. Coordinated regional partnership efforts and reported on the allocation of \$4M in private funding for the MD Base Realignment and Closure Initiative. Researched the financial feasibility of a privately subsidized affordable housing pilot program.

Coordinating Council on Youth Violence Prevention/Peaceholics, Washington, DC

Gang/Crew Violence Prevention Analyst, September 2007 – August 2010

Oversaw the investment of \$2.5M dollars in local funding in four high-crime communities in the District of Columbia. Developed and implemented a three year, multi-agency, citywide violence crew/gang violence prevention initiative. Counseled 12 start-up and existing community based organizations on programmatic and fiscal initiatives. Managed the fiscal restructuring of a member organization and eliminated a \$150K deficit in compliance with state contracts. Enhanced organizational capacity through leveraging strategic partnerships with local organizations and state agencies.

AWARDS

2010 Smart CEO Brava Women's Achievement in Business Award

O.U.R. Leadership Academy Public Charter School
(Organizing an Urban Revolution through Education)

Board Member Agreement

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Signed _____



Date _____

2/24/13

Maia Shanklin Roberts



February 28, 2013

To Whom It May Concern:

Juvenile justice is not just about the legal systems that facilitate punishment and justice for juvenile offenders and victims. It is the stage for which class, child welfare, race and youth development rise and fall as static and dramatic characters; heroes and villains in an effort to ensure the safety and security of our communities. For the last 50 years, juvenile justice has been in a cycle of change. Reformers have challenged incarceration and demanded community based interventions and systems of care. They have mandated that juvenile delinquents not be deemed sociopaths but be evaluated in the context of positive youth development.

Yet with every juvenile homicide; gang drive-by; South Capitol Street Massacre, the city's politicians and the public cry out that the juvenile system is not doing enough. Incarceration, medication and out of state placement are the only mechanisms to cure our young people from delinquency and the destruction of our communities.

O.U.R. Leadership Academy PCS is that different solution. Juvenile justice is also about education, creating opportunities for youth to create new realities and become productive adults. For that reason, I am honored to serve as a member of the Founding Group of O.U.R. Leadership Academy. The opportunity for Angel Anderson and my vision to become realized will be more than a dream come true. I have dedicated my life to serving disconnected youth and will continue to pour passionately into The Academy as a member of the Board.

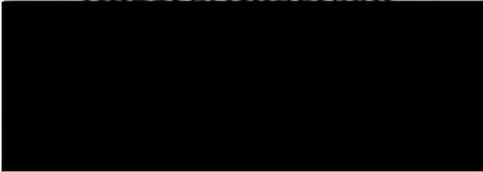
It is my hope that the second time around, we have addressed the Charter Board's concerns and that we have put forth a strong application – one that is deserving of a charter.

Sincerely,

A handwritten signature in black ink, appearing to read 'MSR', written over a printed name.

Maia Shanklin Roberts

Angel S. Anderson



EDUCATION

May 2011 Howard University, Masters of Arts in Counseling Psychology

May 2008 Howard University, Bachelor of Science in Psychology

EMPLOYMENT

9/10- 8/2012 MaiAngel, LLC, Washington, DC

Program Director/Educational Advocate

- * Facilitate and lead individual counseling sessions that provide the positive youth development training necessary for improved self-efficacy and esteem
- * Plan and implement a positive behavior management system with meaningful incentives to reward good behavior and with effective consequences to correct misbehaviors.
- * Responsible for the recruitment, employment, and release of all personnel, both paid staff and volunteers.
- * Oversee all fiscal processes for assigned program areas including developing annual budgets for assigned program areas; approves all expenditures related to the daily operation of the department; manages program income and expenses
- * Ensures that organization has the appropriate systems, physical space, and technology to operate efficiently and effectively.
- * Develops a strategic marketing plan that provides a clear and concise message telling the organization's story. Oversees the execution of marketing and media relations.
- * Establish protocols and best practices to ensure that teachers communicate regularly with families
- * Assure that the organization has a long-range strategy which achieves its mission, and toward which it makes consistent and timely progress.
- * Oversees and supports the administrative components of all program services, including contract negotiations, contract and grant reporting and contracted work.

08/10-12/10 DC Department of Mental Health, Washington, DC

Intern

- * Provide technical assistance and coaching for DMH contracted providers and the core service agency on the facilitation and coordination of a family-driven youth-guided Child and Family Team care planning and service delivery process
- * Provide resources and training as needed for providers on how to create and sustain an environment that promotes collaborative decision-making in all placement and service delivery decisions.
- * Provide guidance and support for the development and utilization of best practices in care planning and service delivery in accordance with System of Care values and principles
- * Receive and triages in-coming referrals from child-serving agencies for PRTF diversion and assigns to high fidelity wraparound or works with the Core Service Agency staff for intense treatment
- * Provide regular feedback and advocates for system improvements that support best practices and policy development.

12/09-8/10 Citywide Coordinating Council on Youth Violence Prevention, Washington, DC

Citywide Outreach and Response Manager

- ▲ Integrate strategies for violence intervention and prevention
- ▲ Report and respond to critical incidents
- ▲ Convene meetings to evaluate critical incidents and refer youth/families to community service providers
- ▲ Organize and implement systems and policies for outreach workers
- ▲ Communicate regularly with the other Outreach and Response Managers serving under the CCCYVP
- ▲ Respond to critical incidents by attending a Critical Incident meeting face-to-face or via conference call within 24 hours of an incident taking place
- ▲ Determining what incidents fit the CCCYVP criteria and may be deemed a critical incident
- ▲ Host weekly meetings with community and school outreach staff, CCCYVP grantees and other community partners to discuss new incidents and to follow-up on incidents brewing or currently being addressed
- ▲ Attend CCCYVP Executive Body meetings as well as quarterly Advisory Board meetings
- ▲ Establish relationships with law enforcement partners (i.e. Metropolitan Police Department, District of Columbia Housing Authority, etc.)
- ▲ Work with other community-based programs to establish partnerships in order to strengthen support for youth and families affected by or involved in Critical Incidents

04/2008-3/2010 Peaceholics, Inc., Washington, DC

GED Coordinator and Instructor

- ▲ Develop curricula for GED preparatory class
- ▲ Register eligible students for GED exams
- ▲ Administer, evaluate, and keep records of academic tests
- ▲ Implement life skills training curriculum
- ▲ Plan and conduct activities for a balanced program of instruction, demonstration, and work time that provides students with opportunities to observe, question, and investigate
- ▲ Instruct students individually and in groups, using various teaching methods such as lectures, discussions, and demonstrations
- ▲ Maintain accurate and complete student records
- ▲ Prepare materials and classrooms for class activities
- ▲ Establish clear objectives for all lessons, units, and projects, and communicate those objectives to students
- ▲ Provide information, guidance, and preparation for the General Equivalency Diploma (GED) examination

01/2008-06/2009 See Forever Organization- Oak Hill Detention Center, Washington, DC

Math and Science Teacher

- ▲ Providing continual assessment of student progress and maintaining records
- ▲ Continually evaluating instructional performance to meet the needs of the students
- ▲ Providing an effective environment that reflects and facilitates the academic program
- ▲ Delivering socio-emotional curriculum to students
- ▲ Train the Leadership Corps teaching assistants
- ▲ Assess student reading and literacy needs and achievements
- ▲ Assist teachers in implementing accommodations and modifications
- ▲ Develop and implement unit plans and assessments that are aligned with the school-wide curricular framework

08/2007-12/2007 Young Women's Project, Washington, DC

Program Associate

- ✧ Facilitate after school groups for young women
- ✧ Teach self-advocacy and sexual and reproductive health classes
- ✧ Lead school- wide workshops at local high schools

05/07-08/2007 Facilitating Leadership in Youth, Washington, DC

Job Shadowing Coordinator

- ✧ Conduct academic and vocational/career counseling with disconnected youth
- ✧ Connect with and schedules student volunteers for appropriate assignments
- ✧ Serve as a resource and mentor to the student volunteers and job shadow students
- ✧ Process paperwork for junior student volunteers and job shadow students
- ✧ Build partnerships and internship opportunities locally and nationally for students
- ✧ Consult with employers regarding optimal marketing strategies to connect students to internships and jobs and to collaborate on events and workshops
- ✧ Provide leadership and direction in the areas of individual assessment, educational choices/career planning and development, and placement strategies for all students

COMMUNITY SERVICE

3/07 Habitat for Humanity, New Orleans, Louisiana

Alternative Spring Break Volunteer

- ✧ Assist in rebuilding houses for Hurricane Katrina victims
- ✧ Provide Math and English tutoring to children displaced due to Hurricane Katrina

PROFESSIONAL REFERENCES

- ✧ David Domenici, Co-Founder, See Forever Foundation, 202.412.9124
- ✧ Maia Shanklin Roberts, Managing Partner, MaiAngel LLC 202.834.0188
- ✧ Princess Whitaker Taylor, Program Manager, Life Deeds, 202.431.1668
- ✧ Dr. James Ballard, Clinical Director, Department of Mental Health 410.361.0658

O.U.R. Leadership Academy Public Charter School
(Organizing an Urban Revolution through Education)

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Signed _____

Date

3/27/13

Angel Anderson



February 24, 2013

I have had several jobs working in housing communities in DC, where the effects of illiteracy and poverty are evident, and the schools in those neighborhoods tend to suffer. While teaching math and science to some of Washington, DC's most impoverished, uninspired and forgotten youth at Oak Hill Academy Youth Detention Center, the passion to reengage disconnected young people to education was ignited. I understand their plight and want so desperately to help them succeed. My path toward co-developing the vision for O.U.R. Leadership Academy PCS was shaped by witnessing two brothers and both parents succumb to Washington DC's streets and become involved with substance abuse and the justice system.

I know how important it is to provide young people with the support and resources necessary to excel. School was always my refuge. I was always in classes where teachers believed they were 100% responsible for teaching me no matter the non-academic barriers and struggles that existed in my home. Beyond this, they helped to alleviate the pressure of those barriers. The atmosphere created in my schools made it a place where I felt safe, encouraged and proud. O.U.R. Leadership Academy PCS will be that place to students who, like my brothers needed more- more support, more attention to their socio-emotional needs and one more chance. My brothers are serving life sentences in prison and will not have another chance, so vicariously through me; O.U.R. will be their second chance.

There is no way that our city can thrive and our youth can become great people if we do not grab hold of them and make them our priority. Dedicated, fully invested people with like minds and concern for humanity and public policy will ease the crises that plague so many low income youth and families. Maia Shanklin Roberts and I are invested. The Academy is our deposit and successful students who go on to be productive, contributing adults will be the return we give back to the communities we have both worked in. O.U.R. Leadership Academy PCS has been the vision of Maia Shanklin Roberts and I for years. The reality of this school provides us hope that second chances are real and all people, especially young people deserve one.



PROFESSIONAL SUMMARY

Career/Educational Development Professional

- Executive Director of Concentric Educational Solutions.
- Senior Director of Student Support Services, Cesar Chavez Public Charter Schools
- Administrator in Baltimore City Public Schools.
- Adjunct History Professor with Baltimore City Community College.
- Skilled at learning new concepts quickly, working well under pressure, and communicating ideas clearly and effectively.
- Strong oral and written communication skills.

PROFESSIONAL EXPERIENCE:

Concentric Educational Solutions
Executive Director/Founder

March 2010 – Present

Develop, manage, and lead infrastructure and management of a not for profit education consulting organization. Managed and administered operating budget of a quarter million dollars. Created *Concentricity*, a theory of change that uses wrap around services to increase student achievement. Partnered with over 25 schools in 5 states. Increase student attendance and academic performance. Conduct over 1000 home visits for most "at-promise" students. Supervise implementation of Trauma Sensitive framework. Oversee Minority Male Initiative, as implemented in 5 states.

Cesar Chavez Public Charter Schools
Senior Director of Student Support Services

June 2007 – March 2010

Developed Office of Student Support Services. Facilitated community engagement and parental involvement committees. Developed comprehensive student code of conduct. Reduced system-wide suspension rate by 150 percent for school year 2008-2009. Increased student attendance and academic performance. Monitored and supervised Special Education Department. Increased annual compliance from 23 percent to 100 percent for special needs population. Conducted 165 home visits for most "at-promise" students. Supervised implementation of Trauma Sensitive framework.

Baltimore City Public Schools
Assistant Principal and Administrator

August 2000 – September 2006

Facilitated collaboration of Student Support Services into an interdependent service provider for students. Provided instructional and curriculum support for instructors of Math, English, Science, and Social Studies. Supervised facilitation of outside agent providers with district wide goals and objectives. Prepared instructional, Special Education, and critical response audits for school readiness.

Baltimore City Community College
Adjunct History Professor

September 2003 – May 2008

Provided History instruction to Baltimore City Community College students. Advised students in relation to their educational growth and development. Developed course syllabi/curricula as needed. Implemented technology as a fundamental element in academic instruction.

Red Clay Consolidated School District
Student Teacher/Faculty Liaison/Athletic Coach

August 1998 – May 2004

Implemented weekly tutorial class in social studies and African American History. Served as liaison between students and faculty. Coached Delaware State Champion Boys Basketball Program.

MEMBERSHIP AND AWARDS:

- Graduate of Institute of Educational Leadership's Education Policy Fellow's Program.
- President, District of Columbia Affiliate of National Alliance of Black School Educators.
- Member, Toastmasters International
- Mediator, Alternatives to Violence Project
- Member, Phi Alpha Theta; History National Honor Society
- Outstanding Student Teacher -May 2000.
- Dean's List 1998-2000
- Mr. Lincoln University-1998

COMPUTER SKILLS/CERTIFICATIONS:

Microsoft Office	SASI
Microsoft Publisher	Adobe Publisher
Excel	PowerBuilder
Maryland Department of Education, Administrator I Endorsement	

EDUCATION:

Doctorate of Education; Urban Education and Leadership
Concentration in Social Policy and Leadership
Morgan State University, Baltimore, Maryland
December 2007

Master of Arts; African American Studies
Concentration in Africology, Harlem Renaissance Literature, Civil Rights Movement, Black Power Movement
Temple University, Philadelphia, PA
May 2002

Bachelor of Science; History and Black Studies
Lincoln University, Lincoln University, PA
May 2000

REFERENCES:

Freeman Hrabowski
President, University of Maryland, Baltimore County
1000 Hilltop Circle
Baltimore, Maryland 21250
(410) 371-8166

Marty Blank
President, Institute of Educational Leadership
4455 Connecticut Ave., NW
Suite 310
Washington D.C. 20008
(202) 822-8405

Ian Roberts
Principal, Anacostia High School
1601 16th St., SE
Washington, DC 20020
(202) 698-2155

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Signed David Heiber Date 2/27/13

David Heiber, Ph.D



February 25, 2013

When I started teaching with Baltimore City Public Schools in 2000, I thought I had an understanding of the various challenges that many students in urban areas experience. As a first year teacher out of Lincoln University, I believed that I had the necessary preparation to make a difference in the lives of my students. After the first several months, I realized that my students needed so much more than what I had learned in school. My students came to me with more than just academic challenges. They had with them a variety of social and emotional needs that had never been met. In addition, they needed a support system that went beyond the walls of the traditional classroom. As that first year continued and I continued to grow with my students, I grew not only into my teaching, but into my career as well. When that first year came to a close, I knew that combined with my training at learning and an understanding of what my student's experience, that I would be able to make a difference in students' lives for the rest of my career.

As I continued my career as a teacher and administrator with Baltimore City Public Schools, and then with Cesar Chavez Public Charter Schools, my experience from that first year continued to guide me professionally. As I moved from a school-based administrator, to the Senior Director of Student Support Services, my view and perspective of the challenges that our students face broaden. I saw the confluence of academic, attendance, and behavior issues and realized that it is necessary to address these challenges in a more holistic approach. In addition, I saw firsthand a segment of our population of students that were not being given the necessary supports for success. These students had not had success in their past and needed a different school that worked specifically with students that need non-traditional support.

O.U.R. Leadership Academy's mission and vision to educate students that have not had success in traditional schools is much needed in Washington D.C. As an educator who has spent my entire career working with students with immense challenges, I feel that my personal mission, story, and experience are a perfect match to be the founding Principal.

David Heiber

Professional Experience

Flamboyant Foundation

8/12 - Present

Senior Director, Program Growth

Research, analyze, and evaluate data and measures of success to determine sustainability of Flamboyant's current programs, potential for scaffolding long-term program growth. Manage relationships with key partners, including: school principals; community-based organizations; district leaders; and local and national funders.

Rhode Island Department of Elementary and Secondary Education

4/10 - 8/12

Chief Transformation Officer

Coordinate all efforts to introduce, integrate, strengthen and support innovative models of schooling in the state of Rhode Island. Includes the development of protocols for quality charter authorization (from application to renewal and/or closure), the development and implementation of school reform planning for schools identified as persistently lowest achieving and the establishment of the Academy for Transformative Leadership - an initiative funded through federal "Race to the Top" grant dollars.

Principally Speaking, LLC

8/09 - Present

Leadership Coach

Offer sitting principals, assistant principals and other members of administrative teams coaching in organizational behavior and management related to school culture, instructional practice, team-building, collective bargaining, and progressive discipline. Observe and provide feedback to school teams focused on reform, particularly around the areas of equity and opportunity for students of color and low-income students in middle and secondary schools.

The Education Trust

4/07 - 8/09

Associate Director of Pre-K through 12 School and District Assistance

Coordinate school, district, system and state level professional development in the utilization of artifacts to understand access and opportunities for school-age learners, aligning content standards to teacher assignments, rubrics and assessments, galvanizing parents and community-based organizations to develop and maintain high expectations for curricular offerings and transforming the work of school counselors to match the organization's overall goal of closed achievement gaps and career and college readiness for all students.

The Aspen Institute's Commission on No Child Left Behind

2/06 - 5/07

Commissioner

Commission convened to analyze the strengths and weaknesses of the No Child Left Behind Act (NCLB) make recommendations to Congress, Administration, State and local stakeholders, parents and the general public to ensure that the law is an effective tool in spurring academic achievement and closing the achievement gap.

District of Columbia Public Schools - Office of Accountability

7/05 - 4/07

Executive Director, Principal's Leadership Institute

Develop, plan, facilitate and monitor a program of professional study (and related activities) to build and strengthen the leadership skills of District principals, assistant principals and aspiring leaders.

New Leaders for New Schools

2003 - 2005

Leadership Coach

Ensure sustained support for New Leader's post-residents (acting principals) through school visits, observations, individual meetings, and shared leadership experiences; provide feedback and make recommendations affecting implementation of school strategic planning and district-level accountability measures of student progress;

New Leaders for New Schools

8/02 – 6/03 and 8/03 – 6/04

Mentor Principal

Provide real-time, one-on-one training, guidance, modeling and coaching for aspiring New Leaders' principal interns; work collaboratively to develop plans for increasing student achievement for targeted school populations; evaluate and intervene to sustain appropriate leadership skills' development, enable intern growth through opportunities to engage in local school, community and district level management.

District of Columbia Public Schools – The Capitol Hill Cluster School**Peabody Early Childhood Center, Watkins Elementary, Stuart-Hobson Museum Middle School**

8/98 – 7/05

Principal

Leader and manager of instruction, physical plant, finances, personnel and community activities for the early childhood, elementary and middle level campuses of an innovative, developmentally appropriate public school in the District of Columbia. Successes included:

- Significant increase in enrollment amongst racially, socio-economically diverse population at each campus;
- Minimized teacher attrition by 45% across all campuses;
- Increased student proficiency scores (mathematics: 48%, reading: 42%) across tested grades
- Hired and/or trained three assistant principals each of whom successfully attained principalships at other schools within two years of their tenure at the Cluster.

Capital School District – William Henry Middle School

1/96 – 8/98

Associate Principal

Supervisor of instruction, curriculum, discipline and school programming for a fifth and sixth grade middle school community. Successes included:

- Conducted professional development and training for 120-member staff covering a variety of topics (i.e.: significance of homework; proactive strategies for minimizing off-task behavior)
- Developed and taught summer school (focused on developing skills in comprehension, writing, and speaking) for struggling middle-grade students;
- Introduction of "The Gentlemen's Club" to support academically and behaviorally challenged African-American males;
- Developed committee to address scheduling infrastructure and create developmentally appropriate recess time for all students

Instructional Experience**George Mason University**

5/00 – 8/02

School of Educational Leadership

Adjunct Professor for cohorts in educational administration; Taught courses in personnel management, administrative theory and supervision of instruction.

District of Columbia Public Schools – The Capitol Hill Cluster School

8/89- 12/95

Stuart-Hobson Middle School**Teacher**

Primary teacher of reading, English/language arts and physical education for fifth graders; Team leader: Contextual Learning Team.; Provided professional development activities for teachers, administrators and staff in the area of student centered/experience-based education; Coordinated acquisition of textbooks and curriculum materials; Assistant director: Stuart – Hobson Dance Ensemble

Winston Educational Center

8/95

Facilitator

Coordinated and presented staff development on Contextual Learning.

English and History Curriculum Framework Project

6/95 – 8/95

Facilitator

Facilitated discussions on national and state efforts to develop English/Language Arts and History standards; Researched and wrote framework documents for standards.

The Smithsonian National Faculty

12/92 – 5/95

National Faculty Fellow

Participant in an ongoing dialogue between leading scholars, curators and teachers tasked to increase communication and experiences between school and museums, and to promote the study of material and object culture.

Researcher/writer (National Faculty Smithsonian Summer Institute)

EDA Systems

7/94

Consultant

Presented "Context for Learning" components to Director of DePaul University's Center for Urban Education.

Education**University of Pennsylvania**

7/06 – 5/09

Graduate School of Education

Doctor of Education, May 2009

The George Washington University

8/93 – 10/95

School of Education and Human Development

Master of Arts, October 1995

The Catholic University of America

8/85 – 10/89

School of Arts and Sciences

Bachelor of Arts, October 1989

Related Training

Industrial Areas Foundation National Ten-Day Leadership Training	7/03
The Kennedy Center's Summer Institute on Arts Integration	7/03
Executive Media Skills Development Institute	1/02
Leadership in a Standards Based School	3/00
Requisites of A Leader: The Essential Capacities of School Leadership for Breakthrough Results	9/00 – 5/01
The Washington Post Vincent E. Reed Principal's Leadership Institute	9/99 – 5/00
Leadership Academy – National Institute for Urban School Improvement	10/99 – 12/99
Cross-Cultural Conflict Resolution in D.C. Public Schools	5/99
Haberman STAR Teacher Interview Training	1/99
Project Adventure – Adventure-based counseling workshop	7/93
District of Columbia Public Schools Summer Institute: Context for Learning	6/93 – 7/93

Professional Training

National Education Summit	
National Conference – Cape Cod, MA	10/05
NAMTA (North American Montessori Teacher's Association): The Process of Whole School Administration	
National Conference – Baltimore, Maryland	7/02
CODA (Common Destiny Alliance)	
National Conference - Washington, DC	6/98
NAESP (National Association of Elementary School Principals)	
National Conference - San Antonio, Texas	4/97
NCSS (National Council for the Social Studies)	
National Conference – Washington, DC	12/96

O.U.R. Leadership Academy Public Charter School
(Organizing an Urban Revolution through Education)

Board Member Agreement

As a board member of O.U.R. Leadership Academy, I am fully committed and dedicated to the mission and have pledged to carry out this mission. I understand that my duties and responsibilities include the following:

1. I am fiscally responsible, with other board members, for this organization. I will know what our budget is and take an active part in reviewing, approving, and monitoring the budget and fundraising to meet it.
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7. I will attend board meetings, be available for phone consultation, and serve on at least one O.U.R. Leadership Academy committee. If I am not able to meet my obligations as a board member, I will offer my resignation.
8. In signing this document, I understand that no quotas are being set, and that no rigid standards of measurement and achievement are being formed. Every board member is making a statement of faith about every other board member. We trust each other to carry out the above agreements to the best of our ability.

Signed



Date

2/27/13

Jennifer Smith, Ed. D.



February 25, 2013

To whom it may concern:

I am writing to enthusiastically support the application of Organizing an Urban Revolution through education Leadership Academy Public Charter School (O.U.R. PCS). O.U.R. PCS is envisioned to be an innovative high school in the District of Columbia that will prepare youth who have become disconnected from the traditional educational route for post-secondary success. The school will offer a comprehensive program focused equally on academic rigor, student self-sufficiency, community collaboration, and cultural and professional competence. I have embraced the plan for the school since conversations about it began last year. I believe that the blueprint for the school is based in research, grounded in sound pedagogical practice and has the potential to provide academic services to a cohort of students that have long been ignored by the current education institutions in our city.

This is the second attempt to receive approval to open this unique school. What distinguishes this application from the prior years' is the inclusion of refined systems that are essential for comprehensive school success: deeper, more strategic planning (for use of human, capital and cognitive resources), coordinated instructional efforts around viable and guaranteed curriculum, focused teacher learning and leadership, collaborative discipline for a respectful, safe school culture, engaging parents as partners in student's learning, and developmentally appropriate social/emotional supports to ensure that students will achieve at high levels and be positioned to embark effectively on the academic or professional route of their choosing.

In keeping with the goals of our district and community leaders, we want to create an educational setting that is responsive to the students' needs, as well as to those of the community in which the school resides. O.U.R.'s founders understand that together, school leaders, teachers, families and communities can create environments where every child can be successful. Granting approval of the innovative and responsive school defined in this charter application will demonstrate that the districts' charter sector understands the power of a responsive educational setting. In the scheme of schooling in Washington DC, O.U.R. PCS will equip students who might otherwise never be afforded the opportunity to reinvest in themselves, their academic and social development. The school will shine a light on the power of good schooling, thoughtful academic planning and community collaboration.

O.U.R. PCS can help reshape the way that schools provide the tools to support students' learning, personal and academic development. I hope you will consider fully supporting this application. Please feel free to contact me at the number above with any questions.

Best regards,

A handwritten signature in cursive script that reads "Jennifer B. Smith".

Jennifer Smith, Ed. D.

SHERON M.BROWN, PhD

CAREER PROFILE

Passionate change agent and systems thinker who has a proven track record of wielding educational excellence through the development of people and continuous process improvement

PROFESSIONAL EXPERIENCE

Cesar Chavez Public Charter Schools for Public Policy, Washington, DC

2010–2012

Director of Performance Improvement

Transforming a network of four Cesar Chavez Public Charter Schools into centers of educational excellence by breeding a culture of proactive and continuous learning as well as instituting a tripled-pronged teacher accountability system consisting of the Administration, Teachers and Teach-Leaders who ensure students are equipped with sharp critical thinking skills in preparation for new educational standards.

- Developed measurable strategic solutions, such as continuous professional training for all educators based on the recommendation of Teacher-Leaders, who are in direct communication with teachers and abreast of site needs;
- Performed thorough analysis of student performance data to design appropriate improvement programs
- Mitigate poor teaching performance and deficient instructional programs by devising action plans, organizing cross-functional teams to implement quality improvement plans that often consist of feedback sessions and workshops to ensure students outperform in all content areas on a ongoing basis;
- Mentored Vice Principals and Teacher-Leaders by establishing measurable standards for excellent teaching who in turn coach first-and second-year teachers through the same framework
- Conducted high impact workshops that mirror best practices as well as espouses the benefits for generative leadership, observe classroom instruction and feedback on an ongoing basis pedagogical competencies;
- Partnered with Director of Human Resources to design and implement a research-based teacher performance evaluation program for 200 teachers to ensure they receive feedback on their instruction and are abreast of their performance.
- Employed design thinking and educational research to craft the framework for a common core curriculum for grades K-12 and coordinated and led consultants in producing a common core curriculum
- Designed and delivered performance improvement system employing the Deming model
- Developed teachers and school leaders in shifting their practices to adjust with the demands instructional demands of the new common core state standards (CCSS)
- Designed authentic performance tasks, provide training on curriculum design based on the CCSS, and provide training on designing authentic performance tasks
- Developed the infrastructure for a system-wide strategic plan and supported senior level leaders in writing the strategic plan by employing the Baldrige Criteria
- Collaborated with system level leaders to determine the learning needs of the organization and designed an organizational learning plan
- Developed the infrastructure for a system-wide technology plan and coach the Director of IT in writing the technology plan

District of Columbia Public Schools, Washington DC

2008 – 2010

Instructional Coach

2009 – 2010

Professional Developer

2008 – 2009

Increased teacher engagement by championing the importance of a professional learning community and teacher accountability through monthly and weekly meetings for 27 teachers, which yielded a 67 percent increase in student reading level because teachers were receptive to adjusting their instructional strategies

- Introduced student assessment software and balanced scorecard to expand teacher capacity, which significantly improved student performance and enabled the Academic leadership to assess school progress toward student achievement as well as community satisfaction;
- Penned cohesive three-year research-based school improvement plan and STEM school design plan that yielded grants from Carnegie Institute and private investors for plan implementation;
- Coached teachers on identifying research-based strategies for appropriate use in their classrooms
- Collaborated with principal on teacher development, school-wide instructional practices, and change management and data analysis to support district-wide initiatives.

Prince George's County Public Schools, Upper Marlboro, MD

2007-2008

Principal

Started and led Prince Georges County's fourth charter school campus of approximately 200 teachers and 300 students to operational efficiency and academic excellence despite limited resources by building strategic partnerships with the local community as well as expanding the role of each educator

- Solidified success of the charter school through effective management of an approximately \$1.2 million budget, promoting responsible use of resources as well as building a vested community of teachers, parents and local businesses through a shared commitment of academic excellence;
- Employed a shared leadership strategy that promoted teacher leadership for student achievement initiatives;
- Conducted learning walks to identify and address ineffective teaching strategies for improved instruction;
- Analyzed assessment data with teachers that yielded in meeting State achievement goals.

Baltimore City Public Schools, Baltimore City, MD

2007-2008

Principal Intern, Cross Country School

Increased mathematics and literacy performance of 80 percent of students through data assessment tools and weekly performance feedback

- Reviewed and analyzed data from formative and interim assessments to set aggressive achievement targets;
- Designed and led professional development activities using research-based practices for continuous improvement of teaching and learning based on feedback from observed instruction delivery;
- Created teacher teams and facilitated collaboration that led to increased student learning;
- Coached teachers on effectively differentiating strategies to meet the needs of diverse learners.

Prince George's County Public Schools, Upper Marlboro, MD

1997-2004

School Improvement Resource Coordinator

2001-2004

Instructional Learning Lab Coordinator

2000-2004

Reading/Writing Resource Teacher

1997-2000

Increased overall performance by 21 points by creating a school-wide literacy program and utilizing data analysis and educational best practices

- Led the development, implementation and monitoring of the school improvement plan yielding AYP status annually
- Contributed to school's removal from "Needs Improvement" status to attaining Adequate Yearly Progress in 2001
- Implemented reading curriculum that increased student reading level by two grades within one school year
- Authored and won Beaumont Foundation technology grant to increase parent and community involvement

LEADERSHIP EXPERIENCE

EdSolutions by Design, Inc., Laurel, MD

2006 - Present

Chief Performance Strategist (Full-time)

- Coach school leadership teams in designing comprehensive school performance excellence plans using the Baldrige framework
- Provide leadership coaching to principals, and vice principals in technical, operational and instructional domains
- Design processes for executing strategic plan for organizational effectiveness

School Improvement Consultant (Part-time)

Lead monthly professional learning sessions with principals and assistant principals in Newark, NJ that yielded the highest performance of the West Region district

- Engage in program development reviews that have helped struggling charter schools retain their charter status
- Conduct school needs assessment and recommend professional development services such as strategic data analysis and achievement planning, enhancing literacy instruction, differentiating instruction and implementation of active school improvement plans that have provided a 15 point increase in the overall performance for my clients

PROFESSIONAL ASSOCIATIONS

Baldrige Performance Excellence Program <i>Appointed Examiner</i>	2012-Present
Delta Sigma Theta Sorority, Incorporated	2012-Present
Phi Delta Kappa International <i>Appointed to International Nominations and Election Committee</i> <i>Appointed Area Director for Maryland, District of Columbia and Virginia</i> <i>Recognized as a 2010 Emerging Leaders</i>	2009-Present
Learning Forward (National Staff Development Council)	2006-Present
Association of Supervision and Curriculum Development	2005-Present

EDUCATION

PhD in Professional Studies in Education; Capella University, Minneapolis, MN	2003- 2007
MS in Education; University of New Haven, West Haven, CT	1993-1997
BBA in Accounting; Howard University, Washington, DC	1989-1993

SKILLS

Advanced in using Microsoft Office Excel; MS Word; MS PowerPoint
Advanced in using eCollege, WebCT and Blackboard online learning management systems
Proficient in using Camtasia Studio and Adobe Captivate for creating online courses

O.U.R. Leadership Academy Public Charter School
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Signed

Sherna Brown

Date

2/25/13

Dear DC Charter Board:

My experiences as a first year teacher taught me an important lesson: students excel because of the disposition and efforts of their teacher. Throughout my journey in education, I continued to see the same pattern repeated. Teachers who taught students to believe in their abilities while delivering effective instruction helped their students succeed. Teachers who were insistent about their students' deficiencies and inabilities, exacerbated their students' experiences with failure. Personal experiences backed by voluminous research has demonstrated that an educative process that is culturally responsive, relevant to students' needs and designed to accelerate--not remediate--can cause the disengaged learner to become a successful student. The Academy backed by its goals and mission is poised to provide this type of educational experience for disengaged youth. It is for this reason that I wholeheartedly support the initiative.

I look forward to contributing to the success of students for whom failure is the norm; reshaping this perspective and infusing hope. I will contribute to this effort by supporting the selection of the effective teachers with the right disposition, passion and credentials to academically support the upward and forward movement of these students. I also look forward to supporting the design of a curriculum that positions students for success as a founding member of O.U.R. Leadership Academy Public Charter School.

Sharon Brown

NATALIE E. GORDON

QUALIFICATIONS SUMMARY

- Dedicated and resourceful education administrator with extensive experience in non-profit, charter and public education sectors
- Proven ability to create and implement programs and initiatives to improve school culture and teacher instruction, build professional learning communities and increase student academic achievement.
- Results-oriented with an intense focus on data-driven instruction and demonstrated expertise to push teams to meet academic goals

PROFESSIONAL EXPERIENCE

JEFFERSON ACADEMY & JEFFERSON MIDDLE SCHOOL

Principal

July 2011 – Present

- Established a IB Middle Years academy program including a staff professional development plan and marketing materials for families.
- Managed a team of teachers to build a strong school culture, resulting in 50% drop in suspensions and increased parent involvement initiatives.
- Build community partnerships to double community partners and after school initiatives
- Implemented instructional model resulting in a 10% increase in student achievement rates in math.

FRIENDSHIP TECHNOLOGY PREPARATORY ACADEMY

Founding Principal

June 2008 – July 2011

- Manage a team of 22 in a premier middle/high school focused on implementing STEM education, interdisciplinary learning and accelerating academics for students 3-4 grade levels below in both reading and math
 - Average gains of 1.5 grade levels in the first year with over 60% of students gaining more than one grade level on national reading and math assessment; More than 60% of students on track to proficiency in reading based on benchmark assessment-a gain of 20% over the previous school year.
- Create school culture initiatives to support high academic and behavioral expectations by establishing goals for student success and developing daily, weekly and monthly recognition for students.
 - Saw 97% re-enrollment rate as a result of high student and family satisfaction
- Build a culture of instructional growth and support through regular individual instructional coaching, the development of an instructional leadership team, analysis of observation data and implementation of weekly staff PD to support student academic needs.
 - Intensive instructional support of teachers has yielded staff satisfaction ratings of more than 80% in evaluation and observation metrics.

School Planning Year

- Designed and developed model for new STEM charter school including:
 - Analyzing existing curricular tools, creating summer transition program for incoming students, establishing a rigorous school-wide behavior model, building parental support for the academic program and recruiting students, recruiting and hiring founding staff and establishing school goals and an action plan for academic success
- Selected to identify, support and/or spearheaded multiple district-wide improvement initiatives including:
 - Replicating a core-values based advisory model in multiple schools; recruiting new administrators across school sites; implementing an aligned intervention model in district schools; consulting with principals to improve behavior management and school culture; acting as principal in a school in need of new leadership to conclude the school year

DC PREPARATORY ACADEMY, Washington, DC

Principal

June 2005 – June 2008

- Managed staff of 42 in the effective implementation of instructional practices to ensure student academic achievement and the development of character goals and activities to support student social/emotional needs
 - Saw gains of 14% in math and 3% in reading on the DC CAS within one year with students in our upper grades scoring proficient or advanced in reading and math at 60% and 90% respectively

- Implemented wide character education program to decrease discipline referrals and improve teacher classroom management
- Ensured implementation of school-wide curriculum enhancements in including a curriculum mapping project to develop an aligned, standards-based, educational program
- Implemented an assessment driven instructional program supported by interim assessments and teacher professional development to guide this process
- Increased parental involvement and fostered the development of the first active parent association
- Spearheaded all professional development and instructional support for all staff and ensure strategies are completely aligned with student instructional and character education goals
 - Acquired partnership to bring school based merit pay system and teacher career ladder to the school
 - Ensure all staff are formally and informally observed and provided constructive feedback to increase observation scores and student learning regularly throughout the school year

Assistant Principal

Aug. 2004 – June 2005

- Coordinated data-driven instructional improvement initiatives, reporting mechanisms, and assessment procedures to align instruction with students' identified educational goals
- Coached teachers to analyze and revise short and long-term instructional plans to ensure alignment with national standards, the implementation of a rigorous curriculum and differentiation of instruction
- Reviewed and assessed standards-based curriculum programs, and resources to provide professional support for teachers in the utilization of curricula and guarantee research driven educational models for students
- Facilitated student support services through extra-curricular tutorial programs tailored to students' individual academic needs

HUGH M. BROWNE JHS, Washington, DC

Resident Principal /New Leaders for New Schools Fellow

Aug. 2003-Aug. 2004

- Coached teachers to reassess instructional strategies and teaching methods, raise academic expectations for students and develop a unified vision for academic excellence
- Facilitated 8th grade language arts data assessment with an 8-member instructional team and developed a cohesive team-wide initiative to increase student preparedness for the Stanford-9 and strengthen language arts skills and abilities.
- Coordinated numerous 8th grade family and community initiatives, increasing family involvement and doubling fundraising efforts from the previous school year
- Partnered with local non-profit organizations to provide monthly presentations that increased student awareness of social issues and community concerns
- Implemented student discipline initiatives to reduce suspension rates and developed a grade-level approach to behavior management

DC TEACHING FELLOWS, Washington, DC

Site Manager

Dec. 2002- July 2003

- Coordinated extensive teacher recruitment and selection process – including facilitating training for interviewers and pre-screeners, organizing interview events, presenting information and interview day sessions, and implementing innovating marketing strategies – resulting in more than 1300 applications for 100 available teaching fellowship positions and an increased highly qualified applicant and interviewer pool
- Developed and implemented numerous strategies to support and retain over 170 new teachers including organizing professional develop seminars, recruiting mentors and master teachers, and performing regular observations, thereby achieving retention rate goals
- Managed partnerships with local universities to develop a cohesive educational program that ensured optimal academic support for new teachers

DC SCORES, Washington, DC

Executive Director

June 1999 – Sept. 2001

- Spearheaded program expansion that increased the organization's budget from \$350,000 to \$650,000, more than doubled the program's staff, and doubled the number of children served.
- Directed and coordinated all special fundraising events, including a major benefit which quadrupled its profits from the previous year
- Developed, cultivated and maintained relationships with local and national non-profit organizations that led to the successful implementation of three program partnerships
- Implemented and managed all fundraising systems, including proposal and report writing, researching and acquiring the support of new foundation and corporate funders, and designing systems to inspire individual supporters

- Initiated and guided internal and external organizational evaluations to prepare for program expansion and staff transition

Education Director

June 1998 – June 1999

- Redesigned creative writing program to encourage partnering school communities to increase student performance events, community service activities, and local publications
- Researched innovative creative writing and language arts curricula to better evaluate and revise program curriculum
- Managed after-school creative writing program staff, including recruitment, evaluation and retention
- Designed and implemented extensive professional development curriculum for all writing staff and personally instructed various creative writing courses
- Edited and designed all DC Scores local publications and a national magazine
- Implemented creative writing program for expansion site in Boston, Massachusetts, including designing the program's professional development module, curriculum and special events

PAUL JUNIOR HIGH SCHOOL, Washington, DC

English Teacher

Sept. 1997 – June 1998

- Instituted intense literature and research-based writing development curriculum for high-achieving students
- Designed and implemented a thematic unit on Latino & Caribbean cultures for predominately African-American school community
- Developed, coordinated and oversaw inter-disciplinary research project to produce student-driven class presentations

TEACH FOR AMERICA

Faculty Director, Houston, TX

June 1997 – Aug. 1997

Regional Recruiter, New York, NY

Aug. 1996 – June 1997

Corps Member Advisor, Houston, TX

June 1994 – Aug. 1994

- Designed, prepared and managed instructional component and curriculum of the summer program for new teachers
- Directed and managed staff of twelve veteran teaching mentors and advisors to ensure challenging and effective educational program for new teachers
- Developed and managed relationships with administrators at more than 20 universities and colleges, creating a network of support for Teach For America
- Analyzed recruitment history to aid in the restructuring and improvement of recruitment strategies
- Managed and coordinated campus-based student representatives who implemented various recruitment strategies at each targeted school campus
- Created and facilitated workshops for teaching literature-rich social studies classes
- Mentored and supported new teachers through the analysis of their instructional methods to prepare them for their first year of teaching

ROBERTO CLEMENTE INTERMEDIATE SCHOOL, Bronx NY

English & Social Studies Teacher

Sept. 1993- June 1996

- Designed and implemented curriculum for 7th & 8th grade social studies classes
- Coordinated team-driven collaborative exercises with members of teaching cluster
- Advised two after-school programs and co-founded student literary magazine

EDUCATION and RECOGNITION

Trinity College, Washington, DC, M.S.A. Educational Administration

June 2004

New Leaders for New Schools, Washington, DC Cohort 3

July 2003 – June 2004

University of Maryland, College Park, MD, M. Ed. Leadership and Policy Studies

Fall/Spring '03

Bennett College, NC, National African-American Women's Leadership Inst. Fellow

Nov. 2001 – June 2002

Washington University in St. Louis, St. Louis, MO B.A. History

June 1993

Professional Development Facilitated

- Effective Learning Objectives
- Analyzing Student Data
- Multiple Assessment of Student Needs

- Classroom Systems and Routines
- School Culture Initiatives
- Developing Staff Norms
- Effective Post-Conferences
- Identifying Teacher Instructional Needs

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Signed Natalie Gordon Date 2/27/13

Personal Statement

Natalie Gordon

Principal Jefferson Academy & Jefferson Middle School

Having spent almost 20 years in the field of education, I am profoundly invested in the mission of O.U.R. Leadership Academy PCS. The select group of students who will be served by the school are lost in the current public setting and constitute at too large a scale, the percentage of young men and women incarcerated, or without gainful employment. They are the parents of the children I have taught, or lead throughout my educational career, and to be fair, are some of the children I have previously had in my care. I am honored to be given another opportunity to impact their lives, and to help provide them with a means of getting back on the right track.

As I've been integrally involved in the establishment of two charter schools, I have a number of ways in which I am open to and willing to support the school. However, my efforts to support O.U.R. LAPCS will primarily be within the academic and instructional realms. I will help determine the academic supports necessary for students to be on track for college and provide the staff with the necessary resources and expertise, to ensure the students meet these goals. I will also use my extensive experience in intervention curriculum, STEM and IB curriculum development, and teacher instructional support to shape the teacher professional development program and overall school curriculum. Additionally, I will support the use of varying data tools to drive high level decision making around scheduling, community resources, and behavioral support for students.

I am eager to assist the O.U.R. family as needed and thrilled to be a part of such an inspirational school community.

Natalie Gordon

Raqiyah R. Pippins

EDUCATION:

UNIVERSITY OF VIRGINIA, SCHOOL OF LAW, Charlottesville, VA

J. D., May 2006

- *Virginia Sports and Entertainment Law Journal*, Articles Editor
- National Black Law Students Association, National Chair
- Raven Society; Omicron Delta Kappa

STANFORD UNIVERSITY, Stanford, CA

B.A., Psychology, June 2003

- Psi Chi National Psychology Honor Society
- Black Community Services Center Dean's Awards for Academic Achievement and Student Leadership

TUCK SCHOOL OF BUSINESS, Hanover, NH

Goldman Sachs/Tuck Business Bridge MBA Program, June–July 2001

HOWARD UNIVERSITY, Washington DC

School of Arts and Sciences Honors Program, August 1999 – May 2001

- Laureate Scholar; National Society of Collegiate Scholars
- Phi Sigma Pi National Honor Fraternity

PRIMARY EXPERIENCE:

KELLEY DRYE & WARREN LLP, Washington D.C.

Associate, June 2009-Present

PRACTICE AREAS: ADVERTISING LAW, FOOD & DRUG LAW

COVINGTON & BURLING LLP, Washington D.C.

Associate, September 2006- June 2009 *Law Clerk*, Summer 2005

PRACTICE AREAS: CONSUMER LAW COUNSELING (*Advertising & Ad Substantiation and Privacy & Data Security*), INTELLECTUAL PROPERTY (*Trademark and Copyright*), and CONSUMER LITIGATION

CHILDREN'S LAW CENTER, Washington D.C.

Loaned Attorney, June 2008-December 2008

PRACTICE AREAS: FAMILY LAW (*Adoption, Guardianship, and Guardian Ad Litem Hearings*)

HONORS AND AFFILIATIONS:

- **Honors:** 2006 *Ebony* Magazine "Top 30 Leaders Under 30"; 45th Annual International Achievement Summit Delegate, June 2006; Stanford University BCSC Dean's Award for Student Leadership, May 2003
- **Affiliations:** Boys & Girls Club of Greater Washington, D.C., Next Generation Leaders Board (Fundraising Co-Chair); National Bar Association; American Bar Association; Delta Sigma Theta Sorority, Inc., Federal City Alumnae Chapter

BAR ADMISSIONS:

- Virginia and the District of Columbia

O.U.R. Leadership Academy Public Charter School
(Organizing an Urban Revolution through Education)

Board Member Agreement

As a board member of O.U.R. Leadership Academy, I am fully committed and dedicated to the mission and have pledged to carry out this mission. I understand that my duties and responsibilities include the following:

1. I am fiscally responsible, with other board members, for this organization. I will know what our budget is and take an active part in reviewing, approving, and monitoring the budget and fundraising to meet it.
2. I am legally responsible, along with other board members, for this organization. I am responsible to know and oversee the implementation of policies and programs.
3. I accept the bylaws and operating principles manual and understand that I am morally responsible for the health and well-being of this organization.
4. I will give what is for me a substantial financial donation. I may give this as a one-time donation each year, or I may pledge to give a certain amount several times during the year.
5. I will actively engage in fundraising for this organization in whatever ways are best suited for me. These may include individual solicitation, undertaking special events, writing mail appeals, and the like. I am making a good-faith agreement to do my best and to raise as much money as I can.
6. I will actively promote O.U.R. Leadership Academy, encourage and support its staff, and work in concert with the steering council.
7. I will attend board meetings, be available for phone consultation, and serve on at least one O.U.R. Leadership Academy committee. If I am not able to meet my obligations as a board member, I will offer my resignation.
8. In signing this document, I understand that no quotas are being set, and that no rigid standards of measurement and achievement are being formed. Every board member is making a statement of faith about every other board member. We trust each other to carry out the above agreements to the best of our ability.

Signed Ragyyah Pippens Date 2/24/13

January 28, 2013

DC Charter Board
3333 14th Street, NW
Suite 210
Washington, D.C. 20010

Dear DC Public Charter School Board:

I was asked by Maia Shanklin Roberts and Angel Anderson to serve on this board after working with them on other ventures. I have known Ms. Shanklin Roberts for half a decade and was introduced to Ms. Anderson through their work to support Peaceholics. I am honored to be able to assist in the development and implementation of O.U.R. Leadership Academy PCS. As a board member, I plan to serve as a legal consultant and to assist in fundraising for the school.

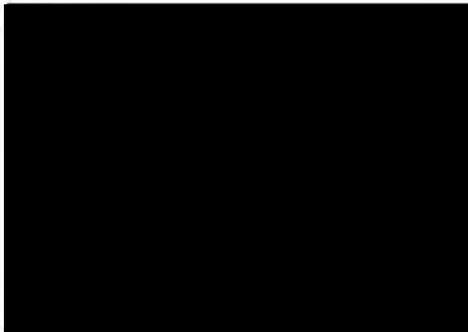
During my tenure as an attorney here in the District, I had an opportunity to participate in a pro bono rotation with the Children's Law Center. This opportunity exposed me to the needs of many D.C. youth that were disconnected, both from their families, and their educational institutions. I have had the opportunity to watch Ms. Anderson and Ms. Shanklin Roberts' efforts with these youth and truly believe they have what it takes to place these youth on a path towards college and career success.

Raqiyah Pippens

CURRICULUM VITAE

Gregory K. Reed, Ph.D., NCSP, BCBA-D

Associate Dean, Howard University School of Education
 Associate Professor and Program Director, School Psychology
 Founder/Director, Child Behavior Clinic

**EDUCATION**

- 2003 **Post-Doctoral Fellowship:** *Marcus & Kennedy-Krieger Institutes*
 to The Johns Hopkins University School of Medicine
 2002 **Area of Emphasis:** Applied Behavior Analysis / Behavioral Pediatrics
- **Research/Clinical Advisor:** Cathleen Piazza, Ph.D.
- 2002 **Pre-Doctoral Internship:** *Children's Hospital of Iowa*
 to University of Iowa Hospitals & Clinics
 2001 **Area of Emphasis:** Applied Behavioral Analysis / School Psychology
- **Research/Clinical Advisors:** Linda Cooper, Ph.D. / David Wacker, Ph.D.
- 2002 **Doctorate:** *The University of Iowa, Iowa City, IA*
 to
 1997 **Major Area of Study:** School Psychology (*LAPA Accredited Program*)
Area of Emphasis: Applied Behavior Analysis / Behavioral Pediatrics
- **Research/Clinical Advisors** David P Wacker, Ph.D.
 - **Academic Advisor:** Stewart Ehly, Ph.D.
- 1995 **Bachelor of Science,** *Bowie State University, Bowie, MD*
Major Area of Study: Psychology

HONORS AND DISTINCTIONS:

- Awarded *Certificate of Appreciation* by Howard SOE Student Council, 2006
- Executive Board, Maryland School Psychology Association (MSPA), 2005
- Laura Clark Student of the Year Award (ISPA), 2002

- James and Corretta Stroud Fellowship for Academic Excellence, 2002
- Co-President of School Psychology Student Association, 1997-1998
- National Honor Society in Psychology, 1995
- Alexander-Bouchet Honor Society for Academic Excellence, 1995
- Ronald E. McNair Fellowship for Academic Achievement, 1995

LICENSURES/CERTIFICATIONS

- Board Certified Behavior Analyst-Doctoral Level (BCBA-D)
- Nationally Certified School Psychologist, LIC#: 36457
- Licensed School Psychologist, District of Columbia—K-12

PROFESSIONAL EXPERIENCES:

Associate Dean for Accreditation & Technology

2012 School of Education, Howard University

to

present

Responsibilities:

- Oversight for Tenure and Promotion Processes
- Oversight for Technology Needs of the School
- Data Management Systems
- Oversight for Accreditation & National Recognition Efforts
- *Program and Unit Assessment*
 - Faculty & Staff Outcomes
 - Student/Learning Outcomes
 - Research Outcomes

Associate Professor and Program Director

2008 School Psychology Program, School of Education, Howard University

to

present

Responsibilities:

- Graduate Teaching—primary courses include:
 - Individual Assessment of Cognitive Abilities I
 - Cognitive Abilities II: Culturally Competent Assessment*
 - PsychoEducational Assessment with Urban Youth*
 - Psychodiagnostics of Urban youth*
 - Seminar in Learning and Behavior Management
 - Advanced Applied Behavior Analysis*
 - Internship in School Psychology
 - Practicum in School Psychology
- Program Development and Accreditation
- Graduate student mentoring/advisement
- Research
- Supervising Student Research (Dissertation/Thesis Projects)
- Coordinating Admissions to School Psychology Program

- Coordinating Field Experiences in School Psychology
- Coordinating SOE Assessment Lab
- Graduate Faculty Appointment
- School & University-wide Committee service
- Community service and outreach.

Mental Health & Behavioral Consultant (Pre School)

2009 Maryland Head Start

to

present

Responsibilities:

- Program Evaluation
- Parent Training
- Developmental & Behavioral Assessment
- Mental Health Assessment & Intervention
- Clinical Case Consultation
- Classroom observation & Teacher consultation

Clinical Assessment Consultant/Editor

2008 The MECCA Group, LLC

to

present

Responsibilities:

- Clinical Case Consultation
- Assessment Report Editing
- Clinical Supervision

Clinical Director & Founder,

2008 Child Behavior Clinic,

to

present

Responsibilities:

Clinical Director of clinic; the primary purpose of which is to offer assistance to parents, teachers, and other care providers in managing their child's challenging behavior, including the provision of functional assessment (FBA), brief outpatient therapy, and referral services to more intensive therapy as needed.

Assistant Professor and Coordinator of Admissions, Field Training, & Assessment

2005 School Psychology Program, School of Education, Howard University

to

2008

Responsibilities:

- Graduate Teaching—primary courses included:
 - Individual Assessment of Cognitive Abilities I
 - Cognitive Abilities II: Culturally Competent Assessment
 - Seminar in Learning and Behavior Management
 - Internship in School Psychology
 - Practicum in School Psychology
- Graduate student mentoring/advisement/Research Activities
- Supervising Student Research (Dissertation/Thesis Projects)

- Coordinating Admissions to School Psychology Program
- Coordinating Field Experiences in School Psychology
- Coordinating SOE Assessment Lab
- Graduate Faculty Appointment
- School & University-wide Committee service
- Community service and outreach.

Director of Outpatient Services,

2003 Pediatric Feeding Disorders Program, Marcus Institute and Emory
to University School of Medicine
2005

Responsibilities:

- Directing Outpatient Services for Pediatric Feeding Disorders Program
- Case management: Developing behavioral treatments for children with severe behavior and feeding disorders
- Designing, conducting, and disseminating clinical research
- Supervising clinical staff
- Training and consultation with school teachers, parents, and community services providers.
- Research Mentorship—Masters level students enrolled in joint Masters Program in Educational Psychology and Applied Behavior Analysis.
- Teaching/Training—Pediatric residents and advanced medical students from The Emory University School of Medicine.

Internship in School Psychology / Behavioral Pediatrics

2002 The Children's Hospital of Iowa, Department of Pediatrics
to Behavioral Feeding Disorders Service; Pediatric Growth Clinic; &
2001 Bio-behavioral Outpatient Service (BBS)

Clinical Supervisors: Linda Cooper-Brown, Ph.D., David P. Wacker, Ph.D.

University Supervisor: Kathryn Gerken, Ph.D.

Experiences:

- Assessment and treatment of pediatric feeding disorders
- Assessment and treatment of behavioral and learning disorders
- Assessment and treatment of enuresis and encopresis
- Training and consultation with school teachers, parents, and community services providers.
- Clinical supervision of graduate trainees
- Research planning and organization

RESEARCH

Editorial Experiences

- ***Ad Hoc Reviewer:*** *Journal of Black Psychology*
- ***Ad Hoc Reviewer:*** *Journal of Educational Foundations*
- **Reviewer/Editor:** Sattler, J., (2006-8) *Assessment of Children: Cognitive Applications* (5th Ed).
- **Board of Editors:** *Journal of Applied Behavior Analysis* (2004-2006)
- ***Ad Hoc Reviewer:*** *Journal of Applied Behavior Analysis*

- **Guest Reviewer:** *Journal of Social and Personal Relationships*

Publications

1. **Reed, G.K.**, (2010). *Reinforcement*. In Clauss-Ehlers (Ed) The Encyclopedia of Cross-Cultural School Psychology. Springer Publishing: NJ
2. Bachmeyer, M.H., Piazza, C., Fredrick, L.F., **Reed, G.K.**, Rivas, K.D., Kadey, H., (2009). Functional Analysis and Treatment of Multiply Controlled Inappropriate Mealtime Behavior *Journal of Applied Behavior Analysis*.
3. Casey SD, Perrin CJ, Lesser AD, Perrin SH, Casey CL, **Reed GK**. (2009). Using descriptive assessment in the treatment of bite acceptance and food refusal. *Behavior Modification*. 33 (5): 537-58
4. West, J., and **Reed, G.K.**, Jourdan-Kearney, L., Wright, Z. (2008). *Urban Schools and School Psychology*. In Clauss-Ehlers (Ed) The Encyclopedia of Cross-Cultural School Psychology. Springer Publishing: NJ
5. Patel, M., **Reed G.K.**, Piazza, C.C, Mueller, M., Bachmeyer, M., and Layer, S. (2007). Use of a High-Probability Instructional Sequence to Increase Food Acceptance. *Behavioral Interventions*. 22(4), 305-310
6. Patel, M., **Reed G.K.**, Piazza, C.C., and Bachmeyer, M. (2006). An Evaluation of a High-Probability Instructional Sequence to Increase the Acceptance of a Child with Feeding Problems. *Research in Developmental Disabilities*. 27(4), 430-442.
7. **Reed, G.K.**, Dolezal, D., Cooper-Brown, L.J., Wacker, D.P (2005). The Effects of Sleep Disruption on the Treatment of a Pediatric Feeding Disorder. *Journal of Applied Behavior Analysis*. 38, 243-245.
8. Miles, A., and **Reed, G.K.**, (2005) Feeding Challenges in Children with Neurologic Impairment (2ed). *Pediatric Nutrition*, 28, 12-18
9. **Reed, G.K.**, Ringdahl, J.I., Wacker, D.P., Barretto, A., & Andelman, M., (2005). The Effects of Fixed-Time and Contingent Schedules of Negative Reinforcement on Compliance and Aberrant Behavior. *Research in Developmental Disabilities*. 26, 281-295
10. **Reed, G.K.**, Piazza, C.C., Patel, M.R., Layer, S.A. Bachmeyer, M., Bethke, S., & Gutshall, K. (2004). An evaluation of noncontingent reinforcement and escape extinction in the treatment of food refusal. *Journal of Applied Behavior Analysis*, 37, 27-41.
11. Miles, A., and **Reed, G.K.**, (2004) Feeding Challenges in Children with Neurologic Impairment. *Support Line*, 26, 16-23
12. Ringdahl, J. E., Kitsukawa, K., Andelman, M. S., Call, N., Winborn, I., Barretto, A., & **Reed, G.K.** (2002). Differential reinforcement with and without instructional fading. *Journal of Applied Behavior Analysis*. 35, 291-294.

13. **Reed, G.K.** (1995). Review: The differential effects of reinforcement-based procedures vs. punishment to treat disruptive classroom behaviors. *Bowie State McNair Bulletin* (Non-refereed).

Creative Works:

Published Children's Book: Bragg, T., and **Reed, G.K.** (2008) *"Isaiah has the Bedtime Blues"*

Grantsmanship:

Funded Internal:

- PI: Evaluation and Training in Applied Behavior Analysis (\$14,000, Internal Howard University Grant)
- PI: Project Update: Enhancing Psychoeducational Technology in the School of Education. (\$4,000 Internal Howard University Grant)
- Co-PI: On the Relation Between School Climate, Teacher Job Satisfaction, and School Violence (\$6,000 Howard University)

Submitted External (Unfunded or Pending):

- PI: IGERT: Behavior Analysis and Clinical Disabilities Research (\$2.8 million—National Science Foundation)
- Co-PI: Project SPED: School Psychologists Educated for Special Education. (\$900,00—Department of Education)
- Co-PI: Project R.E.S.P.E.C.T: Reaching Exceptional Students by Providing Educators with Culturally Relevant Training. (\$800,000—Department of Education).
- Co-PI: Enhancing the Effectiveness of Secondary Teachers through Cross-Cultural Professional Development (\$125,000 Arthur Vining Foundation)
- Co-PI: Fostering Career Development Among Urban Middle School Students (\$25,000.00—Tommy Hilfiger Corporate Foundation)

Other Research Activity:

- Co-PI/Advisor (2007 to 2009) Cross Cultural Translation and Validation of the Cognitive Assessment System (CAS) with Bedouin-Arabs in Israel.
- Member, Senior Research Team: Assessment Consultant (2007 to present). Pre-Kindergarten Initiative Program Evaluation Project
- Cognitive Assessment Research (2006 to 2008). Revision and Standardization project for the *Cognitive Assessment System-II* (CAS-II).
- Program Committee Member, (2006) *Annual Research Association of Minority Professors (RAMP) Conference*, Washington, DC
- Clinical Research, Dr. Casey (*Feeding Disorder Service Grant, Penn State University*)

Professional Presentations (State and National Organizations):

- Cooper, A.M., **G.K., Reed,** & Woodson, K. (2013). *"An Examination of the Successful Factors of African American Males in Higher Education."* Poster presented at the American Psychological Association Annual Convention, Honolulu, Hawaii
- Cooper, A.M., Hives, C.C., Woodson, K., **Reed, G.K.,** Finzi-Smith, Z., Cerrio, D., Rankin, K., Roberson, J., & Shine, T. (2012). *"The Re-Education of the African American Male."* Poster presented at the Association of Black Psychologists International Convention, Los Angeles, California
- Cooper, A.M., Woodson, K., **Reed, G.K.,** Anderson, K.A., Finzi-Smith, Z., Hives, C.C., Rankin, K., Cerrio, D., Roberson, J., & Storey, C. (2012). *"Understanding African American Male College Students: Improving Colleges/Universities Initiatives."* Poster presented at the American Psychological Association Annual Convention, Orlando, Florida
- Reed, G.K.** (2012). The Application of Culturally and Linguistically Diverse Variables in Behavior Analysis: Paper presented at Annual Conference of the Association for Behavior Analysis, San Diego, CA
- Woodson, K., and **Reed, G.K.** (2009). *Cultural Competence* Invited workshop for teachers, special educators, and early intervention staff, Anne Arundel County Head Start, Anne Arundel County, MD.
- Reed, G.K.** (2009). *Culturally Competent Cognitive Assessment Using the CAS.* Invited workshop for School Psychologists, teachers, and special educators at Friendship Edison Public Charter Schools Washington D.C.
- Reed, G.K.** (2008). *Functional Analysis in the Schools: What is and is not possible?* Invited workshop for School Psychologists, teachers, and special educators at Friendship Edison Public Charter Schools Washington D.C.
- Reed, G.K.** (2007). *Function-Based Assessment & Intervention in the Schools.* Invited workshop for the Annual VROOM Teaching Institute Conference, Washington, DC
- Reed, G.** (2007). *Assessment and Treatment of Feeding Problems: Reinforcer Manipulations and Applications to Alternative Settings.* Chaired Symposium at Annual Conference of the Association for Behavior Analysis, San Diego, CA.
- Murphy, K., **Reed, G.,** Piazza, C., Bachmeyer, M., (2007). *Ecological Validity and Functional Analysis of Inappropriate Mealtime Behavior: Parent vs. Therapist Effects.* Paper presented at Annual Conference of the Association for Behavior Analysis, San Diego, CA.
- Reed, G. & Cooper-Brown** (2006). *Further Advances in the Assessment and Treatment of Feeding Problems.* Chaired Symposium at Annual Conference of the Association for Behavior Analysis, Atlanta, GA.
- Murphy, K., **Reed, G.,** Piazza, C., Bachmeyer, M., (2006). *An Evaluation of the Efficacy of a Shaping Procedure to Produce Consumption.* Paper presented at Annual Conference of the Association for Behavior Analysis, Atlanta, GA.
- Lesser, A., Casey, S., Perrin, C., Casey, C., Horvath, S., **Reed, G.,** (2006). *The Use of Descriptive Analyses to Determine the Schedules of Reinforcement for Treating Food Refusal.* Poster
-

presented at Annual Conference of the Association for Behavior Analysis, Atlanta, GA.

- Gregory K. Reed**, Angela Pruett, Cathleen C. Piazza, , Melanie H. Bachmeyer, Stephanie Bethke, Barbara S. Wimberly, and Percy Milligan (2005). *Function-Based Treatment of Feeding Problems in the Absence of Escape Extinction*. Paper presented at the Association for Behavior Analysis Annual Convention, Chicago
- Allison Martin, Cathleen Piazza, **Gregory K. Reed**, Melanie Bachmeyer, and Stephanie Bethke (2005). *An Application of Behavioral Economic Principles to the Treatment of Food Selectivity*. Paper presented at the Association for Behavior Analysis Annual Convention, Chicago.
- Karen Rader, Cathleen Piazza, **Gregory K. Reed**, Melanie Bachmeyer, Stephanie Bethke, and Amanda Bosch (2005). *Increasing Chewing Skills in Children with Feeding Problems*. Paper presented at the Association for Behavior Analysis Annual Convention, Chicago.
- Kristi Murphy, **Gregory K. Reed**, Cathleen Piazza, Melanie Bachmeyer, and Heather Kadey (2005). *An Analysis of the Combined and Isolated Effects of Differential Reinforcement and Extinction on the Treatment of Multiply Maintained Food Refusal Behavior*. Paper presented at the Association for Behavior Analysis Annual Convention, Chicago.
- Barbara Wimberly, Cathleen Piazza, **Gregory K. Reed**, Melanie Bachmeyer, Lindsay Hauer, Deshanda Dow, and Stephanie Bethke (2005). *Evaluating Food Acceptance and Occurrence of Emesis in Two Children with Feeding Problems by Systematically Manipulating Establishing Operations*. Paper presented at the Association for Behavior Analysis Annual Convention, Chicago.
- Tiffany Gilmore-Clay, Cathleen C. Piazza, **Gregory K. Reed**, Stephanie Bethke, Melanie Bachmeyer, Andrea Ridgway, and Allison Martin (2005). *An Analysis of Free-Time Contingencies during the Treatment of Pediatric Feeding Disorders*. Paper presented at the Association for Behavior Analysis Annual Convention, Chicago.
- Melanie H. Bachmeyer, Cathleen C. Piazza, **Gregory K. Reed**, Stephanie Bethke, Sam Maddox, and Amanda Bosch (2005). *A Systematic Evaluation and Treatment of Multiply Controlled Inappropriate Mealtime Behaviors*. Paper presented at the Association for Behavior Analysis Annual Convention, Chicago.
- Stephanie Bethke, Cathleen C. Piazza, Meeta R. Patel, **Gregory K. Reed**, and James McCoy (2005). *Parental Skill Generalization of Feeding Training to Managing Child Behavior Outside of Meals and the Influence on Child Appropriate Behavior*. Paper presented at the Association for Behavior Analysis Annual Convention, Chicago.
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- Gregory K. Reed**, David P. Wacker, Linda J. Cooper-Brown and Danielle N. Dolezal (2004). *Manipulating Food Dimensions during the Treatment of Food Refusal*. Paper presented at the Association for Behavior Analysis Annual Convention, Boston.
- Kisha Hope, **Gregory K. Reed**, and Cathleen C. Piazza (2004). *An Evaluation of Two Procedures for Treating Packing Associated with Food Selectivity*. Paper presented at the Association for Behavior Analysis Annual Convention, Boston
- Kisha Hope, Meeta R. Patel, **Gregory K. Reed**, Cathleen C. Piazza, Robert Pabico, Melanie Bachmeyer, and Stacy A. Layer (2004). *An Evaluation of a High-Probability Instructional Sequence to Increase Acceptance of Food and Decrease Inappropriate Behavior In Children with Pediatric Feeding Disorders* Paper presented at the Association for Behavior Analysis Annual Convention, Boston.
- Robert Pabico, Cathleen C. Piazza, Meeta R. Patel, **Gregory K. Reed**, James W. Moore, Melanie H. Bachmeyer, Stephanie D. Bethke and Stacy A. Layer (2004). *Using a Fruit Chaser to Reduce Packing*. Paper presented at the Association for Behavior Analysis Annual Convention, Boston.
- Melanie Bachmeyer, Cathleen C. Piazza, **Gregory K. Reed**, Meeta R. Patel, Stephanie D. Bethke, and Joslyn N. Cynkus (2004). *Functional Analysis and Treatment of Inappropriate Mealtime Behavior*. Paper presented at the Association for Behavior Analysis Annual Convention, Boston
- Gregory K. Reed**, Danielle N. Dolezal, Linda J. Cooper-Brown and David P. Wacker (2003). *An Analysis and Treatment of Food Refusal*. Paper presented at the Association for Behavior Analysis Annual Convention, San Francisco.
- Gregory K. Reed**, David P. Wacker, Linda Cooper-Brown and Daniel N. Dolezal (2003). *The Relative Effects of Contrasting Food Dimensions During the Treatment of Pediatric Feeding Disorders*. Paper presented at the Association for Behavior Analysis Annual Convention, San Francisco.
- Eric Boelter, David P. Wacker, Nathan A. Call, **Gregory K. Reed**, and Andrew W. Gardner (2003). *Role of Task Directives on Noncompliant Behaviors in Young Children Assessed in an Outpatient Clinic*. Paper presented at the Association for Behavior Analysis Annual Convention, San Francisco.
- Gregory K. Reed**, Linda Cooper-Brown, David P. Wacker, Lynn Richman, Donna Stewart (2002) *Preliminary Data on the Use of Experimental Analyses to Assess Social Inhibition in children with Cleft Lip & Palate*. Poster presented at the Association for Behavior Analysis Annual Convention, Toronto.
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- Gregory K. Reed**, Nathan Call, Joel Ringdahl, David Wacker, & Andrew Gardner (2001) *The Utility of a Concurrent Operants Assessment Approach: Preliminary Data*. Paper presented at the Association for Behavior Analysis Annual Convention, New Orleans.
- Gregory K. Reed**, Linda Cooper-Brown, Anjali Barretto, & David P. Wacker (2001). *Analysis and Treatment of Texture as an Establishing Operation for Food Refusal*. Paper presented at the Association for Behavior Analysis Annual Convention, New Orleans.
- Gregory K. Reed**, Joel Ringdahl, David Wacker, Anjali Barretto, & Nathan Call (2001). *The Impact of Combined Fixed-Time and Contingent Schedules of Negative Reinforcement*. Paper presented at the Association for Behavior Analysis Annual Convention, New Orleans.
- Marc S. Andelman, **Gregory K. Reed**, Nathan Call, & Joel E. Ringdahl (2001). *Further Analysis of the Correspondence between Outcomes of Brief and Extended Functional Analyses*. Poster presented at the Association for Behavior Analysis Annual Convention, New Orleans.
- Gregory K. Reed**, Roxie Tullis, & Christopher Gerken (2000). *Messages in the Media: Psychosocial Implications*. Presented at the Iowa School Psychologists Association Annual Convention, Des Moines, IA.
- Nathan Call, **Gregory K. Reed**, & Susan Ryan, (2000). *Linking Assessment to Intervention: Conducting Functional Assessments in the Classroom*. Paper presented at the National Association of School Psychologists Annual Convention, New Orleans.
- Nathan Call, Sean Casey, **Gregory K Reed**, David P. Wacker & Anjali Barretto (2000). *Correlation between a Concurrent Operants Assessment and Functional Analysis*. Poster presented at the Association for Behavior Analysis Annual Convention, Washington, D.C.
- Joel E. Ringdahl, **Gregory K. Reed**, Henry S. Roane, & Timothy R. Vollmer (2000), *Within-Session Patterns of Responding during Multiple Free-Operant Preference Assessments*. Paper presented at the Association for Behavior Analysis Annual Convention, Washington, D.C.
- Gregory K. Reed**, Barbara Rankin, Linda Cooper-Brown, Joel E. Ringdahl, & David P. Wacker (1999) *Use of Concurrent Operants Arrangements to Augment Brief Functional Analysis*. Poster presented at the Association for Behavior Analysis Annual Convention, Chicago.
- Joel E. Ringdahl, Barbara Rankin, **Gregory K. Reed**, Marc Andelman, Jennifer Sellers, Timothy Vollmer, Henry S. Roane, & Bethany A. Marcus (1999). *Using Ongoing Stimulus Preference Assessments to Track Behavioral Treatment Effects*. Paper presented at the Association for Behavior Analysis Annual Convention, Chicago.
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Gregory K. Reed (1998). *Differential Diagnosis: Characteristics of Gifted and Spirited Children vs. ADHD* during a workshop entitled *To be or Not to be? (ADHD)* at the Council for Exceptional Children (CEC) Conference in Iowa City.

Community-Based Seminars & Workshops

Gregory K Reed (2008). *Progress Monitoring Strategies and Tactics for the Classroom*. Seminar presented for School Psychologists, teachers, and special educators at Friendship Edison Public Charter Schools Washington D.C.

Gregory K Reed, Sharon Johnson, Lakeisha Jourdan-Kearney, Sheila Mitchell. (2008). *Meeting the Needs of Urban School-Aged Children*. Invited workshop for School Psychologists at Friendship Edison Public Charter Schools, Washington D.C.

Gregory K Reed, Syretta James, Nazeem Natur, and Judith Dorville (2007). *Workshop Training: Administration and Interpretation of the Cognitive Assessment System*. Invited workshop for School Psychologists at Friendship Edison Public Charter Schools, Washington D.C.

Gregory K Reed (2007). *Cognitive Assessment with Minority populations: An Introduction to the Cognitive Assessment System*. Seminar presented for School Psychologists, Friendship Edison Public Charter Schools Washington D.C.

Gregory K Reed (2006). *Function-Based Assessment & Intervention in the Schools*. Invited workshop for School Psychology and Special Education Department of Friendship Edison Public Charter Schools, Washington D.C.

Gregory K Reed (2005). *Picky Eaters: What do Parents Need to Know?* Invited workshop for Parent Lecture Series, Sponsored by Maria Cohn, Ph. D & Associates, Washington D.C.

Gregory K. Reed and Stephanie Bethke (2005). *Assessment and Treatment of Picky Eating by Children with Autism*. Invited Seminar at Emory University Center for Autism, Atlanta, GA.

Stephanie Bethke and **Gregory K. Reed**, (2004). *Pediatric Feeding Disorders*, Invited Workshop for parents and healthcare professionals at Emory University Cystic Fibrosis Center for Family Education Day, Atlanta, GA.

Gregory K. Reed and Stephanie Bethke (2004). *Hold the Broccoli, Pass the Chips: What's the Matter with Picky Eaters?* Invited Seminar at Annual Conference for the Atlanta Dietetic Association, Atlanta, GA.

Gregory K. Reed, Stephanie Bethke, Tammy Carrol-Hernandez, and Aida Miles, (2004). *Help...My Child Won't Eat!* Workshop Series for parents and local health professionals in the Greater Atlanta Metropolitan Area.

Stephanie Bethke and **Gregory K. Reed**, (2003). *Interdisciplinary Assessment and Treatment of Pediatric Feeding Disorders*, Invited Workshop for medical staff at Southern Regional Hospital, Atlanta, GA.

Gregory K. Reed and Stephanie Bethke, (2003). *Interdisciplinary Assessment and Treatment of Pediatric Feeding Disorders*, Invited Workshop for medical staff at Athens Regional Hospital, Athens, GA.

Additional School & Clinical Psychology Experiences

Lead Clinical Therapist,

1998 Bio-behavioral Services, *Center for Disabilities and Development, The University of Iowa.*
to
2001 **Clinical Supervisor:** David Wacker, Ph.D.

Experiences:

- Clinic Coordinator (Lead Clinical Therapist) (2000-2001)
- Scheduled patient assessments and follow-up evaluations
- Coordinated case assignments
- Supervised graduate students and provided training in behavioral consultation and assessments
- Consulted with Pediatric Residents and other interdisciplinary staff
- Assessment and treatment of severe behavior disorders (e.g., self-injury, aggression, stereotypy, destruction); assessments included: clinical interviews, record reviews, functional analysis, task analysis, structured observations.
- Developed and implemented clinical and research protocols

Fall 2000 **Research Assistant, Pediatric Psychology, The Children's Hospital of Iowa**
to
Sum 2002 **An Examination of Social Inhibition Among Children with Cleft Lip & Palate**
Supervisors: Lynn Richman, Ph.D., Linda Cooper-Brown, Ph.D.

Experiences:

- Coordinated assessments of research participants
- Conducted behavior analysis of social inhibition
- Provided consultation to parents regarding intervention

Spring 1997 **Behavior Specialist, Biobehavioral Inpatient Service, Center for Disabilities and**
to
Fall 2000 **Development, The University of Iowa.**
Supervisors: David Wacker, Ph.D., Joel Ringdahl, Ph.D., Jennifer Asmus, Ph.D.

Experiences:

- Managed behavioral assessments for individuals admitted to pediatric inpatient unit.
- Conducted functional analysis and implemented behavioral interventions
- Data Collection and Interpretation
- Trained care providers (parents, teacher, community service providers).

School Psychology ExperienceIowa School System

- Fall 1998** **Prairie Community School District:**
Prairie Heights Elementary (Grades K-5), Prairie Middle School (Grades 6-8), Prairie High School (Grades 9-12).
Experience:
- Conducted psychoeducational/cognitive assessment and intervention, parent & teacher consultation, classroom behavior management, social/emotional assessments, and vocational/life skills assessments.
- Spring 1998** **Harding Middle School, Grantwood Area Education Agency (AEA), Middle School (Urban)**
Experience:
- Conducted psychoeducational/cognitive assessment and intervention, parent & teacher consultation, classroom behavior management, social/emotional assessments, and individual brief counseling.
- 1997** **Durant and Bennett School Districts, Mississippi Bend AEA, Kindergarten-12th grade in rural setting**
Experience:
- Conducted psychoeducational assessment, curriculum-based assessment, crisis intervention, brief counseling (individual), social skills training (group), social/emotional assessment, and school-based consultation.
- Fall 1996** **Erskine Elementary, Grantwood AEA, Elementary School**
Experiences:
- Conducted psychoeducational/cognitive assessment, standardized testing, and school-based consultation.

The Children's Hospital of Iowa

- Summer 1998** **Learning Disability/Attention Deficit Clinic, Department of Pediatrics**
Supervisor: Lynn Richman, Ph.D.
Experience:
- Conducted neuropsychological assessments of LD and ADHD
 - Provided clinical consultation to parent and teachers.
- 1998-2000** **Biobehavioral Outpatient Service, Center for Disabilities and Development, The University of Iowa.**
Supervisor: David Wacker, Ph.D.
Experiences:
- Assessment and treatment of severe behaviors disorders (Applied Behavior Analysis)
 - Consulted with parents and teachers

AFFILIATIONS:

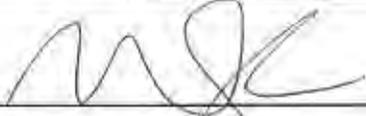
- Association for Behavior Analysis, 1998
- American Psychological Association, Division 25, 2003
- National Association of School Psychologist, 1997
- Maryland School Psychology Association (MSPA), 2005
- Iowa School Psychology Association, 1999 to 2002

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 <input checked="" type="checkbox"/> |
| 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 <input checked="" type="checkbox"/> |
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| 5. Have you, your spouse or any member of your family guaranteed any loans for the proposed charter school or loaned it any money? | Yes ___ No <input checked="" type="checkbox"/> |
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| 7. Did you or your spouse provide any start up funds to the proposed charter school? | Yes ___ No <input checked="" type="checkbox"/> |
| 8. Did or do you, your spouse, or other member of your family, have ownership interest, directly or indirectly, in any corporation, partnership, association, or other legal entity which would answer "yes" to any of the questions 1-7? | |
| 9. Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Trustees? | Yes ___ No <input checked="" type="checkbox"/> |
| 10. Do you currently serve as a member of the board of any public charter school? | Yes ___ No <input checked="" type="checkbox"/> |
| 11. Do you currently serve as a public official? | Yes ___ No <input checked="" type="checkbox"/> |
| 12. Have you, your spouse, or any member of your family applied to establish or participated in the establishment of a charter school? | Yes ___ No <input checked="" type="checkbox"/> |
| 13. To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently of behalf of the proposed charter school? | Yes ___ No <input checked="" type="checkbox"/> |

Signature 	Title <i>Co-Founder</i>
Applicant Organization <i>OSP Leadership Academy</i>	Date Submitted <i>2/24/13</i>

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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| 13. To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently of behalf of the proposed charter school? | Yes ___ No <input checked="" type="checkbox"/> |

Signature 	Co-Founder Title
O.U.R. Leadership Academy PCS Applicant Organization	3/1/13 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.

- | | |
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| 1. Do or will you or your spouse have any contractual agreements with the proposed charter school? | Yes ___ No <input checked="" type="checkbox"/> |
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| 6. Are or will you, your spouse, or any member of your family be employed by the proposed charter school, its ESP or other contractors? | Yes <input checked="" type="checkbox"/> No ___ |
| 7. Did you or your spouse provide any start up funds to the proposed charter school? | Yes ___ No <input checked="" type="checkbox"/> |
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| 13. To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently of behalf of the proposed charter school? | Yes ___ No <input checked="" type="checkbox"/> |

Signature 	Title <u>Founding Board Member</u>
Applicant Organization <u>C-U-R Leadership Academy P.C.S</u>	Date Submitted <u>3/01/13</u>

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? Yes ___ No
- 9. Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Trustees? Yes ___ No
- 10. Do you currently serve as a member of the board of any public charter school? 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 you to discharge your duties or exercise your judgment independently of behalf of the proposed charter school? Yes ___ No

Signature <i>J. Bonita</i>	Title <i>Founding Group Senior Director</i>
Applicant Organization <i>D. U. R. PCS</i>	Date Submitted <i>2/25/13</i>

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 <input checked="" type="checkbox"/> |
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Signature <i>Sheron Brown</i>	Title <i>Founding Group</i>
<i>O.U.R. Leadership Academy</i> Applicant Organization	<i>3/1/13</i> 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.

- | | |
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| 1. Do or will you or your spouse have any contractual agreements with the proposed charter school? | Yes ___ No <input checked="" type="checkbox"/> |
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| 13. To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently of behalf of the proposed charter school? | Yes ___ No <input checked="" type="checkbox"/> |

Signature 	Title <u>Founding Group</u>
Applicant Organization <u>OUR Academy PCS</u>	Date Submitted <u>8/27/13</u>

Conflict of Interest Form

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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 <u>X</u> |
| 2. Do you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school? | Yes ___ No <u>X</u> |
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| 6. Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors? | Yes ___ No <u>b</u> |
| 7. Did you or your spouse provide any start up funds to the proposed charter school? | Yes ___ No <u>X</u> |
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| 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 <u>X</u> 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 <u>b</u> |

Signature 	Title <u>Founding Group</u>
Applicant Organization <u>O. J. R. Leadership Academy</u>	Date Submitted <u>2-27-13</u>

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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Signature <i>Raqiyah Pippens</i>	Title <i>Founding Group</i>
Applicant Organization <i>O.U.R Leadership Academy</i>	Date Submitted <i>2/24/13</i>

Conflict of Interest Form

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and completed by all founding and Board of Trustee members.)*

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Signature <i>Shara Strankin</i>	Title <i>Founding Group</i>
Applicant Organization <i>OUR Leadership Academy</i>	Date Submitted <i>2/24/13</i>

Conflict of Interest Form

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

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13. To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently of behalf of the proposed charter school? Yes ___ No

Signature 	Title <u>Founding Grand</u>
Applicant Organization <u>O.V.R. Leadership Academy</u>	Date Submitted <u>2/26/13</u>

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
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- 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? Yes___ No X
- 9. Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Trustees? Yes___ No X
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- 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
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Signature 	Title <i>Founding Group</i>
Applicant Organization <i>O.V.R. Leadership Academy</i>	Date Submitted

Declaration of Intent to Apply Form

The undersigned individual/organization is considering the possibility of submitting an application to establish a public charter school in Washington, D.C. We wish to participate in all forums and receive all information provided to potential applicants by the District of Columbia Public Charter School Board.

Entity Interested in Applying: MaiAngel Inc.

Address: 1620 Fort Dupont St. SE, Washington DC 20020

Name of Contact Person: Maia Shanklin Roberts

Daytime Telephone 2029047479 Fax N/A

Email Address: maia@maiangelllc.com

Name of Proposed School: MaiAngel Leadership Academy Public Charter School

Target Population to be Served: MaiAngel Leadership Academy is a high school designed to serve the educational needs of 16-21 year olds.

You are invited to provide a one-paragraph description of the public charter school you are interested in establishing.

MaiAngel Leadership Academy will be an innovative and academically rigorous high school that challenges the school-to-prison-pipeline by transforming youth at-risk of or engaged in the juvenile justice system into critical thinkers, college ready scholars and productive members of the workforce. Through the development of culturally competent staff and use of culturally relevant curriculum, MaiAngel Academy will deconstruct the Street Code and infuse a college ready and social justice ideology.

Please complete and mail this form to the following address:

District of Columbia Public Charter School Board 3333 14th Street, N.W. Suite 210
Washington, D.C. 20010

The form may also be emailed to: dcpublic@dcpubliccharter.com

Demographic Analysis Form

Name of Proposed School: O.U.R. Leadership Academy Public Charter School (Organizing an Urban Revolution through education)

Proposed Location: NE (Ward 5) or SW (Ward 6)
 (Address or general location—NE, SW, NW, SE. If no general location has been identified, provide information for top two options.)

O.U.R. Leadership Academy plans to locate in either Ward 5 or Ward 6, specifically the neighborhoods near the Navy Yard.

Projected Age Range and Number of Students Expected to Enroll:

- a. In 2013-2014 From age/grade_15/9_to age/grade_10/18 Number of students 100
- b. At Full Capacity From age/grade_15/9_to age/grade_21/12 Number of students 200

4. 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 2013-2014	Actual Enrollment 2011-2012	Type ²	% Low Income	DCCAS Performance (% Proficient) SY 2011-2012	Percentage of Highly Qualified Teachers ³
Phelps High School	N/A	329	DCPS	76%	Math – 44%; Reading – 51%	N/A
Richard Wright	N/A	100	PCS	91%	Reading- 16.6% Math- 30%	N/A

NOTES:

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

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.)

O.U.R. Leadership Academy Public Charter School will target young people that are disconnected and

have been unsuccessful in traditional schools.

___ I will conduct a citywide recruitment effort for my school.

O.U.R. Leadership Academy Public Charter School
(Organizing an Urban Revolution through Education)
BY-LAWS

ARTICLE I Name and Incorporation

Section 1. Name. The name of the corporation is O.U.R. Leadership Academy Public Charter School (Organizing an Urban Revolution through Education). It is hereinafter referred to as "the corporation."

Section 2. Location. The principal location of the corporation's school facility, the corporation, shall be Washington, DC.

Section 3. Purposes. The Corporation is a non-profit corporation organized under the laws of the District of Columbia and its purposes are exclusively educational as set forth in the Certificate of Incorporation. More specifically, the purpose for which the Corporation is organized is to serve as a public charter high school.

Section 4. Statute and Code. The Corporation shall operate in accordance with the District of Columbia Nonprofit Corporation Act and the District of Columbia School Reform Act.

Section 5. Non-discrimination. The Corporation shall not discriminate on the basis of race, religion, national origin, gender or age in either the hiring and other employment practices of the school or in its admission policies for students. Further, the Corporation shall be open to all students in its authorized geographic area on a space available basis and shall not discriminate in its admission policies or practices. The Corporation shall conduct all of its activities in accordance with all applicable local, state, and federal anti-discrimination laws, as well as in accordance with all other laws and regulations applicable to the operation of charter public schools in the District of Columbia.

ARTICLE II Members

Section 1. Non-membership Corporation. The Corporation shall have no members. The Board of Directors shall have all powers and duties for the conduct of the activities of the Corporation.

ARTICLE III Board of Directors

Section 1. Number. The Board of Directors shall consist of not less than five and not more than fifteen persons. The Principal of the charter school shall be a non-voting member of the Board of Directors.

Section 2. Qualifications. The Board of Directors is required to meet the following qualifications:

1. Belief that all children can achieve the highest levels of academic excellence regardless of the circumstances into which they are born.
2. Availability to participate meaningfully in the governance of the school.

3. Expertise in law, real estate, financial management, governance, marketing, fund raising, community organizing /outreach, education or strategic planning.
4. Personal experience with entrepreneurship and working in diverse teams.
5. Willingness to leverage personal and professional networks on behalf of the school.
6. A deep commitment to improving the quality of education for District of Columbia children and the quality of life for the citizens of the District of Columbia.

Section 3. Term. The Board of Directors shall be elected for three-year terms. Terms shall be staggered so that no more than 1/3 of the Board shall be up for election in any year, unless a vacancy needs to be filled.

Section 4. Powers. The Board of Directors shall have all powers and authority, as designated in the Charter, for the management of the business, property, and affairs of the Corporation, to do such lawful acts as it deems proper and appropriate to promote the objectives and purposes of the Corporation. The Board of Directors may, by general resolution, delegate to committees of its own number or to officers of the Corporations such powers as it may see fit for specified periods of time.

Section 5. Election. The names of the initial Directors are set forth in the Certificate of Incorporation. All successors shall be elected by the eligible voters of the school community at an election held each year at the annual meeting. The positions of those members whose terms have expired shall be open to be filled by those members eligible to vote. Eligible voters shall be the parents or guardians of any children currently attending the school. Elections shall be conducted using secret ballots. Voters shall be required to sign a Roster of Voters confirming their eligibility to vote. Each school family shall be accorded one vote per available position, regardless of the number of its children attending the school. Proxy voting is prohibited. Votes shall be tallied and announced at the meeting where the vote takes place. A group of volunteers, no less than three nor more than five people, made up of eligible voters, but not those up for election, shall tally the votes. In the event of a tie vote for a position, a second ballot will be cast for that position only, with only the tied candidates participating on the ballot. Should a second tie vote occur, a result shall be obtained by flipping a coin with the person whose name is earliest in the alphabet calling a coin side first. Newly elected members shall assume office at the first Board of Directors meeting following their election.

Section 6. Term Limits. Board membership shall be limited to two consecutive three-year terms. Previous board members shall be re-eligible for membership immediately after term ends.

Section 7. Resignation and Removal. A board member may resign by submitting his or her resignation in writing to the President of the Board of Directors. A board member may be removed for cause by an affirmative vote of two-thirds of the remaining Board of Directors. Members being considered for removal shall receive at least two weeks' notice of such proposed action and shall have the opportunity to address the Board regarding such action prior to any vote on such removal.

Section 9. Annual Meeting. An annual meeting of the Board of Directors for the election of board members and officers and such other business as may come before the meeting shall be held in July of each year. Written notice shall be given not less than 30 days nor more than 60 days of the time, place, and purposes of the meeting. The meeting shall be held at the principal location of the Corporation or such other place as shall be specified in the meeting notice.

Section 10. Regular Meetings. In addition to the Annual Meeting, Regular meetings of the Board of Directors shall be held once a month from September through June, excepting in the month of the Annual Meeting, and at such other times as the Board may, from time to time, determine. Timely public notice of all such regular meetings shall be provided.

Section 11. Special Meetings. Special meetings of the Board of Directors for any purpose or purposes may be called at any time by the President or by a petition signed by a majority of the full Board of Directors. Such meetings shall be held upon not less than two business days notice given personally or by telephone, telephone facsimile, or electronic mail or upon not less than four business days notice given by depositing notice in the United States mails, postage prepaid. Such notice shall specify the time and place of the meeting.

Section 12. Quorum. A majority of the full number of the board shall constitute a quorum of the Board for the transaction of business. When a quorum is present, a majority of the board members present may take any action on behalf of the Board, except to the extent that a larger number is required by law, by the Charter, or by these By-laws. Every act of a majority of the members present at a meeting duly held at which a quorum is present shall be regarded as the act of the Board of Directors.

Section 13. Vacancies. A vacancy on the Board of Directors, including a vacancy caused by an increase in the number of members, may be temporarily filled by a majority vote of the remaining Board to elect a person(s) to fill the vacancy(ies) until the next annual meeting of the board, at which time the members so elected must be re-elected as specified in the Bylaws or step down from the Board as soon as his or her successor is duly elected and qualified.

Section 14. Compensation. Board members receive no payment for their services. With board approval, members may be reimbursed for out-of-pocket expenses incurred on approved board business. Board members must present receipts for all such expenses, which shall be for the member only, and shall be itemized and documented. Such expenses must be approved by a motion of the board at the meeting immediately following the expenditure(s). Each year, at the annual meeting, the Board of Directors shall set a schedule of allowable charges for meals, lodging, mileage expended on board business. Reimbursements shall not exceed these limitations.

Section 15. Meeting Attendance. Board members are expected to attend all Board meetings. It shall be the duty of the Secretary of the Board to communicate with any

board member after such member's three unexcused, consecutive absences to ascertain the member's interest in retaining Board membership. Failure to provide an adequate response may qualify as sufficient cause for removal from the Board of Directors.

ARTICLE IV Committees

Section 1. Establishment. The Board of Directors may appoint such standing committees and/or ad hoc committees as it think necessary for the effective governing of the school.

Section 2. Standing Committees. Each standing committee shall have a charge specific to its permitted activities and such charges shall be incorporated into the charter school policy manual. The function of any committee so established shall be fact-finding, deliberative, and advisory to the Board of Directors. Committees shall not have authority to take legislative or administrative actions, nor to adopt policies for the school. Standing committees shall be made up on no more than two less than a quorum of the Board of Directors. The president shall be an ex officio member of each committee. The chief educational director of the charter school shall be an ex officio member of each committee, except where his/her evaluation, tenure, or salary is to be deliberated. The committees will be supported by at least one staff liaison. Standing committees shall be:

- The Executive Committee is chaired by the Board Chair. The Executive Committee oversees the annual evaluation of the Principal and tracks the progress of all committee action plans, monitors the effectiveness of the Board as a whole, nominates candidates to the Board of Directors, and ensures best practices in non-profit governance are followed. The Executive Committee will also evaluate the officers of the Board. The Principal serves as the liaison to the Executive Committee.
- The Finance Committee is chaired by the Treasurer. Its purpose is to provide appropriate board oversight of school finances, ensure accurate and comprehensive financial reporting to the board and raise strategic financial issues for board discussion. The Operations Manager and the Principal will serve as the school's liaisons.
- The Academic Excellence Committee monitors educational performance, evaluates compliance measures, and assesses the alignment of general school policies with the mission. It reports findings to the Board. The Academic Excellence Committee monitors and reports to the Board on the school's educational performance and monitors the school's compliance with laws and regulations as well as general school policies that promote and align with the school's mission. The Principal and Director of Curriculum and Instruction will serve as the school's liaisons.
- The Development Committee will develop and implement a fund development strategy to promote the schools' organizational and academic goals. The Principal will serve as the liaison to the Development Committee.

Section 3. Ad Hoc Committees. Each ad hoc committee shall have a charge specific to its permitted activities and that charge shall include the date on which the committee is to

present its final report to the Board of Directors and be dissolved. Members of ad hoc committees shall be drawn from those parents and staff of the school community who indicate interest in serving on the ad hoc committee and from such others as may be deemed appropriate by the Board of Directors. Ad hoc committees shall be made up of no less than nine and no more than 15 members. The Board shall not be eligible to serve on ad hoc committees, since they have authority and responsibility to review the committee's recommendations and adopt them or not.

ARTICLE V Officers

Section 1. Titles. The Officers of the Corporation are a President, a Vice President, a Secretary, and a Treasurer. The Board of Directors may create such other officer positions as it thinks necessary. Each officer position shall have its duties and responsibilities specified and included in these By-laws. No Officer may hold more than one position at the same time.

Section 2. Election. The Officers shall be elected from among the Board of Directors at each annual meeting of the Board and shall serve for one year and until their successors are elected and qualified.

Section 3. Terms. The president may serve no more than three consecutive one-year terms, Board members elected to the other officer positions may serve no more than five consecutive one-year terms. Former officers, after a break in service of two years, may be elected to another term as an officer.

Section 4. Duties. Officers shall have the duties and responsibilities belonging to their office, including those that follow.

(a) The President shall be the chief executive officer of the Corporation, responsible, along with his/her fellow board members, for the oversight of its business and affairs. He/she shall preside at all meetings of the Board. The President shall have full and equal vote as accorded to all members. The President may enter into and execute in the name of the Corporation contracts or other instruments that are authorized by the Board of Directors. The President may delegate, as needed, to any other officer any or all of the duties of the office of President. He/she shall have such other powers and duties as may be prescribed by the Board of Directors or by these By-laws.

(b) The Vice President shall have such duties and responsibilities as may be delegated to him/her by the President. The Vice President shall have full and equal vote as accorded to all board members. In the absence of the President, the Vice President shall perform all the duties of the President and, when so acting, shall have all the responsibilities of and be subject to all the restrictions as fall upon the President, including presiding at meetings of the Board of Directors. He/she shall have such other powers and duties as may be prescribed by the Board of Directors or by these By-laws.

(c) The Secretary shall cause notices of all meetings to be served to all members of the Board of Directors and the Director and shall keep or cause to be kept the minutes of all

meetings of the Board, including the time and place, the names of those present, the actions taken, and the votes on such actions. The Secretary shall present the minutes of the previous meeting at the subsequent meeting to be voted on by the Board and duly noted in the minutes of the instant meeting. The Secretary shall keep the Seal of the Corporation. He/she shall have such other powers and duties as may be prescribed by the Board or by these By-laws.

(d) The Treasurer shall be the chief financial officer of the Corporation and shall have oversight of the Business Administrator as that employee takes responsibility of the financial records, investments, and other evidences of school properties and assets. The Treasurer shall ensure that the Business Administrator keeps regular books of account for the Corporation that set out business transactions of the Corporation, such books to be at all times open to inspection at their place of keeping to any Board of Director member. The Treasurer shall be the chair of the Financial Committee, which shall prepare an annual budget, in conjunction with the School Director and the School Business Administrator, for the consideration and approval of the Board of Directors. The Treasurer shall ensure that the Business Administrator deposits all moneys and other valuables in the name and to the credit of the Corporation with such depositories as shall be designated by the Board of Directors. The Treasurer shall provide oversight to the Business Administrator in the investment and reinvestment of funds of the Corporation and the disbursement of funds of the Corporation as may be ordered by the Board of Directors. The Treasurer shall render to the Board of Directors and the members of the school community, at the Annual Meeting, statements evidencing the current financial condition of the Corporation. The Treasurer shall ensure that the Business Administrator establishes a system of adequate financial recording showing quarterly income, expenditures, and balance and shall, at the first meeting following the end of each quarter, submit to the Board of Directors a detailed written financial report in compliance with the District of Columbia statutes and regulations relating to charter schools. The Treasurer, as chair of the Finance Committee, annually shall recommend an auditing firm to be hired by the Board of Directors to review the books of the Corporation and provide a report on them to the Board of Directors.

Section 5. Removal. Any officer may be removed from office, with cause, by the affirmative vote of two-thirds of the full membership of the Board of Directors at any regular meeting or special meeting called for that purpose. Any officer proposed to be removed for cause shall be entitled to at least five business days' notice in writing by mail of the meeting of the Board of Directors at which such removal is to be voted upon and shall be entitled to appear before and be heard by the Board of Directors at such meeting.

ARTICLE VI

Section 1.

Fiscal Year. The fiscal year of the Corporation shall be July 1st to June 30th.

Section 2. The Board of Directors is authorized to select such depositories, as it shall deem proper for the funds of the Corporation. The Principal, the Board Chair or Board

Treasurer shall sign all bills, notes, receipts, acceptances, endorsements of the Corporation in an amount up to, and including \$5,000.00. Any two of the Principal, the Board Chair and the Board Treasurer shall cosign all bills, notes, receipts, acceptances, endorsements and checks of the corporation in an amount over \$5,000.00.

ARTICLE VII Amendments to By-laws

Section 1. Amendments. The Board of Directors shall have the power to make, amend, or repeal the By-laws of the charter school, either in whole or in part. The By-laws may be amended at any regular meeting of the Board of Directors or any special meeting called for that purpose. Written notice stating the time and location of the regular meeting or special meeting must be given to all members and posted appropriately not less than ten (10) days prior to the meeting at which such change(s) shall be proposed and voted upon. Any change shall require the approval by a two-thirds (2/3rds) vote of the full membership of the board.

ARTICLE VIII Dissolution

Section 1. Revocation of Charter. If, at any time and for any reason, the Corporation's charter is revoked or the Corporation becomes insolvent, all assets of the charter school, after satisfaction of all outstanding claims by creditors, will be distributed equitably in accordance with law, among the participating districts of residence and non-resident district(s).

Section 2. Voluntary Dissolution. Should the Corporation choose to dissolve for reasons other than the revocation of its charter or financial insolvency, all assets of the charter school, after satisfaction of all outstanding claims by creditors and governmental grantors, will be distributed to the Founders and Board of Directors.

ARTICLE IX Additional Provisions

Section 1. Indemnification of Officers and Board of Directors. The Corporation shall indemnify every corporate agent as defined in, and to the full extent permitted by the Nonprofit Corporation Act. A member or officer shall not be personally liable to the Corporation for damages for breach of any duty owed to the Corporation, its beneficiaries, or its Board of Directors, except that nothing contained herein shall relieve a member or officer from liability for breach of a duty based on an act of omission: (a) in breach of such person's duty of loyalty to the Corporation; (b) not in good faith or involving a knowing violation of law; or (c) resulting in receipt of an improper personal benefit.

Section 2. Compensation. No member of the Board or officer shall receive any fee, salary, or remuneration of any kind for services rendered to the Corporation, except that members and officers may be reimbursed for proven expenses incurred in the business of the Corporation and approved by formal vote of the Board of Directors.

Section 3. Insurance. The Board of Directors shall provide for the liability and other forms of insurance considered to be necessary and prudent as protection against possible claims.

Section 4. Audit. At the close of each fiscal year, the accounts of the Corporation shall be audited by an independent auditor, who is either a Certified Public Accountant or a Registered Municipal Accountant, and who has expertise in accounting of tax-exempt organizations generally. The auditor shall be hired for this purpose by a majority vote of the members of the Board of Directors present at the regular public meeting at which the motion to hire the auditor is being considered. The audit shall be done in compliance with District of Columbia statutes governing Charter Schools and with all applicable state and federal laws controlling non-profit tax-exempt corporations.

These By-laws were adopted by the Board of Directors at its meeting held on _____ by a vote of _____.

Board Secretary

DRAFT

O.U.R. Leadership Academy Public Charter School
(Organizing an Urban Revolution through Education)
BY-LAWS

ARTICLE I Name and Incorporation

Section 1. Name. The name of the corporation is O.U.R. Leadership Academy Public Charter School (Organizing an Urban Revolution through Education). It is hereinafter referred to as "the corporation."

Section 2. Location. The principal location of the corporation's school facility, the corporation, shall be Washington, DC.

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Section 11. Special Meetings. Special meetings of the Board of Directors for any purpose or purposes may be called at any time by the President or by a petition signed by a majority of the full Board of Directors. Such meetings shall be held upon not less than two business days notice given personally or by telephone, telephone facsimile, or electronic mail or upon not less than four business days notice given by depositing notice in the United States mails, postage prepaid. Such notice shall specify the time and place of the meeting.

Section 12. Quorum. A majority of the full number of the board shall constitute a quorum of the Board for the transaction of business. When a quorum is present, a majority of the board members present may take any action on behalf of the Board, except to the extent that a larger number is required by law, by the Charter, or by these By-laws. Every act of a majority of the members present at a meeting duly held at which a quorum is present shall be regarded as the act of the Board of Directors.

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Section 14. Compensation. Board members receive no payment for their services. With board approval, members may be reimbursed for out-of-pocket expenses incurred on approved board business. Board members must present receipts for all such expenses, which shall be for the member only, and shall be itemized and documented. Such expenses must be approved by a motion of the board at the meeting immediately following the expenditure(s). Each year, at the annual meeting, the Board of Directors shall set a schedule of allowable charges for meals, lodging, mileage expended on board business. Reimbursements shall not exceed these limitations.

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board member after such member's three unexcused, consecutive absences to ascertain the member's interest in retaining Board membership. Failure to provide an adequate response may qualify as sufficient cause for removal from the Board of Directors.

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- The Executive Committee is chaired by the Board Chair. The Executive Committee oversees the annual evaluation of the Principal and tracks the progress of all committee action plans, monitors the effectiveness of the Board as a whole, nominates candidates to the Board of Directors, and ensures best practices in non-profit governance are followed. The Executive Committee will also evaluate the officers of the Board. The Principal serves as the liaison to the Executive Committee.
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present its final report to the Board of Directors and be dissolved. Members of ad hoc committees shall be drawn from those parents and staff of the school community who indicate interest in serving on the ad hoc committee and from such others as may be deemed appropriate by the Board of Directors. Ad hoc committees shall be made up of no less than nine and no more than 15 members. The Board shall not be eligible to serve on ad hoc committees, since they have authority and responsibility to review the committee's recommendations and adopt them or not.

ARTICLE V Officers

Section 1. Titles. The Officers of the Corporation are a President, a Vice President, a Secretary, and a Treasurer. The Board of Directors may create such other officer positions as it thinks necessary. Each officer position shall have its duties and responsibilities specified and included in these By-laws. No Officer may hold more than one position at the same time.

Section 2. Election. The Officers shall be elected from among the Board of Directors at each annual meeting of the Board and shall serve for one year and until their successors are elected and qualified.

Section 3. Terms. The president may serve no more than three consecutive one-year terms. Board members elected to the other officer positions may serve no more than five consecutive one-year terms. Former officers, after a break in service of two years, may be elected to another term as an officer.

Section 4. Duties. Officers shall have the duties and responsibilities belonging to their office, including those that follow.

(a) The President shall be the chief executive officer of the Corporation, responsible, along with his/her fellow board members, for the oversight of its business and affairs. He/she shall preside at all meetings of the Board. The President shall have full and equal vote as accorded to all members. The President may enter into and execute in the name of the Corporation contracts or other instruments that are authorized by the Board of Directors. The President may delegate, as needed, to any other officer any or all of the duties of the office of President. He/she shall have such other powers and duties as may be prescribed by the Board of Directors or by these By-laws.

(b) The Vice President shall have such duties and responsibilities as may be delegated to him/her by the President. The Vice President shall have full and equal vote as accorded to all board members. In the absence of the President, the Vice President shall perform all the duties of the President and, when so acting, shall have all the responsibilities of and be subject to all the restrictions as fall upon the President, including presiding at meetings of the Board of Directors. He/she shall have such other powers and duties as may be prescribed by the Board of Directors or by these By-laws.

(c) The Secretary shall cause notices of all meetings to be served to all members of the Board of Directors and the Director and shall keep or cause to be kept the minutes of all

meetings of the Board, including the time and place, the names of those present, the actions taken, and the votes on such actions. The Secretary shall present the minutes of the previous meeting at the subsequent meeting to be voted on by the Board and duly noted in the minutes of the instant meeting. The Secretary shall keep the Seal of the Corporation. He/she shall have such other powers and duties as may be prescribed by the Board or by these By-laws.

(d) The Treasurer shall be the chief financial officer of the Corporation and shall have oversight of the Business Administrator as that employee takes responsibility of the financial records, investments, and other evidences of school properties and assets. The Treasurer shall ensure that the Business Administrator keeps regular books of account for the Corporation that set out business transactions of the Corporation, such books to be at all times open to inspection at their place of keeping to any Board of Director member. The Treasurer shall be the chair of the Financial Committee, which shall prepare an annual budget, in conjunction with the School Director and the School Business Administrator, for the consideration and approval of the Board of Directors. The Treasurer shall ensure that the Business Administrator deposits all moneys and other valuables in the name and to the credit of the Corporation with such depositories as shall be designated by the Board of Directors. The Treasurer shall provide oversight to the Business Administrator in the investment and reinvestment of funds of the Corporation and the disbursement of funds of the Corporation as may be ordered by the Board of Directors. The Treasurer shall render to the Board of Directors and the members of the school community, at the Annual Meeting, statements evidencing the current financial condition of the Corporation. The Treasurer shall ensure that the Business Administrator establishes a system of adequate financial recording showing quarterly income, expenditures, and balance and shall, at the first meeting following the end of each quarter, submit to the Board of Directors a detailed written financial report in compliance with the District of Columbia statutes and regulations relating to charter schools. The Treasurer, as chair of the Finance Committee, annually shall recommend an auditing firm to be hired by the Board of Directors to review the books of the Corporation and provide a report on them to the Board of Directors.

Section 5. Removal. Any officer may be removed from office, with cause, by the affirmative vote of two-thirds of the full membership of the Board of Directors at any regular meeting or special meeting called for that purpose. Any officer proposed to be removed for cause shall be entitled to at least five business days' notice in writing by mail of the meeting of the Board of Directors at which such removal is to be voted upon and shall be entitled to appear before and be heard by the Board of Directors at such meeting.

ARTICLE VI

Section 1.

Fiscal Year. The fiscal year of the Corporation shall be July 1st to June 30th.

Section 2. The Board of Directors is authorized to select such depositories, as it shall deem proper for the funds of the Corporation. The Principal, the Board Chair or Board

Treasurer shall sign all bills, notes, receipts, acceptances, endorsements of the Corporation in an amount up to, and including \$5,000.00. Any two of the Principal, the Board Chair and the Board Treasure shall cosign all bills, notes, receipts, acceptances, endorsements and checks of the corporation in an amount over \$5,000.00.

ARTICLE VII Amendments to By-laws

Section 1. Amendments. The Board of Directors shall have the power to make, amend, or repeal the By-laws of the charter school, either in whole or in part. The By-laws may be amended at any regular meeting of the Board of Directors or any special meeting called for that purpose. Written notice stating the time and location of the regular meeting or special meeting must be given to all members and posted appropriately not less than ten (10) days prior to the meeting at which such change(s) shall be proposed and voted upon. Any change shall require the approval by a two-thirds (2/3rds) vote of the full membership of the board.

ARTICLE VIII Dissolution

Section 1. Revocation of Charter. If, at any time and for any reason, the Corporation's charter is revoked or the Corporation becomes insolvent, all assets of the charter school, after satisfaction of all outstanding claims by creditors, will be distributed equitably in accordance with law, among the participating districts of residence and non-resident district(s).

Section 2. Voluntary Dissolution. Should the Corporation choose to dissolve for reasons other than the revocation of its charter or financial insolvency, all assets of the charter school, after satisfaction of all outstanding claims by creditors and governmental grantors, will be distributed to the Founders and Board of Directors.

ARTICLE IX Additional Provisions

Section 1. Indemnification of Officers and Board of Directors. The Corporation shall indemnify every corporate agent as defined in, and to the full extent permitted by the Nonprofit Corporation Act. A member or officer shall not be personally liable to the Corporation for damages for breach of any duty owed to the Corporation, its beneficiaries, or its Board of Directors, except that nothing contained herein shall relieve a member or officer from liability for breach of a duty based on an act of omission: (a) in breach of such person's duty of loyalty to the Corporation; (b) not in good faith or involving a knowing violation of law; or (c) resulting in receipt of an improper personal benefit.

Section 2. Compensation. No member of the Board or officer shall receive any fee, salary, or remuneration of any kind for services rendered to the Corporation, except that members and officers may be reimbursed for proven expenses incurred in the business of the Corporation and approved by formal vote of the Board of Directors.

Section 3. Insurance. The Board of Directors shall provide for the liability and other forms of insurance considered to be necessary and prudent as protection against possible claims.

Section 4, Audit. At the close of each fiscal year, the accounts of the Corporation shall be audited by an independent auditor, who is either a Certified Public Accountant or a Registered Municipal Accountant, and who has expertise in accounting of tax-exempt organizations generally. The auditor shall be hired for this purpose by a majority vote of the members of the Board of Directors present at the regular public meeting at which the motion to hire the auditor is being considered. The audit shall be done in compliance with District of Columbia statutes governing Charter Schools and with all applicable state and federal laws controlling non-profit tax-exempt corporations.

These By-laws were adopted by the Board of Directors at its meeting held on _____ by a vote of _____.

Board Secretary

DRAFT

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



C E R T I F I C A T E

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

O.U.R. LEADERSHIP ACADEMY PUBLIC CHARTER SCHOOL (ORGANIZING AN URBAN REVOLUTION THROUGH EDUCATION

IN WITNESS WHEREOF I have hereunto set my hand and caused the seal of this office to be affixed as of **02/27/2013**



Business and Professional Licensing Administration

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

PATRICIA E. GRAYS
Superintendent of Corporations
Corporations Division

Vincent C. Gray
Mayor

Tracking #: GB35M53ZWW

**ARTICLES OF INCOPORATION FOR NONPROFIT ORGANIZATION
OF
O.U.R. Leadership Academy Public Charter School
(Organizing an Urban Revolution through education)**

We, the undersigned natural persons of the age of 18 years or more, acting as incorporator of a corporation do hereby adopt the following Articles of Incorporation for such corporation pursuant to the District of Columbia Nonprofit Corporation Act (D.C. Code, Title 29, Chapter 3 as amended).

FIRST/ARTICLE I: NAME

The name of the corporation is O.U.R. Leadership Academy Public Charter School (Organizing an Urban Revolution through education).

SECOND/ARTICLE II: DURATION

The period of duration is perpetual.

THIRD/ARTICLE III: PURPOSE

This purpose for which this corporation is organized and shall be operated is to exclusively receive, administer, and expend funds, whether income or principal, acquired by gift or contribution or otherwise, shall be devoted to the following charitable and educational purposes, within the meaning of Section 501(c)(3) of the Internal revenue Code of 1986, as now enacted or hereafter amended, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code of 1986, as now enacted or hereafter amended:

1. Develop and implement O.U.R. Leadership Academy, a school devoted primarily to approved academic, vocational, or professional study and instruction, that operates primarily for educational purposes on a full-time basis for a minimum school year and employs a full-time staff of qualified instructors;
2. Develop and implement educational programming;
3. To assist other charitable and educational organizations in the conduct of similar activities;
4. To engage in other charitable and educational activities as determined by the Board of Directors;
5. To establish in the main office or elsewhere all departments and activities necessary to carry out the purpose of the corporation; and

6. To engage in any and all lawful activities incidental to the foregoing purposes except as restricted herein.

In order to accomplish the foregoing charitable and educational purposes, and for no other purpose or purposes, this corporation shall also have the power to:

- a) Make contracts;
- b) Receive property by devise or bequest, subject to the laws regulating the transfer of property by will and otherwise acquire and hold all property, real or personal, including shares of stock, bonds and securities of other corporations;
- c) Act as trustee under any trust whose objects are related to the principal objects of the corporation, and to receive, hold, administer and expend funds and property subject to such trust;
- d) Convey, exchange, lease, mortgage, encumber, transfer upon trust or otherwise dispose of all property, real or personal;
- e) Borrow money, contract debts and issue bonds, notes and debentures, and secure the payment of any performance of its obligations; and
- f) Do all other acts necessary or expedient for the administration of the affairs and attainment of the purposes of this corporation; provided, however, that this corporation shall not, except to an insubstantial degree, engage in any activities or exercise any powers that are not in furtherance of the primary purpose of this corporation.

FOURTH/ARTICLE IV: MEMBERS

The corporation shall not have members.

FIFTH/ARTICLE V: EXEMPTIONS

At all times shall the following operate as conditions restricting the operations and activities of the corporation:

1. No part of the net income of the corporation shall inure to the benefit of or be distributable to its directors, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services actually rendered and to make payments and distributions in furtherance of the purposes and objects set forth in ARTICLE III hereof.
2. No substantial part of the activities of the corporation shall be the carrying on of propaganda (including by publication or distribution of statements) or otherwise

attempting to influence legislation, and the corporation shall not participate in or intervene in any political campaign on behalf of any candidate for public office.

3. Notwithstanding any other provisions set forth in these Articles of Incorporation, at any time during which it is deemed a private foundation, the corporation shall not engage in any act of self-dealing as defined in Section 4941(d) of the Internal Revenue Code of 1986; the corporation shall distribute its income for each taxable year at such time and in such manner as not to become subject to the tax on undistributed income imposed by Section 4942 of the Internal revenue Code of 1986; the corporation shall not own any excess business holdings that would subject it to tax under Section 4943 of the Internal Revenue Code of 1986; the corporation shall not make any investments in such manner as to subject it to the tax imposed by Section 4944 of the Internal Revenue Code of 1986; and the corporation shall not make taxable expenditures as defined in Section 4945(d) of the Internal revenue Code 1986. Any reference in these Articles to any section of the Internal Revenue Code of 1986 shall be deemed to incorporate by reference the corresponding provisions of any subsequent federal tax laws.
4. Notwithstanding any other provision of these articles, the corporation shall not carry on any other activities not permitted to be carried on by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, as now enacted or hereafter amended.

SIXTH/ARTICLE VI: POWERS OF BOARD OF DIRECTORS

The affairs of the corporation shall be carried on through its Board of Directors; the manner of their election or appointment, other than the initial Board of Directors provide for herein, shall be as provided in the Bylaws. In furtherance and not in limitation of the powers conferred by statute, the corporation is expressly authorized to carry on its business and to hold annual or special meetings of its Board of Directors either within or out of any of the states, territories or possessions of the United States, or the District of Columbia.

SEVENTH/ARTICLE VII: PERSONAL LIABILITY

The private property of the incorporators, directors and officers shall not be subject to or liable for debts or the payment of corporate debts to any extent whatsoever. Neither shall any of the incorporators, directors and officers of this corporation be personally liable for the debts, payments or obligation of this corporation to any extent whatsoever.

EIGHTH/ARTICLE VIII:

Notwithstanding any other provision of these Articles, the corporation shall not conduct or carry on any activities not permitted to be conducted or carried on by an organization exempt from tax under Section 501(c)(3) of the Internal Revenue Code of 1986, as now enacted or hereafter amended or by an organization contributions to which are to be deductible under Section 170(c)(2) of such code.

NINTH/ARTICLE IX: DISSOLUTION

At the time of dissolution of the corporation, after paying or making provisions for the payment of all debts, liabilities, obligations, costs and expenses incurred by the corporation, the assets of the corporation shall be distributed exclusively for charitable or educational purposes or to organizations which are then exempt from federal tax under Section 501(c)(3) of the Internal Revenue Code of 1986, as now enacted or hereafter amended and to which contributions are then deductible under Section 170(c)(2) of such Code, by the Board of Directors and in a manner determined by the Board of Directors.

TENTH/ARTICLE X: REGISTERED AGENT

The address, including the street and number of its initial registered office is 1620 Fort Dupont St SE Washington, DC, and the name of its initial registered agent is Maia Shanklin Roberts.

ELEVENTH/ARTICLE XI: MISCELLANEOUS

The corporation reserves the right to amend, change or repeal any provision contained in these Articles of Incorporation or to merge or consolidate this corporation with any other nonprofit corporation in the manner now or hereafter prescribed by statute, provided, however, that any such action shall be undertaken exclusively to carry out the objects and purposes for which the corporation is formed, and all rights herein conferred or granted shall be subject to this reservation.

TWELTH/ARTICLE XII: NUMBER AND DIRECTORS OF THE BOARD

The number of directors constituting the initial Board of Directors is five (5), but the number of directors may be increased or decreased in the manner set forth in the bylaws, provided that the number shall not be less than three (3). The management of the affairs of the corporation shall be vested in the Board of Directors, as defined in the corporation's bylaws.

Members of the first Board of Directors shall serve until the first annual meeting, at which time their successors are duly elected and qualified, or removed as provided in the bylaws.

The names, and addresses of the persons who are to serve as the initial directors are:

NAME and ADDRESS:

1. Sharia Shanklin, 69 W St. NW Washington, DC 20001
2. Jennifer Smith, 630 Smithfield Road, #702, North Providence, Rhode Island 029
3. Gregory Reed, 2441 Fourth St. NW. Washington, D.C. 20059
4. Maia Shanklin Roberts, 1620 Fort Dupont St SE, Washington, DC 20020
5. Angel Anderson, 4419 A St SE, Washington DC 20020

THIRTEENTH/ARTICLE XIII: INCORPORATORS

The undersigned incorporator certifies that she/he/they execute these articles for the purposes herein stated. The name and address of each incorporator is:

NAME ADDRESS:

1. Maia Shanklin Roberts

1620 Fort DuPont St SE Washington, DC 20020

O.U.R. Leadership Academy
(Organizing an Urban Revolution through Education)

Member of the Board of Directors

Performance Expectations

Purpose: To ensure that the academic program of O.U.R. Leadership Academy Public Charter School (The Academy) is successful, that the school's program and operation are faithful to the terms of its charter, and that the school is a viable organization.

Meeting and Commitments: Be prepared to contribute approximately 5-10 hours per month toward board service which includes:

- Attending a month board meeting (2 hours)
- Participating on a board committee (2 hours)
- Reading materials, preparing for meetings (1 hour)
- Attending events at the school, assisting with fundraising and other ambassador tasks as needed (1-2 hours)

Expectations of Board Members:

- Attend and participate in meetings on a regular basis, and special events as able.
- Participate on a standing committee of the board, and serve on ad-hoc committees as necessary.
- Be alert to community concerns that can be addressed by O.U.R Academy's mission, objectives, and programs.
- Help communicate and promote O.U.R. Academy's mission and programs to the community.
- Become familiar with O.U.R. Academy's finances, budget, and financial/resource needs.
- Understand the policies and procedures of O.U.R. Academy's
- Financially support O.U.R. Academy's in a manner commensurate with one's ability.

O.U.R. Leadership Academy
(Organizing an Urban Revolution through Education)

Member of the Board of Directors

Qualifications

Purpose: To ensure that the academic program of O.U.R. Leadership Academy Public Charter School (The Academy) is successful, that the school's program and operation are faithful to the terms of its charter, and that the school is a viable organization.

Qualifications: O.U.R. Leadership Academy Public Charter School seeks Board of Directors that possess the following qualifications:

1. Belief that all children can achieve the highest levels of academic excellence regardless of the circumstances into which they are born.
2. Availability to participate meaningfully in the governance of the school.
3. Expertise in law, real estate, financial management, governance, marketing, fund raising, community organizing /outreach, education or strategic planning.
4. Personal experience with entrepreneurship and/or working in diverse teams.
5. Willingness to leverage personal and professional networks on behalf of the school.
6. A deep commitment to improving the quality of education for District of Columbia children and the quality of life for the citizens of the District of Columbia.

O.U.R. Leadership Academy
(Organizing an Urban Revolution through Education)

Member of the Board of Directors

Job Description

Purpose: To ensure that the academic program of O.U.R. Leadership Academy Public Charter School (The Academy) is successful, that the school's program and operation are faithful to the terms of its charter, and that the school is a viable organization.

***Major responsibilities:**

- Set The Academy's mission and purpose
- Hire, evaluate, and, if necessary, terminate the Principal
- Develop, approve and implement the school's strategic plan
- Develop and implement the school's fund development strategy
- Develop, approve and provide oversight over the school's policies
- Approve major transactions
- Approve budgets and generally serve as a steward of the organization's financial resources
- Hire and fire the financial auditor

**Members of the board share these responsibilities while acting in the interest of (The Academy). Each member is expected to make recommendations based on his or her experience and vantage point in the community.*

Length of term: Three years, which may be renewed up to a maximum of two consecutive terms, pending approval of the board.

O.U.R. Leadership Academy
(Organizing an Urban Revolution through Education)

Code of Ethics Statement

Each member of the Board is an appointed representative and must embrace the public's trust. The Board members' obligations, as a group, are both legal and ethical. Each member promises to carry out his/her duties with the very highest ethical conduct and to carry out the Board's requirements under the applicable Washington, DC statute, official charter, and federal laws that apply.

Board members must assure that all actions and decisions are done to better serve students since this is the primary reason for the school's existence.

Board members must maintain loyalty to the interests of the charter school's purpose and mission. This accountability supersedes the personal interest of any member.

Board members must help create and sustain an atmosphere in which controversial issues or different philosophical stances can be presented fairly and in which the dignity of each individual is maintained.

Board members must avoid any conflict of interest with respect to their fiduciary responsibility. Board members must maintain confidentiality of privileged information and refuse to use his/her board position in any way for personal gain.

Board members must recognize that each board member is only one member of a team, and that all board actions are taken as a group in such a manner that the best interests of the entire school community are advanced.

Board members' interaction with the school's leader or with staff must recognize the lack of authority in any individual member or group of board members except as noted in board policies.

Board members' interaction with the public, press or other entities must recognize the same limitation and the similar inability of any member to speak for the board.

Board members will express no judgments of the school leader or staff performance except as that performance is assessed in accordance with explicit board policies.

The following chart outlines the courses and other promotion requirements that must be completed at each grade level for The Academy's students to receive a high school diploma:

Requirements/Credits Earned	9 th	10 th	11 th	12 th
English (4)	English 9 (1)	English 10 (1)	English 12 (1)	English 12 (1)
Mathematics; must include Algebra 1, Geometry, and Algebra II at a minimum (4)	Algebra I (1)	Geometry (1)	Algebra II (1)	Statistics/AP Statistics (1)
Science; must include three lab sciences (3)	Environmental Science (1)	Biology (1)	Chemistry/Physics (1)	
Social Studies; must include World History 1 and 2, United States History; United States Government, and District of Columbia History (4)	US History (1)	World History 1 (1)	World History 2 (1)	DC History (.5)/ US Government (.5)
World Language (2)			Spanish (1)	Spanish (1)
Art (.5)			Art (.5)	
Music (.5)			Music (.5)	
Physical Education/Health (1.5)	Physical Ed (1)	Health (.5)		
Electives (3.5)	Electives (1)	Electives (1)	Elective (.5)	Elective (1)
College Level or Career Preparatory Course (2.5)			CLCP (.5)	CLCP (2)
Portfolio	Portfolio	Portfolio	Portfolio	Portfolio
Community Service (100 hours)	20	20	30	30
Total Credits (25.5)	6	5.5	7	7

Unit	Focus	Common Core Content Standards	Common Core Standards of Practice
Unit 1	Relationships Between Quantities and Reasoning with Equations	Reason quantitatively and use units to solve problems. <ul style="list-style-type: none"> • NQ1 • NQ2 • NQ3 Interpret the structure of expressions <ul style="list-style-type: none"> • ASSE1 a, b Create equations that describe numbers or relationships <ul style="list-style-type: none"> • ACED1 • ACED2 • ACED3 • ACED4 Understand solving equations as a process of reasoning and explain the reasoning. <ul style="list-style-type: none"> • ARE11 Solve equations and inequalities <ul style="list-style-type: none"> • ARE13 	<ul style="list-style-type: none"> • Make sense of problems and persevere in solving them. • Reason abstractly and quantitatively. • Construct viable arguments and critique the reasoning of others. • Model with mathematics. • Use appropriate tools strategically. • Attend to precision. • Look for an make use of structure. • Look for and express regularity in repeated reasoning.
Unit 2	Linear and Exponential Relationships	Extend the properties of exponents to rational exponents <ul style="list-style-type: none"> • NRN1 • NRN2 Solve systems of equations <ul style="list-style-type: none"> • ARE15 • ARE16 Represent and solve equations and inequalities graphically. <ul style="list-style-type: none"> • ARE10 • ARE11 • ARE12 Understand the concept of a function and use function notation <ul style="list-style-type: none"> • FIF1 • FIF2 • FIF3 Interpret functions that arise in application in terms of context. <ul style="list-style-type: none"> • FIF4 • FIF5 • FIF6 	<ul style="list-style-type: none"> • Make sense of problems and persevere in solving them. • Reason abstractly and quantitatively. • Construct viable arguments and critique the reasoning of others. • Model with mathematics. • Use appropriate tools strategically. • Attend to precision. • Look for an make use of structure. • Look for and express regularity in repeated reasoning.

		<p>Analyze functions using different representations.</p> <ul style="list-style-type: none"> • FIF7 a, e • FIF9 <p>Build a function that models a relationship between two quantities.</p> <ul style="list-style-type: none"> • FBF1 a, b • FBF2 <p>Build new functions from existing functions.</p> <ul style="list-style-type: none"> • FBF3 <p>Construct and compare linear, quadratic, and exponential models and solve problems</p> <ul style="list-style-type: none"> • FLE1 a, b, c • FLE2 • FLE3 <p>Interpret expressions for functions in terms of the situation they model.</p> <ul style="list-style-type: none"> • FLE5 	
Unit 3	Descriptive Statistics	<p>Summarize, represent, and interpret data on a single count or measurement variable.</p> <ul style="list-style-type: none"> • SID1 • SID2 • SID3 <p>Summarize, represent, interpret data on two categorical and quantitative variables.</p> <ul style="list-style-type: none"> • SID5 • SID6 a, b, c <p>Interpret linear models.</p> <ul style="list-style-type: none"> • SID7 • SID8 • SID9 	<ul style="list-style-type: none"> • Make sense of problems and persevere in solving them. • Reason abstractly and quantitatively. • Construct viable arguments and critique the reasoning of others. • Model with mathematics. • Use appropriate tools strategically. • Attend to precision. • Look for an make use of structure. • Look for and express regularity in repeated reasoning.
Unit 4	Expressions and Equations	<p>Interpret the structure of expressions.</p> <ul style="list-style-type: none"> • ASSE1 a, b • ASSE2 <p>Write expressions in equivalent forms to solve problems.</p> <ul style="list-style-type: none"> • ASSE3 a, b, c <p>Perform arithmetic operation on polynomials</p> <ul style="list-style-type: none"> • AAPR1 <p>Create equations that describe numbers or relationships.</p> <ul style="list-style-type: none"> • ACED1 • ACED2 	<ul style="list-style-type: none"> • Make sense of problems and persevere in solving them. • Reason abstractly and quantitatively. • Construct viable arguments and critique the reasoning of others. • Model with mathematics. • Use appropriate tools strategically. • Attend to precision. • Look for an make use of structure. • Look for and express regularity in repeated reasoning.

Unit 5	Quadratic Functions and Modeling	<ul style="list-style-type: none"> • ACED4 Solve equations and inequalities in one variable. • AREI4 Solve systems of equations. • AREI7 <p>Use properties of rational and irrational numbers.</p> <ul style="list-style-type: none"> • NRN3 <p>Interpret functions that arise in applications in terms of a context.</p> <ul style="list-style-type: none"> • FIF4 • FIF5 • FIF6 <p>Analyze functions using different representations.</p> <ul style="list-style-type: none"> • FIF7 a, b • FIF8 a, b • FIF9 <p>Build a function that models a relationship between two quantities.</p> <ul style="list-style-type: none"> • FBF1 a, b <p>Build new functions from existing functions.</p> <ul style="list-style-type: none"> • FBF3 • FBF4 a <p>Construct and compare linear, quadratic and exponential models and solve problems.</p> <ul style="list-style-type: none"> • FLE3 	<ul style="list-style-type: none"> • Make sense of problems and persevere in solving them. • Reason abstractly and quantitatively. • Construct viable arguments and critique the reasoning of others. • Model with mathematics. • Use appropriate tools strategically. • Attend to precision. • Look for an make use of structure. • Look for and express regularity in repeated reasoning.
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The Academy's scope and sequence is adapted from Appendix A of the math Common Core State standards. Appendix A provides recommendations for designing High School math courses. All of The Academy's math courses will be designed based on the recommendations in the official Common Core document.

O.U.R. Leadership Academy
(Organizing an Urban Revolution through Education)

Discipline Policy

The Academy's discipline policy outlines a "discipline ladder" and requires that infractions be dealt with at the lowest possible level. This gives students the opportunity to learn from the process rather than having their education interrupted by either suspension or referral to law enforcement.

SECTION ONE: SCHOOL DISCIPLINE ADMINISTRATION

1-1 Characteristics of Disciplinary Practices

A. Successful disciplinary practices have the following characteristics:

1. They are explicit, reasonable, and timely.
2. They have logical, fair, consistent, and age-appropriate consequences.
3. They include a variety of prevention and intervention measures.
4. They provide the opportunity for significant parent/guardian and student participation.
5. They respond to individual differences among students with insight and sensitivity.
6. They protect the right of students to become educated.

1-2 Staff Training

A. Staff training will be provided as needed to ensure that the restorative justice framework is effective and that relevant policies and procedures are equitably applied.

1-3 Non-Discrimination

- A. Academy staff responsible for implementing this Policy shall do so without discrimination based on race, gender, national origin, ethnicity, religion, disability, sexual orientation, or gender identity.
- B. Discipline for students with disabilities shall be in accordance with the student's individualized education program (IEP), any behavior intervention plan and 504 Plan.

1-4 Addressing Racial Disparities in School Discipline

- A. Efforts shall be made to eliminate any racial disparities in school discipline. Staff members are specifically charged with monitoring the impact of their actions on students from racial and ethnic groups that are over-represented among those students who are suspended, expelled, or referred to law enforcement.

SECTION TWO: INTERVENTIONS AND CONSEQUENCES

2-1 General

- A. Effective school discipline policies promote disciplinary responses that refrain from interrupting a student's education to the extent possible. The use of out-of-school suspensions, expulsions, and the involvement of law enforcement should be limited to only the most serious misconduct.

2-2 Reasonable Consequences

- A. Consequences should be reasonable, fair, age-appropriate, and should match the severity of the student's misbehavior. Consequences that are paired with meaningful instruction and guidance (corrective feedback and re-teaching) offer students an opportunity to learn from their mistakes and contribute back to the school community, and are more likely to result in getting the student re-engaged in learning.

- B. Any use of consequences should be carefully planned with well-defined outcomes in order to provide the greatest benefit. Positive consequences include systematic recognition for appropriate behavior, and lead to an increase in that appropriate behavior. Negative consequences are designed to provide feedback to the student that his or her behavior is unacceptable and should not occur again.

2-3 Relevant Factors in Making Discipline Decisions

- A. When choosing consequences for students' misbehavior, teachers, administrators, and staff must balance the district's goals of eliminating school disruptions and maximizing student instruction time. Prior to disciplining students, the following mitigating factors shall be considered:
 1. Age, health, and disability or special education status of the student
 2. Appropriateness of student's academic placement
 3. Student's prior conduct and record of behavior
 4. Student's attitude
 5. Level of parent/guardian's cooperation and involvement
 6. Student's willingness to repair the harm
 7. Seriousness of the offense and the degree of harm caused
 8. Impact of the incident on overall school community
- B. The availability of prevention and intervention programs that are designed to address student misbehavior should also be considered prior to disciplining students.

2-4 Interventions

- A. When misconduct occurs, an assessment will be completed to determine appropriate interventions and consequences for that student, with emphasis on correcting student misbehavior through school-based resources at the lowest possible level, offering students an opportunity to learn from their mistakes, and getting the student re-engaged in learning. Such interventions should address the needs of the student, those directly affected by the behavior, and the overall school community.
- B. Interventions can range from reminders, redirection, and mediation and conferencing, circles to suspensions and recommendations for expulsion.
- C. For examples of different types of interventions, see Student Code of Conduct.

Concentrics, Inc. Financials

Appendix A: Detail on Financial Model

	<u>Phase I</u>	<u>Phase II</u>	<u>Phase III</u>	<u>Phase IV</u>	<u>Phase V</u>
	<u>2010-11</u>	<u>2011-12</u>	<u>2012-13</u>	<u>2013-14</u>	<u>2014-15</u>
Concentric Headcount:	4	7	11	15	23
Schools Served:	13	15	25	42	60

REVENUE

Program Revenue

Level 1 Services	\$0	\$20,600	\$21,218	\$21,855	\$22,510
Level 2 Services	\$50,000	\$36,050	\$31,827	\$32,782	\$33,765
Level 3 Services	\$30,000	\$66,950	\$100,786	\$65,564	\$67,531
FOCUS/Startup School Consulting	\$2,000	\$17,510	\$39,253	\$67,749	\$69,782
Detroit Project Work	\$92,500	\$120,000	\$160,000	\$330,000	\$367,500
Other District/Regional Consulting	\$0	\$160,000	\$440,000	\$860,000	\$1,482,000
TOTAL PROGRAM REVENUE	\$174,500	\$421,110	\$793,084	\$1,377,949	\$2,043,088

Fundraising Revenue

NewSchools Planning Grant	\$144,000	\$0	\$0	\$0	\$0
NewSchools Portfolio Grant	\$75,000	\$187,500	\$187,500	\$0	\$0
Other Funding	\$25,000	\$50,000	\$100,000	\$225,000	\$350,000
TOTAL FUNDRAISING REVENUE	\$244,000	\$237,500	\$287,500	\$225,000	\$350,000

TOTAL REVENUE	\$418,500	\$658,610	\$1,080,584	\$1,602,949	\$2,393,088
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EXPENSES

Personnel

Executive Director	\$60,000	\$80,000	\$100,000	\$120,000	\$130,000
Other Leadership Team	\$60,000	\$70,000	\$160,000	\$190,000	\$310,000
Program Staff	\$55,000	\$180,000	\$245,000	\$411,250	\$611,250
Business/administration	\$15,000	\$62,500	\$185,000	\$210,000	\$210,000
Regional Staff	\$20,000	\$20,000	\$40,000	\$195,000	\$441,250
Payroll Taxes	\$17,100	\$35,325	\$62,100	\$83,813	\$113,513
Benefits	\$16,000	\$29,000	\$44,000	\$61,000	\$90,000

Facility

Rent	\$3,000	\$10,000	\$49,500	\$70,684	\$107,416
Utilities	\$0	\$0	\$7,013	\$10,014	\$15,217
Maintenance	\$0	\$0	\$4,125	\$5,890	\$8,951

Back Office

Web site	\$2,900	\$500	\$1,900	\$1,500	\$1,500
Insurance	\$3,000	\$5,601	\$8,752	\$12,498	\$18,993
Accounting	\$13,950	\$20,206	\$26,194	\$32,192	\$41,040
Legal	\$2,500	\$4,667	\$7,294	\$10,415	\$15,827

HOWARD UNIVERSITY

School of Education
Department of Human Development
and Psychoeducational Studies

February 25, 2013

DC Charter Board
3333 14th Street, NW
Suite 210
Washington, D.C. 20010

Dear DC Charter Board,

The faculty and students of the Howard University School Psychology program are very excited to support this Charter application! Our program is very much dedicated to promoting the psychosocial and learning needs of children and families from diverse, urban communities—it is the hallmark of our training program! The proposed Charter is very much in-line with our goals and would provide a very rich training ground for our graduate candidates; we also believe that the students served by the proposed Charter would benefit greatly from the knowledge and services of our dedicated faculty and graduate trainees.

This letter serves as a formal indication of our commitment to engage in a collaborative partnership with O.U.R. Leadership Academy Public Charter School; specifically, we commit to providing 2-3 graduate practicum students per year, in addition to at least one advanced level psychology intern.

We thank the charter's leadership for the invitation for collaboration, applaud their efforts, and look forward to establishing a long and mutually beneficial partnership!

Sincerely,



Dr. Sycarah Grant,
Director & Assistant Professor of School Psychology

cc: *Reed*
Elbedour
Wright





buildinghope

Sallie Mae's commitment to K-12 education

February 25, 2013

Brian W. Jones, J.D.
Chair
District of Columbia Public Charter School Board
3333 14th Street, NW, Suite 210
Washington, DC 20010

RE: O.U.R. Leadership Academy PCS Facility Support

Dear Mr. Jones,

As you know, Building Hope was created to help quality District of Columbia public charter schools overcome the significant facilities barriers that exist in D.C.'s competitive real estate market. These barriers prevent schools from serving more students in environments most conducive to learning. Building Hope helps charter schools overcome these facilities barriers by 1) lending money at below market rates; 2) acquiring and developing buildings at below market rates; 3) extending credit and lease guarantees; and 4) providing professional services. *

For start-up charter schools such as O.U.R. Leadership Academy PCS, a lack of operating history and low number of students in the early years only add to an already challenging environment. We have met with O.U.R. Leadership Academy PCS's start up team and have informed them of the facility challenges and opportunities for charter schools in the District of Columbia. We have specifically discussed the challenges that a small program such as theirs will have in regard to the facility.

While our credit enhancement program is specifically targeted to helping new schools acquire and renovate facilities, the resources in this program are limited. Through our partnership with the Office of the State Superintendent of Education, we have created the Charter School Incubator Initiative specifically to meet the needs of start-up schools like O.U.R. Leadership Academy PCS. Through this initiative, we have been able to develop a total of six incubator locations throughout the District. We are confident that through the incubator initiative and using our financial resources, we will be able to meet O.U.R. Leadership Academy PCS's space needs for Fall, 2014.

Once O.U.R. Leadership Academy PCS is granted a charter, Building Hope will immediately begin working with their team to ensure that they have adequate space to open in the Fall, 2014.

Sincerely,

Thomas E. Porter
Director, Real Estate and Operations



February 27, 2013

DC Public Charter School Board
3333 14th St NW, Suite 210
Washington, DC 20010

Dear DC Public Charter School Board,

I am writing to express my wholehearted and enthusiastic support for O.U.R. Leadership Academy Public Charter School's application. This charter school is vitally needed in our city. It will provide a unique learning environment and model curriculum that is missing for a segment of DC youth which desperately needs intensive support to reengage in education. The founders and Board are dedicated and experienced professionals who possess the necessary expertise to create a school of excellence.

I know this firsthand as I run a nonprofit for 16 and 17 year old boys who have been charged as adults and incarcerated at the DC jail. For the past ten years we have worked with over 600 of the city's most vulnerable youth providing a book club and writing program while they are incarcerated and connecting them with educational opportunities upon release. The majority of our youth has dropped out of school. Many were eligible for special education services but failed to receive them.

We are proud to say that after participating in our program our members change their negative views about school and are excited to pursue education. The sad and frustrating reality is that this city does not have enough schools that understand our members' unique needs and challenges. This is why I am so excited about O.U.R. Leadership Academy PCS. They understand the educational and emotional needs of this population and have a proven track record of success. They are deeply passionate about our youth and will provide them a quality education. By approving O.U.R. Leadership Academy Public Charter School you are giving a second chance to youth who have lost hope and you will be strengthening our city in the process. Please let me know if I can provide any further information. Thank you for this opportunity.

Sincerely,

Tara Libert
Co-founder and Executive Director

Free Minds Book Club & Writing Workshop. 2201 P Street NW. Washington, DC 20037
www.freemindsbookclub.org. 202.758.0829



DC LAWYERS FOR YOUTH

610 Columbia Rd. NW
Washington, DC 20001

(202) 730-9773
pushingforchange@dclly.org

www.dclly.org

February 28, 2013

DC Charter Board
3333 14th Street, NW
Suite 210
Washington, D.C. 20010

Dear DC Charter Board:

I am writing this letter to express my strong support for the MaiAngel LLC's application for a charter for O.U.R. Leadership Academy Public Charter School (Organizing and Urban Revolution through Education). As the Executive Director of DC Lawyers for Youth, I have had the opportunity to work with MaiAngel in the past, and I believe that O.U.R. will address a significant need that is unmet for many young people in Washington, D.C. MaiAngel's track record in serving high-risk and disconnected youth is long and proven. I am confident that they have the capacity to develop, implement, and run a successful Charter High School that will focus on this underserved population.

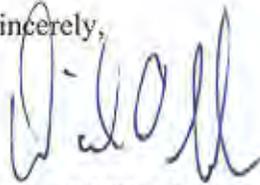
DC Lawyers for Youth is a local juvenile justice policy, advocacy, and legal representation organization. In our work with O.U.R.'s target population we often find that our young people experience significant educational problems due to credit deficiencies and this hampers their progress. Additionally, in our experience we have found that there have been significant educational challenges to the achievement and re-engagement of this population. O.U.R.'s will give at-risk, disconnected, and court-contacted youth a space in which they can continue their educational attainment and will be important to the local community as an alternative educational option.

As an organization that has worked in the District with youth, MaiAngel has demonstrated that they are capable to redirect challenged lives and move young people to become more productive. MaiAngel not only has the technical expertise to open and run a Charter School, they also approach this work with the success of young people as the most important goal. Their personal passion combined with their experience with this

population will surely result in a schooling experience that will help some of our most needy youth and a school of which the District will be proud.

The opportunity for disconnected and at-risk youth to have a school that will address their unique needs is extremely exciting for me as a youth advocate. This unmet need has gone unmet for far too long. O.U.R. will address this need, and as a result, our communities and the District will benefit. I strongly recommend the approval of O.U.R. Leadership Academy Public Charter School and ask that this Board grant them a charter to operate this school.

Sincerely,

A handwritten signature in blue ink, appearing to read "R. Okonkwo". The signature is fluid and cursive, with a large initial "R" and "O".

R. Daniel Okonkwo
Executive Director

Life Deeds, Inc.

5035 C Street SE
Washington, DC 20019

Phone: 301-219-3408
Email: info@lifedeeds.org
Website: <http://lifedeeds.org>



February 20, 2013

DC Charter Board
3333 14th Street, NW
Suite 210
Washington, DC 20010

Dear DC Charter Board President:

The purpose of this letter is to strongly support the O.U.R. Leadership Academy Public Charter School (Organizing and Urban Revolution through Education).

Since 2011, Maia and Angel have worked with Life Deeds, Inc. and have demonstrated superior ability to assess the educational needs of youth and help youth achieve realistic education outcomes. Their ability to thoroughly plan and implement Educational Services for disenfranchised and underserved youth, in an urban community, speaks volumes to their professionalism and relevance as educators.

Maia and Angel deserve this opportunity to serve the District's youth as Charter School proponents. Having had the opportunity to work with Maia and Angel, I would work with them again without hesitation. Their passion, experience and drive will be an asset for any youth, helping to direct youths toward the fulfillment of their education potential.

We look forward to the establishment of the O.U.R. Leadership Academy Public Charter School (Organizing and Urban Revolution through Education). If you have any questions, feel free to contact me at 202-450-2915 or via email at m.morris@lifedeeds.org.

Sincerely,

M.E. Morris
Assistant Director
Life Deeds, Inc.

February 28, 2013

DC Charter Board
3333 14th Street, NW
Suite 210
Washington, D.C. 20010

Dear DC Charter Board:

I am writing this letter to express my strong support of the O.U.R. Leadership Academy, and my belief that this school is critically needed in the District to address an unserved and underserved population. I have worked with and staunchly support Maia Roberts and Angel Anderson and the work they have done and that are dedicating to doing. Their commitment to disconnected youth most at-risk for recidivism, unemployment, and lack of civic participation has been proven and I believe in their capacity to develop and implement a Public Charter High School for their specific target population.

As an education lawyer who has worked in local juvenile detention facilities and with older youth before, during, and after incarceration, I am aware of the urgent need to provide appropriate educational programming. This project is not only important to the local community, but it provides a necessary alternative educational option. I have worked with older court-involved youth during and after incarceration, and have discovered that access to appropriate and quality educational programming is a major barrier to reentry. In our community, the most vulnerable students are those that are excluded from the traditional educational landscape. There are significant barriers to educational achievement and the re-engagement of O.U.R. Leadership Academy's target population. There are no schools that directly address this population.

The need for access to appropriate educational services for disconnected youth is clear. This population faces the highest rates of school dropout, unemployment, and recidivism. The District is in dire need of an educational program tailored to the unique needs of a disconnected court-involved older student population. Through the MaiAngel Program, Maia and Angel have demonstrated they are beyond capable to reshape the lives of disconnected youth, ensuring that this population becomes active civic participants, educated, and gainfully employed.

I am extremely excited about the opportunity to support a Charter School tailored to the complex needs of disconnected youth. I strongly recommend the approval of the O.U.R. Leadership Academy.

Sincerely,

Sarah Comeau

Sarah Comeau
Co-Founder
The School Justice Project, Inc.



February 26, 2012

DC Charter Board
3333 14th Street, NW
Suite 210
Washington, D.C. 20010

Dear DC Charter Board:

I am writing this letter to express my strong support of O.U.R Leadership Academy. The DeLoren Foundation has been a partner and supporter of O.U.R Leadership Academy, for the last 3 years. Their commitment to high risk and disconnected youth has been proven and we believe in their capacity to develop and implement a Charter High School for the target population.

This project is important to the local community for its purpose as an alternative educational option. In our experience we have found that there have been significant challenges to the achievement and re-engagement of the target population in education. As a mechanism to achieve positive outcomes of youth in alternative education programs, The DeLoren Foundation has created an Alternative Education League (AEL). The Alternative Education League (AEL) is a sports League that allows Night Schools, GED Programs, and Adult Education Programs the opportunity to compete in sports. Participating programs include Ballou STAY, LAYC Youthbuild, Academy of Hope, Sasha Bruce Youthbuild, Covenant House, UDC Community College, Luke C. Moore, Potomac Job Corps., Choice Inc., Living Classrooms (Fresh Start Program), and Maya Angelou YALC.

The AEL is used to expand the social dynamic of alternative education programs. The AEL is also an incentive for participating youth to excel in their respective programs as it gives them an opportunity to compete in a formal sports league while continuing their education. Participating youth fall between the ages of 17 – 24, are enrolled in an educational, college prep or work force development program and maintain a 65% accountable attendance percentage. The AEL is a strategy to improve truancy, recidivism, retention, and overall success in programs by participating youth. It also improves character, increases positive peer to peer interaction, and provides a platform for social development and overall academic achievement of participating youth within their respective Alternative Education Program.



February 28, 2013

To whom this may concern

Please accept this letter in support of the O.U.R. Leadership Academy Charter application. It's widely known that young people need to complete high school and additional workforce training to get on track for economic security.

Approximately 14,000 young people between ages 16-19 in the National Capital Region are not enrolled in school nor employed in the labor force, according to *Capital Kids*, a recent report by Venture Philanthropy Partners. Traditional strategies are not working to engage this population.

However, the O.U.R. Leadership Academy Team has demonstrated the ability to achieve academic excellence while providing high school dropouts with effective supports to help them overcome barriers to high school completion and successfully transition to adulthood.

The team's experience includes high quality teachers, school administrators, members who have assisted with the creation of the District's overall summer youth strategy, and members who have personally developed relationships with and structured programs that reach "unreachable" young people.

Public Allies advances new leaders to strengthen nonprofits, communities and civic participation by recruiting young adults with a passion for improving communities, matching them with community organizations for paid 10-month apprenticeships and providing young adults with tools to help turn their passion into careers for social good.

We look forward to working with O.U.R. Leadership Academy and the young leaders that they will soon graduate.

Best wishes,

Nakeisha Neal Jones
Executive Director



CommunityBuild Ventures

Together Solutions Happen

February 28, 2013

To Whom It May Concern:

I am submitting this letter to highly recommend **O.U.R. Leadership Academy Public Charter School (Organizing and Urban Revolution through education)**. I have known the founders, Maia Shanklin-Roberts and Angel Anderson, professionally for over four years. Both have been committed to engaging "at promise" youth from communities across Washington, DC.

I was first introduced to Maia and Angel through their work in engaging youth as part of the Citywide Coordinating Council on Youth Violence Prevention (CCCYVP). I was impressed by their ability to strategically engage disconnected youth in programming and GED preparation classes. They were able to assist youth reach goals that they once thought were unreachable.

After CCCYVP, they went on to form MaiAngel, a firm committed to engaging disconnected youth in educational opportunities. Their firm was selected as a Service Coalition Member for the Department of Youth Rehabilitation Services DC YouthLink Initiative to provide GED and educational support in the Deanwood community in ward 5. They were able to solidify a partnership with the Deanwood Recreation Center and engage older youth in ongoing education instruction geared towards successfully taking and passing the GED.

Maia and Angel are deeply rooted in the community and have had successful experience in engaging disconnected in ongoing, intensive education programming. I have no doubt that OUR Leadership Academy Public Charter School will be a success and asset to District residents.

Please do not hesitate to contact me at natasha@communitybuildventures.com for additional information.

Sincerely,

Natasha A. Harrison
President