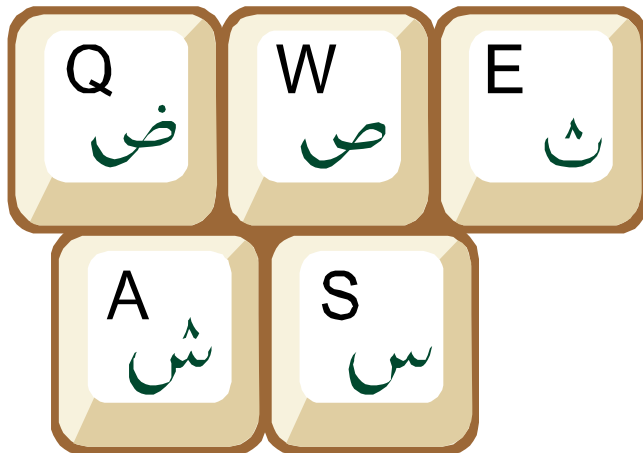


SPACE

Arabic Language Immersion School



Application to Establish a Public Charter School in
the District of Columbia

March 3, 2014

Application to Establish a Public Charter School

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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 - **Student Parent Achievement Center of Excellency (SPACE)**

Name of Entity Applying for Charter Status - **Student Parent Achievement Center of Excellency, Inc**

Contact Person - **Mrs. Rhoi R. Wangila**

Address- [REDACTED]

Daytime Telephone- [REDACTED]

Name of Person Authorized to Negotiate – **Mrs. Rhoi Wangila**

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

Authorized Signature [REDACTED]

Proposed Start Date- **July 1, 2015** Proposed Year 1 Budget –**\$2,603,580**

Pre Planning- September 2014- June 2015

Operation- July 1, 2015-June 30 2016

Start Up Information

Year	Starting Age/Grade	Highest Age/Grade	Total Number of Students/Enrollment Ceiling
One	3/Pre-K-3 4/Pre-K-4	11/5 th Grade	180
Two	3/Pre-K-3 4/Pre-K-4	12/6 th Grade	220
Capacity	3/Pre-K-3 4/Pre-K-4	14/8 th Grade	440

Location of school (address or area of city) **Ward 3 of the District of Columbia**

Names of Organizations Involved in Planning (if applicable):

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: **N/A**

Do you wish to retain the existing school site? ☐ Yes ☐ No/ **NA**

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

Executive Summary

Student Parent Achievement Center of Excellency will be the first District of Columbia Charter Public School to offer Arabic immersion beginning with Pre-Kindergarten that embraces the same academic rigor, comprehensive breadth of extracurricular stimulation and respect for community ethics and values that every child deserves. SPACE students will enjoy an educational experience unlike any available in Washington, DC. The diversity of the curriculum and extracurricular activities is inspired by the highest international standards of educational achievement and is what makes SPACE a model for DC public schools. Our students will learn not just through books, but through play, and through participation in the local community, ensuring the development of student's ethics, self-reliance, social responsibility and sense of camaraderie.

SPACE seeks to establish a public school, and as required by law, will not follow theological principals or rituals in its operation. SPACE has not been created, and will not be part of any religious organization or institution. SPACE will have an open- enrollment policy and encourage attendance by students of all ethnic backgrounds, as long as they are residents of the District of Columbia.

Arabic is on the U.S. government's list of "critical languages." And, while Arabic is spoken by millions of people around the world, it is spoken by relatively small numbers of Americans. Arabic and English are also two of the six languages (with Chinese, Spanish, French, and Russian being the other three) that are used by the United Nations for inter-governmental meetings and documents. Betsy Hart, director of national outreach at the National Foreign Language Center, said, "the world is evolving today, from a political and economic perspective; we need additional languages in order to interact with others in the world". Yet, most Americans are monolingual. Only 9% of Americans speak a foreign language, compared to 44% of Europeans. The US government lists Arabic as a critical language, and there is a shortage of Arabic speakers and a demand for people who are proficient in it is growing. Introducing Arabic to young learners will help fill a void for District of Columbia students and will allow them to compete in this ever changing world.

Last October, the current **DCPS Chancellor, Kaya Henderson**, she talked about her vision to prepare DCPS students to be global citizens and to compete globally. She specifically mentioned:

- The need for more study abroad experiences for District of Columbia students
- The value of Model UN and other engaging programs and
- The need for more language options and citywide language centers.

A school with such an international focus will be well situated in Washington, DC – the nation's capital with significant global institutions. As reported by the Standards for Foreign Language Learning Project, enrollments in Arabic language classes have increased steadily since the 1970s,

schools have seen an unprecedented jump in these enrollments since September 11, 2001. According to a nationwide survey of K-12 schools by the National Capital Language Resource Center, at least 18 public and charter schools currently teach Arabic as a part of their regular foreign language curriculum. The American Association of Teachers of Arabic (AATA) Web site lists over 165 institutions of higher education that teach Arabic in the United States.

The recent Arabic Spring developments point to a desire of many Arabic speaking countries in North Africa and the Middle East to embrace the principles of democracy. However, in America today, there are very few pre-K-8 public schools offering a curriculum that supports the understanding of the Arab language and culture a vital interest to the United States. An Arabic language DC Charter school will significantly increase the number of potential diplomats, linguists and informed citizens who can better promote democracy in an emerging democratic Arabic world.

SPACE will focus on the following:

- provide an academically rigorous, globally-orientated and socially-responsible learning environment that challenges all students to be higher achievers and work with our students to exceed mandated testing goals;
- offer Pre-K-8th grades, but only starting with Pre-K3-4 to 5th grades, growing by one grade each year eventually reaching full capacity;
- provide a one-stop student-parent driven friendly environment;
- offer dual-immersion language classes (grades Pre-K3-4) in Arabic, growing to a full Pre-K-8 immersion school;
- offer a variety of support social services including GED classes and job readiness to parents;
- provide a culturally and linguistically diverse education that will help our students to develop the knowledge, understanding, attitudes and skills necessary to participate responsibly in a changing world community, thus preparing them to function in the international economy of the 21st century;
- use Arabic and English as the medium of instruction, providing students with the choice of Arabic as their language of instruction;
- enrich our students' educational experience by incorporating into the curriculum the music, poetry, literature and geography of the countries where Arabic is spoken, thus aiming to develop in our students a lifelong love and appreciation of the World's varied languages and cultures;
- provide this program for any student in Washington, DC who wishes to attend SPACE
- offer summer travel abroad to our students and their families;
- offer a variety of after school activities that complement and expand on the curriculum;
- offer a variety of structured holistic wrap-around after school activities that complement and address some of social challenges of our students and families; and
- include students who are English Language Learners, special needs children or others who may require Individualized Education Plan.



A. EDUCATIONAL PLAN

1. Mission and Purposes of the Proposed Public Charter School

The mission of Student Parents Achievement Center of Excellency (SPACE) is: To provide a holistic student-centered hands-on academic excellence through the integration of global language and culture to help students succeed while preparing them for a better life.

a. Mission and Philosophy:

Through its dedication to academic excellence, SPACE will create a culture of achievement and education that will foster a love of life-long learning among our students and their parents.

SPACE hopes to engage and prepare students for a successful future by promoting academic excellence through appropriate student-driven rigorous instruction, the integration of global cultural awareness and self-respect throughout all aspects of the curriculum, and the skills, and motivation to learn in any circumstance. Students will gain a fluency in the Arabic language and an appreciation for the Arabic culture.

Recognizing that students must be engaged and invested in their own education, SPACE will use a variety of innovative and proven curricula and tools that draw upon students' knowledge and everyday experiences to teach fundamental concepts in literacy, mathematics, science, social studies, arts, practical life skills and physical education. Rigorous instruction will mean that qualified teachers, support staff and volunteers will provide educational instruction focused not only on relevant subject content but, more importantly, on obtaining life skills of how SPACE students can learn in any circumstance. To achieve academic excellence, SPACE will strive to empower and engage our parents.

WHO WE ARE?

The founding group came together with the vision of forming an international language immersion school. Our shared vision includes the beliefs that:

- Literacy and a rigorous education are necessary for success in life.
- An education that is specifically designed to promote inter-cultural understanding and respect fosters greater tolerance and contributes a better world.
- Mastery of more than one language is not only essential in today's society but is a tool to achieve inter-cultural understanding.
- Parents need to be empowered and engaged to support the education of their children.
- A school should be an anchor and a positive center for children, providing stability to the community. Schools with stronger structured community outreach programs produce stronger students.

SPACE founders are respected leaders throughout the Washington DC area, including, Director of the ARK Foundation of Africa (ARK). ARK, through the support of the International organizations, and other donors, promotes a variety of development programs, and has established more than fourteen schools in Africa. Other founders include Education Management Leaders, Linguist and Language Teacher, a former Senior Grants Officer with National Institutes of Health (NIH), a Neurologist and Attorney, an education policy analyst, a financial manager, and a Micro-soft certified Engineer and a youth representative. Detailed biographic information on each of the founding members is provided in Sections B and G.

SPACE founders are committed to doing their best to create a community where children ally with creative adults whose driving concern is their success and well-being. SPACE is committed to providing its students with substantial experience in real-world situations that engage them in a way to understand the challenges and possibilities ahead. We will challenge our children with a rigorous academic program that fuses students' interests with traditional disciplines, but encourages their individual talents and motivations. SPACE will prepare them to chart their own course in the global community; we will make sure they are well prepared.

a. Educational Needs of the Target Student Population

SPACE will offer grades from Pre-K3/Pre-K4-8, but only starting with Pre-K to 5th grades, growing by one grade each year eventually reaching full capacity. While SPACE will hold uniformly high standards for all students, we also recognize that individual students have different learning styles and needs. Instruction will be differentiated, and resources will be available to students who need extra support. SPACE's participatory learning methods will allow teachers and students to understand and celebrate differences in experience, hands-on engagement and approach. Problem-solving and other instructional practices will also allow students to come to understand and appreciate different strengths, styles, and cultures, as well as to promote student-directed involvement and high standards. Access to multiple sources of support will further promote resilience, engagement and motivation in students.

Integration of culture means more than just appreciation of ethos. Reflecting the rich and diverse heritages of Washington, DC residents, SPACE will place an emphasis on global awareness and understanding. This understanding of folkways is taught through a curriculum infused with multicultural history and appropriate instruction.

SPACE will welcome students from all races, and will work very hard to encourage a diverse community to slow the recent trends to re-segregation. SPACE will recruit from across the District seeking a population, reflecting the ethnic makeup of the District, 72% Black, 14 % Hispanic, 10% white and 4% other. Our enrollment is also expected to mirror the special needs population, 10%, and Title1 population, 50%, of the District. Effort will be made to meet with



parent and community groups supporting these diverse populations. SPACE would mount an extensive recruitment program throughout the District, with activities to expose prospective students to the Ward 3 Communities.

Ward 3 is composed of roughly 70,000 residents and sits in upper northwest Washington, DC. The Ward encompasses community- and family-oriented neighborhoods, including American University Park, Cathedral Park, Chevy Chase, Cleveland Park, Forest Hills, Foxhall, Friendship Heights, Glover Park, Massachusetts Heights, McLean Gardens, the Palisades, Tenleytown, Spring Valley, Woodland-Normanstone, and others.



Ward 3 Map

We seek to establish, SPACE, as the first charter school in Ward 3, with a citywide enrollment of students. Ward 3 offers an international community with Arabic Universities Programs, and International Arabic Organizations that support the goals of the program. In the 2012-13 school year, District of Columbia public school enrollments increased five percent. Students enrolled in charter schools increased by eleven percent. This trend supports the notion that an innovative Arabic language program, as proposed by SPACE, will attract a sizable school enrollment. The success of the Oyster-Adam Bilingual School demonstrates the viability of a dual- language program in Ward 3.

Teaching Arabic at the K-8 level has undergone a remarkable growth during the course of the last decade. According to a survey conducted by the National Capital Language Resource Center in 2009, there were 313 K-8 schools that offered Arabic at the time of the survey. Both private and public schools teaching Arabic served approximately 48,000 students. 65% of these schools were private Islamic schools. Further evidence about the continuous rise of Arabic language education at the K-8 schools came from the 2008 survey conducted by the Center for Applied Linguistics, which questioned about 5,000 school districts nationwide about foreign language instruction. Survey results showed that one percent of elementary schools offered Arabic, up

from 0.1 percent in 1997. At the secondary level, 0.6 percent offered Arabic, up from zero in 1997.

On another front, Arabic, the fastest growing spoken language of study at U.S. colleges and universities, is gaining traction in K–12 education as well, due in part to grants available from the U.S. State Department as part of the president’s National -Security Language Initiative (NSLI). Both national security and economic factors are putting pressure on American educators to find ways to introduce students to “US-strategic” vital languages earlier and more intensively. Still, the barriers are many: The languages are difficult to learn; certified teachers are scarce, and time allotted for any language curriculum is shrinking in the face of high-stakes reading and math testing. However, despite these obstacles, many districts are pushing forward, knowing that to stay competitive in the future, their students will need those languages.

The following tables show the DC-CAS (DCSA) for some of the local Pre-K-5 schools in Ward 3, with comparable percentages across DC as a whole (according to the 2012 DC Report Card). As identified in SPACE goals, we expect to meet or exceed the academic progress of the Ward 3 schools.

Table 1 Ward 3 Public Schools

SCHOOL Grade 3/Test Results	Reading Proficiency	Math Proficiency	Enrollment	Special Ed.	Title 1	African American/Hispanic	ELL/Asian	Caucasian
Eaton	85%	83%	457	7%	21%	35%/12%	12%/6%	42%
Hearst	63%	60%	257	10%	34%	60%/9%	5%/6%	25%
Janney	93%	83%	548	6%	4%	10%/8%	5%/3%	72%
Key	91%	93%	386	7%	11%	10%/9%	7%/5%	67%
Mann	87%	78%	290	4%	9%	8%/9%	9%/6%	71%
Murch	86%	81%	556	6%	13%	16%/9%	6%/9%	63%
Oyster- Adam	83%	87%	676	10%	25%	8%/58%	16%/3%	28%
Stoddert	78%	84%	347	6%	17%	15%/7%	15%/7%	60%

Schools in Ward 3 are among the highest performing programs in DCPS. SPACE plans to meet the same academic standards reported by Ward 3 Schools, and will establish monitoring goals to meet the high standards of the PCSB Performance Management Framework.

Table 2- DC Public Schools / Dual Language Immersion Data

School	Enrollment	Special Ed.	Low Income	ELL	African-American	Hispanic	Asian	Caucasian	DC-CAS Performance
Bancroft ES	463	12%	80%	59%	10%	75%	6%	9%	M-49% R-38%
Bruce-Monroe ES	459	14%	100%	61%	31%	68%	0	0	M-41% R-28%
Cleveland ES	301	9%	100%	24%	68%	29%	0	0	M-74 R-67
Columbia Heights	1203	9%	100%	36%	33%	64%	2%	1%	M-46% R-40%
DC Bilingual	349	12%	84%	66.2%	10%	10%	.6%	5%	M-52.8% R-57%
Marie Reed ES	357	11%	100%	53%	24%	61%	8%	6%	M-58% R50%
Latin American Bilingual	262	13%	31.7%	58%	21.86%	57.6%	.4%	20.2%	M-71.1% R71.1%
Oyster-Adams	676	10%	25%	16%	8%	58%	3%	3%	M-82% R-83%
Powell Elementary	310								
Elsie Whitlow Stokes	350	10.2%	74%	35.7%	52%	36%	.6%	11%	M-52.5 R58.9%
Washington Yu-Ying	439	9%	20%		48.1%	6.6%	18%	27.3%	M-70% R-59%
SELA	124								

As reflected in the Table, dual language program has grown dramatically in DCPS and PCSB charter schools, According to 2011-2012 enrollment data, 5,196, students participate in dual language programs, which represent 6% of the public school enrollments. Correspondingly, 4% of charter school students are enrolled in a dual language program. With the addition of the SELA program, will increase the percentage of dual language student to 4.8% of the total in PCSB schools. SPACE Board is encouraged by the success of the Washington Yu Ying PCS, Chinese Dual Language in attracting a diverse enrollment, 48.1% African American, 6.6% Hispanic, 27.3% white, 18%Asian, 20% Low Income, and 9% Special Education, will follow similar recruitment efforts to attract students of all races and backgrounds.

An Arabic Dual Language Program in Ward 3 will be a viable proposal for several reasons, among them is:

1. Ward 3 is under subscribed in providing charter school options. SPACE would be the first Carter School established in Ward 3.
2. Ward 3 has demonstrated support for Dual Language programs with the success of the Oyster-Adams Program. Dual language programs are popular among District students and parents with 6% of the Districts taking advantage of these offerings.
3. Arabic language instruction is not offered at the Pre-K -8 level in any DC public school. This trend does not reflect positive growth rates in Arabic instruction demonstrated across the nation.
4. Arabic instruction is considered a critical need by both the State Department and the Department of Education.
5. The employment potential for SPACE graduates who exit the school with a mastery of the language is a plus in an environment where governmental agencies will greatly need employees who are fluent in the Arabic language. Our graduates will be competitive in future job markets.

Whom the school will serve?

Children, youth and low-income families in District of Columbia face numerous risk factors such as poverty, drugs, street violence, and a cycle of low educational attainment that create challenges to effective and positive youth development outcomes. Furthermore, as the majority of students in DC are African American with a growing number of immigrant families, many students from at risk families face learning challenges and cultural barriers that prevent their full engagement in the mainstream school system. Amidst this backdrop of risk factors, the District of Columbia is a vibrant community, rich in a diversity of cultures and history, which make a charter school focused on a two language immersion of Arabic combined with academic excellence through rigorous instruction and the integration of culture a great asset to its future. SPACE will open enrollment to students from all areas within the city, and the school will advertise throughout city neighborhoods to ensure diversity and to permit access to quality education to all students in Washington, DC.

SPACE Board Members understand that the rapid changes in the Arab world accelerate the need for a PreK-8 program to foster a better understand of the Arab language and culture. Our initial discussion with parents and community members indicate a high interest in a non-religious Arab language program. We are confident we will achieve or exceed our enrollment goals.

SPACE plans to be a true “community school,” partnering with families, local organizations and international institutions ~ specifically creating links with Arabic speaking organizations that already exist in Washington, DC. SPACE hopes to partner with the Foreign Language Departments at area and nearby higher learning institutions, such as American University, Georgetown University, Howard University, George Washington University, and the University



of Maryland College Park. Such partnership will support our programs to create a vital international educational community that serves Washington, DC children from all races, cultures and socio-economic backgrounds. We have the advantage of tapping into the rich organizations that are based here in the nation's capital such as the World Bank, Voice of America (VOA), as well as embassies.

SPACE is also developing a relationship with, Howard University, the Arabic Flagship Program, Michigan State University and The STARTALK Program, University of Maryland, College Park, The National Foreign Language Center, all established Arabic Studies and Language Immersion programs.

Other Arabic Programs across the nation include:

The University of Michigan

Dearborn Michigan Public Schools University of Oklahoma

University of Texas

Additional Resources for K-8:

Arabic K-12 Teacher Network

National Capital Language Resource Center

George Washington University

The Center for Applied Linguistics

United States State Department /United States Department of Education

c. Educational Focus

Need

As noted, Washington, DC has only a few other public language immersion schools such as (Yu Ying), Chinese Immersion School in North East, <http://www.washingtonyuying.org>. SPACE will offer Washington, DC area the first Arabic language immersion program.

Case Study

WASHINGTON, DC February, 25, 2005 — The United States has designated Arabic a strategic language and promoted its instruction in schools throughout the nation. Arabic is considered one of the most difficult languages for English speakers to learn, but it is increasingly essential to promote national security and global awareness, said Elizabeth Webb, the state's coordinator for foreign language education. The U.S. government recently has emphasized programs that



promote American proficiency in Arabic and other languages spoken in the Middle East and Asia. However, the push is coming to the college level, but educators believe the focus should be at younger ages, when students absorb languages with greater ease and have more time to advance to fluency.

Language immersion programs have shown proven academic value, with intrinsic and add-on values from education in a foreign language. A large body of research shows that foreign language immersion education enhances basic learning, improving both students' reading and mathematics scores. In an article on the front page of the Washington Post ("Schools Try Elementary Approach To Teaching Foreign Languages," 08/08/2006, page A1, <http://www.washingtonpost.com/wp-dyn/content/article/2006/08/07/AR2006080701284.html>) reiterated the importance of early language learning and the Center for Applied Linguistics (CAL) states that "Immersion programs are the fastest- growing and the most effective type of foreign language programs currently available in U.S. schools." (<http://www.cal.org/ERICell est/0304fortune.html>).

The need for an Arabic immersion DCPSS for Student Parent Achievement Center of Excellency can thus be summarized as follows:

- The DCPS has no Arabic language immersion schools or courses of instruction in the Arabic language. The Arabic language is presented in a cultural context in World Language Schools, in the International Program and in the Social Studies Curriculum.
- The United States needs more fluent speakers of "critical languages" such as Arabic.
- Washington, DC being the nation's capital makes the city an ideal location for an Arabic international school.
- Early foreign language instruction is recognized as the most effective means to learn a language.
- Immersion in a language is unequivocally the best method to learn a language, at any age.
- The Washington, DC assessment scores for public schools need to be improved, and particularly in reading and mathematics.
- Research, including from local studies, and the Center for Applied Linguistics, support that foreign language immersion education enhances basic learning, improving not only students' reading scores but also their mathematics scores.
- SPACE will be a truly international setting that can enhance other educational goals and can encourage racial diversity in the student population that has lost diversity in the last decade.
- SPACE will be an exciting, innovative school with a culture of both inclusion and excellence, with strong links to the broader community local and international settings of Washington, DC. SPACE founders are not connected to any religious movement, and the school curriculum will discuss religion only as it relates to the cultural aspects of the Arabic language.
- 100 percent of SPACE teachers will be deemed highly qualified.

d. Goals

SPACE Goals cover Arabic immersion instruction, which will provide educational improvement, the establishment of an internationally recognized curriculum, student driven with parental involvement and empowerment, and the integration into the school into the larger Washington, DC community.

SPACE Board Program Goals will comply with the PCSB Performance Management Framework. Each student is classified as performing at one of four levels- advanced, proficient, basic, or below basic, in establishing student progress and student achievement.

Student Achievement Indicators

Goal #1: Students will demonstrate progress toward greater academic achievement in all areas tested by Washington, DC state assessments. All instruction delivered in English, grades K-5 will be aligned with the Common Core Standards and the DCPS curriculum. Curriculum based on Common Core Standards will be used for Arabic translation. By the end of the school year, 2015-2016, and thereafter, SPACE third and fifth-grade students will meet and exceed DC State averages proficiency and above in reading and mathematics. Success in achieving this goal will be measured by the school's scores on DC Comprehensive Assessment System (DC-CAS). First-year assessment data, 2015-2016, will be used to establish baselines, and formulate school and individual improvement plans at grade Pre-K to 5.

1. For Schools Electing to Use the PMF in Setting Goals

SPACE will comply with the PCSB Performance Management Framework Guidelines to report school progress. Preliminary Performance measures are outlined below and are subject to changes and recommendations from the charter review process.

Table 3- Early Childhood PMF Indicators-Pre-K-1

Indicator	Pre-K/Targets	K-1/Targets
Student Progress (literacy, mathematical thinking, social emotional learning)	60% meet average growth expected-(Creative Curriculum Teaching Strategies GOLD)	50%-100% Growth-(Discovery Predictive Assessment)
Student Achievement (literacy, mathematical thinking)	n/a	60% on grade level at the end of the school year
Teacher Interaction	5-(Averaged rating for all Pre-K classes)	n/a
Leading Indicators (attendance, Re-enrollment)	92% Attendance 90% Parent Survey Satisfaction 90% reenrollment	92% Attendance 90% Parent Survey Satisfaction

		90% reenrollment
Mission Specific(Arabic Immersion)	70% Score at the Beginner level-Arabic Course Achievement Test(ACAT) in Reading, Writing, Speaking, Grammar and Vocabulary	30% demonstrate intermediate or advanced fluency-ACAT

Grade Span K-2 Goals: SPACE will use the **Discovery Education Skill Assessment** to evaluate, Phonemic Awareness, Phonics, Vocabulary, Comprehension(listening/Reading) Number Sense and Operations, Algebra, Measurement, Geometry, Data and Problem Solving.

Table 4

Indicator	Domains	Indicator Target/Number	Metric
Progress	Language/Math	1	60%-100%
Achievement	Language/Math	1	60%-100%
Leading Indicators	Attendance/Enrollment	2	92%/90%
Mission Specific	Arabic Immersion/Community Building	2/9	30%-100%

Performance Targets

1. By the end of the first year of operation and thereafter, 60% of Pre-K students will meet average growth expectations as measured by the Creative Curriculum Teaching Strategies GOLD in the areas of literacy, mathematical thinking, and social emotional learning.
2. By the end of the second year of operation and thereafter, 60% of K-2nd grade students will score at proficient or above in mathematics on the Discovery Education Early Skill Assessment.
3. By the end of the first year of operation and thereafter, 70% of the students P-K to 1th grade will score at the beginner level on the Center for Applied Linguistic, Arabic Course Achievement Test (ACAT), in Reading, Writing, Speaking, Grammar and Vocabulary at the end of the first year of operation.
4. By the end of the first year of operation and thereafter, 30% of K-1 grade level will demonstrate intermediate or advance fluency in the Arabic language on the ACAT.

Table 5 Grade Span 3-8 Goals

Elementary and Middle School Framework (Grades 3-8)

Indicator	PMF Metric	Target (ES and MS)
Progress	MGP-Reading% MGP-Math%	60 60
Achievement	DC CAS Reading% Proficient +advanced DC CAS Math% proficient +advanced Reading% advanced Math% advanced	60-100 60-100 15 15
Gateway	DC CAS 3 rd Reading % proficient DC 8 th Math % proficient Proficient on ACAT	60-100 60-100 80-100
Leading Indicators	Attendance Re-Enrollment	92 90



Performance Targets

1. By the end of the school year, 2016-2017, and each year of operation thereafter, SPACE students will exceed the average state scores of schools (grades 3 –8) students in Washington, DC schools by at least 10%. Success in achieving this goal will be measured by the school's scores on the DC-CAS.
2. By the end of the school year, 2016-2017, SPACE students Pre K- 12 will demonstrate an attendance rate in excess of 92%. The measurement of this objective will be the daily attendance records reported to DC Charter Board and to SPACE website.
3. By the end of the school year, 2016-2017, SPACE will achieve a 90% re- enrollment level, Pre-K to 8, each year.
4. By the end of the second year of operations and thereafter, 30% of K-8 grade level will demonstrate intermediate or advance fluency in the Arabic language.
5. By the end of the first year of operation and thereafter, 60% of SPACE students in grades 3 through 8 will perform at or above grade level in Reading and Math by mastering at least 75% of the DCPS Common Core State standards in Reading and Math. Master is determined by beginning, middle and end of the year benchmarks for each grade level and interim assessments to determine mastery of the standard. Mastery is defined by 80% or better score on teacher made tests using STAR Suite Item Bank.
6. By the 3rd year of operation SPACE will operate a full capacity Pre-K to grade 8 school.
 - 85% of SPACE students will enroll in high school readiness courses including Advanced Placement, or dual enrollment courses
 - SPACE hopes to maintain a 95% on time graduation rate.

Goal #2: To create a culture of community empowerment and ownership of the school where parents or guardians are involved in school activities, will be supportive of their children's education, and will feel welcome in their efforts to remain involved with their children's education.

1. By September 30, 2015, 90% of all parents will have signed and returned a responsibility contract between the school and the parent outlining the responsibilities of each party in the student's achievement.
2. By September 30, 2015, a Parent /Teacher Association (PTA) will have been formed and will be functioning.
3. When school begins, in September 2015, there will be an operating Parent Resource Room in the school.

Goal #3: To create and maintain a school that is a fully functioning partner within the larger community that contributes to the improvement and development of that community.



1. By the opening of school in September 2015, SPACE will have formalized the establishment of partnerships with community groups and international organizations and embassies. This will be demonstrated during the school year by in-kind contributions to the school; community sponsored activities within the school, community-centered activities within the school and the participation of community members as volunteers, assistants or observers.
2. By the end of the school year 2015-2016, each student will have participated in at least two school-approved community service events or activities to cement the school's social commitment to its surrounding community.
3. During the 2016-2017 school year, SPACE will host at least two events, such as an International Heritage Day and one that will be recommended by parents and by working with the Principal to start activities such as school-community soccer match or tournament.
4. By the end of the 2015-2016 school year, parents will demonstrate satisfaction with SPACE program by awarding an average of 90% approval rating on a parent satisfaction survey.

Goal #4: To create and maintain a truly student-parent driven school that is an independent, viable, and organizationally effective school that meets the diverse needs of our students beyond just academics.

1. By July 1, 2014, SPACE will have a formal operating Board of Directors for the school.
2. As an on-going task, SPACE will recruit members to the Board of Directors to fulfill all areas of need: financial, curricular, legal, business, etc. A plan for recruitment and training of new members will be produced by June 15, 2014.
3. By July 1, 2014, in cooperation with DCCPSS, policies and procedures will be in place to ensure appropriate and effective use of tax monies from DCCPSS as well as funds from donations, grants, etc.
4. By July 1, 2014, a formal board treasurer will be elected to supervise school use of funds.
5. By July 1, 2015, a formal long-term strategic plan will be produced by SPACE.

The academic success of SPACE will be measured by students' scores on the DC-CAS. We will work very hard to meet or exceed the average scores of students in other schools serving the area. SPACE will establish a computerized Integrated Student Assessment and Data Management System to track and monitor student and school performance. The long term vision is to make it available as a one-stop instructional repository for all SPACE administrators, teachers, parents and students. The teachers' would be able to identify areas of weaknesses from the integrated data warehouse, gather instructional material that would help students learn better in the classroom and at home, and conduct tests using test items based on Core Standards and Arabic curricula.

Charter School Curriculum

a. Student Learning Standards

The Washington DC Public Schools adopted the National Core Standards (CCSS), developed by the National Governors Association and Council of Chief State School Officers, in collaboration with teachers, school administrators, and experts.

The school will open in 2015-16 with Pre-Kindergarten through fifth grade for a maximum enrollment of 180 students, and grow to 440 students as a Pre-K-8 full Immersion School. A grade will be added each year until SPACE reaches full enrollment in Year 3.

SPACE will offer immersion language classes (grades Pre-K/3 and 4) in Arabic. 10% of Pre-K instruction will be offered in English with frequent insertion of Arabic phrasings.

In grade's K-5, Language Arts, Social Studies, Physical Education and the Arts will be offered in English, with Arabic injected where appropriate. Mathematics and Science instruction will be given in Arabic, with English translations. Students in K to 5th grade will receive 50% of their instruction in English and 50% in Arabic. As students achieve intermediate and advanced fluency in the Arabic language, and the program increases in grade level, additional subject areas will be offered in Arabic.

Key components of SPACE first year Academic Plan included:

- A comprehensive Pre- School Core Standard Curriculum translated into Arabic;
- Core Curriculum standards for grades K-5 in English/Language Arts, Social Studies, Science and Mathematics;
- Translation of the Pre-K curriculum and K – 5th grade Mathematics and Science Curriculum into the Arabic language;
- Arabic Instruction will conform to Foreign Language Teaching Standards
 - Scope and sequence curriculum documents and unit overviews for teachers;
 - Paced interim assessments; and
 - Additional support systems and resources for teachers.

SPACE will be on the cutting edge of developing P-K -5th grade Arabic curriculums aligned with the Common Core Standards. Because of Space's ground- breaking work in developing an Arabic dual- immersion program, expanding the existing P-K-5 exploratory Arabic language courses, we expect to secure sizable grant support.



Arabic is the fastest growing spoken language of study at U.S. colleges and universities, and is gaining traction in K-12 education as well, due in part to grants available from the U.S. State Department as part of the president's National Security Language Initiative (NSLI). <http://www.nsliforyouth.org/languages-and-programs/> could offer an opportunity for upper grade students to study Arabic Aboard. *Applications for 2014-15 NSLI programs will be available in the late summer of 2013.*

SPACE will also apply to the U.S. Department of Education for a Critical Foreign Language Grant if our application is successful.

As SPACE program expands to 8th grade, a wealth of Arabic curriculum is available for the middle. Dr Wafa Hassan, Michigan State University, has designed an extensive Arabic curriculum in Math and Science. Dr. Hassan will lead SPACE curriculum development team.

U. S. Secretary of States

Towards the end of 2012, former U.S. Secretary of State Hillary Clinton and representatives of the Arab League and its Educational, Cultural and Scientific Organization launched a joint project to expand access to free educational materials.

The initiative known as the [Open Book Project](#) and according to participants, is designed to make high-quality U.S. science and technology educational materials available in Arabic.

Our hope is to lower geographic, economic and even gender-based barriers to learning,” [Clinton said while announcing the project this week](#). “Anyone with access to the Internet will be able to read, download and print these open materials for free and adopt a copy that meets the local needs of their classrooms or education systems.”

Clinton said there is a great need for such a resource. “Through the Open Book Project, we will work to expand access to free, high-quality, open education materials in Arabic, with focus on science and technology,” she added.

The U.S. State Department held the first formal meeting of Open Book Project partners in March, 2013. Participating partners included the Arab Educational Cultural and Scientific Organization (ALESCO), the Massachusetts Institute of Technology (MIT), Rice University and Creative Commons, a nonprofit organization that specializes in the sharing and use of creative work through free, legally available tools.

Ambassador Mohammed Al Hussaini Al Sharif, the Arab League's envoy to the U.S., such initiatives contribute to a positive image of a U.S. that is concerned with Arab peoples' aspirations for better economic opportunities through improving education and



technological skills needed for today's job market," he said. "It is a huge step forward in the Arab-American relations following the convergence of [the] U.S. and [the] Arab League's positions toward events of the Arab Spring, especially in Libya and Syria."

Dear born K-8 Arabic Flagship Program

At the 8th grade level, the creation of innovative curriculum, assessments, and materials coupled with teacher professional development all contribute to the goal of increasing student competency in Modern Standard Arabic. The revised curriculum and newly developed materials will align curriculum to Michigan World Languages Standards. Extracurricular events provide students with a richer understanding of the culture as well as the language. This new curriculum creates a national model for K-8 language instruction. Students will graduate with excellent communication and intercultural skills, and will be ready to continue their Arabic studies in higher education.

The Michigan State University Arabic Flagship Program

The Michigan State University Arabic Flagship Program is reaching out to K-12 state and nationwide schools by providing professional support. With our standards-based Arabic curriculum, and teacher development program, we are able to work with teachers in using best practices in language teaching. As new foreign language requirements in the state of Michigan and many other states require a two-year minimum of a high school foreign language, we need to ensure quality in all language programs. This sets the ground for Michigan State University's Arabic Flagship Program to take extra measures in helping to build capacity for K-12 seamless articulation in Arabic as a foreign language.

The Language Flagship continues to invest in developing the Michigan State University Arabic K-12 curriculums, which have become the Arabic model of choice. School districts in Michigan, and across the country in major metropolitan areas including Chicago and Boston have adopted the curriculum and standards developed by Michigan State for their Arabic language instruction programs. This curriculum has been enhanced by a partnership with the Arabic StarTalk programs nationally, and collaboration with the federally funded Arabic K-12 programs out of the National Capital Language Resource Center.

If SPACE is granted a charter, Dr. Wafa Hassan, Director of Outreach, Arabic Flagship Program, STARTALK Program Director, Michigan State University, has agreed to lead the curriculum development team to create a P-K Arabic curriculum and grades 1-5 Math and Science Arabic curriculum. Dr. Hassan resume and a letter of support are included in the Appendix along with samples of Arabic curriculum developed by the MSU Flagship Program for secondary schools.



FLAGSHIP K-12 OUTREACH AND CURRICULUM

Michigan State University is developing a K-12 Arabic curriculum for use in interested secondary schools teaching Arabic across the nation. The curriculum, which is already being piloted in over 75 Arabic classrooms in 13 states, includes 32 thematic units for secondary school levels. It is flexible and can be adapted to different proficiency levels and program models. To support schools wanting to implement the curriculum, face-to-face workshops prepare teachers in the underlying theory of the curriculum and in best practices for implementing it.

DIRECTOR OF OUTREACH AND K-12

Dr. Wafa Hassan, Ed.D
Academic Specialist - Outreach

Curriculum overview

Student Parent Achievement Center of Excellency core curriculum is aligned to the Common Core Standards of the District of Columbia School Curriculum, which defines what students should know and perform at each grade level, Pre-K through 5 in four content areas (reading and language arts, mathematics, science, and social studies). The curriculum defines the grade by grade measurable objectives that are assessed by the District of Columbia School Assessment Program. In addition, the staff and administrators of SPACE will use a student-driven learning environment because it supports the mission of the school in its focus on rigor, the building of inquiry skills, and the global cultural diversity and sensitivity of materials. SPACE believes that an approach that focuses on Comprehensive Literacy Framework, teachers integrate approaches and strategies as they intentionally build on what their students already know, extend their skills and knowledge, and encourage problem-solving, self-monitoring, and independent thinking. Literacy contexts are social, purposeful, contextualized and functional. The components provide structure for teaching and practicing the skills and strategies of effective reading and writing.

What the school aims to do

SPACE's mission is the pursuit of student- centered and driven academic excellence through rigorous instruction and integration of global culture to help students succeed, using methods of inquiry as a central instructional method. This mission reflects an understanding that students require three essential skills to compete and live healthy productive in an international

community. These three principals will be reflected in the curriculum, the physical environment, the schedule, and the school's non-academic programs.

First, students need a solid foundation of self-worth, mathematics and literacy skills (reading, writing, speaking and listening). The immersion of the Arabic language, in addition to traditional language arts, will help enhance literacy skills and provide skills and opportunities for international understanding.

Secondly, students need a strong sense of themselves as successful learners who, using personal inquiry skills, will understand how to learn and know how to access and apply information when needed.

Thirdly, students must have a second language as an important tool to succeed in today's international world. For many DC children, especially those from low-income families, there is no exposure to the larger world outside their community. SPACE's curriculum will enable students to visit and experience many areas of the city and beyond for study, exploration, and the development of a strong sense of identity and self-worth. In addition to these field trips, through the integration of cultural awareness and understanding of all aspects of the curriculum, students will be transported to the far reaches of the globe through books, through correspondence with people in other countries, and through exploration of the ecology, history of different parts of the world and through exchange visits to other countries. SPACE, by exposing students to the global community, will open up the doors of possibility through direct experience, allowing students to imagine themselves as successful members of that wider world.

How the school will accomplish its purpose

As demonstrated through its mission, SPACE is committed to academic excellence, the integration of diverse culture, and fostering personal inquiry in Washington, DC students. To accomplish this mission and provide high-quality educational experiences to children in DC, SPACE will employ a rigorous curriculum and have a small school environment which will ensure high levels of individual student attention. Pre-K – 1 classes will be limited to 20 students each so that close attention can be paid to the needs of each child as he or she starts formal education. Each first grade will have 20 students. Classes for second through 8th graders will have 20 - 25 students.

SPACE will offer dual immersion language classes (grades Pre-K3 and Pre-K 4 year olds) in Arabic. 10% of the Pre-K instruction will be offered English.

In grade's K-5, Language Arts, Social Studies, Physical Education and the Arts will be offered in English, with Arabic where appropriate. Mathematics and Science instruction will be given in Arabic, with English translations. Students in K to 5th grade would receive 50% of their instruction in English and 50% in Arabic, via a partial immersion program. As students achieve intermediate and advanced fluency in the Arabic language, and the program increases in grade level, additional subject areas will be offered in Arabic.



The school will open in 2015-16 with Pre-Kindergarten through fifth grade for a maximum enrollment of 180 students, and grow to 440 students as a Pre-K-8, full immersion school. A grade level will be added each year until SPACE reaches an enrollment of 260 students in Pre-Kindergarten through 8th grade in Year 3. SPACE will recruit additional 40 Pre-K students each year. All instructors are expected to be fluent in Arabic and English. Students in Pre-Kindergarten through fifth grade will have one classroom teacher for all subjects. As the school expands, students in sixth through 8th grades will be assigned to a homeroom and will go from teacher to teacher for academic subjects.

As Pre-K and Kindergarten students are promoted, the school will grow its total immersion program until SPACE becomes a total immersion school as the original second graders reach grade eight.

TABLE 6 SPACE Students per Grade Level in YEAR 1

Grade Level	Arabic, # students	# of Classes	TOTAL
Pre-K3 & Pre-K4	20 – full immersion	2	40
K	20 – 50/50 instruction	1	20
1	20 – 50/50 instruction	1	20
2	25- 50/50 instruction	1	25
3	25-50/50 instruction	1	25
4	25- 50/50 instruction	1	25
5	25- 50/50 instruction	1	25
TOTAL		8	180

TABLE 7 SPACE -EIGHT YEAR PROJECTIONS

YEAR	Pre-K	K	1	2	3	4	5	6	7	8	TOTALS	YEAR/Operation
2015/16	40	20	20	25	25	25	25				180	1
2016/17	40	40	20	20	25	25	25	25			220	2
2017/18	40	40	40	20	20	25	25	25	25		260	3
2018/19	40	40	40	40	20	20	25	25	25	25	300	4
2019/20	60	40	40	40	40	20	20	25	25	25	335	5
2020/21	60	60	40	40	40	40	20	20	25	25	370	6
2021/22	60	60	60	40	40	40	40	20	20	25	405	7



2022/23	60	60	60	60	40	40	40	40	20	20	440	8
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Time will be allotted during staff meetings to allow teachers to work in multi-grade teams; teachers will gather in teams during some of their faculty meeting time to plan curriculum, discuss issues, and share insights about students; in addition, they will be study teams that are cross-grade groups.

Intensive literacy skill-building:

Literacy will be emphasized throughout the school day and across all areas of instruction. Specifically, the whole school will devote a period of two hours each day to reading, writing, and other literacy skills. Each team (Pre-K-I, 2-3, 4-5) will have language arts classes at the same time so that groupings can be as flexible as possible. Students can be grouped in teams, by grade, skill, and language abilities. SPACE expects to meet the diverse literacy levels in English, and Arabic multiple learning styles and academic literacy gaps by tailoring literacy instruction to the needs of each student. Student's literacy skills will be reassessed regularly, and groupings will be changed as necessary.

Teachers will use both whole language and phonics strategies, not depending on one single approach to ensure that students develop both foundation skills and comprehension strategies. All students will attend academic enrichment tutorials from 3:30 p.m. – 5:00 p.m. daily. Students whose skills are more than a year below a grade level will participate in special literacy tutorials during school time, after school activities and on Saturday Academy. Students whose skills are below a grade level at the end of the year will be required to attend the summer tutorial program. Teachers will be teaching reading and writing skills across the curriculum. In summary, throughout the day, students will have two hours of focused literacy instruction and, for those students below a grade level in reading, an hour of specialized literacy tutorial multiple times a week.

Strong mathematics instruction:

Math will be taught for one hour each day, using Everyday Mathematics, Mathematics for students from Pre-K-5 and Impact Mathematics: Algebra and More (for students in grades 6-8), a rigorous curriculum that focuses on mathematical thinking and problem-solving. Students who



need extra support in mathematics will participate in mathematics tutorials from 3:30 p.m. – 5:00 p.m. Mathematical thinking and problem-solving will also be incorporated into science classes and when possible, in social studies (surveys, graphing, for example) and language arts classes (diagrams, word problems with math solutions, for example), thus placing math skills in the context of everyday living. Students whose skills are below a grade level at the end of the year will be required to attend the summer tutorial program. All Math and Science instruction will be delivered in Arabic with English translations.

A student driven participatory approach:

SPACE instructional model is based on the development of student-driven participatory approach. This approach will promote student engagement and motivation for them to have a real feel that they own their future, which will lead to in-depth learning.

Through the process of participatory learning, students will have an understanding of the natural and human-designed worlds. The students will be fully involved in finding appropriate resolutions to questions and issues. For educators, participatory approach will create an opportunity to appreciate the different learning styles of each student and individual approach to learning. The participatory approach will help students to develop creative problem solving skills.

An extended school day and a modified twelve-month school year: The school day will be from 7:30 a.m. – 3:00 p.m., beginning with optional breakfast and homework lab staffed by teachers and qualified volunteers. At 8:30, classroom instruction begins and lasts until 3:00 p.m. From 3:30 p.m. – 4:30 p.m. students will be grouped according to literacy and mathematics needs. These groups will be involved in tutorials, enrichment, and homework help. In addition, from 4:30 p.m. until 6:00 p.m., through its partnership and collaboration with community groups, SPACE will recruit and train volunteers, and college interns to assist with these after- school activities. The school year will be from the last week in August through the end of June, with a six to seven-week summer break. During that break, a strong literacy-based program and other enrichment activities will be developed and will be made available to all students and compulsory for some students. This intensive and almost continuous schedule is designed to decrease attrition and ensure that students maintain their academic skills.

Technology:

SPACE recognizes that students must have technology skills, as well as other literacy skills. Students will be given basic computer instruction through special sessions throughout the year. Most technology skills will be learned within the context of using computers/technology as tools toward achieving the academic standards. We plan to issue inexpensive tablets to all students, and incorporate technology in daily lessons via blended instruction methods. All teachers will be

given laptops. Numerous staff development sessions will assist with using technology as a delivery system by developing lesson plans using a blended learning model. We will video tape teacher instruction to develop an online repository for use for home work assistance, sick days support and snow-days aids.

High standards:

The curriculum will be rigorous with high expectations for all students to achieve their fullest potential. SPACE will do everything possible to provide students with the support they need to succeed academically, emotionally and socially. Support will include ESL instruction for those students who will need it, and a full array of holistic support.

Hands-on, constructive and participatory learning:

In each subject area, instructional practices will promote active participatory learning, critical - thinking skills, and skills to work both in groups and individually to solve problems. For example, the Everyday Math program will require students to work individually, in small groups, and as a whole class to solve real-world problems, often using their own experiences as a basis. Science classes will focus on a student's understanding of the scientific process rather than only the understanding and retention of specific scientific knowledge, which changes in time with new scientific discoveries. Students will work as scientists making hypotheses, recording observations, performing experiments to test hypotheses, drawing conclusions from these observations and experiments, using technology, and other age appropriate tools. These hands-on activities will engage the student to develop critical thinking necessary to succeed academically.

Intensive Professional Development:

SPACE will invest greatly in both ongoing and intensive teacher training. Teachers will be involved with administrators in planning professional development. Training will include both ongoing collegial work led by team leaders and facilitators weekly for two hours each week during the school year, and at least two weeks of intensive training in the summer. To the best of its ability, SPACE will subsidize supplemental course work. SPACE will partner with Howard University, Michigan State University, and George Town University to provide professional development to our teachers. Investment in staff development is reflected in the budget.

A strong social studies component:

Teaching of this subject will often be multidisciplinary in nature, incorporating geography, cultural studies, and history. Students in SPACE will have the unique opportunity to study, both within the classroom setting and within the DC area community through field trips, the cultures represented by the students in the school, as well as the cultures of Washington, DC. The social studies curriculum will emphasize multicultural understanding; will go considerably deeper than "the three Fs": food, fashion, and festivals. Social studies learning will be integrated into

language arts as well as other subjects. Students will also read grade-appropriate cultural books. The study of United States history will include the peoples that became part of this country. Through Social Studies, students will have multiple opportunities to communicate with a diversity of young people and adults throughout the world.

A full array of opportunities and supports for students and families, including parental involvement: Parents will be asked to sign a compact indicating their understanding that SPACE is a community-based school and that each family will serve at least 40 hours a year by serving on committees, attending workshops, which support students' academic success (such as how to support your child with homework), attending parent-student conferences, hosting weekend tutoring sessions, cooking for school events, and volunteering in the school as tutors, lunch monitors, classroom assistants, and office assistants. (Note: SPACE founders understand that such service may not be compulsory for student education development.) SPACE expects to hire a parent/community coordinator in Year 2 to promote and coordinate parent and community involvement.

Social support services for students and their families: Through partnership with community groups, SPACE will make available to SPACE families, social services, such as, workforce development training, smoking-cessation programs, GED instruction, parenting classes, family case management, and health services. For example, SPACE will ensure that we have at least two full-time counselors/therapists based on-site at the school to address the behavioral and social health needs of students and their families.

Conflict resolution training:

Students today have many models for resolving conflict violently but few models for resolving conflict non-violently. SPACE students will learn strategies for non-violent conflict resolution through programs designed and tested through participation in both a representative student government leadership, class meetings and other mechanism that will be deemed appropriate to help our students to gain the necessary skills to resolve conflicts without violence.

Introduction to a simple dress-code uniform:

At the request of parents on several community meetings, SPACE will require students to wear a simple uniform. The purpose of the uniform is to promote respect and equality and to de-emphasize competition and social pressure. The cost of the uniform will be consistent with normal expenditure for school clothing.

Development of social understandings and skills with international, cross-cultural focus:

Skills of social interaction and multicultural understanding and communication, central to the mission of SPACE, will be taught throughout the day by all teachers as well as in special

sessions. Students will have the opportunity to travel abroad and further understand how different cultures work and live. SPACE has already developed partnerships with schools and other organizations in Africa, Europe, and United Arab countries. Every field trip abroad will consist of several parents and staff.

Summer school program:

Summer Program will be made available to SPACE students, with priority given to students operating below a grade level in literacy and mathematics as well as students with home living challenges.

Through each of these components, SPACE will move students toward our mission of academic excellence through student-driven instruction and integration of global culture. Summer school activities will further enhance quality instruction that will provide students with the motivation and desire for learning.

As a relatively as small school, SPACE students will succeed because there is a growing body of research indicating that small schools can significantly help students achieve better grades and get the individual attention necessary to reduce dropout. In “Small Schools, Real Gains,” the authors report that “students in 90 small Chicago high schools made significant improvements in school behavior and achievement. Other studies of small schools report similar findings” (Patricia A. Wasley and Richard J.H. Lear, Educational Leadership, March, 2001, p.23).

SPACE will work to strengthen Washington, DC children, especially those from vulnerable families and communities through social support, economic, education and leadership development, and advocacy.

SPACE is positioned to partner with other stakeholders to educate community residents, engage government officials, and advocate through community forums, policy briefs, radio programming, and community outreach. Over 45% of SPACE, 2014-15 budget and the next three years will be a direct investment in school-aged children and youth. SPACE will develop a strong structured mentorship program that will match each student with a responsible adult to support their educational development.

Furthermore, SPACE will develop a strong structure to support families whose children attend the school, especially in the areas of GED and employment readiness. SPACE understands that, unless barriers that prevent children from vulnerable families from reaching their highest potential are addressed through innovative solutions; the children in the school will have difficulty focusing on learning successfully.

SPACE will partner with other community-based groups who will provide a continuum of youth services, some of which will include drug and alcohol counseling, truancy prevention and

intervention, prevention of teen pregnancies and general health, anti-bullying, workforce development, life skills and leadership development among others.

SPACE will develop summer enrichment activities and classes, including youth practical financial management and responsibility, introduction to the principals of entrepreneurship, dance, African drumming, ideography, and international study trips. SPACE international summer study curriculum exposes students to global reality, stimulates interest in the learning process via interaction with other youth and adults from different backgrounds, instills cultural and community pride, and builds a lifelong love of learning.

Freed from restrictions and mandates such as the need to follow a prescribed curriculum, and with more flexible governance which provides the flexibility to hire staff, SPACE has designed a program, grounded in the District of Columbia standards and DCPS curriculum, but adapted to the mission and Goals of the school. Test results, grades, demonstrations, and follow-up studies of graduates will provide data to inform continuous improvement and to illustrate the efficacy of SPACE model.

SPACE founders firmly believe and based on existing research that enriching our curriculum with an emphasis on foreign language immersion in a student- centered environment in the nation's capital will improve the academic performance of our students. A full professional treatise on the benefits of early second language learning and the benefits of being bilingual is available on the Center for Applied Linguistics (CAL) web site, in Kathleen M. Marcos's report "Second Language Learning: Everyone Can Benefit" at <http://www.cal.org/earlylang/benefits/marcos.html>.

Research on local programs in Fairfax, VA showed that students who had participated for five years in immersion scored as well as, or better than, all comparison groups on achievement tests, and that they remained high academic achievers throughout their schooling (Thomas, W. P., V. P. Collier, and M. Abbott. 1993, "Academic Achievement Through Japanese, Spanish, or French: The First Two Years of Partial Immersion." *Modern Language Journal* 77 (2): 170–180). A case-matched, controlled, longitudinal study completed in 2002 by the Prince George's County Public Schools' Office of Testing & Accountability demonstrated a "valued-added" component to the academic performance of the students in the French Immersion Programs; that is, after exposure to the programs, students scored better than comparable peers not in the program when matched for grade, gender, race, socio-economic status, and initial test and aptitude scores.

SPECIAL NEEDS STUDENTS

SPACE will meet all DC and federal guidelines for educating students with special needs. All existing IEPs will be followed. Students suspected of having a disability, according to the

definitions in the IDEA and as indicated by DC guidelines, will receive an educational evaluation from a contracted professional following all required guidelines and processes to identify their special needs and recommend strategies. On that basis, an IEP will be developed. As required, SPACE will input relevant data to the School Computer Network (including valid dates of NORA, CER, and IEP) and will submit the first page of the IEP to the DC School authority. Students with IEPs will be re-evaluated at established intervals required by the IDEA.

Services for LEP (Limited English Proficiency) eligible students will be provided in a timely manner, and appropriate LEP plans will be established and maintained. SPACE requires Specialist English Language Arts teachers to teach English as a foreign language to the immersion students for one period a day from grade 2. This means that SPACE will have the services of highly skilled teachers of English. As part of in-service professional development and the reinforcement of immersion teaching methods, teachers will be provided training in working with students who may need instruction in English as a Second Language.

TABLE 8 Curriculum Development Timeline

TIMELINE	TASK
September 2014- August 2015	Completion of Pre-K-3/4Arabic Translated Curriculum Translate K-5 Math/Science Curriculum into Arabic
September 2015-August 2016	Translate Grade 6-8 Math/Science Curriculum in to Arabic, including the FOSS Science Curriculum
September 2016- August 2017	TranslateK-8 Language Arts and Social Studies Curriculum into Arabic

A. Resources and Instructional Materials

Important Note: Because of the uniqueness of the program, SPACE recognizes the need to continue to work on the curriculum to make sure that the Arabic language is integrated in an appropriate way based on research and best practices. SPACE will use the Pre-Planning period of September 2014 to June 2015 to develop vital curriculum documents utilizing the assistance of the Arabic Pre-K8 Teaching professionals.

Pre-K and Kindergarten Language Curriculum focuses on teaching the Arabic alphabet, Arabic conversation, manners, skills, and behaviors through child friendly total language environment activities.

The elementary Curriculum focuses on teaching Arabic reading, writing, and conventional speaking; additional resources from the Pre-K-8 Teaching Network will be used as appropriate.

With the assistance of Dr. Wafa Hassan, Arabic Flagship, Michigan State University, SPACE will create a ground- breaking Pre-K full immersion Arabic curriculum, and an Arabic K-6 Math Science curriculum coordinated with the Common Core Standards. While there is a dearth of fully developed Pre-K –six Arabic curriculum materials, there are many examples of instruction support material that can be employed to teach the Arabic language. We have listed several below, but supplement support materials will be selected on their merit and aligned with the developed curriculum.

Arabic Instructional Materials

Dr. HanadaTaha-Thomure Bio.

Dr. HanadaTaha-Thomure is currently Associate Dean of Bahrain Teachers' College at the University of Bahrain. Previous to that, she was the director of Arabic programs at the Language Acquisition Resource Center at the San Diego State University in California, USA. She is the director of Arab expertise, an educational consulting group based in California, USA. She has taught Arabic language to native and non-native speakers in countries such as Lebanon, Bahrain, Sultanate of Oman, United Arab Emirates and the United States of America for the past twenty years. Dr. Taha-Thomure has trained thousands of Arabic language teachers, trainers and ministry officials in various countries within the context of international private and public schools and in international conferences. Dr. Taha-Thomure has developed much Arabic instructional materials and scholarly works, including: "Standards Based Instruction in the Arabic Language Classroom," "Arabic language through Dialogue" Volumes 1, 2 and 3 for teaching Arabic to non-native speakers at the High School and College level using the communicative language approach. Dr. Taha-Thomure is involved in foundational work developing Arabic language standards for the Arab Thought Foundation and to the International School Services responsible for developing the first ever series of standards based Arabic language programs.

Dr. **RajiRammuny** is director of the [Arabic Flagship program at Michigan](#).



★ **Title: Ardh Al Aswat Vol I & II (The Land of Sounds)**

Author: Dr. HanadaTaha-Thomure

Publisher: Arab Expertise

Description from Publisher/Author: The premier curriculum for teaching the Arabic Language. The first Arabic curriculum to employ modern education theories, Ardh Al Aswat is a Multiple Intelligences-based Arabic curriculum that capitalizes on Montessori's hands-on approach and Vygotsky's Zone of Proximal Development and Scaffolding concepts. The books are for KG1 and KG2 or the first two years of Arabic. A continuing curriculum for grades 1-3 is currently in development featuring:

- 344 pages of comprehensive instructional material (Student edition is 244 pages)
- Mix of phonological and whole Language
- Each letter has a character for children to identify with
- Each letter has a story, gross motor activity, fine motor activity, auditory discrimination, visual differentiation, food activity, art activity, rhyme, reading, calligraphy appreciation, coloring page, exercises, and assessment.
- Letter succession follows the natural development of speech in children (as opposed to the classical alef, ba, order).

Title: Arabic for Communication

Author: RajiRammuny

Publisher: The University of Michigan Press

Description from Publisher/Author: Interactive Multimedia Program (Computer and web-based program). For Novice High/ Intermediate learners. Includes 20 lessons focused on survival needs, each consisting of situational dialogues and exercises, Language function segments supported by grammatical and cultural explanations, and practice communicative activities.

Language: Arabic & English

Age/Level: Novice high/ intermediate learners



★ **Title: Arabic Sounds and Letters**

Author: RajiRammuny

Publisher: Perseus Distribution, the University of Michigan Press

Description from Publisher/Author: The textbook includes twenty lessons aimed at introducing Arabic sounds and writing system in a programmed method of instruction, supported by images and audio tapes. The Manual consists of two parts. Part One includes a suggested methodology to guide teachers and students and Part Two contains

basic communication needs in both Arabic script and transliteration to create a climate of enjoyable learning while students are acquiring the sounds and letters.

Language: Arabic & English

Age/Level: Beginners in public schools or college.

★ **Title: Al Arabiya Bain Yadaik**

Author: AbdAr-Rahman Al Fuzan, MukhtarAttaher Hussein, Muhammad Al Ashaikh

Publisher: Arabic for All; Noorart is the distributor for North America

Description from Publisher/Author: This series is designed for non-Arabic speaking, elementary level students. It helps students learn Arabic through listening and conversation along with exercises in reading and writing. The series stresses communication and also offers glimpses into Arabic culture, both religious and national. Divided into four parts, the series combines textbook and workbook materials into a single book.

Language: Arabic

Age/Level: Elementary level



Title: Arabic Alphabet Bingo

Language immersion instruction will begin in Pre-Kindergarten. The part of the brain that is used in second language functions, remains underdeveloped in a monolingual brain. Further stated in research, bilingual persons have better auditory memory and intuitive ability to derive meaning from unknown words (Heidi Dulay, Marina Burt, and Stephen Krashen, Language Two). Research proves that young learners acquire language in a different part of the brain than older learners and that it is easier to learn and to remember new language at a younger age. Based on this research, learning a foreign language will not only position students to engage in a multilingual and multicultural world, but it enhances a child's performance in other skills. In today's America and the global community, a second language is vitally important as 1 out of 5 individuals speaks a foreign language at home. This foreign language training and also the school's focus on global cultural, will more than adequately benefit SPACE students.

Arabic Language for Pre-K3 & 4grades:

Main Focus: To acquaint the students with introductory Arabic letters, their sounds and basic shapes. Simple words and grammar will be presented as well. Learning Abilities will be limited to simple commands and instructions with preferred format used with oral drills coupled with practice exercises. Grammar will be practiced in simple dialogues. Large ruled paper will aid in writing practice. All curriculum developments will follow The Standards for Arabic Learning, designed by the National Standards in Foreign Language Education Project. Several different materials will be incorporated in teaching Arabic with each text to be used in sequence with each other. The teacher will give the lesson, based on the knowledge requirements chosen. Homework or classroom activities can be drawn from selected materials and or books.

Curriculum developed will meet DC Standards and the Standards for Learning Arabic Pre-K-8, established in 2004-2005 by the National Standards Collaborative, the American Association of Teachers of Arabic, and the National Middle East Language Resource Center. SPACE scope and sequence Pre-K-5 curriculum is expected to be completed by August 2015.

Language Instruction will comply with The National Standards for Learning Arabic Pre-K-8 in the United States. An overview of the Arabic Assessment is included in the Appendix.

Goal One

Communication in Arabic

Standard 1.1 Students in conversations and correspondence in Arabic to provide and obtain information, express feelings and emotion and exchange opinions.

Standard 1.2 Students understand and interpret written and spoken Arabic on a variety of topics.

Standard 1.3 Students present information, concept, and ideas to an audience of listeners or readers on a variety of topics.

Goal Two

Gain knowledge and understanding of the cultures of the world

Standard 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the various cultures of the Arab world.

Standard 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the various cultures of the Arab world.

Goal Three

Use Arabic to connect with other disciplines and acquire information.

Standard 3.1 Students reinforce and further their knowledge of other disciplines through Arabic.

Standard 3.2 Students acquire information and recognize viewpoints that are only available through Arabic language and culture.

Goal Four

Develop insight into language and culture

Standard 4.1 Students demonstrate understanding of the nature of language through comparisons between Arabic and their own language.

Standard 4.2 Students demonstrate understanding of the concept of cultures through comparisons between the cultures of Arab world and their own.

Goal Five

Participate in multilingual communities at home and in the world

Standard 5.1 Students use Arabic both within and beyond the school setting.

Standard 5.2 Students show evidence of becoming lifelong learners by using Arabic for personal enjoyment and enrichment.

B. Methods of Instruction

LANGUAGE ARTS

Because of the importance and centrality of reading, writing, speaking, and listening skills, SPACE will dedicate significant instructional time, at least two hours each day, to the teaching of literacy skills. These skills will be part of the teaching of all other disciplines as well.

To support the different learning needs of students, all students in a learning team (PreK-1, 2-3, 4-5, 6-8) will have language arts at the same time so that there can be flexible groupings of students, based on their instructional needs. In addition, to support the different needs of students, including advanced readers and English- language learners as well as those on or below a grade level, the SPACE language arts curriculum will provide prompt instructional feedback for reinforcement of learning, appropriate text level for instructional and independent reading, and extensive reading practice with multiple opportunities for skill development in decoding and comprehension.

The basic components of the Comprehensive Literacy Framework are as follows:

- Read Aloud
- Shared Reading
- Guided Reading
- Independent Reading
- Modeled Writing
- Interactive Writing/Shared Writing
- Guided Writing
- Independent Writing

SPACE literacy program will also include a Guided and Shared Speaking component.

Not only will these standards be taught through the regular Reading/ELA curriculum; these standards will also be woven inextricably through all publishing components of the curriculum.

SPACE language arts curriculum will provide strong grounding in phonemic awareness, phonemic analysis skills such as blending and segmenting to manipulate the sounds of the language fluency in reading the text:

- Use of text features (print, on-line, etc.) and organizational structure to improve information gathering
- Use and apply concepts of grammar
- Phonics skills
- Vocabulary development to include morphemic analysis
- Effective use and understanding of oral language
- An understanding of the purposes and functions of written language

In this way, SPACE students will meet DC and national literacy standards, including:

- Learning to Read Independently
- Reading Critically in All Content Areas
- Reading, Analyzing and Interpreting Literature
- Types of Writing
- Quality of Writing
- Speaking and Listening
- Characteristics and Functions of the English Language
- Research.

These standards become more complex grade by grade.

WRITING

Research has shown that active readers typically become competent writers; therefore, writing will be a part of all content areas, including mathematics, social studies, art, science, music, etc. Writing will be a tool to create comprehension and understanding for our students.

Students will be taught, through direct instruction and modeling, to compose expressive, informative, and persuasive writing, as prescribed by DCPS and national standards. Through the act of writing and instruction, students will learn the principles and rules of Standard English in writing and in communication. The development of speaking and listening skills will be integrated into the SPACE curriculum.

Students will reflect upon and write about what they read, and will write daily as they progress through the academies. Activities will include creative writing activities, research and reporting,

expressing points of view, sharing information and writing as an avenue of self-expression. Students will write for a variety of purposes and audiences. Some assignments will be daily, as in journals; some will be short-term assignments involving very few drafts such as letter writing and project proposals; other writing assignments will be longer term and based on a theme from a content area.

Long-term writing assignments will be either narrative or expository in nature. Expository research assignments usually focus on knowledge in one of the subject matter areas such as literature, social studies, science, mathematics; etc. Narrative material will be organized around personal experiences and literary works such as fables, folk tales, historical fiction, modern fiction, science fiction, poetry, fantasy, adventure, and mystery.

The frameworks are tied to texts for each grade level:

Kindergarten: Trophies, published by Harcourt

- First grade: Trophies, published by Harcourt
- Grade 2: Trophies, published by Harcourt
- Grade 3: Trophies, published by Harcourt
- Grade 4: Trophies, published by Harcourt
- Grade 5: Trophies, published by Harcourt
- Grade 6: Elements of Literature, Introductory Course, published by Holt, Rinehart, and Winston
- Grade 7: Elements of Literature, First Course, published by Holt, Rinehart, and Winston
- Grade 8: Elements of Literature, Second Course, published by Holt, Rinehart, and Winston.

SPACE teachers will supplement these texts with culturally diverse reading materials. In addition, the school will order adapted versions of the texts if necessary.

Students will have the opportunity to attend academic enrichment tutorials from 3:30 p.m. – 4:30 p.m. daily. Those students whose skills are more than a year below a grade level will participate in special literacy tutorials during that time. This time will also provide opportunities for enrichment for advanced students. Tutorials will be structured but informal and individualized, to provide a different pace from that of the regular school day. Students whose skills are below a grade level at the end of the year will be required to attend the summer tutorial program.

MATHEMATICS

Knowledge in the information age is growing exponentially. Students will be required to write about mathematical functions and to be able to communicate the problem-solving process to others, and justify the decisions made during the process. Mathematics will also be connected to other areas by all teachers who will point out uses of mathematics in other subject areas.

Grades Pre-K – 5

SPACE students will use Everyday Mathematics in Kindergarten through fifth grades. This curriculum is a research-based program developed by the University of Chicago School Mathematics Project. The goal of this ongoing project is to improve the quality of mathematics instruction for all children in the United States. The program is based on several principles:

Students acquire knowledge and skills, and develop an understanding of mathematics from their own experience. Mathematics is more meaningful when it is rooted in real-life contexts and situations, and when children are given the opportunity to become actively involved in learning. Teachers and other adults play a very important role in providing children with rich and mathematical experiences.

Children begin school with more mathematical knowledge and intuition than previously believed. A Pre-K-6 curriculum will build on this intuitive and concrete foundation, gradually helping children gain an understanding of the abstract and symbolic. Teachers, and their ability to provide excellent instruction, are key factors in the success of any program.

Based on the research and standards of the National Council of Teachers of Mathematics, the scope of the Pre-K –Five Everyday Mathematics curriculums include the following strands:

- Algebra and the Uses of Variables
- Data and Chance
- Geometry and Spatial Sense
- Measures and Measurement
- Numeration and Order
- Patterns, Functions, and Sequences
- Operations
- Reference Frames

Number Relationships and Computation/Arithmetic

Because few people learn a new concept or skill the first time they experience it, the curriculum is structured to provide multiple exposures to topics and frequent opportunities to review and practice skills. A concept or skill that is informally introduced in Pre-Kindergarten, for example,

will be revisited, developed, and extended numerous times, and in a variety of contexts, throughout the year and into later grades.

Activities and topics that will be included in SPACE curriculum in its initial program follow:

- Recognizing numbers
- Math vocabulary
- Shapes
- Number ideas
- Matching patterns
- Measurement
- Money
- Understanding data from pictures
- Properties of addition and subtraction
- Problem solving
- Graphing
- Ordering numbers
- Place value
- Fractions
- Solid and plane shapes
- Equivalency
- Fact families
- Finding Perimeter
- Finding area
- Time Pictographs
- Sets
- Properties of multiplication and division
- Decimals
- Pictographs Rounding
- Roman numerals
- Fluency and accuracy in mathematics
- Mixed numbers
- Geometry (points, lines, rays, angles)
- Percentages
- Integers
- Ratio
- Variables
- Equations
- Absolute value

SPACE goal is to ensure that every student receive the essential skills needed for mathematical literacy. Because of this, we will teach mathematics as a discrete subject that is free from interruptions.

Grades 6 – 8

For grades 6 – 8, SPACE will use Impact Mathematics: Algebra and More, published by Glencoe/McGraw Hill. The comprehensive curriculum for Grades 6 through 8 covers a full year of algebra by the end of Grade 8. Impact Mathematics combines reform curricula with the best of traditional curricula, incorporating more active involvement on the part of students in making sense of important mathematical ideas. This focus on active involvement enables students to build new mathematical ideas and see how these new ideas relate to ideas they have already developed or experienced. This focus on interrelationship of mathematical concepts is further reinforced through the structure of the curriculum which shifts mathematical focus of each chapter, but continuously offers opportunities to connect topics to one another, so that earlier learning is not abandoned as new ideas are introduced.

The geometry, data and probability strands were created especially for this program. The algebra strand is based on the highly successful Australian program Access to Algebra which was chosen because the authors of the program believe that students' experiences in early algebra influence their overall future in mathematics. Rather than focusing on facts and procedures, the program assists in skill development through conceptual understanding, problem-solving, and reasoning. Impact Mathematics takes a developmental approach to algebra. The students' understanding of the algebra strand is interwoven with and related to the other mathematical strands that evolve over a three-year period, thus allowing these mathematical concepts to be reinforced and become familiar over time.

SCIENCE

The science curriculum at SPACE will be based on the National Science Education Standards, revised and published recently by the National Academy of Sciences. The premise of these standards is that:

All of us have a stake, as individuals and as a society, in scientific literacy. An understanding of science makes it possible for everyone to share in the richness and excitement of comprehending the natural world. Scientific literacy enables people to use scientific principles and processes in making personal decisions and to participate in discussions of scientific issues that affect society. A sound grounding in science strengthens many of the skills that people use every day, like solving problems creatively, thinking critically, working cooperatively in teams, using technology effectively, and valuing life-long learning. And the economic productivity of our society is tightly linked to the scientific and technological skills of our work force....The standards emphasize a new way of teaching and learning about science that reflects how science itself is done, emphasizing inquiry as a way of achieving knowledge and understanding about the world. (National Science Education Standards, National Academy of Sciences, 1996, p. ix)

Based on this philosophy and the school's mission, SPACE founders have chosen the Full Option Science System (FOSS), endorsed by the National Science Foundation and the Center for Science Education at the Educational Development Center, a highly regarded curriculum research designer and evaluator. This program is correlated to human cognitive development and bases activities on the way students think at different times in their lives. FOSS posits that humans learn science best through direct experiences in which they describe sort, and organize information about objects and organisms. Upper elementary students construct more advanced ways of classifying, testing, experimenting, and determining cause and effect relationships among organisms and systems.

FOSS assumes that learning moves from experience to abstractions. Modules begin with inquiry investigations, then move students toward abstract ideas related to those investigations through simulations, models and readings. The curriculum is organized with fewer topics than usual studied in depth. There are long-term (8 – 10 weeks) modules for each grade level that build upon each other within and across each strand progressively moving toward “grand ideas of science.” The grand ideas are never learned in only one year. Language arts experiences are embedded in the contest of learning science so that students come to understand concepts more fully, remember them long after the experience, and develop confidence in their ability to make further discoveries about science.

The FOSS curriculum focuses on thinking processes as follows:

- *observing*: using the senses to get information
- *communicating*: talking, drawing, acting, writing
- *comparing*: pairing, one-to-one correspondence
- *organizing*: grouping serializing, sequencing
- *relating*: cause and effect, classification
- *inferring*: super-ordinate/subordinate classification, if/then reasoning, developing scientific hypotheses
- *applying*: developing strategic plans, inventing.

It uses multiple pedagogies to make science more effective and more productive for students:

Inquiry: FOSS investigations are guided by questions such as “What’s in this world?” and “How does it work?” These questions are used to generate further investigations and inquiry. Free exploration of materials is followed by discussion.

Hands-on active learning: These activities stimulate student-driven curiosity. Students will have the chance to investigate experiment, gather results, and develop conclusions based on their own actions. Multisensory methods for all students: Multiple methods will be used not only to serve students with disabilities but to maximize information gathering for all students.

Student-to-student interaction: This interaction will give students the opportunities to develop complex understanding and rich, thoughtful interactions with other points of view.

Discourse and reflective thinking: Students will learn to put ideas into words in groups, whole-class discussions, content/inquiry sessions, and response sheets.

Reading and research: This material will include both stories and primary sources.

In addition to the FOSS curriculum's alignment with the school's emphasis on student-driven learning, FOSS curriculum works because of its emphasis on parity in the sciences as reflected by the following statement: "Practical experience shows that all children can learn science, that there is no difference between genders in interest or ability to understand science concepts, that students with learning disabilities shine in solving science problems, that students learning English as a second language thrived alongside their fellow students, that gifted students are often inspired to 'run' with the interests of other students." ("What Is FOSS?" www.delta-education.com/science/foss)

The science program will be enhanced by several strong partnerships. *Fascinating Science* led by Dr. Sheldon Margulies who has made a commitment to provide professional development for teachers in grades 6 – 8 in the use of innovative teaching strategies. In addition, SPACE will take students on specialized science field trips to observe and experience scientific concepts first-hand. Aligned with the school's emphasis on family and community involvement, SPACE will also work with DC area private schools and colleges to enhance students' science skills also partnerships will be sought to assist to train community liaisons to conduct community science workshops and family trips.

The science curriculum will be supplemented by innovative materials supported and recommended by the U.S. Department of Education. For example, the Center for Innovation in Engineering and Science Education, <http://www.ciese.org/currichome.html> provides inquiry-based activities and collaborative projects in science and math. Topics include real-time weather and climate data, air pollution, remote- sensing data, the Gulf Stream, water use and testing around the world, boiling water, plants and animals in your schoolyard, measuring the circumference of earth, population growth, and tracking a real airplane in flight to see how vectors and trigonometry are used for navigation (CIESE, supported by Department of Education).

The following topics will be addressed in the curriculum are as follows:

- Seasons
- Animals
- Five sense
- Space
- Weather
- Natural resources
- Tress
- Sky
- Matter and energy
- Growth and change
- Experimental method
- Environment
- Sound
- Light
- Health/human growth/human body
- The sun and planets
- Machines
- Scientific classification
- Conservation
- Reproduction/heredity
- Motion/forces/energy

Our students will demonstrate the practice of scientific inquiry, critical thinking, applying concepts of science to solve problems, and using models and technology; students will tap into their sense of wonder about the world around them. They will study topics and knowledge appropriate to their grade level and age level about the natural forces and cycles of the environment, Earth, and the universe. They will use scientific skills and processes to explain and to make predictions. Students will question, and then plan how they will find answers to their questions. This will lead to conducting investigations, which may take the form of activities, research, reading or interviews with experts. Students will then reflect on what they have learned through their investigations and share the outcomes of their discoveries.

SPACE students will engage in hands-on activities and broaden their experiential knowledge as they visit museums and research facilities, conduct their own field investigations and working with professionals in scientific fields. SPACE's science program is aligned with state and national Standards.

SOCIAL STUDIES

Our language immersion focus will have a direct connection to our social studies curriculum in affirming the value of a world view. Social studies is not just one discipline but a combination of many. It is a theme that will motivate students through innovative in-school and external activities. The social studies program will be aligned with the District of Columbia School curriculum: History, Geography, Economics, Political Science, Peoples of the Nations and World.

Our study of History and Geography will present students with a personal and a global perspective, as the students prepare to live in a diverse world challenged with meeting the demands of rapid change. Their study of what occurred in the past with a focus on the cause and effect of events will provide a platform for critical thinking and exploring “what if” scenarios to problem solving. Students will explore how physical features shape a nation’s and a people’s history, health, and welfare and be challenged to correlate this information to their own community. By integrating their own experiences with those of other cultures, children construct meaning, develop a sense of history, and learn important concepts that help them to link the past to the present and to pose questions about the future.

We no longer live in a local economy. Every day, students encounter evidence of globalization. The study of Economics at SPACE will enable our students to become wise consumers and make good financial choices personally within the context of the growing global market. Activities that tie economic understanding to current and past events will prepare our students not only to participate in the worldwide marketplace, but enable those who have an interest in economics to take a leadership role in helping society to cope with its challenges.

Our students will study Political Science starting with the most basic concepts about authority, privacy, democracy, responsibility, and justice and discover how governments implement those concepts in concrete ways to benefit society.

Students will also learn about varying political philosophies and the symbols and processes that are uniquely American. They will analyze our system of government, and learn about and practice the skills of democracy. Most importantly students will learn about the rights and responsibilities of being a citizen and how to take action to protect those rights and carry out those responsibilities. They will keep abreast of current events, organize and hold mock elections, debate the issues of the day, investigate issues in their community and learn how community organizations are addressing them. Students will have the opportunity to practice social justice and civic responsibility in the class, in the school, and in the community.

The sequence of courses in Social Studies Alive will also be applied as follows:

- Kindergarten: Me and My World
- First grade: My School and Family
- Grade 2: My Community
- Grade 3: Our Country and Beyond
- Grade 4: Regions of Our Country
- Grade 5: America's Past

In studying people of the world our students will learn about different cultures, including the indigenous people of Washington, DC. Students will discuss the conflicts of cultures and beliefs; study the varied religions and philosophies of the world; and investigate how groups of people interact. Student will learn the beauty and the value of diversity and how to preserve and protect it.

Some of the topics to be addressed in SPACE curriculum are as follows:

- Where people live/habitats/natural resources
- American colonization, revolution, expansion, civil conflict, and economic development
- Civilizations of the past
- Nations of the world
- Relationship between the past and the present
- Tools of historians
- Political, economic and social changes Modern America
- U.S. role in the world
- Charts/maps/illustrations/applying map skills
- The U. S. Constitution
- Balance of power
- Conflict resolution and diversity
- Social awareness and action
- Human rights
- Racial Discrimination
- Ethnic Discrimination

In addition, numerous supplemental curriculum resources will be used in all subject areas to enhance students' understanding of concepts and apply them in life.

PHYSICAL EDUCATION AND HEALTH

The focus in physical education classes will be on the development of gross and small motor skills, health eating, lifelong fitness skills, and teamwork and game skills. Students will have physical education classes three times a week. In addition, teachers will provide a recess time when appropriate, and use that time to help students learn self-directed creative and fair play.

For grades, Pre-K – 5, health will be discussed as part of the science curriculum and wherever appropriate. For grades 6 – 8, health class will be part of the physical education curriculum for all students and will also be a specific part of the science curriculum. In addition, teachers in other disciplines will be encouraged to include health issues in their program. For example, students in math classes may spend time analyzing food by percentages of protein, carbohydrates, fats, calories and other nutrients listed on food labels while they are studying nutrition in science. Students in language arts may write persuasive essays on the health risks of alcohol and tobacco, or they may analyze advertisements for food and alcohol. In social studies, they may look at obesity and related disease statistics in Washington, DC.

Health subjects will include the following generally recognized children and adolescent wellness indicators:

- Fitness
- nutrition and obesity
- mental and emotional health
- sexuality education
- substance education
- safety (prevention of intentional and unintentional injury).

ARTS

Students will have instruction in music and visual art at least once a week, during the special class period. In addition, visual and performing arts will be part of social studies and language arts as appropriate, and the arts teachers will serve as resources to the classroom teachers to help them integrate the arts into their curriculum.

This inclusion of art is essential because it is the most effective way to integrate culture into the educational development of students, and also because research shows that the arts have a positive impact on children and young people – youth who participate in the arts during non-school hours are: four times more likely to have won school-wide attention for their academic achievement, four times more likely to participate in a math or science fair; three times more likely to be elected to a class office; three times more likely to win an award for writing an essay or poem; and more likely to expect themselves to attend college 83% compared to 62% of their uninvolved counterparts (study conducted in PA).

Curriculum Selection/Alignment to the School Mission

SPACE founders have chosen all elements of the curriculum because they support the mission: academic excellence through student-driven rigorous instruction and integration of global culture. In particular, the focus has been on the use of culturally sensitive and integrative materials throughout the curriculum and across disciplines, and active engagement throughout. Curriculum and instruction models have been chosen also because they are rigorous, and because

they have been researched and shown to improve both student engagement and student performance.

Ways in which SPACE curriculum is aligned to the school's mission include:

Language arts: the use of multicultural and culturally sensitive literature, reflecting the diversity of the school and the city

Mathematics: the use of Everyday Mathematics and Impact Mathematics, both curricula which reflect cultural differences and respect for differences; in addition, they address multiple learning styles and needs; active involvement of students in questioning, group work, and other active learning strategies, which promote understanding and cooperation with diverse classmates.

Science: a curriculum based on methods of inquiry using resources of the community; partnerships with other organizations and DC area colleges to provide hands-on science experiences as well as experiences in the community.

Social studies: use of Social Studies Alive and History Alive, programs which tell the history not just of Europe and North America but also of Asia, Africa, and Central and South America; the use of the Washington, DC area rich diversity which specifically teach history of DC, pride within the community, race relations and issues of racism, social equity and justice, social consciousness and teaching toward action: working collectively, community activism and social change.

World Language: teaching of world languages throughout the school, including teaching about the history and cultures of selected foreign-speaking people; opportunities for students to take leadership in those lessons; emphasis on using a foreign language in active learning situations such as acting out scenarios and conversations.

Arts: a focus on diverse cultures in all arts classes.

Extended day program, 3:30 p.m. – 4:30 p.m.: supplementary learning opportunities for all students, to promote excellence for all students at all levels

Extended day program, 7:30 a.m. – 8:30 a.m., including homework help

Extended day program, 4:30 – 6:00 p.m.: cultural programming in the arts to promote understanding and appreciation of culture, available to all students at least one day each week

Professional development for faculty and staff will promote the primary elements of the mission throughout the school day.

SPACE hands-on student participatory learning

SPACE participatory learning was selected because of the extensive research suggesting that children and adults learn most effectively by active involvement in the process of learning. This participatory and active approach to learning also takes into account individual differences of ability, learning style, and culture. The Educational Testing Service (ETS) conducted a study that examined the math and science scores of 14,000 eighth graders on the National Assessment of Educational Progress (NAEP) to determine the impact of classroom practices, professional development, and teacher qualities such as education level and experience. ETS found that experiential instruction and instruction focused on higher- order thinking was the most important variables in student achievement. “The study shows that students whose teachers conduct hands-on learning activities outperform their peers by about 70% of a grade level in math and 40% of a grade level in science. Students whose teachers emphasized higher -order thinking skills outperform their peers by about 40% of a grade level” (Milliken Family Foundation Report, 2000).

Further support for this active, participatory model of education comes from Eleanor Duckworth, a psychologist who worked with Jean Piaget and taught at Harvard University: “We have to do the work ourselves, making the connections and focused to help us reach our vision, even if people take pains to point out to us connections, they have been able to make. Each individual has to construct her own knowledge. Sometimes we can be helped by what other people tell us, but we still have to do the work ourselves.” (Eleanor Duckworth, *The 'H' Teachers* will use strategies that actively involve students so that they become active and collaborative learners, make connections, find patterns, see events from different perspectives, experiment, go beyond the information they receive, and develop empathy and compassion for events, people, and subjects. Teachers model this pedagogy, confer with students, facilitate productive group work, and stimulate students to think.

Student Parent Achievement Center of Excellency will conform to and or exceed all requirements of the District of Columbia Public School Curriculum.

As the way to accomplish our primary goal (that students will demonstrate progress toward greater academic achievement), for the full immersion classes, SPACE will use the existing materials, aligned foreign language immersion to meet the District of Columbia School curriculum, that have been successfully used for many years in other Public Schools Immersion Programs. All the instructional materials needed to support this curriculum can be acquired in Arabic and will be initiated during the start-up year, as budgeted, to ensure they are ready to use.

Immersion programs should start at school entry into pre-school. Beyond the early grades, the gap in knowledge of the immersion language is too great for students to be able to integrate into the program if they have no comparable knowledge of the language. Thus, in the first year, only the Pre-k 3 and Pre-K 4 will be full immersion classes. Grades K - 8 will use a 50/50 English and Arabic teaching model.

C. Student Progress and Achievement

Formative and Summative Assessments

Assessment is the heart of teaching and learning. Our assessments will be used to inform students, teachers, parents and guardians about where a student is succeeding and about what needs strengthening. On-going and benchmark assessments will serve as a feedback system to guide teachers in planning lessons and in individualizing instruction. In our classrooms, assessments will be (a) timely (given while learning is in progress), (b) focused on the current learning tasks, and (c) specific about improvement needs. SPACE will comply with PCSB Performance Management Framework monitoring, student progress, student achievement, gateway measures and learning indicators.

Students with Exceptional Needs

SPACE will meet all DC and federal guidelines for educating students with special needs. All existing IEPs will be followed. Students suspected of having a disability, according to the definitions in the IDEA and as indicated by DC guidelines, will receive an educational evaluation from a contracted professional following all required guidelines and processes to identify their special needs and recommend strategies. On that basis, an IEP will be developed. As required, SPACE will input relevant data to the School Computer Network (including valid dates of NORA, CER, and IEP) and will submit the first page of the IEP to the DC School authority. Students with IEPs will be re-evaluated at established intervals required by the IDEA.

English Language Learners

Services for LEP (Limited English Proficiency) eligible students will be provided in a timely manner and appropriate LEP plans will be established and maintained. SPACE requires Specialist English Language Arts teachers to teach English as a foreign language to the immersion students for one period a day from Pre K-5. This means that SPACE has the services of highly skilled teachers of English. As part of in-service professional development and the reinforcement of immersion teaching methods, teachers will be provided training in English as a Second Language instruction and evaluation.

SPACE expects to meet as many special needs as possible in the least restrictive environment (LRE), which will, in most cases, be the regular classroom. Teachers will receive annual professional development training in differentiated instruction and in varying learning styles and needs, so that they are competent to teach students with a wide range of styles and needs.

In addition, faculty and staff will receive regular updates on identifying and working with students with IEPs and on how to implement IEPs. As new information and best practices become available, these updates will enhance the ability of the staff to work with students of varying abilities and needs. Instructional strategies will be multisensory. Much of the curriculum will be hands-on and participatory, with many ways of adapting for students with a wide range of needs, including those of gifted and talented students.

The following are more of the specific strategies to be used by SPACE to meet the education needs of all students:

- regular meeting times to permit teams (grade teams and cross-grade Japanese Lesson Study teams) to meet and discuss the needs of individuals and groups of students and to plan strategies to meet those needs
- required additional help (including 3:30 p.m. – 5:00 p.m. and summer) for students having challenges meeting standards, including, tutoring and mentoring
- summer learning opportunities to help prepare students for the next grade and/or strengthen existing skills
- differentiation of curriculum so that students have extra time, accessible materials, and more support
- home language survey for each student upon enrollment
- enhanced service for ELL students
- availability of school materials in English and other languages, as needed
- the implementation of instructional strategies for students who are recognized as needing acceleration or further enrichment
- classroom practices designed to help students develop the dispositions of successful students while helping them to set Goals and build basic skills

- direct instruction in and practice with study skills strategies, including time management, focusing, assignment recording, test-taking strategies, and organization
- development and practice with critical thinking skills and question development.

SPACE intends to hire a special- education coordinator with responsibility to coordinate the evaluation process for students who are identified by staff members as potentially in need of support. In addition, the coordinator will make sure that an appropriate IEP is developed; that teachers are implementing the IEP, and that proper procedural safeguards are followed. The coordinator will also be a resource to whom teachers can come with questions or need for help with particular students. SPACE will contract for other special education services as necessary, including student evaluations, speech and language training, and support for English- language learners. These contracted professionals will work with students and families as necessary. The budget will reflect both a staff position and ongoing use of contracted services. SPACE hopes to hire a good number of dual-certified teachers (elementary and special education) and bilingual-bicultural teachers as possible.

English- language learners will be mainstreamed as much as possible. If necessary, they will receive supplementary instruction in English. They will participate in the 3:30 p.m. – 5:00 p.m. program as well as the extended day programs for tutorial support and extra opportunities to practice English in the cultural programming from 4-30 – 6:00 p.m. SPACE will fulfill all the requirements of Title III, including written information that spells out parent and student rights, information to parents of the identification of their children as limited English proficient (LEP) and detailed explanation of how the school intends to meet the students' needs.

Finally, SPACE will maintain the confidentiality of personally identifiable information regarding students with disabilities as per the Family Educational Rights and Privacy Act (FERPA) and IDEA. Our classrooms will reflect what Linda Darling-Hammond calls Adaptive Pedagogy in her book, *Redesigning Schools: What Matters and What Works*. Adaptive pedagogy in her view includes elements such as a focus on student learning, multiple instructional strategies, group work, explicit teaching of academic skills, scaffolding, culture of revision and redemption, extra support, and strong relationships. In the same book, she describes what she calls Multicultural and Anti-Racist Teaching. The elements of this concept include high expectations for all learners, culturally responsive pedagogy, the importance of knowing the student's communities, an active approach to teaching, a focus on multiculturalism, and the practice of the ideas of a democratic society that construct successful diversity.

Strategies for Meeting the Needs of Accelerated Learners

SPACE will create a learning environment which allows academically able or gifted students to progress more rapidly through the curriculum. Accelerated students will be identified by at least a 90% performance on assessments (Discovery Education Early Skills, the Gold Assessment and DC- CAS), in reading and mathematics, the first year of entrance into the grade level. SPACE staff will develop special lesson plans to provide differential instruction to these students with faster pacing and more depth of instruction. The instruction will be provided in cluster groups within the classroom for the Language Arts and Math and science portion of instruction. SPACE will establish a computerized Integrated Student Assessment and Data Management System to track and monitor student and school performance. The long term vision is to make it available as a one-stop instructional repository for all SPACE administrators, teachers, parents and students. The teachers' would be able to identify progress from the integrated data warehouse, gather instructional material that would help students learn better in the classroom and at home, and conduct tests using test items based on Core Standards and Arabic curricula. Accelerated placement will be reviewed each quarter. Preliminary K-8 test will be used to establish the first cluster groups.

Strategies for Providing Intensive Academic Support

Assessment / Measuring Student Progress

Assessment is the heart of teaching and learning. Our assessments will be used to inform students, teachers, parents and guardians about where a student is succeeding and about what needs strengthening. On-going quarterly and end of term assessments will serve as a feedback system to guide teachers in planning lessons and in individualizing instruction. In our classrooms, assessments will be (a) timely (given while learning is in progress), (b) focused on the current learning tasks, and (c) specific about improvement needs.

Development of Educational Program: The initial draft curriculum and educational program structure delineated above was designed by the SPACE founding group, based on their own research and assistance from outside experts. During professional development training in the summer of 2015 before the school opens, the CEO, Principal and others contracted to provide professional development will work with the faculty to refine the curriculum and prepare to deliver it. The Principal will supervise the implementation of the curriculum and coordinate the ongoing process of its evaluation and improvement.

SPACE will administer the District of Columbia Assessments (DCA) in grades 3-8, as required. The DCA results from the first year (2015-2016) will be used as our baselines from which to judge the performance and progress. We will compare the current year's scores with scores from preceding years to show the academic progress, including information regarding each of the required subgroups. We will also do a longitudinal examination of academic achievement for students individually, so that we can establish rates of academic improvement for each student while attending SPACE. We will compare the rates of academic improvement of students in SPACE against results for students in the District of Columbia.

The school building itself will be available for scheduled community activities after- school hours. SPACE plans to have both before and after care for students.

Student Performance

Student Progress and Achievement

While the administration, the Principal, in particular, is ultimately responsible for the supervision and assessment of the educational program, SPACE has created an inclusive development, supervision, and assessment system that also permit and encourage the participation of our partners, teachers, students, parents and other relevant stakeholders in SPACE' community of learners. This creation of a "Nested Community" means that the school is guided by and held accountable to its members' commitment to continual learning and to the school community as a whole.

As the school year(s) progress, teachers, administration, and other members of the community of learners will have the opportunity to comment upon and make suggestions for refinement of the curriculum and educational program. Because of the intensive nature of the teachers' work with the curriculum and the students, they will play a central role in its continuous evaluation. Teachers will meet regularly as a whole and in small groups to share issues, successes, and strategies for successful implementation of the program and to discuss emerging needs for refining the curriculum. Small groups include Japanese Lesson Study groups, which will allow teachers to help each other to design lessons, observe each other, and critique each other's lessons. In addition, groups will meet by grade and by subject area on occasion, and the entire faculty will meet to discuss issues relevant to the whole group on a regular basis. As part of professional development planning, the Principal will develop a schedule of meetings for the year, with input from the teachers about their needs.

Teachers will be expected to show evidence of quality lesson plans, including reference to Washington, DC standards and to the SPACE mission. These plans will be available for the Principal, and will also be shared by teachers as part of their Lesson Study work. As part of the

development of the annual School Improvement Plan, the school will produce a detailed written analysis of the curriculum with plans for improvement and change. Teachers and student representatives will be closely involved throughout the development and implementation of this document. It will be a living document, a “blueprint” for work the following year.

In addition to this assessment and review conducted by the teachers, students, other stakeholders, in conjunction with the administration will also be involved in the creation of the yearly School Improvement Plan, collecting and documenting needed adjustments and alterations in the school’s curriculum and functioning to improve student performance and involvement. This School Improvement Plan will use a variety of data sources, including comments from stakeholders and students, teacher and staff input, and particularly analysis of data regarding student and school performance. Student’s work is the ultimate evidence of a school’s performance and, therefore, will be a primary focus.

Student's performance on standardized tests will be a central indicator in the assessment process. Portfolios of student work, along with their grades, classroom tests, and other classroom assessments, will provide sufficient data over time to inform a thorough, ongoing evaluation of the program. Benchmark tests are part of the tools for both mathematics and language arts. These tests allow teachers to review the performance of individual students, classes, grades and the whole school. They provide a rich source of data on what is working and what needs to be revised or changed.

Independently run national tests: SPACE will encourage all of its students to participate in various national language tests, such as the American Association of Teachers of Arabic, annual Essay Contests. The SPACE student performance as a group will be compared to those of other state and national schools’ students who participated in the same tests. Report Cards will be issued four times each year. Opportunities for parent conferences will be scheduled for each quarter and may be arranged at other times as the need arise. As a part of these conferences, standardized test results will be released to parents and discussed.

Data-based evidence that will inform the development, supervision, and assessment process will come in the form of: standardized tests; student and teacher surveys; Learning Walks (brief tours of the school to “sample” and document what is happening in each classroom); Math and Literacy Walks; Equity Walks; running records; teacher-made assessments of student learning; project-based assessments; formal examinations; student based evaluation and end of year assessments of student learning.

SPACE mission will always guide our thinking about the development and assessment throughout the school. We recognize that these are the foundational steps to creating a positive school culture. We know that to develop a culture that supports our educational mission and the kind of community we intend to be will take time and thoughtful reflection at each stage during

the process. We expect that our ongoing comparison of where we are with where we want to be will lead to plans that are Innovative Teaching Methods.

Thus, instructional methods in SPACE classrooms will also include the following:

- assessment of prior knowledge (What do we already know about this?) at the beginning of a new topic or concept
- problem-solving and project work in teams
- brain storming why it is important, and what the students still want to learn or what they think is next
- use of multiple forms of outlining and note-taking, including visual maps
- use of both research and I-search (where students describe their research process as well as their findings)
- group discussions with students taking turns, participating, leading, or recording the discussion
- Hands-on learning by experimenting, observing, recording, acting out, etc.
- student preparation and teaching lessons
- preparation of independent and/or group projects
- use of technology, including computer and Internet
- use of traditional audio-visual materials, such as videos, as appropriate
- student demonstrations, readings, performances, reports as additional forms of assessment-beyond traditional tests
- traditional direct teaching.
- the use of protocols that require all students to think critically (e.g., Socratic seminars, learning logs, jigsaws) and to collaborate to assess their work
- the use of workshops that first model or demonstrate a concept, skill, or strategy and then require students to practice and apply what was modeled and discuss and debrief what has been learned
- the use of mini-lessons to introduce and teach specific concepts, skills, and strategies to the whole class or to smaller workgroups
- the use of anchor charts and other forms of documentation to synthesize and make public student understanding
- regular conferences with students individually and in small groups to monitor each student's level of understanding, to identify challenges, and to differentiate instruction.

These methods promote student engagement and intellectual rigor, as well as the understanding of differences and culture. Because the emphasis is on higher- order thinking and on content knowledge in context, students are able to use the content in service of thinking and action. There is abundant evidence that students achieve better, not only on standardized tests, but also in their lives, if they have been engaged in a participatory learning process which SPACE will utilize.

1. Student Performance

a. Gateway Measures

What Graduates Should Know?

SPACE will expand to a Pre-K-8 grade school by its 3rd year of operation. SPACE will follow the promotion standards of the DC Public Schools. SPACE students are expected to perform at proficient levels above on, The Center for Applied Linguistic, Arabic Course Achievement Test, and complete 4 credits in Arabic. The 24 Carnegie are earned as follows:

SPACE will focus more on what it wants its eighth grade graduates to be able to do, rather than on specific content. All results will be correlated with the DC assessment System. This emphasis on knowing how to learn and to use learning is crucial in today's world where information changes and develops so rapidly; the most important skills SPACE can give its students are the practical skills of how to learn and how to do things. SPACE believes that the most important skills it can give its students are the practical skills of knowing how to learn and how to approach and accomplish new tasks. The following table delineates what SPACE graduates are expected to know upon completion of eighth grade; it emphasizes SPACE's focus on rigor, and lifelong engagement in learning.

Table 9 Eight Grade Gateways

Subject	What SPACE graduates should know and be able to do
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Language arts (reading,	be able to fluently read anything the graduates chooses to read
writing, speaking, listening)	<p>be able to listen to and participate appropriately in any discussion</p> <p>be able to speak effectively (Note: new research indicates that speaking informs writing)</p> <p>be able to recognize and remember some major works in world literature and major references to figures from major works</p> <p>understand that reading and writing are part of all other subjects</p> <p>be able to read for pleasure</p> <p>be able to do research, that is, be able to find information on any subject and report that information in a variety of media and formats</p> <p>be able to write coherently and correctly</p> <p>know and be able to use the fundamentals of English grammar and composition</p> <p>be able to use technology as a tool for writing, researching, and reading</p>
Mathematics	<p>be able to add, subtract, multiply and divide whole numbers, fractions, and decimals whenever necessary</p> <p>know the basic principles of algebra and geometry, recognize situations where that knowledge is useful, and be able to use it</p> <p>have a sense of the ways in which the universe can be explained and interpreted mathematically, to understand that math is part of science, social studies, and many other kinds of information</p> <p>have problem-solving skills using mathematics</p> <p>be able to use technology as a tool in mathematics</p>
Science	<p>be able to use the scientific method, that is, be able to formulate a hypothesis, perform experiments or observations to test the hypothesis, draw conclusions, and present the conclusions graphically, orally, and in words</p>

Subject	What SPACE graduates should know and be able to do
	<p>be able to use technology as a science tool</p> <p>understand the physical, chemical, and geological worlds and their interrelationships</p> <p>understand the biological world, especially the human body and its systems</p> <p>be responsible citizens of the planet, with an understanding of global environmental issues and of how we must treat each other physically and psychologically</p>
Social Studies	<p>be able to use a map to locate streets, cities, countries, continents</p> <p>be able to locate or identify most countries on a map, to know the basic geography of the United States</p> <p>be able to use technology as a tool for social studies</p> <p>have a basic understanding of the history and government of the United States and a beginning sense of what it means to be a responsible citizen</p> <p>understand how the history of various countries has shaped contemporary society</p> <p>have enough knowledge and experience of the history and customs of other cultures to appreciate and respect those cultures and the people who represent them</p> <p>be able to conduct research on social studies topics and be able to present these findings in written, oral, and visual form</p>
Arabic Language Immersion	<p>Goal One</p> <p>Communication in Arabic</p> <p>Standard 1.1 Students in conversations and correspondence in Arabic to provide and obtain information, express feelings and emotion and exchange opinions.</p> <p>Standard 1.2 Students understand and interpret written and spoken Arabic on a variety of topics.</p>

Subject	What SPACE graduates should know and be able to do
	<p>Standard 1.3 Students present information, concept, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>Goal Two</p> <p>Gain knowledge and understanding of the cultures of the world</p> <p>Standard 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the various cultures of the Arab world.</p> <p>Standard 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the various cultures of the Arab world.</p> <p>Goal Three</p> <p>Use Arabic to connect with other disciplines and acquire information</p> <p>Standard 3.1 Students reinforce and further their knowledge of other disciplines through Arabic.</p> <p>Standard 3.2 Students acquire information and recognize viewpoints that are only available through Arabic language and culture.</p> <p>Goal Four</p> <p>Develop insight into language and culture</p> <p>Standard 4.1 Students demonstrate understanding of the nature of language through comparisons between Arabic and their own language.</p> <p>Standard 4.2 Students demonstrate understanding of the concept of cultures through comparisons between the cultures of Arab world and their own.</p> <p>Goal Five</p> <p>Participate in multilingual communities at home and in the world</p> <p>Standard 5.1 Students use Arabic both within and beyond the school setting.</p> <p>Standard 5.2 Students show evidence of becoming lifelong learners</p>

Subject	What SPACE graduates should know and be able to do
	by using Arabic for personal enjoyment and enrichment.
Arts	<p>have enough experience of visual arts, music, drama, and others to choose any or all of them as lifelong pursuits, both as participants/creators and as audience</p> <p>be able to discuss with insight visual arts, music, and drama</p> <p>understand that arts are a crucial part of a full life and that they can be useful academic and vocational pursuits</p> <p>recognize and appreciate some of the great works of the world</p> <p>know and appreciate the arts resources of the Washington DC area and understand how to access the arts resources of other places</p>
Physical Education and Health	<p>understand the importance of lifelong fitness</p> <p>know how to engage in individual fitness activities such as walking, recreational sports, and other forms of exercise</p> <p>know the basic rules of various sports</p> <p>understand how to participate as a member of a team</p> <p>understand responsible behavior towards themselves</p> <p>understand responsible behavior towards others</p> <p>understand the risks of alcohol and drug use</p> <p>be able to make good, independent decisions</p> <p>understand the basic principles of good nutrition and how to make responsible food choices</p>

Support for Learning

a. Parent Involvement

SPACE will welcome its families and community into the school and will support families in their efforts to be involved in their children's education. SPACE has adopted a student-parent participatory. There will be unlimited opportunities for parents to serve as volunteers in classrooms, with clubs or sports teams, in supervision, in leadership roles on the board, as coordinators during family sessions, on committees, or other activities. There will be an area within the school (possibly a part of the Media Center, or in the administrative offices) where parents will be able to come to learn more about the school, to work with other parents, or to parent/teacher meetings. In May of each year, SPACE will conduct a family satisfaction survey, the data from which will be used to modify, enhance or support programs.

b. Community Participation

When the school starts, students, staff and parents will form a committee to decide on the official colors of SPACE that will draw upon the mutually shared values of school's diversity. This will be for not only the usual reasons that school uniforms are supported but also to promote a sense of school pride and community.

c. School Organization and Culture

SPACE will create a culture of high expectations of our students' families and similarly; we want them to hold the school's professional staff to the highest expectations. Expectations will be written and agreed upon by signature. Language immersion requires a long-term commitment to a school, and families need to be fully aware of that commitment when they first enroll a child in the school. SPACE will also expect its parents to provide better than minimum commitment of their time in support of their children's and the school's activities each year.

d. Extracurricular Activities

SPACE will work with staff, community and partner with other organizations to develop and offer a structured extracurricular program to all students starting with Pre-K-grade. SPACE realizes that participation in extracurricular activities has a powerful positive impact on students' future choices and lives. Research now supports this anecdotal knowledge, particularly about adolescents. A recent article, published electronically by Kristin Anderson Moore, President of Child Trends, a Washington-based research organization, reports the following:

“Research indicates that regular participation in extracurricular activities during adolescence can lead to long-term payoffs. Studies find that teens who are involved in extracurricular activities are more likely to go on to attend college, which, in turn, can

increase their potential lifetime earnings. These involved teens are also more likely as adults to vote in national and local elections and to volunteer in community and religious organizations, thus making real the concept of civic engagement.”

These findings are from a study by Child Trends researchers published in the [Journal of Adolescent Research](#) (Vol. 18, Issue No. 06, November 2003). The article, “Implications of Extracurricular Activity Participation during Adolescence on Positive Outcomes,” is authored by Jonathan F. Zaff, Kristin A. Moore, Angela Romano Papillo, Stephanie Williams and was based on analyses of data from the National Educational Longitudinal Study of 1988, a nationally representative long-term study that followed a sample of eighth-graders through high school and into early adulthood. The results for these analyses showed that, even after taking into account family background, teens that consistently participated in extracurricular activities from eighth-through twelfth-grade were:

- 70 percent more likely to attend college;
- 66 percent more likely to vote as young adults; and
- 50 percent more likely to volunteer.

Based on this strong evidence, SPACE will provide a variety of extra-curricular activities for its students.

e. Safety, Order, and Student Discipline

SPACE will have high expectations for student behavior and participation within the school community. As indicated earlier, service learning will be incorporated into the educational program at every grade level in order to help students develop skills needed to become caring, involved citizens. SPACE will have a discipline policy that is compatible with the policies of DC Public School System. This policy will be in writing and will be distributed to all families and students to sign and return, to affirm that they were informed about the policies. All disciplinary actions will be compatible with IDEA and IEP requirements. The discipline policy will be part of a complete parent-student handbook.

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

Professional Development Opportunities

The objectives of our professional development program are to support teachers, helping them to work effectively with all our students; to teach an integrated curriculum; to recognize and use different learning styles; to make productive use of resources; to understand and implement the DC School Standards; and to maintain certification. Teachers will receive training before the start of the school year, with a focus on the delivery of our curricula and on the use of the Rosetta Stone Program. An introduction to the rules, procedures and policies of the SPACE, the DCCPSS regulations, and state and federal rules and regulations that school personnel need to know will also be provided. The principal will review the faculty handbook and will discuss such issues as attendance and discipline procedures, classroom management, fire drill procedures, and procedures for reporting of suspected child abuse or neglect.

SPACE intends to provide extensive ongoing professional development in several ways:

- Teacher mentoring whereby veteran teachers guide and provide support for first and second year teachers;
- Ongoing, collaborative processes using the Japanese Lesson Study model;
- Frequent workshops and conferences to learn new strategies and materials, to be followed up and reinforced by the Lesson Study process. As often as possible, these workshops will be taught by members of the staff who have attended conferences and can provide turnaround training to their colleagues. In other cases, outside consultants will be contracted to provide unique or specialized training; and
- Several partners, including DC area colleges and other institutions have been contacted with health relationship being formed to provide professional development at the school or at their sites.

The broader direction and emphasis of teacher professional development will be driven by a group of staff members who will work with the Principal as a Professional Development *Planning Committee*. This Committee will design and refine a long-term professional development plan to ensure that the content of professional development meet staff and student needs. This group will choose one or two major themes for each school year for both Japanese Lesson Study and workshops and will also ensure that topics that need to be covered annually (for example, safety procedures, IEP implementation, and use of student performance data to shape instructional strategies) are on the agenda.

To implement this professional development plan, teachers will attend professional development activities once each week (except during times such as conference or grading weeks) from 4 p.m. until 6 p.m.,. These may include a Japanese Lesson Study session, a workshop or presentation to the whole staff, whole group discussion of issues or plans, or team meetings (Pre-K-1, 2-3, 4-5). In addition, teachers will attend two weeks of professional development during the summer

break. Given the extended school year, this means approximately 150 hours annually of professional development. Topics for all types of professional development include fulfillment of the SPACE mission (rigorous instruction, Arabic language immersion, integration of culture, and student-driven personal inquiry), meeting the academic standards for all students, instructional strategies, including inquiry, conflict resolution skills for students, teaching students with diverse learning needs and issues, and working with English- language learners. Other topics will be proposed by teachers during the course of the school year to the Professional Development Planning Committee for inclusion in the professional development plan. Students will also have the opportunity to recommend topics to be considered for inclusion in the development plan.

As stated above, in addition to the weekly professional development sessions, supplementary support will be provided for new teachers to assist them in making the transition to SPACE and to ensure quality teaching for the students. When all teachers are in place, and professional development is focused on opening the school and introducing all staff to its mission and methods, all new teachers will be assigned a mentor teacher in their team to whom they can go for support and who will meet with them informally as necessary. In addition, the Principal and management will meet regularly with new teachers, both individually and as a group, to assess how they are doing and to discern the supports they need to succeed. Working as part of Japanese Lesson Study teams will also bring together new and experienced teachers and therefore, help to integrate the new teachers. These small groups are designed to be a safe place for all voices to be heard.

Central to all other professional developments will be ongoing collaborative work by teachers, using the Japanese Lesson Study model. This process mirrors for teachers the collaborative, interactive, respectful-of-differences inquiry work that is at the heart of the SPACE mission. Research indicates that the only truly effective professional development is that which is ongoing and collegial. See, for example, Educational Leadership, March 2002, “Redesigning Professional Development,” a series of articles providing evidence that ongoing professional development is the only kind that promotes change and improvement in instruction, including the following statements:

“Thinking about our work and improving what we do – these things are professional development. So is collegiality – teachers talking about their practice and how to make it better”. (Anthony Alvarado, “Professional Development Is the Job,” American Educator, winter, 1998)

“The focus on collaboration is a shift from making teaching completely private to realizing how much you can learn by letting your teaching be public and talking about it with your colleagues. It may seem scary, but the value is instantly apparent to teachers who use it”. (Scott Willis, quoting James Stigler, in *Educational Leadership*, March, 2002)

Thus, one focus of professional development, at the beginning of the school’s life, will be to teach teachers the skills of Japanese Lesson Study.

Lesson Study, a process developed and articulated by teachers in Japan and used for more than 60 years, is a long-term, collaborative process. It gained prominence through its efficacy and documented in the TIMMS reports and in the work of Hiebert and Stigler in both *The Teaching* correlation to Japanese students improved achievement in mathematics and science as *Gap and The Learning Gap*. Lesson Study holds enormous potential since it engages communities of learners in action research aligned to their learners and their own learning needs in both content and pedagogy.

To do Lesson Study well, each year SPACE teachers will collectively choose primary focus issues, based on the overarching values reflected in the school’s mission. Japanese Lesson Study is an especially useful vehicle for developing, supporting and modeling a community of learners focused on improving their own content knowledge and that of their students in the spirit of rigor, understanding of culture, and inquiry. Teachers have opportunities to examine their own thinking in a lesson, to discover their own misunderstandings, and to deepen content and pedagogical knowledge. Instruction is thereby improved through discussion and reflection. Lesson Study makes the work of teaching visible and public.

The Lesson Study process keeps turning its practitioners back to the mission of the school as the focus on their work. It serves to ensure that the mission is continually brought to life in all aspects of the school. Lessons are designed that encourage students to love learning, work cooperatively, become effective in conversation, and foster deep relations with one another. The content goals of what students learn are aligned with DC standards, but guiding principles are embodied in the pedagogy.

Teachers who participate collaboratively within a Lesson Study group:

- identify an instructional area that needs greater support (i.e.: teaching the concept of measurement)

- use their resources to plan, implement and view a research lesson designed to support their Goals
- identify opportunities for teaching
- create essential questions to highlight student understanding
- observe each other to assess student involvement and learning during the lesson
- share individual reflections on the lesson
- confer and revise the lesson based on these observations.

For example, in mathematics, teachers would be involved in planning lessons:

- carefully examining where they fall within the landscape of mathematics learning
- identifying where and what is the essential mathematics
- formulating critical questions (to assess student understanding)
- determining the most efficient materials to scaffold student learning
- planning how best to meet the individualized needs of students and
- unfolding the lesson so that all have an entry point to the mathematical knowledge being conveyed.

The Lesson Study model is an effective professional development tool because it serves to eliminate teacher isolation by involving them within a greater learning community, allowing teachers to learn from each other, placing student and teacher learning at the center of the learning dynamic and enabling teachers to examine student learning and best practices within their natural milieu- the classroom environment. Implementation of the Lesson Study model requires that teachers take a closer look at their own content knowledge, student knowledge and how best they can build a bridge between the two. Assessment of teachers' attainment of skills will be monitored continuously as part of each teacher's professional development plan.

Structure of the School Day and Year

The SPACE school day will begin at 7:30 a.m. with breakfast and homework lab offered. The formal school day will extend from 8:30 a.m. until 3:00 p.m. The hour from 3:30 p.m. – 4:30 p.m. will be for tutorial programs, enrichment, and homework lab. From 4:30 p.m. – 6:00 p.m. SPACE will offer an arts-based enrichment program, through working with partners, which will include activities such as dance classes, African drumming, tailoring, videography, web-design, and debt, among other workshops. Field trips will be included to expose students to places and institutions that stimulate creative thinking and examination of the world around them. This arts-based curriculum stimulates interest in the learning process via activities and materials that reflect the youths' cultural backgrounds, instills cultural and community pride in students, and build a lifelong love of learning within each child. As students indicate interest, and funds or qualified volunteers become available, SPACE will add staff to the extended day program to

provide activities such as math club, chess club, newspaper, or other activities requested by students.

Until such time as SPACE has enough students to have its own sports teams for middle school students, those students who wish to participate in intramural team sports, the school will partner with other schools or clubs such as Boys Club and others that will be identified by the students, parents and teachers.

The school building itself will be available for scheduled activities after- school hours. The SPACE plans to have both before and after care for students.

The following pages provide a sampling of typical school day schedules for various general school schedules.

General School Day Schedule (grades Pre-K-3/Pre-K4)*

7:00-8:00am	Breakfast, reading circles, tutorials (Before School Child Care)
7:30	School Open for All Students (Breakfast)
8:00	School Day Begins
8:00-11:30	Core Curriculum (DC): Reading, Phonics, Spelling, Mathematics, and Science. The majority of the instruction is in Arabic. 10% of the instruction will be given in English to ensure English Language Literacy.
10:15	Morning Breaks (15 min)
11:30-12:15	Lunch
12:15-3:15	Integrated Humanities Curriculum (DC): Social Studies, History, Philosophy, Visual and Dramatic Arts, Communications, Technology, Music, Physical Education, in Arabic Language Instruction. 10% of the instruction will be given in English to ensure English Language Literacy.
2:15	Afternoon Breaks (15min)
3:30-6:00pm	After-school child care and club activities
3:30-4:30	After-School Tutorial Instructional time for students at risk
3:30-6:00pm	After-school program incorporates supplementary learning opportunities in the core curriculum and cultural programming in the arts to promote

understanding and appreciation of culture, available to all students at least one day each week.

General School Day Schedule

7:00-8:00am Breakfast, reading circles, tutorials (Before School Child Care)
7:30 School Open for All Students (Breakfast)
8:00 School Day Begins
8:00-11:30 Core Curriculum (DC): Reading, Phonics, Spelling, and Social Studies, Humanities in English. (English Instruction) 50% of Day

10:15 Morning Breaks (15 min)
11:30-12:15 Lunch
12:15-3:15 Math and Science in Arabic. Visual and Dramatic Arts, Technology, Music, and Physical Education, in English.(Arabic Instruction 50% of Day)
2:15 Afternoon Breaks (5min)
3:30-6:00pm After-school child care and club activities
3:30-4:30 After-School Tutorial Instructional time for students at risk
3:30-6:00pm After-school program incorporates supplementary learning opportunities in the core curriculum and cultural programming in the arts to promote understanding and appreciation of culture, available to all students at least one day each week.

***Total 6 Hours 15 minutes per day for instruction**

Proposed Calendar 2015-2016

August One week Mandatory Professional Development/All Staff
September 18- Student Days/ One Professional Development Day

November	21-Student Days/1/2 Professional Day/One Parent Conference Day
December	16-Student Days
January	20-Student Days
February	15-Student Days/1/2 Professional Development Day
March	22-Student Days/1/2 Professional Development Day
April	15-Student Days
May	21-Student Days
June	15- Student Days/Two Professional Development Days
July-August	10-Mandatory Summer/Internships/Camps
TOTAL	193- Student Days /202 Teacher Work Days / (7.5 Staff Development Days)

B. BUSINESS PLAN

1. Planning and Establishment

a. Profile of Founding Group

b. Planning Process

The founders of SPACE are a diverse group with strong skills in education, management, as well as many connections within the DC business, international, professional, social service, and educational communities. Resumes and statements of interest of the founding coalition are included. The founding group was organized to fill a void in the Pre-K-8 curriculum which may result in a lack of appreciation and understanding of the Arabic Culture and language. The founding group devoted more than two years, starting in January 2010, exploring the need for an Arabic Immersion school, and assessing the DC community's reaction to such a program. We discovered tremendous support and favorable reactions to our proposal prospective. We strongly believe that a focus on the Arabic language promotes better communication with a significant and growing number of world citizens, promotes world peace and understanding, and presents employment opportunities for students in the DC Public School System.

The founding members often travel for business purposes to Northern Africa and the Middle East, and understand our students need to be prepared to master global economics, specifically with Arabic speaking countries. As we discussed the concept with other DC residents, we found

that there was indeed an interest in establishing an Arabic Language Charter. The founders also included suggestion from parents and community members in the final application. Petitions and letters of support are included in the Appendix.

SPACE will operate independently of any educational management company as a non-profit organization with an executive director, Board of Directors, officers, and bylaws. The Board of Directors will delegate the day-to-day school operations to the principal, though the Board will have ultimate authority over the school and its activities. The Board recognizes that it is responsible for ensuring that the charter school fulfills its charter contract. A specific list of Board duties, roles and responsibilities, Code of Ethics, Conflict of Interest, and Article of Incorporation are included in the Appendix.

Michael Kaspar has been involved in education for over 25 years. Dr. Kaspar is the Senior Policy Analyst staffing the Science, Technology, Engineering and Mathematics desk for the National Education Association. He is the founding director of the DC STEM Alliance and the DC Science Teachers Association. He has taught in various institutions ranging from elementary to University level. He has managerial experience in non-profit and government educational organizations and brings valuable experience as an educator that will assist SPACE in faculty selection, curriculum planning, as well as reconciling and revenue forecasting. His successes as a former Director of the District of Columbia Public School's Science Department will further enhance the offerings of the SPACE Charter School.

Rhoi Wangila, has over more than 25 years of lifelong passion for education. As the executive director of the Ark Foundation, she brings management experience in problem solving, program development and direction, fundraising, early child education and youth program development. Ms. Wangila speaks several languages; she has worked as a consultant with the World Bank Early Child Development Team and the United Nations Children Fund (UNICEF). She is also a founding board member of Capital Area Immigrants Coalition (CAIR) a very active legal organization that works with DC area law firms to defend the civil rights of immigrants. Ms. Wangila is also a former president of the African and American Women Association, a DC organization that promotes relationships among professional African and American women.

Dr. Sheldon Margulies boasts a 33-year career as a neurologist and has taught over 2,500 medical students and residents. In 2006, he began focusing on educating the lay public and young people in particular, about science. In 2004 he published *The Fascinating Body* (Rowan & Littlefield Scarecrow Press) which explains in common English how the human body works. Since then, he has created audiovisual curricula in chemistry and biology for middle and high school students, and field tested the biology curriculum at Paul Laurence Dunbar High School in Baltimore. Teaching only 1 hour a week, 87 percent of 95 students passed the standardized HSA exams in biology; whereas, only 40 percent passed the year before. He anticipates completing a similar curriculum in physics and anatomy/physiology. With a law degree, he will ensure that the board operates within the law.

Donna Smith is a project manager with the US Department of Housing and Urban Development (HUD) with a degree in civil engineering, where she serves as a team leader and has experience in marketing and financial management. She has expertise in finances, budgeting and project direction. As a founding board member, she will ensure that the objectives of SPACE are carried out with the highest degree of ethics.

Tanya T. McCoy is a retired federal government employee, with over 30 years of experience in administration, a senior grants officer and team leader with National Institute of Health (NIH) and a former DC public schools substitute teacher. Her experience will guide SPACE in grant research, financial accountability and administrative structure.

Benjamin Woods holds a Master's degree in African and American Studies from Cornell University. In Ithaca, he was a weekly volunteer at Mac Cormick Juvenile Detention Facility. In 2008, he entered a doctoral program Howard University focusing on education. Mr. Woods graduates in 2014 and plans to live and work in Washington, DC hopefully teaching at an area high school or college but will continue serving the children and families in Washington, DC through SPACE.

Mark Kreitman has over 30 years of practicing law. He has worked with the United States Securities and Exchange Commission and is a former Adjunct Law Professor at Howard and Georgetown Law Schools. He wants to use his experience as a retired professional and DC resident to volunteer his time to support the mission of SPACE and its operations.

Carla Tyler is SPACE's youth representative on the board. Carla brings a realistic voice to the board as a recent high school graduate from Woodrow Wilson Senior High School and someone who understands the challenges of growing up in DC housing projects with a single mother on welfare. Carla has a diploma in Cosmetology and will be joining the University of Maryland to pursue her studies in International Relations. Carla has been committed to mentoring other children growing up in housing projects and frequently volunteers her time to give back to her community. Carla was responsible for spearheading SPACE community meetings in South East and South West.

Ousainou Mbenga, is described as a natural leader, a mentor, and a community advocate for DC Public School children. A father to DC public school students, he has been a leader in various DC area community organizations. He holds a degree in Medical Technology and heads the Routine and Special Hematology team at Providence Hospital /Quest Diagnostics Center. As a team driven and goal oriented individual, he is committed to supporting the vision of providing Arabic language education to DC children. Ousainou has lived in DC for over 25 years and speaks several languages including Arabic.

Corporate Structure and Nonprofit Status of the School

Non Profit Incorporation documents are included in the Appendix

2. Governance and Management

a. Board of Directors

The founders of SPACE are a diverse group with strong skills in education, management, as well as connections within the DC business, international, professional, social service, and educational communities. Resumes of the founding coalition are in the Appendix.

SPACE will be governed by a Board of Directors. As detailed below, the Board of Directors structure reflects the school's mission and focus on inclusion and diversity. The Board will consist of nine regular members, of which two will be parents of children currently attending the school. In addition to parents, once SPACE establishes eighth, two students elected by the student body will participate in all Board activities as non-voting members. The presence of students on the Board will ensure that student ideas, voices, and perspectives are taken into account at all times. See, Administrative Structure below.

Potential Board Members

Upon the charter's approval by the DC School Charter Board, the founders will meet to elect seven of the initial Board of Directors, which will consist of nine regular members, plus the Principal ex-officio and one student (as soon as the school reaches eighth grade) and (one more student as soon as the school reaches high school). Several members of the founding group will become board members to ensure continuity. SPACE founders are seeking a variety of community stakeholders with a wide diversity of interests and expertise to serve on the school's board to ensure that the school is truly community-based and inclusive and to ensure that it is managed with competence and vision.

Members will be appointed for two- or three-year terms. After the process for selection of the initial Board of Directors, elections will be held in June, prior to the expiration of standing trustees' terms. During this process, new members will be nominated and approved by a majority of current Board members. For vacated positions, Board members will appoint by majority vote new members to fill the remainder of the term. Attendance at Board meetings is

mandatory. Missing three consecutive meetings, without prior approval from the Board President, will be grounds for dismissal from the Board. The inclusion of these students will ensure that student voices, and ideas are heard and included in the administration and evolution of the charter school.

The presence of parents as trustees is therefore, a critical part of this open communication between the school and the community. These parent representatives ensure that other parents and stakeholders remain well informed about the progress of the school and the students, and they also bring to the Board their unique perspective on education and child development. Including parents as Board members promotes open communication and is designed to keep the Board and the parents well-informed of school and student progress. The service of parents on the Board will provide for direct interaction between trustees and these important stakeholders. To further communication, parents who are not on the Board will be notified of all Board meetings and invited to attend.

This emphasis on open communication between all school stakeholders continues with the inclusion of two student representatives to the Board of Directors. These students will be elected by their peers and will bring students' perspective to those who make policy for the school. The student representatives will be expected to make regular brief reports to the Board regarding student issues and to the student body summarizing board actions and plans. Service on the Board will enable students to see how the policy and business ends of an educational enterprise operate, and also to observe how community members exercise responsibility for their community.

The Principal will serve as the regular conduit of information between staff and the Board. Staff members are welcome to attend any Board meeting and may be specifically invited to make presentations or attend a particular meeting if a topic of relevance to them is being discussed.

Board members at SPACE will see themselves as the interface between the school and the community, i.e., “ambassadors” for the school. Part of their responsibility will be as knowledgeable spokespersons for the school, who can answer questions and provide information from the school to the community, thereby promoting it in formal and informal ways whenever the opportunity arises.

SPACE founding board envisions a school community where parents, guardians, and mentors are a common and welcome component to the daily operations at the school. Our goal is for students to grow and develop at the school with parent involvement as an everyday, normal expectation of their educational experience. The Board has planned strategies for developing this type of infused participation. We expect whole families to be involved in a child's education, and will place a special emphasis on recruiting fathers as volunteers, mentors, tutors, project-partners, etc. We have included in the Appendix petitions from parents who support our initiative and would like program for their children.

To seek maximum the educational development of children, parents will be asked to serve in a volunteer capacity. At the time of enrollment, parents will indicate which activities are best suited to their availability and the lists of possible volunteer efforts will be passed to school staff and board members for immediate coordination. All parent volunteers will undergo the required background checks. Types of volunteer opportunities may include:

- Representation on the school’s governing Board
- Volunteer Committee
- Tutor
- Resource Person
- Mentor
- Fund Raising Activities

If granted a charter, SPACE founders will examine their individual strengths and weaknesses relative to the mission of the school. An effective recruitment and nominating process will be developed, which will include the following actions to recruit the best individuals to the board if vacancies occur.

SPACE will operate independently of any educational management company as a non-profit organization with an executive director, Board of Directors, officers, and bylaws. The Board of Directors will delegate the day-to-day school operations to the principal, though the Board will have ultimate authority over the school and its activities. The Board recognizes that it is responsible for ensuring that the charter school fulfills its charter contract. A specific list of Board duties, roles and responsibilities are included in the Appendix.

b. Rules and Policies

The philosophy and structure of SPACE Board of Directors reflect the school’s focus on creating “nested communities” which foster open communication between the various constituencies of SPACE, particularly the Board, parents, staff, and students. Board members will play a key role in ensuring that productive communication takes place on multiple levels. As elected board officials, trustees will act as an interface between the school and the community; they will be ambassadors for the school. Part of their responsibility will be to act as knowledgeable spokespersons for the school, explaining and promoting the school’s mission, philosophy, and structure.

c. Administrative Structure

SPACE will be governed by a Board of Directors. As detailed below, the Board of Directors structure reflects the school's mission and focus on inclusion and diversity. The Board will consist of nine regular members, of which two will be parents of children currently attending the school. In addition to parents, once SPACE establishes eighth through 12th grade, two students elected by the student body will participate in all Board activities as non-voting members. The presence of students on the Board will ensure that student ideas, voices, and perspectives are taken into account at all times.

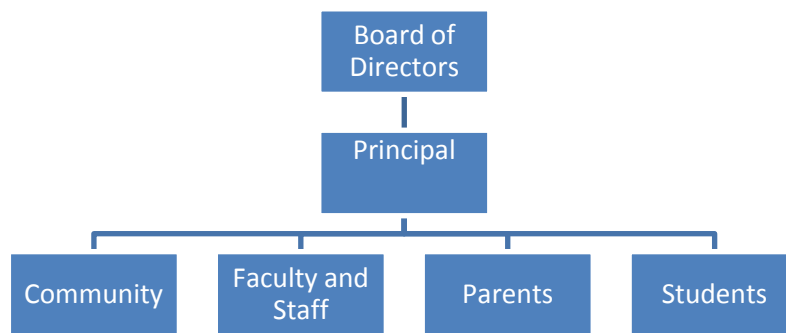
This Board will have five primary responsibilities:

- The Board will ensure that the school is implementing its mission and Goals.
- The Board will be responsible for establishing and maintaining all policies regarding the operations of the school.
- The Board will make all fiscal policy and provide careful oversight of the budget.
- The Board will supervise the Principal.
- The Board will serve as “ambassadors” for the school in the wider community.

SPACE Board will develop an annual board self- evaluation process to determine the extent to which the board meets its responsibilities and supports the mission and goals of the school. Additionally, a parent satisfaction survey will be distributed annually to provide feedback on the perceived effectiveness of the school's performance, and the Board and administration effectiveness. The Board will carefully monitor student enrollment and will work very effectively to ensure that enrollment reach projections. A vigorous effort will be made to reach and exceed enrollment projection goals.

The Principal will be responsible for daily operations at the school, including supervision over the staff and programs in the school. The Principal will also be responsible for daily budget oversight and expenditure of funds. The Board of Directors will make all fiscal policies and provide careful oversight of the budget.

SPACE will have a traditional organizational structure with a Board of Directors responsible for setting policy and overseeing the school's operations. The Board will hire and supervise a Principal who will be responsible for daily operations. The Principal/CEO oversees the staff and students in the school, as well as interacting with families and community daily.



d. School Management Contracts

SPACE is not associated with an educational management company, however, to assist us in developing the charter school petition, accountability and assessment, curriculum and professional development, we will consult with A+ Choice Solutions, Inc. led by Dr. Iris Metts, CEO and former State Superintendent of Delaware and Superintendent of Prince George’ County Public, for technical assistance only on an “as-needed” basis. A copy of the A+ agreement is included in the Appendix.

1. Finance

a. Anticipated Sources of Funds

SPACE Board of Directors will ensure that tax dollars are spent effectively and responsibly.

Start-Up Budget: Our start up budget is attached as required. The revenue in this budget is from two planning and design grants. According to the rules regarding the grant, Student Parents Achievement Center of Excellency will be able to apply for the first grant as soon as approval is given for the school. The additional funding grant can be applied for as soon as the contract has been signed between the charter school applicant and DCCPSS. Once a charter is granted, SPACE will actively seek both public and private funds, founders are seeking other sources of funds.

The U.S. Department of Education, the State Department, and other federal agencies are very interested in assisting program teaching the Arabic language. We expect to apply for numerous grants to support our school program.

Some highlights of the budget are: travel for board members to observe the operation of a successful Arab immersion school; per diem stipends for a principal and a secretary; a significant

amount of professional development for staff given the unique and innovative aspects of the program.

Operating Budget: We have estimated the operating budget for Student Parent Achievement Center of Excellency for the first three school years of its operation: 2015-16, 2016-17, and 2017-2018. The Appendix includes a list of budget assumptions on which this budget has been built.

b. Planned Fundraising Efforts

The board will not, however, be relying solely on funds from DCPSS. We will be establishing partnerships with higher education, and community institutions as well as seeking grant support, including federal government. Any fundraising activities that SPACE will undertake will be in accordance with the guidelines given us by PSCB.

We anticipate in-kind efforts from board and community members in creating the school:

SPACE will seek additional grants to enhance revenue. The Home and School Association and the Board will sponsor some community fund-raising projects or events both to raise money for specific aspects of the school program and to create a sense of a lively community. They will work closely with the staff to create appropriate events that will enhance the school's mission and Goals, as well as creating a sense of belonging within the community.

c. Financial Management and Accounting

At all times, the Board of Directors will have control and oversight over school finances, business, property, and other affairs of Student Parent Achievement Center of Excellency. The Board will comply with the following duties as part of its financial responsibility: oversee the effective and efficient management and operation of the school; review fiscal, academic and attendance reports each month; ensure school compliance with all applicable laws and regulations; undertake short- and long-term planning; and approve the yearly budget. The Executive Director and Principal will be held accountable for adherence to the budget, and, together with the Board, will take corrective actions with regard to revenues and expenditures when necessary.

The sound management and oversight of fiscal functions will include:

- overseeing the effectiveness and efficiency of the management and operation of the school;
- reviewing monthly fiscal, academic and attendance reports;
- ensuring school compliance with applicable laws and regulations;

- undertaking strategic short and long-term planning, especially in the areas of program development, fundraising, grant-writing, community and public relations, and marketing; and approving the yearly budget.

All financial records will be maintained in accordance with Generally Accepted Accounting Principles (GAAP). Additionally, a comprehensive audit of the revenues and expenditures of the proposed charter school will be conducted in accordance with generally accepted auditing standards by an independent certified public accounting firm selected by the Board of Trustees. Computerized financial software will be used to monitor and document all budget activities and to develop the budget for succeeding years. The founding group will retain counsel to provide the Directors with legal representation and advice in (among other areas) real estate, not-for-profit, and tax law. The Board will maintain a contingency of at least \$75,000 in the budget in case of dissolution of the charter.

The school administrators will be held accountable for adherence to the budget, and, together with the Board, will take corrective actions with regard to revenues and expenditures when necessary.

d. Civil Liability and Insurance

SPACE Board will comply with the minimum levels of insurance as required by the Charter School Board at the following types and levels of coverage listed below.

Recommended Minimum Insurance Coverage Levels

General Liability \$6,000,000 aggregate

Directors and Officers Liability \$1,000,000

Educators Legal Liability \$2,000,000

Umbrella Coverage \$4,000,000/ providing transportation

Property/Lease Insurance 100 percent of replacement cost (\$1,000,000)

Auto Liability Insurance \$1,000,000

Workers Compensation As required by law (\$3,000,000)

e. Provision for Audit

All financial records at Student Parent Achievement Center of Excellency will be maintained in accordance with Generally Accepted Accounting Principles (GAAP). Each year a

comprehensive audit of the revenues and expenditures at the school will be conducted by an independent certified public accounting firm. Completed audits will be adapted by the SPACE board and a copy will be filed with the DC PCSB in accordance with requirements. Computerized financial software will be used to monitor and document all budget activities and to develop the budget for succeeding years in accordance to budget findings. The Board of Directors will retain counsel to provide the Directors with legal representation and advice in (among other areas) real estate, not-for-profit, and tax law.

The school plans to attract talented teachers with a wide variety of experience levels and skills by offering a salary that is higher than that offered in some schools. The salary scale also reflects the understanding that employment at SPACE will be demanding. There is money budgeted for modest stipends for extra work as well.

Money has been budgeted for a bridge loan to cover costs incurred before SPACE begins to receive money from the DC School District and maintained as an emergency line of credit.

4. Facilities

a. Identification of Site

Since we have not located a site yet, Student Parent Achievement Center of Excellency cannot give specifics; however, we can detail the vision that we have for our building.

Student Parent Achievement Center of Excellency will be a model for commitment to the environment to apply friendly and acceptable green materials for as much as possible including the use of reusable and or recyclable materials in every area of operation.

Student Parent Achievement Center of Excellency will locate temporary office space for the administrative staff in the Pre Opening period (September 1, 2014- July, 2015). This will allow a suitable office area for planning, enrollment and school organization.

SPACE Board members are already engaged in seeking a building in Ward 3 with the help of experienced real estate consultant. We anticipate locating a facility by February1, 2015; however, we will not be able to secure a final lease until the charter has been granted, and a contract is negotiated with DCCPSS. As soon as possible after receiving charter approval, the founders will make the necessary commitment letters of intent. We anticipate that a definitive agreement will be executed by July1, 2015. A final site will be identified, and options secured with sufficient time to complete needed modifications in order to obtain a Certificate of Occupancy by May 1, 2015. The school will provide documentation that the facility meets all health and safety requirements and regulations.

Classrooms:

There will be at least 10 classrooms (10,000 sq ft), All classrooms will have natural lighting and adequate fluorescent lighting. We will also plan to have a library, a multi-purpose room, an art/music room and several small breakout/tutoring rooms. Classrooms will have 900 – 1000 square feet of space; art and music rooms will have 1,000 square feet of space; the library and computer/language laboratory are expected to need 2000 square feet; multipurpose room and office (8,000 sq ft), for a total of a 22,000 square footage requirement.

Outdoor area requirements:

We will have significant outdoor play space, ample for both grass playing fields and paved playground. Drop/off and pick/up will be done safely and off the main road, and traffic patterns shall be constructed to ensure smooth traffic flow at both drop off and pick up. Parking will be available for staff and visitors, with priority handicap accessibility as required by law.

b. Site Renovation

Not applicable for now.

c. Financing Plans for Facilities

SPACE is working with Drachman, LLC, a Washington, DC based real estate company in identifying a suitable facility for the school in the Ward 3 area. A few buildings have been identified to select from, once the charter is received the final selection will be made, and terms of lease or purchase will be determined.

d. Building Maintenance

SPACE facilities will comply with all City codes and regulations concerning zoning, adjacent and nearby land usage. SPACE will commit to safe and responsible go-green model in all areas of operations, including purchase of equipment and other supplies.

This is not an exhaustive list of facility information. Once the facility is definitively determined, SPACE will modify this list according to the specifics of the facility. In addition, as the enrollment at the school grows, space needs will increase. Therefore, we will be seeking a facility that will accommodate the school needs. Our ideal facility will be one where the school can start with a smaller enrollment and expand within the same facility.

Fire Safety:

A fire alarm system will be installed as required by law. Fire exits and firewalls will conform to local building codes and conform to DCPSS standards to ensure safety.

2. Recruiting and Marketing

a. Outreach to the Community

The Founding Board Members are confident of being able to exceed enrollment targets based on the identified need for the school; the extensive recruitment effort planned, and the positive feedback already received in response to discussions of the school's vision, philosophy and Goals. Recruitment: Official recruitment of students will begin as soon as approval is granted; word-of-mouth promotion of the plans and vision for SPACE is already underway. Some advertising materials and brochures will be published in Amharic, Spanish and Arabic, in addition to English. Examples of recruitment activities SPACE shall use to reach the widest possible audience include: placing advertisements in free newspapers and getting reporters (including the education reporter from Washington Post and Washington Times) to write an article about the school and its mission and Goals; using radio stations; holding open public forums about SPACE; distributing information to religious institutions and places of worship, community centers, and other establishments; making announcements at service club, fraternity and sorority meetings, community meetings, town- hall meetings, civic meetings, child-care centers, and DCCPS and PCSB open enrollment meetings; and using group electronic lists to send e-mails to various education and community information groups. SPACE will also establish a web site, Face Book page, and a Twitter account as soon as a charter is granted so that information about the school, its programs, its parental involvement requirements, and its application process will be readily available.

b. Recruitment of Students

SPACE will not discriminate against any student in the admissions process because of race, creed, color, sex, handicap, or national origin. We do, however, seek to give preference to family members of the siblings of students enrolled in the school. Any child who is qualified under DC law for admission to a public school is qualified for admission to SPACE. The school will establish a relatively easy application process to maximize applicant numbers, and will make the application forms available on-line from the school's web site. SPACE will hold at least one formal open house for prospective parents each year well before the application and lottery deadlines. Interested parents are welcome to visit the school at their convenience.

c. Future Expansion and Improvement

SPACE will begin implementation of the program with a total of 180 students in Year 1. As noted earlier, elementary school immersion programs will start from the entry level classes. These first students at SPACE will thus be placed into classes according to the following plan:

Total Immersion: There will be 2 classes of Pre-K3-4. Two teachers will be employed who are fluent in English and Arabic. 10 to 15 percent of the instruction will support English literacy.

Partial Immersion Arabic Program: For students in grade K-5, who will not be expected to have any experience in any of the target languages, full immersion will not initially be possible.

In grades K –5, there will be one class at each grade level. Instruction in Language Arts, Social Studies Art and Physical Education will be given in English. Math and Science instruction will be given in Arabic. Teachers are expected to be fluent in English and Arabic. A separate Math/Science/Technology coordination, fluent in both Arabic and English will be employed.

The organization of the school in Year 1 is represented in the Table below. Each year the total immersion component of the school will advance one grade level.

Table 10 SPACE Students per Grade Level in YEAR 1

Grade Level	Arabic, # students	# of Classes/Teachers	TOTAL
Pre-K3-4	20 – full immersion	2	40
K	20 – 50/50 Instruction	1	20
1	20 – full immersion	1	20
2	25Arabic Classroom Instructor	1	25
3	25Arabic Classroom Instructor	1	25
4	25Arabic Classroom Instructor	1	25
5	25Arabic Classroom Instructor	1	25
TOTAL		8	180

Plans for Selecting Students if Over-Subscribed: Beginning in the spring of its first year of operation, admission will be by lottery whenever there are more applications than there are places available. SPACE has developed unbiased lottery procedures that will be independently controlled and fair to all.

Timeline

The founding board and its consultants will begin preparation for school opening as soon as the school is approved.

The table below provides the schedule for activities leading to the opening of SPACE in August 2015:

Table 11 Opening Activities

Month	Activity
March 3, 2014	Charter application submitted
July, 2014- Ongoing	Community information and recruitment meetings continue
January, 2014-Ongoing	SPACE Board Established Developed and filed articles of incorporation Recruitment of Founding Board Members
January, 2014- Ongoing	Talk with potential community partners
July, 2014- Ongoing	Informal recruitment of Principal and staff
July, 2014	Charter application approved
July, 2014-Ongoing	Board of Directors formally appointed Application for start-up funds (implementation grant/Bridge Loan) <u>Board of Directors Ongoing Activities</u>

Month	Activity
	<p><u>Legal and Organizational</u></p> <ul style="list-style-type: none"> ✓ Plan transition from informal to formal board ✓ Initiate formal legal structure ✓ Finalize bylaws ✓ Apply for tax-exemption ✓ Recruit and orient governing board ✓ Transition to formal governing board ✓ Develop board calendar ✓ Research and secure insurance ✓ Approve start-up budget ✓ Determine starting salaries for teachers and aides ✓ Adopt bonus plan for faculty ✓ Approve bids for furniture ✓ Approve bids for playground ✓ Approve bids for technology ✓ Approve enrollment meeting schedule ✓ Approve costs for marketing ✓ Approve annual board meeting schedule ✓ Adopt student calendar ✓ Adopt student code of conduct ✓ Approve student dress code/uniform policy
July, 2014- August, 2015	<p>CEO formally appointed to begin July 1, 2014, as a part time contractor/Full Time January, 2015</p> <p>Recruitment of staff/Start August 2014</p> <p>Formal recruitment of all staff, interviews, hiring of all staff, contracts, criminal background and child abuse clearance checks completed</p> <p>Principal's responsibilities:</p> <p><u>Finance</u></p> <ul style="list-style-type: none"> ✓ Establish interim fiscal system ✓ Develop planning budget ✓ State accounting manual

Month	Activity
	<ul style="list-style-type: none"> ✓ State accounting contact ✓ State accounting forms ✓ Pupil accounting format ✓ Consolidated entitlement grant application ✓ E-rate Grant ✓ Federal Food Program ✓ Establish petty cash fund ✓ Assess fiscal management options ✓ Establish budget development and oversight system ✓ Establish accounting system ✓ Develop internal controls and fiscal policies ✓ Establish payroll system ✓ Determine pension provider ✓ Establish staff benefits ✓ Prepare bonus plan ✓ Establish starting salaries ✓ Develop and monitor cash flow plan ✓ Establish banking arrangements ✓ Develop audit scope and bid ✓ Establish fiscal lineages with district and state ✓ Develop long-term fiscal plans <p><u>Administration/Human Resources</u></p> <ul style="list-style-type: none"> ✓ Develop an administrative overview manual to be used by key administrators and the board to monitor DC State and federal laws and requirements ✓ Develop personnel salary and policy guidelines outlining rights and responsibilities of all employees, with delineation for individual positions <p><u>Operations</u></p> <ul style="list-style-type: none"> ✓ Install accounting system ✓ Training for accounting system ✓ Establish credit for office supply

Month	Activity
	<ul style="list-style-type: none"> ✓ vendors ✓ Establish HR manual ✓ School copy machine lease ✓ Develop and initiate fundraising plans <p>Establish entitlement data collection and reporting process</p> <p>Completion of Pre-K-1 Immersion Curriculum</p> <p>Correlation of SPACE priorities with the DC Standards/Produce Grade 2-5 curriculum guide</p>
July 2014- July 30, 2015	<p>Student Recruitment</p> <p><u>Admission and Enrollment</u></p> <ul style="list-style-type: none"> ✓ Prepare enrollment package including all forms ✓ Establish phone number ✓ Establish address for enrollment forms ✓ Establish web site ✓ Establish marketing budget ✓ Develop brochures ✓ Schedule enrollment meetings ✓ Order audio visual equipment for enrollment meetings <p>Admissions lottery held, if necessary(July 2015)</p>
July 2014- August 2015	<p>Ongoing Planning:</p> <p>Bid process begin for furniture, supplies, computers, food service, equipment leases, insurance ; texts books ordered</p> <p>Forms developed (report cards, student records, etc.), code of conduct fully developed, draft safety plan revised, parent/student, immersion curriculum completed, and staff handbooks written</p>
January 2015-June 2015	Apply for zoning variance if necessary

Month	Activity
	<p>Official agreement signed for facilities</p> <p>(Building Occupation by May 1, 2015)</p> <ul style="list-style-type: none"> ✓ Renovations to facility as needed SPACE qualifies for Certificate of Occupancy(May 2015) Pass code, fire and safety inspections ✓ Health inspection ✓ Certificate of Occupancy ✓ Playground ✓ Kitchen ✓ Utilities: electric, gas/oil, water/sewer ✓ Building services: trash, cleaning, local electrician, local plumber, HVAC contractor, locksmith ✓ Perform renovation, repairs and construction ✓ Interior decoration, create an organized, attractive, conducive learning environment ✓ Install phone lines/establish numbers ✓ Install T1 line ✓ Install technology ✓ Purchase and move in furnishings ✓ Arrange classrooms/instructional and work environments ✓ Secure property insurance and establish security policies
August 1, 2015	All required documents submitted to DCPCS Public School authority
One Week prior to School Opening/August 2015	Professional development for all staff/One Week
August 1, 2015	Orientation and celebration for all students and families with staff
August 2015	SPACE Charter School opens – school starts

C. PLAN OF OPERATION

1. Student Policies and Procedures

SPACE seeks to establish in the District of Columbia, a public charter school, but not seeking to convert a District of Columbia public school or a private or independent school into a public charter school. SPACE is filing this petition with The District of Columbia Public Charter School Board, an eligible chartering authority, for approval to establish a public charter school that meets the requirements of § [38-1802.02](#).

SPACE will comply with the amended McKinney-Vento Homeless Assistance Act of 1987 providing full service to all students following into the following categories:

- (a) Children sharing housing due to economic hardship or loss of housing;
- (b) Children living in “motels, hotels, trailer parks, or camp grounds due to lack of alternative accommodations”;
- (c) Children living in “emergency or transitional shelters”;
- (d) Children “awaiting foster care placement”;
- (e) Children whose primary nighttime residence is not ordinarily used as a regular sleeping accommodation (e.g. park benches, etc); and
- (f) Children living in “cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations...”

Timetable for Registering and Enrolling

SPACE Board and administration will actively begin recruitments of students as soon as the DC Charter board has authorized SPACE Charter Application (July 2014).

Table 12 Enrollment Timetable

ACTIVITY	TASK	DATE
Admission and Enrollment Future enrollments efforts will begin in the Spring(April) of the second and successive years	<ul style="list-style-type: none">✓ Prepare enrollment package including all forms✓ Establish phone number/ data base✓ Establish address for enrollment forms✓ Establish web site✓ Establish marketing budget✓ Develop brochures✓ Schedule enrollment meetings✓ Order audio visual equipment for enrollment meetings	July 2014-July 2015 July 30, 2015 cut - off date for application
Confirm Enrollment for the 2015-16 School year	Adjust school budgets and staffing to reflect enrollment	September 30, 2015
Enrollment Lottery	Details are outlined below	Summer(July) of the first year and the spring of future years

Enrollment Lottery

Beginning in the summer(July 30, 2015) of its first year of operation and the spring of each year thereafter, an admission lottery will be held for each grade level that receives more applications than there are places available. The precise format of the lottery will be different between Year 1

and the subsequent lotteries (due to the prior language competency requirement of the full immersion programs). In Year 1, the lottery format will be as follows:

1. Using the application database, student tickets will be sorted into six different groups, one for each grade the school will operate in the upcoming school year (Pre-K-5).
2. Beginning with grade 5, 50 students will be randomly drawn to fill the single grade 2 Arabic class. If the selected student ticket indicates that the child has a younger sibling (or siblings), or has a sibling (or siblings) in the same grade, that sibling (or siblings) will be placed on the class rosters for their grade levels.
3. The lottery will continue in the same fashion, successively for grades 4,3, and 2.
4. In grade 1, student tickets will be randomly drawn to fill each of the two classes (Arabic) with 20 students.
5. In grade Pre-K, student tickets will be randomly drawn to fill each of the two classes (Arabic) with 20 students.
6. In grade K, student tickets will be randomly drawn to fill each of the two classes (Arabic) with 20 students each.
7. After the class rosters have been filled for all grade levels, the remainder of the student tickets will be drawn to determine a position on the waiting lists for each applicant.

The school will mail letters within five business days to applicants informing them of their status: accepted, or on the waiting list with their number on the waiting list indicated. Accepted applicants will also receive a registration packet informing them of the documents (e.g., immunization record, birth certificate, last report card, proof of residence, IEP if appropriate) required to register for the school.

Completed registration forms and all required documents must be submitted to complete enrollment. Applicants who do not turn in their forms and documents by the date specified will forfeit their place in the class. The school may grant extensions of the published deadlines to applicants who request an extension in writing, and state good cause for needing it. If there are openings after this, wait-listed applicants will begin to be called to fill remaining class openings.

Waiting Lists

After all available spaces are filled; *waiting lists* will be maintained for each grade and within language preferences. There will be complete student files for each student on the waiting list. When a space becomes available in a grade, the parent of the first student on the waiting list will be contacted and given a set period of time (one week is suggested) in which they can accept the position. If the space is declined, the next person on the list will be contacted.

Once the parent has accepted the position for their child:

1. The appropriate request for transfer form will be immediately sent to the school of origin.
2. A transportation request will be sent to the appropriate department, if applicable.
3. Qualifying parents will complete the application for free or reduced-priced lunches.
4. Parents who need before and/or after school care will be informed about the partnership with community day care provider(s) and programs at the school.
5. The parent will be given a copy of the school's code of conduct and asked to return their signed verification and agreement before the student enters the school.
6. Emergency cards are completed prior to the student's attendance.
7. The parent is given a copy of the absentee/tardy policies of the school as well as any other office procedures (i.e. visiting the school, drop off and pick up sites, classroom protocol, etc.).

Admissions Procedures & Application Process

Admission packets will include: name, address, emergency contact, relevant health and safety information/forms, application for free or reduced-prices meals, forms for transportation (if applicable) and all other information/forms required by the state charter school law and by the district. Applications will be closely monitored to ensure that the applicant pool reflects the demographic makeup of our area community.

In Years Subsequent to Year One

In subsequent years, the lottery will also be needed to fill the available spaces in the classrooms.

b. Policies and Procedures for Enrollment, Withdrawal, Suspension, and Expulsion of Students

Code of Conduct

A preliminary version of the Code of Conduct has been developed by the founding board. In addition to the positive behaviors, the school expects of its students, the draft Code of Conduct delineates school rules and consequences for misbehavior. This code is compatible with the DC Public School Code, including procedures for Act 26 violations. It is written in language appropriate for elementary, middle and high-school students.

Before the school opens, the Principal and a committee of staff members and parents will review the draft Code of Conduct and make any necessary adjustments or clarifications for implementation during the first school year. However, the evolution of the Code will continue throughout the school year. All constituents will be invited to share their comments about the Code with the Principal. In the spring of the first year, a committee of students, staff, parents, Board members, and community members will meet with the Principal to evaluate and revise the Code as necessary.

The Code of Conduct will be included in a handbook created for annual distribution to parents and students to ensure that all parties understand and are aware of the Code, as well as other important information about the school's mission, programs and processes. As with the Code of Conduct, a committee representing students, staff, Board, parents, and community members will evaluate and revise the handbook annually. The handbook will be published in both Spanish and English and will be translated into other languages as necessary to meet the language needs of SPACE families.

At the heart of the SPACE Code of Conduct is a description of the expected positive behaviors and attitudes that foster a climate of academic excellence through rigorous instruction, integration of global culture, and participatory learning. These expectations are clearly stated not only in the Code of Conduct and written handbook, but also from the time of a student and family's first introduction to SPACE. At the group information sessions outlined above, the school's expectations for positive behavior will be reviewed. Thus, expectations will be reinforced in multiple ways throughout the year for students and parents, including the expectation that parents and students will sign an agreement that they understand and support the values and rules in the Code of Conduct.

Because of the high standards expected of students committed to attending SPACE, the School Code of Conduct focuses on specific positive behaviors expected of students as follows:

- Students treat with respect adults, fellow students, facility, property and personal belongings while in the school, on field trips, and in other school-related situations.
- Students understand and respect the richness that stems from commonalities and differences between all students.
- Students are responsible for their learning experience, including responsiveness to lessons and completion of assignments, as well as promptness to class.
- Students demonstrate a sense of fairness in all classes and school activities.
- Students exercise self-control and good citizenship.
- Students use appropriate language at all times.
- Students will wear the school uniform daily.
- Students arrive on time and prepared for school.
- Students use good table manners and appropriate behavior during meal or snack times.
- Students walk (not run) in the facility and on school grounds.
- Students obey absolutely all instructions for fire drills and other emergencies.
- Students respect school property and the neighborhood.
- Students keep the facility and grounds clean and neat by placing waste and trash in the proper receptacles.
- Students observe acceptable audience behavior while participating in group activities.
- Students use lavatories with care and respect.
- Students respect the environment.

SPACE founders understand that students often need direct teaching of positive behaviors and social and civic skills. Teachers will teach and reinforce these skills during classes as needed. For example, teachers will give students direct instruction in how to work in groups and remind

them of the expectations for their treatment of each other in the groups. When a student treats another rudely, the teacher will remind the student of school policy and why it is important.

While the Code's main focus is on positive behaviors, it also includes a clear set of prohibitions:

- Students will not chew gum or eat or drink, except at meal and snack times
- Beepers, i-pods, and cellular telephones are not allowed in the facility or at other school activities
- Smoking or possession of cigarettes is prohibited in and around the facility and grounds and during any school activity on or off campus
- Possession or use of drugs or alcohol will result in arrest and expulsion, as well as report to the police
- Weapons of any kind are prohibited; possession of a weapon will result in arrest and expulsion, as well as report to the police

Cutting classes and unexcused absences for part or whole days will be considered very serious breaches of school rules and expectations. A student who cuts classes will be reminded of the school's mission and values. Students will be required to make up missed work and a detention may be mandatory. After three cuts, the student and his or her family will be required to have a conference with the Principal to discuss the student's commitment to attending SPACE and to the responsible behaviors required of all students.

Positive student behavior will be supported and reinforced during "class meetings," a monthly period during which students meet as a class to discuss problems or issues. This process, described by William Glasser (*The Quality School: Managing Students Without Coercion*), has been used very successfully with students of all ages, beginning in kindergarten, as well as with adults. The process varies somewhat depending on the developmental level of the participants but usually includes the following steps:

- Students and teacher select an issue to be discussed
- Each group member expresses an opinion or observation, without comments or critique from other group members
- Students run the meeting with help from the classroom/homeroom teacher
- The teacher records what each person identifies as the problem or adds to the issue
- The group discusses ways the problem could be solved or helped
- Potential solutions are recorded.
- The group decides on the best method of solution and how to implement it
- At the following meeting, the group reflects on the effectiveness of their solution.

Teachers will receive ongoing professional development in classroom management skills that reinforce the expected behaviors and will learn strategies to run a productive class meeting. The SPACE program will adopt the District of Columbia Public Schools Code of Discipline. We will follow Act 26 violations requirements, delineates consequences for misbehavior, clarifies what offenses will result in suspension, and describes due process for all students. Policies for suspension, and, if necessary, expulsion of students have been developed in accordance with the provisions. Due process requirements will be strictly enforced for all students and families. Hearings, suspensions, and expulsions will be delegated to an ad hoc committee of the board of Trustees.

2. Human Resource Information

a. Key Leadership Roles

SPACE Board has not appointed an Executive Director, Business Officer, or Legal Counsel. If SPACE is granted a charter in July of 2014, Board members will volunteer to fill key positions until appointments are finalized by August 30, 2014. Rhoi Wangila will serve as Executive Director, assisted by Dr. Iris Metts, a former School Superintendent. Dr. Mike Kasper and Donna Smith will serve as the business officers and Mark Kreitin will provide legal counsel. All resumes are included in the Appendix.

a. Qualification of School Staff

Board members will oversee the recruitment and hiring of the Principal of SPACE. Once hired, the Principal will interview, recommend for hiring, assign, manage, review, and recommend staff dismissals as necessary.

Because the quality of teachers who will be delivering instruction is so critical to our mission, we will seek out the finest teachers available for our school. To do this, we will disseminate materials widely, as detailed in the next paragraph to ensure that properly credentialed individuals apply for teaching positions. Each applicant will be interviewed by a team of professionals trained to identify individuals suited to the philosophy of our school. Background reviews will be conducted to verify past experiences and insure the safety of our children. This will include fingerprinting of all employees and others serving in an official capacity.

Because knowledge of language immersion concept and tenets, and the ability to communicate in the Arabic language is desired, SPACE will seek the assistance of the Arabic Pre-K-12 Teaching Network, including the National Capital Language Resource Center, George Washington University, Georgetown University and the Center for Applied Linguistics to locate a highly qualified staff. We will also work closely with the World Language Departments of Howard University, and the University of Maryland to seek staff members.

SPACE will advertise locally, regionally and nationally to attract the best staff, using Internet resources as well as local and regional newspapers forums and national periodicals. We will also attend area college/university job fairs. Teachers will be required to hold a degree in education or related discipline (*i.e.* social science, humanities), hold the appropriate certification, demonstrate competence in all areas of content responsibility, demonstrate computer literacy, be respected as a professional educator and as an individual, and exhibit excellent verbal and written expression as well as strong interpersonal skills. Additionally, thorough background screenings will be performed on all applicants.

Based on community support and readiness for SPACE's program, we are confident that the school will be able to attract a qualified, enthusiastic staff that embraces the school's mission.

- The charter school mechanism allows for schools that are schools of choice for teachers as well as for students and parents. We believe that the likelihood of employee satisfaction is higher when teachers affirmatively decide to teach at schools with specific curricular models or teaching methodologies.
- SPACE's teaching staff will be provided with the tools necessary to succeed: extensive professional development; the freedom to focus on helping each child to learn; access to state-of-the-art instructional resources, and because student learning will be interpreted as a direct reflection on how well they are taught, teachers and administrators will be personally and professionally invested in children's success and singularly focused on accelerating achievement.

SPACE will prize diversity in all areas of its workforce, as a diverse staff brings a valuable breadth of perspectives to tasks and decisions faced in any given day. Discrimination against any individual on the basis of race, religion, color, national origin, gender, age, sexual orientation, disability, medical condition, marital status, or veteran status will not be tolerated. All reasonable accommodations will be made for those covered by the Americans with Disabilities Act.

The school's commitment to affirmative action means that beyond providing equal opportunities to all employees, SPACE will take positive action to hire and promote people of color, women, disabled persons, and veterans. Affirmative action will apply to all personnel activities, including employment advertising and recruiting; opportunities for upgrading and transferring; and providing opportunities for training and development. Job descriptions for key roles follow:

Job Descriptions

Principal

REPORTS TO: Board of Directors

SUPERVISES: All school staff and students

QUALIFICATIONS: Appropriate certification in the District of Columbia. Experience as a principal desired. . Experience as a principal desired. Knowledge of language immersion concept and tenets, and Bilingual in Arabic desired. Experience in a charter school preferred.

JOB GOAL: To provide school leadership to ensure excellence in teaching and learning, community support, and efficiency in operation.

PERFORMANCE RESPONSIBILITIES:

1. Provides instructional leadership and excellent student achievement focus on the four basic element of curriculum, instruction, performance, and evaluation
2. Prepares schedules, assigns staff, sets job performance standards, and evaluates staff
3. Shares responsibility for development and implementation of the school's strategic plan
4. Communicates Board actions to staff, students, and parents
5. Develops policy recommendations for the Board's consideration and action
6. Files required reports with local, state and federal education agencies, Board of Directors
7. Maintains administrative records
8. Implements school budget, analyzes and controls expenditures with an understanding of the relationship between the instructional program and the budget process, and relies on cost benefit analyses for budgetary decisions
9. Generates public support for the school's program and education in general as the public information officer of the school and supervisor of the overall public relations program
10. Develops a Code of Student Conduct which defines responsibilities of administrators, teachers, parents, and students and which creates a safe, secure school for learning



11. Represents SPACE at local, state, and national events
12. Develops effective staff and professional development programs that match school goals and individual goals to improve performance and model continuous professional improvement
13. Uses technology effectively for administrative, instructional, and communications functions
14. Demonstrates adeptness with the curriculum and monitors its proper implementation and assessment
15. Schedules the use of time to protect academic subject blocks from disruptions to ensure effective and efficient use of time
16. Knows school law, including the implications on the educational program and on liability, keeps abreast of developments and consults with the board members in times of uncertainty
17. Carries out marketing plans to attract students to SPACE
18. Participates in local and state Principals' associations and the Association of Public School Charter Schools
19. Serves as a role model who acknowledges through actions and behaviors, the critical value of human relationships to the satisfaction of personal and professional goals and to the achievement of organizational purpose
20. Provides ethical leadership within the intellectual, cultural, economic, political, and governmental context in which the school operates
21. Assumes other responsibilities assigned by the Board of Directors

EVALUATED BY: Board of Directors

Business Manager

REPORTS TO: Principal

SUPERVISES: Financial clerical staff



QUALIFICATIONS: Experience as an accountant, experience with schools desirable; CPA desirable; experience in financial management desirable; communicates well; demonstrates integrity, honesty.

JOB GOAL: To maintain all financial records according to Generally Accepted Accounting Practices (GAAP) and to do so with integrity and professionalism

PERFORMANCE RESPONSIBILITIES:

1. Shares a commitment to the success of the mission, goals, and objectives of SPACE
2. Advises the Principal on financial matters
3. Maintains the school budget through regular monitoring
4. Maintains accounting records
5. Performs purchasing duties for the school, including bidding
6. Pays bills and obligations approved by the Principal and Board of Directors
7. Possess excellent computer skills in order to be able to operate computerized financial systems
8. Uses technology effectively for record keeping and other administrative tasks, and communications
9. Maintains an effective relationship with members of the Department of Education in all financial areas
10. Maintains all financial records for the school including payroll records, purchase orders, accounts receivable, and accounts payable
11. Attend professional training to maintain skills
12. Know and utilize all state accounting forms and manuals as required
13. Maintain petty cash
14. Internal controls
15. Develop and monitor cash flow
16. Make deposits
17. Work with school auditor
18. Demonstrates genuine concern for students in a climate characterized by high personal and student expectations
19. Promotes good citizenship through actions as role model
20. Provides a school culture based on the principles of firm, fair, and consistent practices, respect for individual children, and development of responsible citizenship
21. Participates in the development of policies and regulations that affect financial matters
22. Conducts himself or herself according to professional, ethical principles.
23. Displays personal qualities that reflect favorably upon the individual, the group, and the school

24. Displays pride in being a member of SPACE Leadership Team
25. Assumes other responsibilities assigned by the Principal

EVALUATED BY: Principal

Teacher

REPORTS TO: Principal

SUPERVISES: Students, Volunteers, and Assigned Support Staff

QUALIFICATIONS: Appropriate certification in the District of Columbia. Knowledge of language immersion concept and tenets. Bilingual in Arabic preferred. Experience in a charter school preferred. Experience as a teacher preferred.

JOB GOAL: To provide students with a first class learning experience which contributes to their development as enlightened and responsible citizens, and as leaders in their communities.

PERFORMANCE RESPONSIBILITIES:

1. Shares a commitment to the success of the mission, goals, and objectives of SPACE
2. Accepts responsibility for the achievement of students
3. Guides the learning process toward achievement of curriculum goals and implementation of personal learning plans of students
4. Demonstrates effective planning and organization for instruction
5. Selects appropriate materials for implementation of the curriculum and adapts materials and methods to learning styles and abilities of students
6. Uses creative instructional methods and procedures and adapts effectively to unusual situations
7. Motivates students to achieve at their highest level of ability and potential through classroom activities, assignments, relationships, participation and feedback; holds high expectations and demonstrates sensitivity to different learning styles
8. Uses resources effectively to support learning activities in the classroom, the school, and the community



9. Demonstrates exceptional classroom techniques which include the art of questioning, clarity of assignments, communications in large and small groups with individual students, an atmosphere of mutual respect, independent thought and expression, and student and teacher experiences
10. Works cooperatively with parents and generates parents' confidence in the teacher
11. Demonstrates genuine concern for students in a climate characterized by high personal and student expectations
12. Promotes good citizenship through actions as role model
13. Provides a classroom atmosphere based on the principles of firm, fair, and consistent practices, respect for individual children, and development of responsible citizenship
14. Participates in the development of policies and regulations that affect instruction and conditions for success
15. Uses technology effectively for instruction, record keeping and other administrative tasks, and communications
16. Shares responsibility for professional, cooperative staff relations and for out-of-class activities important to operation of school
17. Conducts himself or herself according to professional, ethical principles. Continually strives to improve classroom methods, teaching techniques, and interpersonal relationships
18. Shares responsibility for marketing the SPACE in the Community
19. Displays personal qualities which reflect favorably upon the individual, the group, and the school
20. Displays pride in being a teacher and a member of the SPACE team
21. Assumes other responsibilities assigned by the Principal
22. Some teachers or other staff members may work overlapping or variable schedules to allow them to supervise the after-school tutorials.

EVALUATED BY: Principal

Special Education Teacher REPORTS TO: Principal

SUPERVISES: Students, Volunteers, and Assigned Support Staff

QUALIFICATIONS: Appropriate certification in the District of Columbia. Knowledge of language immersion concept and tenets. Experience in a charter school preferred. Experience as a special education teacher preferred.



JOB GOAL: To provide special education students with a first class learning experience which contributes to their development as enlightened and responsible citizens and as leaders in their communities, and is in compliance with IEP requirements.

PERFORMANCE RESPONSIBILITIES:

1. Shares a commitment to the success of the mission, goals, and objectives of SPACE
2. Accepts responsibility for the achievement of students
3. Administers and interprets individual formal and informal assessments.
4. Write goals and objectives for IEP's.
5. Provides progress reports to parents as stated in the IEP.
6. Provides staff and parent consultations,
7. Organizes and maintains, in student files, all required paperwork.
8. Participates in IEP meetings.
9. Ensures compliance with federal and state regulations.
10. Follows through with parent and staff requests.
11. Coordinates services for students.
12. Participates in faculty meetings.
13. Participates in staff development offered within the school as well as outside the school.
14. Guides the learning process toward achievement of curriculum goals and implementation of personal learning plans of students
15. Demonstrates effective planning and organization for instruction
16. Selects appropriate materials for implementation of the curriculum and adapts materials and methods to learning styles and abilities of students
17. Uses creative instructional methods and procedures and adapts effectively to unusual situations
14. Motivates special education students to achieve at their highest level of ability and potential through classroom activities, assignments, relationships, participation and feedback; holds high expectations and demonstrates sensitivity to different learning styles
15. Uses resources effectively to support learning activities in the classroom, the school, and the community
16. Works cooperatively with parents and generates parents' confidence in the teacher
17. Demonstrates genuine concern for special education students in a climate characterized by high personal and student expectations
18. Promotes good citizenship through actions as role model



19. Provides a classroom atmosphere based on the principles of firm, fair, and consistent practices, respect for individual children, and development of responsible citizenship
20. Participates in the development of policies and regulations that affect instruction and conditions for success
21. Uses technology effectively for instruction, record keeping and other administrative tasks, and communications
22. Shares responsibility for professional, cooperative staff relations and for out-of-class activities important to operation of school
23. Conducts himself or herself according to professional, ethical principles. Continually strives to improve classroom methods, teaching techniques, and interpersonal relationships
24. Shares responsibility for marketing SPACE in the Community
25. Displays personal qualities which reflect favorably upon the individual, the group, and the school
26. Displays pride in being a teacher and a member of SPACE my team
27. Assumes other responsibilities assigned by the Principal
28. Some teachers or other staff members may work overlapping or variable schedules to allow them to supervise the after-school tutorials.

EVALUATED BY: Principal

Paraprofessional (Teacher's Aide) REPORTS TO: Principal or Classroom Teacher

QUALIFICATIONS: Appropriate certification or training in The District of Columbia. Bilingual in Arabic preferred. Experience in a charter school preferred. Experience as a Teacher's Aide preferred.

JOB GOAL: To assist the teacher or the school to provide students with a first class learning experience which contributes to their development as enlightened and responsible citizens and as leaders in their communities.

PERFORMANCE RESPONSIBILITIES:

1. Provide assistance to classroom teachers—especially with direct student instruction as determined by the teacher.
2. Assist in managing student behavior in playground, cafeteria, and hallways.



3. Provide clerical assistance in both the classroom and in the office as needed and assigned.
4. Provide general assistance for meetings, assemblies, fairs, productions and other special events.
5. Perform any assigned functions as directed by Principal or classroom teacher.

EVALUATED BY: Principal or Classroom Teacher

School Secretary / Administrative Assistant

REPORTS TO: Principal

QUALIFICATIONS: Consistent with the guidelines of DCPCSB. Bilingual in Arabic preferred. Experience in a school office desired. Experience in a charter school preferred.

JOB GOAL: To create a smoothly functioning office so that the Principal/school may concentrate its efforts on the educational improvement of the student.

PERFORMANCE RESPONSIBILITIES:

1. Manage, organize, and staff the general office for the school.
2. Maintain office supplies and office equipment
3. Provide a warm welcome or greeting to any visitor to the school.
4. Supervise individually referred children until the Principal can provide appropriate follow-up.
5. Provide clerical support for the administrators and instructional staff.
6. Perform any additional function as assigned by the Principal.

EVALUATED BY: Principal



b. Staffing Plan

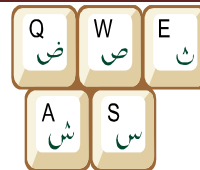
SPACE accounts for 8 classes in Year 1, meaning that 8 classroom teachers plus Arabic Language Coordinator will be hired for the first year. In Year 2, there will be 10 classes, and in Year 3, there will be 12 classes. In the eighth year SPACE will have 25 classes of Pre-K-8 students, for a maximum of 440 students.

Table 13 Staffing

YEAR OF OPERATION	ENROLLMENT/# of Classes	GRADE LEVELS
2015-16 (1)	180/78	Pre-K-5
2016-17 (2)	220/10	Pre-K-6
2017-18 (3)	260/12	PreK-7
2018-19(4)	300/14	PreK-8
2019-20 (5)	335/17	PreK-8
2020-21 (6)	370/21	PreK-8
2021-22 (7)	405/23	PreK-8
2022-23 (8)	440/25	PreK-8

In addition to the classroom teachers, the immersion students will need to be taught English by an English Language Arts (ELA) teachers. Other full or part- time staff may include specialists in physical education and math/ science. A Special Education and ESL teacher will be hired as the demand requires. All members of the professional staff hired by the SPACE will hold appropriate DC certification or will be in the process of obtaining that certification. Administratively, SPACE will hire a bilingual principal, two secretaries, and a business manager (one preferably fluent in Arabic) for the initial year.

Connections, through school exchange programs, embassies and other international institutions in Washington, D.C. and foreign language programs in local universities will be made to ensure that DC certified teachers with native or near-native fluency in Arabic can be hired when needed. Teachers will be employees of DCPS System. All other staff members at the school will be employees of the SPACE. This means that teachers will meet DCCPSS standards for employment and will be part of the DCCPSS benefits plan. Standard credential, certification, finger-printing and background checks will be performed before faculty and staff members are hired; however, the DCCPSS will have no responsibility to recruit, hire, mentor, evaluate, provide professional development, or terminate employment of these employees. SPACE will take full responsibility for these functions. SPACE will comply fully with all DCPSS Board of Education rules and regulations regarding school employees. All job descriptions, including that of the Principal, are included above.



A typical teacher will arrive at 7:30 a.m. to prepare for the school day. He/she will have student responsibilities for contact hours according to the DCCPSS contractual agreement. Lunch will be free from student responsibility. The school day ends at 3:00p.m. and tutorials begin at 3:30 p.m. – 4:30 p.m. and thereafter after school activities continue up to 6:30 p.m.

c. Employment Policies

SPACE will develop administrative and Human Resource manuals to be used by key administrators and the board to monitor DC State and federal laws and requirements. SPACE administration will develop personnel salary and policy guidelines outlining rights and responsibilities of all employees, with delineation for individual positions. All documents will be developed during the pre-planning period of July 2014 to August 2015. SPACE is committed to a salary schedules that will be equal to or exceed DCPSS and area school systems. Also employee health benefits providers will remain identical to DCPSS. A limited outline of a proposed Human Resource Manuel follows:

Human Resource Outline

Compensation

- ✓ Hourly/Monthly/Salary Schedule
- ✓ Background Check Requirement
- ✓ Contract Requirement
- ✓ Merit Pay/Evaluation

Employment Policies

- ✓ Equal Employment Opportunity
- ✓ At-Will Employment Relations
- ✓ Contract Requirements(Hiring/Dismissal/Evaluation/Benefits/Pensions
- ✓ Credentials
- ✓ Introductory Period
- ✓ Professional Development

Application Process

- ✓ Selection
- ✓ Expectations
- ✓ Professionalism
- ✓ Professional Development

d. Volunteers



There will be unlimited opportunities for parents to serve as volunteers in classrooms, with clubs or sports teams, in supervision, in leadership roles on the board, as coordinators during family sessions, on committees, or other activities. There will be an area within the school (possibly a part of the Media Center, or in the administrative offices) where parents will be able to come to learn about the school, to work with other parents, or to have parent/teacher meetings. In May of each year, SPACE will conduct a family satisfaction survey, the data from which will be used to modify, enhance or support programs. Also, through its partnership with community groups SPACE will recruit and train volunteers and college interns to assist with these after school activities.

4. Arrangements for Meeting District and Federal Requirements

SPACE will seek and maintain accreditation from the Southern Association of Colleges and Schools.

Table 14 Accreditation

September 2017- August 2018	Indicate Self Study/Accreditation Year
September 2018-August 2019	Accreditation Visit and Award

SPACE will develop a comprehensive administrative manual (July 2014- July 2015) to ensure compliance and accountability with all DCPSS and federal laws and regulations.

Requirements for graduation from eighth grade will meet the requirements of DC School standards as follows: Students must pass both English/language arts and mathematics. In addition, they will have successfully completed a service learning project and an interdisciplinary project. Students with IEP's will be required to have made measurable progress according to the guidelines of the DC School standards. ESOL students will not be retained if they do not pass English/language arts or mathematics, but will be urged to participate in supplementary programs during the summer and after school. Promotion from grade to grade will also meet the DC School requirements.

SPACE will fulfill the legislative intent of the charter school law, Act 22 of 1997, especially as outlined in Section 1702-A. SPACE expects to improve pupil learning and to increase learning



opportunities for all students by providing a highly structured environment with a student driven participatory learning approach. SPACE will have high standards for all students and work with each student and family to develop his or her full capacity and potential.

The curriculum will be aligned to DC school standards. Specifically: The language arts (reading, writing, speaking, and listening) curriculum will use the same texts as the DC School recommended. These texts align with DC school standards. They will be supplemented by materials recommended by the Principal and teachers and other culturally sensitive materials.

The mathematics curriculum will use the Everyday Math series, used by the DC schools. This program is aligned standards established by the National Council of Teachers of Mathematics. Science will be based on curriculum developed by FOSS (Full Option Science System), funded in part by the National Science Foundation and endorsed by the National Science Foundation and the Center for Science Education at the Educational Development Center. Their materials are derived from national science standards and align with DC school standards.

Social studies curriculum will use materials provided by Teachers Curriculum Institute, Social Studies Alive and History Alive. These materials are correlated to DC standards.

Physical education, health, and arts curricula will be designed to align with the DC school standards.

- a. **Health and Safety** - SRA §§38-1802.02(11) and §38-180204(c),(4);Healthy Schools Act of 2010.

The Proposed School Safety Plan

SPACE will follow the provisions of the DC Student Discipline Policy

The founders of SPACE are committed to providing a safe, orderly, respectful learning environment. To make this intent a reality, the founders have developed a draft comprehensive school safety plan that incorporates the provisions of Act 26 of 1995 and includes protocols for responding to crisis situations in the school and in the community, including local, national, and international situations. The plan will be approved by the Board of Trustees once a charter is granted. It will be thoroughly reviewed before school opens and reviewed annually by a committee of stakeholders and community representatives. Older students will be invited to share their suggestions as well through student government meetings or by talking directly to the Principal.

The following steps will be taken to review and revise the draft plan before school opens: Formulate a School Safety Committee that includes administrators, staff, parents, students, Board members, and community representatives such as police officers, and circulate draft to them.

Review Act 26.



Review DC school safety plans.
 Review Goals and timelines.
 Develop Memorandum of Understanding with local law enforcement agencies.
 Revise and finalize safety plan.
 Approve the plan (Board of Trustees).

SPACE adheres to the provisions of Act 26 of 1995 by including the following procedures in the safety plan:

- SPACE prohibits possession of weapons and will expel any student who has brought a weapon onto school property or to any school-related activity for at least one year.
- SPACE will use definitions as per section 13011-A of article XIII-A.(check if these apply to DC schools)
- SPACE will submit to the Office of Safe Schools all incidents of violence on school property and all cases involving possession of a weapon. In addition, SPACE will notify the office about the possession, use, or sale of controlled substances, alcohol, and tobacco, as defined in the act of April 14, 1972 (P.L.233, No. 64).
- SPACE will provide a sworn statement from a parent or guardian stating whether or not the student had been previously or is presently suspended or expelled from any public or private school in the DC for offenses stated in Section 1304. SPACE will request a certified copy of the student's disciplinary record as per Section 1305-A.
- SPACE will provide an opportunity for students and parents to inspect all records, under Section 1307. SPACE will maintain updated records of all incidents of violence, weapons possession, convictions or adjudications of delinquency for acts committed on school property, as stipulated in Section 1307
- SPACE will implement all reporting requirements established for public and non-public schools in Section 1317.2 and Sections 1304-A – 1307-A. Appropriate reports or additional costs incurred shall be submitted in a timely fashion.
- SPACE will accept technical support from the Department of Education in order to implement the provisions of Act 26 of 1995 and Act 30 of 1997.
- SPACE will comply with all inspections made by local building inspectors, DC fire department, and all federal and local health and safety laws and regulations.
- SPACE will comply with all regulations of the IDEA in dealing with exceptional students. For example, suspension will take place only with written agreement of the parent or in an emergency with written approval of the Office of Special Education of DC school standards. All other procedural safeguards will be followed.

Maintaining School Safety

- The Principal will have primary responsibility for maintaining school safety and reporting violations of Act 26. The Principal will oversee the security systems of the school as well as the behavior of the students. However, beginning in Year 2, the

assistant principal will assume responsibility for safety and security systems and procedures. In addition, all staff members will take responsibility for their classrooms and for any violations that they witness. Their primary responsibility is to create a climate of respect in the school, but they will also be “the eyes and ears of the building.” There will be an electronic security system in place for safety purposes. In addition, SPACE has budgeted for a security guard on duty during all hours when the building is open.

- b. **Safety** (e.g., Compliance of facilities with Americans with Disabilities Act and Fire codes for Buildings). - D.C. Code § 5-501 et seq.
SPACE will follow all requirements of the Americans with Disability Act and Fire Code requirement when securing a school facility.
- c. **Transportation** - SRA §38-1802.08.
SPACE will provide assistance to all students needing transportation due to disabilities. SPACE will reserve funds to support the transportation of homeless students and students with severe financial restrictions.
- d. **Enrollment Data** - SRA §38-1802.04(c)(12).
SPACE will comply with all DC Charter enrollment and Lottery guidelines, and report all information as required by the DC Charter Board.
SPACE will require documentation of DC residency and establish a tuition fee for non residents equal to non-residential requirements of the DC Public Schools
- e. **Maintenance and Dissemination of Student Records** information required by the District of Columbia School Reform Act, Parts B and D, and other applicable Laws, including D.C. Code § 31-401 et seq. (Compulsory School Attendance); D.C. Code § 31-501 et seq. (Immunization of School Students); D.C. Code § 31-601 et seq. (Tuition of Nonresidents); D.C. Code § 29-501 et seq. (Nonprofit Corporations).

Student Records

SPACE will utilize an electronic and paper record keeping system that complies with state and district guidelines to collect and store student information. Student records will be carefully protected to ensure confidentiality and made available for official use only. As required, we will use forms that are sanctioned by the DCPSS.

We will ensure that the student’s name will be recorded on each document to avoid confusion of documents.



Student's files will be maintained in a secure area where access is available only to be authorized persons. We will develop a consistent manner for compiling and maintaining files. Any correspondence with the parent/guardian, and any discipline records will also be included in the student's record file. We will keep student files updated with the latest information, particularly as regards emergency contact information. We will stress to parents and students the importance of a team approach (school/home) in maintaining these records accurately.

Student files contain the following documents:

- ✓ Personal Information:
 - ✓ Enrollment application,
 - ✓ name,
 - ✓ address,
 - ✓ emergency contact,
 - ✓ health/safety information,
 - ✓ eligibility for free/reduced meals,
 - ✓ transportation information, and
 - ✓ any other forms required by the state charter school law or DCPSS
- ✓ Copy of student Birth Certificate
- ✓ Copy of student Social Security Card
- ✓ Copy of Immunization Records
- ✓ Proof of Residency (Utility Bill, Tax Record, Lease, Drivers License)
- ✓ Most recent report card
- ✓ Results of testing (educational)
- ✓ IEP (If applicable)
- ✓ *Physical Health Certificate*
- ✓ Parent request for file transfer of student records
- ✓ Volunteer forms from parents/guardians/family members

f. Compulsory Attendance Laws SPACE will follow all sections of the Compulsory Attendance Law as outlined below:

Code Section	38-201, et seq.
Age at Which School Attendance is Required	Between 5 and 18
Exceptions to Attendance Requirements	Child obtained diploma; if 17 and lawfully employed, school hours may be flexible
Penalties on Parents for Noncompliance	Misdemeanor; at least \$100 fine or prison up to 5 days or both per offense or community service in the alternate; One offense is the equivalent of missing 2 full-day sessions or 4 half-day sessions in one month; failure to enroll child is also offense

g. Subchapter B of the Individuals with Disabilities Education Act (20 U.S.C. § 1411, et seq.) and Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794)

SPACE will meet all DC and federal guidelines for educating students with special needs. All existing IEPs will be followed. Students suspected of having a disability, according to the definitions in the IDEA and as indicated by DC guidelines, will receive an educational evaluation from a contracted professional following all required guidelines and processes to identify their special needs and recommend strategies. On that basis, an IEP will be developed. As required, SPACE will input relevant data to the School Computer Network (including valid dates of NORA, CER, and IEP) and will submit the first page of the IEP to the DC School authority. Students with IEPs will be re-evaluated at established intervals required by the IDEA.

Services for LEP (Limited English Proficiency) eligible students will be provided in a timely manner and appropriate LEP plans will be established and maintained. SPACE requires Specialist English Language Arts teachers to teach English as a foreign language to the immersion students for one period a day from grade 2. This means that SPACE has the services



of highly skilled teachers of English. As part of in-service professional development and the reinforcement of immersion teaching methods, teachers will be provided training in English as a Second Language.

a. Title I of the Improving America's Schools Act

SPACE will identify all students qualifying for Title I funding under federal poverty guidelines. SPACE will utilize Title Funding to promote the following goals:

- 1) ensuring that high-quality academic assessments, accountability systems, teacher preparation and training, curriculum, and instructional materials are aligned with challenging state academic standards so that students, teachers, parents, and administrators can measure progress against common expectations for student academic achievement;
- (2) meeting the educational needs of low-achieving children, limited English proficient children, migratory children, children with disabilities, Indian children, neglected or delinquent children, and young children in need of reading assistance;
- (3) closing the achievement gap between high- and low-performing children, especially the achievement gaps between minority and nonminority students, and between disadvantaged children and their more advantaged peers;
- (4) improving and strengthening accountability, teaching, and learning by using State assessment systems designed to ensure that students are meeting challenging State academic achievement and content standards and increasing achievement overall, but especially for the disadvantaged;
- (5) provide greater decision making authority and flexibility to schools and teachers in exchange for greater responsibility for student performance;
- (6) provide children with an enriched and accelerated educational program, including the use of school wide programs or additional services that increase the amount and quality of instructional time;
- (7) promote school wide reform and ensuring the access of children to effective, scientifically based instructional strategies and challenging academic content;

(8) significantly elevate the quality of instruction by providing staff in participating schools with substantial opportunities for professional development;

(9) coordinate services under all parts of this title with each other, with other educational services, and, to the extent feasible, with other agencies providing services to youth, children, and families; and

(10) afford parents substantial and meaningful opportunities to participate in the education of their children.

b. Civil Rights Statutes and Regulations of the Federal

SPACE will implement policies that support non discrimination in all school operations, based on race, sex or gender orientation or handicap.

5. Implementation of the Charter

a. Timetable and Task for Implementation of Charter

A detailed time line follows:

Table 15 Charter Implementation Timeline

Month	Activity
March 3, 2014	Charter application submitted
July, 2014- Ongoing	Community information and recruitment meetings continue
January, 2014-Ongoing	SPACE Founding Board Established Developed and filed articles of incorporation Recruitment of Founding Board members
January, 2014- Ongoing	Talk with potential community partners

Month	Activity
July, 2014- Ongoing	Informal recruitment of Principal and staff
July, 2014	Charter application approved
July, 2014-Ongoing	<p>Board of Directors formally appointed</p> <p>Application for start-up funds (implementation grant/Bridge Loan)</p> <p><u>Board of Directors Ongoing Activities</u></p> <p><u>Legal and Organizational</u></p> <ul style="list-style-type: none"> ✓ Plan transition from informal to formal board ✓ Initiate formal legal structure ✓ Finalize bylaws ✓ Apply for tax-exemption ✓ Recruit and orient governing board ✓ Transition to formal governing board ✓ Develop board calendar ✓ Research and secure insurance ✓ Approve start-up budget ✓ Determine starting salaries for teachers and aides ✓ Adopt bonus plan for faculty ✓ Approve bids for furniture ✓ Approve bids for playground ✓ Approve bids for technology ✓ Approve enrollment meeting schedule ✓ Approve costs for marketing ✓ Approve annual board meeting schedule ✓ Adopt student calendar ✓ Adopt student code of conduct ✓ Approve student dress code/uniform policy
July, 2014- August, 2015	CEO formally appointed to begin July 1, 2014, as a part



Month	Activity
	<p>time contractor/Full Time January, 2015</p> <p>Recruitment of staff/Start August 2014</p> <p>Formal recruitment of all staff, interviews, hiring of all staff, contracts, criminal background and child abuse clearance checks completed</p> <p>Principal's responsibilities:</p> <p><u>Finance</u></p> <ul style="list-style-type: none"> ✓ Establish interim fiscal system ✓ Develop planning budget ✓ State accounting manual ✓ State accounting contact ✓ State accounting forms ✓ Pupil accounting format ✓ Consolidated entitlement grant application ✓ E-rate Grant ✓ Federal Food Program ✓ Establish petty cash fund ✓ Assess fiscal management options ✓ Establish budget development and oversight system ✓ Establish accounting system ✓ Develop internal controls and fiscal policies ✓ Establish payroll system ✓ Determine pension provider ✓ Establish staff benefits ✓ Prepare bonus plan ✓ Establish starting salaries ✓ Develop and monitor cash flow plan ✓ Establish banking arrangements ✓ Develop audit scope and bid ✓ Establish fiscal lineages with district and state ✓ Develop long-term fiscal plans



Month	Activity
	<p><u>Administration/Human Resources</u></p> <ul style="list-style-type: none"> ✓ Develop an administrative overview manual to be used by key administrators and the board to monitor DC State and federal laws and requirements ✓ Develop personnel salary and policy guidelines outlining rights and responsibilities of all employees, with delineation for individual positions <p><u>Operations</u></p> <ul style="list-style-type: none"> ✓ Install accounting system ✓ Training for accounting system ✓ Establish credit for office supply vendors ✓ Establish HR manual ✓ School copy machine lease ✓ Develop and initiate fundraising plans <p>Establish entitlement data collection and reporting process</p> <p>Completion of Pre-K-1 Immersion Curriculum</p> <p>Correlation of SPACE priorities with the DC Standards/Produce Grade 2-5 curriculum guide</p>
July 2014- July 30, 2015	<p>Student Recruitment</p> <p><u>Admission and Enrollment</u></p> <ul style="list-style-type: none"> ✓ Prepare enrollment package including all forms ✓ Establish phone number ✓ Establish address for enrollment forms ✓ Establish web site



Month	Activity
	<ul style="list-style-type: none"> ✓ Establish marketing budget ✓ Develop brochures ✓ Schedule enrollment meetings ✓ Order audio visual equipment for enrollment meetings <p>Admissions lottery held, if necessary (July 2014)</p>
July 2014- August 2015	<p>Ongoing Planning:</p> <p>Bid process begin for furniture, supplies, computers; texts books ordered</p> <p>Forms developed (report cards, student records, etc.), code of conduct fully developed, draft safety plan revised, parent/student, immersion curriculum completed, and staff handbooks written</p>
January 2015-May 2016	<p>Apply for zoning variance if necessary</p> <p>Official agreement signed for facilities</p> <p>(Building Occupation by May 1, 2014)</p> <ul style="list-style-type: none"> ✓ Renovations to facility as needed SPACE qualifies for Certificate of Occupancy(May 2014) Pass code, fire and safety inspections ✓ Health inspection ✓ Certificate of Occupancy ✓ Playground ✓ Kitchen ✓ Utilities: electric, gas/oil, water/sewer ✓ Building services: trash, cleaning, local electrician, local plumber, HVAC contractor, locksmith ✓ Perform renovation, repairs and construction ✓ Interior decoration, create an organized, attractive, conducive learning



Month	Activity
	environment ✓ Install phone lines/establish numbers ✓ Install T1 line ✓ Install technology ✓ Purchase and move in furnishings ✓ Arrange classrooms/instructional and work environments ✓ Secure property insurance and establish security policies
August 1, 2015	All required documents submitted to DCPCS Public School authority
One Week prior to School Opening/August 2015	Professional development for all staff/One Week
August 1, 2015	Orientation and celebration for all students and families with staff
August 2015	SPACE Charter School opens – school starts

Start-up Checklist – Pre-Operations:

Instruction and Assessment

- ✓ Review charter goals and instruction framework
- ✓ Develop detailed goals/standard objectives
- ✓ Develop instructional program detail
- ✓ Select curriculum/projects/units
- ✓ Identify and secure instructional materials and technology
- ✓ Develop assessment plan
- ✓ Review detailed instructional designs and assessment with district



- ✓ Develop school calendar and schedule
- ✓ Develop classroom/learning environment configuration
- ✓ Arrange age/grade/cluster configuration
- ✓ Address special needs student issues
- ✓ Plan staff orientation and training plan

Staffing

- ✓ Determine employer of record
- ✓ Develop needs assessment
- ✓ Identify options and plan
- ✓ Establish employee position list
- ✓ Order new hire packets
- ✓ Develop personnel policies/prepare employee handbook
- ✓ Develop organizational chart and job descriptions
- ✓ Develop staff selection process
- ✓ Post positions and recruit needed staff
- ✓ Paper-screen candidates
- ✓ Interview and perform candidate reference checks
- ✓ Finalize candidate selections
- ✓ Perform criminal background checks send to appropriate authority
- ✓ Determine employee start date
- ✓ Hire
- ✓ Recruit contract service providers
- ✓ Develop staff orientation plan
- ✓ Establish year 1 staff development plan
- ✓ Implement immediate priority staff development activities

Admission and Enrollment

- ✓ Prepare enrollment package including all forms
- ✓ Establish phone number
- ✓ Establish address for enrollment forms
- ✓ Establish web site
- ✓ Establish marketing budget
- ✓ Develop brochures
- ✓ Schedule enrollment meetings
- ✓ Order audio visual equipment for enrollment meetings

Student and Parents

- ✓ Review charter terms
- ✓ Develop student and parent policies and handbook
- ✓ Develop student information systems
- ✓ Develop recruitment and outreach materials
- ✓ Implement marketing and outreach plan
- ✓ Accept applications for admission
- ✓ Monitor diversity and outreach
- ✓ Conduct enrollment lottery
- ✓ Develop parent participation and volunteer policies
- ✓ Conduct parent and student orientation
- ✓ Obtain and review cumulative files from previous schools

Legal and Organizational

- ✓ Plan transition from informal to formal board
- ✓ Initiate formal legal structure
- ✓ Finalize bylaws
- ✓ Develop and file articles of incorporation
- ✓ Apply for tax-exemption
- ✓ Recruit and orient governing board
- ✓ Transition to formal governing board
- ✓ Develop board calendar
- ✓ Research and secure insurance

Board of Directors

- ✓ Approve management agreement
- ✓ Approve start-up budget
- ✓ Determine starting salaries for teachers and aides
- ✓ Adopt bonus plan for faculty
- ✓ Approve bids for furniture
- ✓ Approve bids for playground
- ✓ Approve bids for technology
- ✓ Approve enrollment meeting schedule
- ✓ Approve costs for marketing
- ✓ Approve annual board meeting schedule
- ✓ Adopt student calendar
- ✓ Adopt student code of conduct
- ✓ Approve student dress code/uniform policy

Finance

- ✓ Establish interim fiscal system
- ✓ Develop planning budget
- ✓ State accounting manual
- ✓ State accounting contact
- ✓ State accounting forms
- ✓ Pupil accounting format
- ✓ Consolidated entitlement grant application
- ✓ E-rate Grant
- ✓ Federal Food Program
- ✓ Establish petty cash fund
- ✓ Assess fiscal management options
- ✓ Establish budget development and oversight system
- ✓ Establish accounting system
- ✓ Develop internal controls and fiscal policies
- ✓ Establish payroll system
- ✓ Determine pension provider
- ✓ Establish staff benefits
- ✓ Prepare bonus plan
- ✓ Establish starting salaries
- ✓ Develop and monitor cash flow plan
- ✓ Establish banking arrangements
- ✓ Develop audit scope and bid
- ✓ Establish fiscal lineages with district and state
- ✓ Develop long-term fiscal plans

Operations

- ✓ Install accounting system
- ✓ Training for accounting system
- ✓ Establish credit for office supply vendors
- ✓ School copy machine lease
- ✓ Develop and initiate fundraising plans
- ✓ Establish entitlement data collection and reporting process
- ✓ Arrange Special Education services
- ✓ Arrange for nursing services
- ✓ Arrange for before and after school services/licensing
- ✓ Establish food services



- ✓ Establish transportation services

Insurance

- ✓ Secure Directors and Officers insurance
- ✓ Building insurance
- ✓ Liability insurance
- ✓ Establish health insurance company
- ✓ Worker's compensation insurance
- ✓ Student accident medical insurance

Equipment

- ✓ Order classroom equipment and computers
- ✓ Order office equipment and computers
- ✓ Order playground equipment
- ✓ Order curriculum
- ✓ Order consumables
- ✓ Order telephones
- ✓ Order tutorial program
- ✓ Order
- ✓ materials

Facilities

- ✓ Pass code, fire and safety inspections
- ✓ Health inspection
- ✓ Certificate of Occupancy
- ✓ Playground
- ✓ Full service kitchen Yes No
- ✓ Utilities: electric, gas/oil, water/sewer
- ✓ Building services: trash, cleaning, local electrician, local plumber, HVAC contractor, locksmith
- ✓ Perform renovation, repairs and construction

- ✓ Interior decoration, create an organized, attractive, conducive learning environment
- ✓ Install phone lines/establish numbers
- ✓ Install T1 line
- ✓ Install technology
- ✓ Purchase and move in furnishings
- ✓ Arrange classrooms/instructional and work environments
- ✓ Secure property insurance and establish security policies

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

Internal Accountability

The Principal will have primary responsibility for the oversight of the academic program. It will be his or her responsibility to ensure that there is a comprehensive plan to collect, disseminate, and review data regularly to assess the program and design necessary reforms. The school will use data from the DC-CAS and PSSA tests, SAT, ACT including disaggregated data for students with disabilities, from low-income families, students of color and those with limited English proficiency. SPACE will also disaggregate data according to how long students have been at the school to assess the efficacy of the educational program. In addition, the school will use data from benchmark tests in English/language arts and mathematics, given at regular intervals throughout the school year. Grades and other classroom assessments will also be analyzed to assess the academic program. Suspension/expulsion data and attendance data will also be used, both for the whole school and disaggregated, to ensure that groups of students are not being disproportionately disciplined.

Supplementing this data, SPACE will follow the assessment procedures which outline the various sources of data that will be used for evaluating school performance.

The Principal will convene a group of teachers and administrators to examine the data several times per year. This group will bring concerns and issues to the attention of the whole faculty or of the relevant groups (subject area teachers, grade teachers, or other group, depending on the specific problem).

Those groups will make recommendations for changes in their program. The group's action plan will include processes to:

- continue to analyze student achievement data against the requirements of the Performance Management Framework.
- design and implement specific ways to address deficiencies

- analyze the results of newly implemented practices
- celebrate, publicize, and replicate or expand what has been successful.

Action plans will become part of the school’s annual School Improvement Plan. Information will also be reported regularly to the Board and published on the school’s website. Indicators and information will regularly be reported to parents.

As mentioned earlier, SPACE will flourish because of its emphasis on creating a nested community which includes multiple stakeholders including parents, community partners, students, and other community members. Parents, in particular, will play an integral role in the education of their child/children and therefore must be actively involved in their child’s education. Parents’ dedication to excellence is demonstrated when they make the commitment to send their children to SPACE. SPACE, therefore, will provide multiple sources of information to the parents to ensure that they can play an active role in their children’s education, including parent/teacher/student conferences, informal communication regarding changes of behavior, report cards, interim reports, and other sources of student achievement data (i.e. PSSA and DC-CAS test performance). The school will also work to address other underlying family challenges that may interfere with the children’s school work.

This environment of parental involvement begins at the start of the school year when homeroom or classroom teachers will survey parents to learn how they prefer to be contacted. Teachers will use email, telephone, or US mail according to parents’ preferences and the urgency of the matter to immediately inform parents of any changes in student performance, both positive and negative. These changes in behavior will also be formally noted in report cards and discussed in parent/student/teacher conferences. Subject area teachers will be encouraged to inform homeroom teacher/advisors and parents, via note or email or call, of any especially positive accomplishments, including significant improvement in any area or an especially strong piece of work. They will also communicate a “red flag” to classroom or homeroom teachers and parents to notify them that a student is falling behind, not completing work, or encountering other difficulties.

Parents will be invited and expected to attend a parent/student/teacher conference twice each year. (For parents who are truly unable to come to the school for conferences, teachers will try to arrange a telephone conference with the student and teacher on speaker-phone at the school while the parent is at another location.) Students will be required to participate in their conferences. Research indicates that involving students in their conferences “helps them learn to set Goals, evaluate their work, and improve speaking and organizational skills....It is also designed to improve communication among parents, students, and teachers, and increase parents’ attendance at conferences.” (National Association of Secondary School Principals and National Middle School Association, 2001).

At the conference, the student’s grades will be examined, as will all behavior, attendance, standardized tests, and other data. The classroom teacher (homeroom teacher for grades 6 - 8)



will recognize the student for all that he or she has done well. Subject area teachers will submit commendations and recommendations, as appropriate, to include in the conference. If necessary, student, family, and teacher will design strategies for working on issues such as attendance, homework completion, the need for extra support, or other barriers that are hindering achievement. The focus of the conference will be on strategies that will work for each student to improve achievement.

To ensure that parents are receiving and understanding adequate information, SPACE will use specific questions in student and parent satisfaction surveys to assess parent and student perception of staff performance. Data from these surveys will be evaluated and shared together by the Principal and individual staff members (with the understanding that sometimes parents or students may be disgruntled for complex reasons that may not be fair to the teacher). Concerns or kudos involving more than individual staff members will be shared more widely, as appropriate.

Parents and students will also have the opportunity to comment on the school's progress towards school goals in the satisfaction surveys. In addition, the Principal will keep careful notes of any conversations with parents, students, and/or community members involving staff performance and progress toward Goals. These notes will provide some of the data used in the support and evaluation of staff.

d. Major Contracts Planned

SPACE is not associated with an educational management company, however, to assist us in developing the charter school petition, accountability and assessment, curriculum and professional development, we will consult with A+ Charter Solutions, Inc. led by Dr. Iris Metts, CEO and former State Superintendent of Delaware and Superintendent of Prince George County, for technical assistance only on an "as-needed" basis. A copy of the A+ agreement is included in the Appendix.

SPACE has not committed to additional contracts, but has established a timeline to secure needed contract services led by the principal:

Table 16 Contract Timelines

July 2014- August 2015	Ongoing Planning: Bid process begin for furniture, supplies, computers, food service, equipment leases, insurance ; texts books ordered
------------------------	--



	Forms developed (report cards, student records, etc.), code of conduct fully developed, draft safety plan revised, parent/student, immersion curriculum completed, and staff handbooks written
--	--

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

Parents will be asked to sign a compact indicating their understanding that SPACE is a community-based school and that each family will serve at least 40 hours a year by serving on committees, attending workshops which support students' academic success (such as how to help your child with homework), attending parent-student conferences, hosting week end tutoring sessions, cooking for school events, and volunteering in the school as tutors, lunch monitors, classroom assistants, and office assistants. (Note: SPACE founders understand that such service may not be compulsory for student education development.) SPACE expects to hire a parent/community coordinator in Year 2 to promote and coordinate parent and community involvement and ownership of the school.

Social support services for students and their families: Through its partnership with community groups, SPACE will make available to SPACE families and students social services, such as, workforce development training, smoking cessation programs, GED instruction, parenting classes, family case management, and behavioral health services. For example, SPACE will ensure that we have at least two full-time counselors/therapists based on-site at the school to address the behavioral health needs of students and families.

G. Services Sought from the District of Columbia Public Schools

SPACE will not request any services from the D.C. Public Schools in its first year of operation.



D. CERTIFICATION (Assurances Form)

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

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

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

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

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

<p>Rhoi Wangila - [REDACTED]</p>	<p>Board chair</p>
<p>Signature of Authorized Certifying Official</p>	<p>Title</p>
<p>student parent Achievement center of Excellence Applicant Organization SPACE</p>	<p>March 3/2014 Date Submitted</p>

E. BUDGET

BUDGET NARRATIVE

The SPACE budget is based on the following assumptions:

We developed our budget bases on per pupil allocation, federal grant, and entitlements. Increases in funding are indicated as the school grows in population.

Table 17 Budget

Revenue/Funding Source	Planning	YR 1	YR 2	YR 3	YR 4	YR5
Per Pupil Payments		1,806,540	2,463,930	2,710,100	3,158,916	3,655,997
Facilities Allowance		504,000	616,000	728,000	840,000	952,000
Federal Entitlements		270,440	328,320	386,200	444,080	501,960
Federal Grants	120,000					
Private Grants/Fundraising	10,000	22,600	25,400	28,200	31,000	33,800
Loans	10,000					
Totals	140,000	2,603,580	3,433,650	3,852,510	4,473,996	5,143,757

Pre-Planning Budget-

1. The founders will seek grant and secure a bridge loan to support start up costs-\$285,000:
 - \$ 120,000- Federal Grants
 - \$ 10,000- Bridge Loan
 - \$ 10,000- Fund Raising/Donations
2. The program will seek temporary office space from September, 2014 to June 2015 to serve as a home base to recruit students and staff. The Principal will serve part time to direct the pre-planning effort. Office and staff allocations are reflected in the budget- Total \$109,800.
3. Expenses include:
 - Principal Contracted (at .38 % or 3hrs. per day) - \$54,000Assumes a Principal salary of \$160,000
 - Clerical Assistance Contracted(at.38% or 3 hrs. per day)-\$13,300 / Assumes a Clerical salary of \$ 35,000
 - Rent-\$10,000/\$1000 per month

- Office Supplies-\$8,700
- Student/Staff recruitment- \$5,000
- Consultant/ Curriculum Development- \$ 15,000

Consultant fees are provided to develop the Arabic Language Curriculum

All budget after year one assumes only increases in funding from student enrollment increases. Salary increases of 2% are included.

SPACE will seek a Charter School Grant for Planning, Program Design, Implementation and Dissemination from the US Department of Education/July 2014. SPACE will also apply to the Office of the State Superintendent if funds are available-March 2014/January 2015. We anticipate our application will receive strong consideration because of the need for Arabic language programs.

SPACE will begin implementation of the program with a total of 180 students in Year 1. As noted earlier, elementary school immersion programs will start from the entry level classes. These first students at SPACE will thus be placed into classes according to the following plan:

Total Immersion: There will be 2 classes of Pre-K3-4. Two teachers will be employed who are fluent in English and Arabic. 10 to15 percent of the instruction will support English literacy.

Dual Immersion Arabic Program: For students in grade K-5, who will not be expected to have any experience in any of the target languages, full immersion will not initially be possible.

In grades K –5, there will be one class at each grade level. Instruction in Language Arts, Social Studies Art and Physical Education will be given in English. Math and Science instruction will be given in Arabic. Teachers are expected to be fluent in English and Arabic. A separate Math/Science/Technology coordination, fluent in both Arabic and English will be employed.

The organization of the school in Year 1 is represented in the Table below. Each year the total immersion component of the school will advance one grade level.



Table 18 SPACE Students per Grade Level in YEAR 1

Grade Level	Arabic, # students	# of Classes/Teachers	TOTAL
Pre-K3-4	20 – full immersion	2	40
K	20 – 50/50 Instruction	1	20
1	20 –50/50 Instruction	1	20
2	25-50/50 Instruction	1	25
3	25-50/50 Instruction	1	25
4	25- 50/50Instruction	1	25
5	25- 50/50 Instruction	1	25
TOTAL		8	180

SPACE accounts for 8 classes in Year 1, meaning that 8 classroom teachers plus Arabic Language Coordinator will be hired for the first year. In Year 2, there will be 10 classes, and in Year 3, there will be 12 classes. In the third year SPACE will have 25 classes of Pre-K-8 students, for a maximum of 440 students.

YEAR OF OPERATION	ENROLLMENT/# of Classes	GRADE LEVELS
2015-16 (1)	180/8	Pre-K-5
2016-17 (2)	220/10	Pre-K-6
2017-18 (3)	260/12	PreK-7
2018-19 (4)	300/14	PreK-8
2019-20 (5)	335/17	PreK-8
2020-21 (6)	370/21	PreK-8
2021-22 (7)	405/23	PreK-8
2022-23 (8)	440/25	PreK-8

Other full or part- time staff may include specialists in physical education and in science. A Special Education and ESL teacher will be hired as the demand requires. All members of the professional staff hired by the SPACE will hold appropriate DC certification or will be in the process of obtaining that certification. Administratively, SPACE will hire a bilingual director/principal, two secretaries, and a business manager (one preferably fluent in Arabic) for the initial year. As the school grows, we would want to add an assistant principal, and secretary. The five year budget does not reflect an increase in per pupil funding for charter schools. Only the enrollment increases over the five year period.



Table 19 SPACE -EIGHT YEAR PROJECTIONS

YEAR	Pre-K	K	1	2	3	4	5	6	7	8	8/Totals	YEAR #		
2015/16	40	20	20	25	25	25	25				180			
2016/17	40	40	20	20	25	25	25	25			220			
2017/18	40	40	40	20	20	25	25	25	25		260			
2018/19	40	40	40	40	20	20	25	25	25	25	300			
2019/20	60	60	40	40	40	20	20	25	25	25	335			
2020/21	60	60	40	40	40	40	20	20	25	25	370			
2021/22	60	60	40	40	40	40	40	20	20	25	405			
2022/23	60	60	40	40	40	40	40	40	20	20	440			

First year Budget**Assumptions:**

- 8 Grade Level Classroom Teachers/ K-5. Assume \$55,000 salary for teachers
- 20%benefits
- .5 Physical Education, One Arabic Language Coordinator(\$82,500)
- Two Teacher Asst(\$32,000)
- Principal
- Two Clerical (\$64,000)
- One Custodian(Contracted \$35,000)
- Contracted Business Services/Food Service/Security/ Nurse/Music/Art
- All core teaching staff expected to be bilingual: fluent in both Arabic and English
- One Nurse Contracted/\$30,000(Miss Student Cost)

Technology Budget includes

a low cost Tablets/Notebooks (\$400) for each student and staff member.

Larger than usual allocations are listed for consultants and staff development because of Arabic Curriculum translation requirements.



Second Year Budget Assumptions:

Professional staff is added as student population increase.

- 10 Classroom Teachers

The general funding is greatly increased to allow travel to Africa and the Middle East

Third Year Budget Assumptions:

- 12 Classroom Teachers

Fourth Year Budget Assumptions:

- 14 Classroom Teachers

Fifth Year Budget Assumption:

- 17 Classroom Teachers

Table 20 Staffing Plan Planning Year To Year 5(keep)

	Planning Year	Year 1	Year 2	Year 3	Year 4	Year 5
Principal	.38	1	1	1	1	1
Clerical		2	2	2.5	2.5	2.5
Development Director/Adm. Assistant *			1	1	1	1
Pre-K- 8 Teachers		8	10	12	14	17
Arabic Language Coordinator		1	1	1	1	1
Assistant Teachers		2	2	3	3	3
Counselor			1	1	1	1
Special ED/ESL Coordinator		1	1	2	2	2
Art Specialist*		.25	.5	.5	.5	.5
Physical Education Specialist		.5	1	1	1	1
Music Specialist*		.5	.5	.5	.5	.5
Custodial*		1	1	1.5	1.5	1.5
Health Care*		.5	.5	.5	.5	.5
Food Service*		1	1	1.5	1.5	1.5
Media/Technology Specialist*		1	1	1	1	1
Business/Accounting services		1	1	1	1	1

*Contract Staff

Contracted Services

We have an existing contract with A+ Charter Solutions, initiated in 2009 which is payable only when SPACE is granted a contract. We expect to enter contracts for, Arabic language translation/Professional development, health services, food services, custodial services, accounting/payroll and special education services. After the award of the charter all contracts and procure will be in accordance with District of Columbia law and DCPCSB requirements.

Table 21 Contracts

Contracts	Service Provided	Estimated Cost
A+ Charter Solutions, LLC(2010-2014)	Organization Consulting	\$30,000(one year only)
TBA	Building Lease	\$400,000
	Health Services	\$35,000
	Arabic Curriculum Translation/Professional Development	\$60,000(each year)
	Special Education Services	\$65,000(As Needed)
	Accounting Payroll/Business Services	80,000
	Food Services	80,000
	Custodial Services	30,000

CAPITAL BUDGET PLANS

The basic facility needs are listed below:

There will be at least 23 classrooms in Year 1 and 2 (expanding by 3 additional classrooms each subsequent year), for a total of a 23,000 square footage requirement. All classrooms will have natural lighting and adequate fluorescent lighting. We will also plan to have a library, a multi-purpose room, a computer/language laboratory, an art/music room and several small breakout/tutoring rooms. Classrooms will have 900 – 1000 square feet of space; art and music rooms will have 1,000 square feet of space; the library and computer/language laboratory are

expected to need 2000 square feet; multipurpose room and office 8,000 square feet.

We have allocated a rent of \$430,000 in the first year of operation and \$500,000 in the second year of operation. In the third year of operation the Board will seek a larger location with a capacity of 34 classrooms. The Board will consider construction of a school facility or a larger rental space at the beginning of the third year of operation of the school. We expect to use some of the projected carry over resource to finance a loan if there is a decision to construct a new school building. The SPACE board seeks to set aside \$500,000 from general expense funding to serve as collateral to finance a major renovation or construction of facilities after years of operation.

SPACE CAPITAL BUDGET- YEAR ONE & TWO

	YEAR 1	YEAR 2
Computers and Materials		
Classroom Computers	108,000	24,000
Staff Laptops	8,000	3,600
SMART Boards	10,000	3,000
Projectors	16,000	4,000
Printers	8,000	
TOTAL*	<u>150,000</u>	<u>34,600</u>
Classroom Furnishing and Supplies		
Classroom Furnishings	60,000	20,000
Cafeteria Furnishings	16,000	7,000
Library	10,000	
TOTAL	<u>86,000</u>	<u>27,000</u>
Office Furnishings and Supplies		
Office Furnishings	20,000	6,000



TOTAL CAPITAL BUDGET256,00067,600**Assumptions**

180 Students YR One/14 Staff Members, YR Two 220 Students/+6 Staff

\$600 per computer (Laptops for Staff/Tablets for Students)

\$3,000 per SMART Boards

\$2,000 per projector

15 laser B&W printers (\$400)/2 Color laser (1,000)

\$7,500 per new classroom

Year One Computer Budget from Direct Student Costs (materials,\$74,060/Library,\$1500)

Computers \$45,000/Others \$15,000=Total-\$150,



BUDGETS

Pre-Opening (planning year) budget

Two-year Operating Budget worksheet

Five-year Estimated Budget worksheet

Monthly cash flow



Pre-Opening (Planning Year) Budget Worksheet: Year ONE

		SPACE Pre- Plan Bu SEPT/2014 to August/2015		
DESCRIPTION		BUDGETED AMOUNTS		
		Column A	Column B	Column C
		501(c)3 School Applicant	Education Management Organization	Total Revenues by Funding Source
REVENUES				
1	Per Pupil Charter Payments			0
2	Per Pupil Facilities Allowance			0
3	Federal Entitlements			0
4	Other Government Funding/Grants	120,000		100,000
5	Total Public Funding			0
6	Private Grants and Donations			0
7	Activity Fees			0
8	Loans	10,000		10,000
9	Other Income (please describe in footnote)	10,000		10,000
10	Total Non-Public Funding			0
11	EMO Management Fee (= line 73, col. G)			0
12				
13				
14	TOTAL REVENUES	\$140,000		
		501(c)3 School Applicant	Education Management Organization	Combined Total
EXPENSES				
Personnel Salaries and Benefits				
15	Principal/Executive Salary	54,000		
16	Teachers Salaries			
17	Teacher Aides/Assistance Salaries	13,300		
18	Other Education Professionals Salaries			
19	Business/Operations Salaries			
20	Clerical Salaries			
21	Custodial Salaries			
22	Other Staff Salaries			
23	Employee Benefits	13,460		
24	Contracted Staff /Consultant	5,000		
25	Staff Development Costs	10,000		
26				
27	Subtotal: Personnel Costs	\$95,760		
28				
29	Direct Student Costs			
30	Textbooks			
31	Student Supplies and Materials			
32	Library and Media Center Materials			
33	Computers and Materials			
34	Other Instructional Equipment			
35	Classroom Furnishings and Supplies			
36	Student Assessment Materials			
37	Contracted Student Services			
38	Miscellaneous Student Costs			
39				
40	Subtotal: Direct Student Costs			
41				
42	Occupancy Expenses			
43	Rent	14,000		
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	\$14,000		
54				

Pre-Opening (Planning Year) Budget Worksheet: Year ONE

55	Office Expenses				
56	Office Supplies and Materials	2,000			
57	Office Furnishings and Equipment				
58	Office Equipment Rental and Maintenance	2,000			
59	Telephone/Telecommunications	700			
60	Legal, Accounting and Payroll Services				
61	Printing and Copying	2,000			
62	Postage and Shipping	2,000			
63	Other				
64					
65	Subtotal: Office Expenses	\$8,700			
66					
67	General Expenses				
68	Insurance				
69	Interest Expense				
70	Transportation	2,000			
71	Food Service				
72	Administration Fee (to PCSB)				
73	EMO Management Fee				
74	Other General Expense*Student Recruit	5,000			
75					
76	Subtotal: General Expenses	\$7,000			
77					
78	TOTAL EXPENSES	\$125,460			
79					
80	EXCESS (OR DEFICIENCY)				
81	Excess (or deficit) retained by school	\$14,540			
82	Excess (or deficit) retained by EMO				

SPACE CAPITAL BUDGET- YEAR ONE & TWO

	YEAR 1	YEAR 2
Computers and Materials		
Classroom Computers	108,000	24,000
Staff Laptops	8,000	3,600
SMART Boards	10,000	3,000
Projectors	16,000	4,000
Printers	8,000	
TOTAL*	<u>150,000</u>	<u>34,600</u>
Classroom Furnishing and Supplies		
Classroom Furnishings	60,000	20,000
Cafeteria Furnishings	16,000	7,000
Library	10,000	
TOTAL	<u>86,000</u>	<u>27,000</u>
Office Furnishings and Supplies		
Office Furnishings	20,000	6,000
TOTAL CAPITAL BUDGET	<u>256,000</u>	<u>67,600</u>

Assumptions

180 Students YR One/14 Staff Members,YR Two 220 Students/+6 Staff
 \$600 per computer(Laptops for Staff/Tablets for Students)
 \$3,000 per SMART Boards
 \$2,000 per projector
 15 laser B&W printers(\$400)/2 Color laser (1,000)
 \$7,500 per new classroom
 Year One Computer Budget from Direct Student Costs(materials,\$74,060/Library,\$1500
 Computers \$45,000/Others\$15,000=Total-\$150,060

Two-Year Operating Budget Worksheet: Year ONE

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

Two-Year Operating Budget Worksheet: Year ONE

54					
55	Office Expenses				
56	Office Supplies and Materials				
57	Office Furnishings and Equipment				
58	Office Equipment Rental and Maintenance				
59	Telephone/Telecommunications				
60	Legal, Accounting and Payroll Services				
61	Printing and Copying				
62	Postage and Shipping				
63	Other				
64					
65	Subtotal: Office Expenses	<hr/>	<hr/>	<hr/>	<hr/>
66					
67	General Expenses				
68	Insurance				
69	Interest Expense				
70	Transportation				
71	Food Service				
72	Administration Fee (to PCSB)				
73	EMO Management Fee				
74	Other General Expense				
75					
76	Subtotal: General Expenses	<hr/>	<hr/>	<hr/>	<hr/>
77					
78	TOTAL EXPENSES	<div style="border: 2px solid black; width: 100px; height: 20px;"></div>	<div style="border: 2px solid black; width: 100px; height: 20px;"></div>		
79					
80	EXCESS (OR DEFICIENCY)				
81	Excess (or deficit) retained by school	<div style="border: 2px solid black; width: 100px; height: 20px;"></div>			
82	Excess (or deficit) retained by EMO		<div style="border: 2px solid black; width: 100px; height: 20px;"></div>		

ASSUMPTIONS

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

NOTES:

Two-Year Operating Budget Worksheet: Year TWO

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

Two-Year Operating Budget Worksheet: Year TWO

54					
55	Office Expenses				
56	Office Supplies and Materials				
57	Office Furnishings and Equipment				
58	Office Equipment Rental and Maintenance				
59	Telephone/Telecommunications				
60	Legal, Accounting and Payroll Services				
61	Printing and Copying				
62	Postage and Shipping				
63	Other				
64					
65	Subtotal: Office Expenses	<hr/>	<hr/>	<hr/>	<hr/>
66					
67	General Expenses				
68	Insurance				
69	Interest Expense				
70	Transportation				
71	Food Service				
72	Administration Fee (to PCSB)				
73	EMO Management Fee				
74	Other General Expense				
75					
76	Subtotal: General Expenses	<hr/>	<hr/>	<hr/>	<hr/>
77					
78	TOTAL EXPENSES	<div style="border: 2px solid black; width: 100px; height: 20px;"></div>	<div style="border: 2px solid black; width: 100px; height: 20px;"></div>		
79					
80	EXCESS (OR DEFICIENCY)				
81	Excess (or deficit) retained by school	<div style="border: 2px solid black; width: 100px; height: 20px;"></div>			
82	Excess (or deficit) retained by EMO		<div style="border: 2px solid black; width: 100px; height: 20px;"></div>		

ASSUMPTIONS

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

NOTES:

Two-Year Operating Budget Worksheet: Year TWO

SPACE YEAR ONE/ 2015

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	1,806,540		1,806,540	
2	Per Pupil Facilities Allowance	504,000		504,000	
3	Federal Entitlements	270,440		270,440	
4	Other Government Funding/Grants			0	
5	Total Public Funding	<u>2,580,980</u>	<u>0</u>	<u>2,580,980</u>	
6	Private Grants and Donations	10,000		10,000	
7	Activity Fees	3,600		3,600	
8	Loans			0	
9	Other Income (please describe in footnote)	9,000		9,000	
10	Total Non-Public Funding	<u>22,600</u>	<u>0</u>	<u>22,600</u>	
11	EMO Management Fee (= line 73, col. G)			0	
12					
13					
14	TOTAL REVENUES	<u>\$2,603,580</u>	<u>\$0</u>		

		501(c)3 School Applicant	Education Management Organization	Combined Total	Expenditures as a Percent of Total Public Funding
EXPENSES					
Personnel Salaries and Benefits					
15	Principal/Executive Salary	160,000		160,000	0.061991957
16	Teachers Salaries	432,000		432,000	0.167378283
17	Teacher Aides/Assistance Salaries	64,000		64,000	0.024796783
18	Other Education Professionals Salaries	81,000		81,000	0.031383428
19	Business/Operations Salaries	105,000		105,000	0.040682221
20	Clerical Salaries	70,000		70,000	0.027121481
21	Custodial Salaries	35,000		35,000	0.01356074
22	Other Staff Salaries				0
23	Employee Benefits	189,000		189,000	0.073227999
24	Contracted Staff				0
25	Staff Development Costs	30,000		30,000	0.011623492
26					
27	Subtotal: Personnel Costs	<u>\$1,166,000</u>	<u>\$0</u>	<u>1166000</u>	<u>0.451766383</u>
28					
Direct Student Costs					
30	Textbooks	9,000		9,000	0.003487048
31	Student Supplies and Materials	75,060		75,060	0.029081977
32	Library and Media Center Materials	15,000		15,000	0.005811746
33	Computers and Materials	45,000		45,000	0.017435238
34	Other Instructional Equipment	15,000		15,000	0.005811746
35	Classroom Furnishings and Supplies	60,000		60,000	0.023246984
36	Student Assessment Materials	20,000		20,000	0.007748995
37	Contracted Student Services				0
38	Miscellaneous Student Costs *	60,000		60,000	0.023246984
39					
40	Subtotal: Direct Student Costs	<u>\$299,060</u>	<u>\$0</u>	<u>299060</u>	<u>0.115870716</u>
41					
Occupancy Expenses					
43	Rent	430,000		430,000	0.166603383
44	Mortgage Principal Payments				0
45	Mortgage Interest Payments				0
46	Building Maintenance and Repairs	15,000		15,000	0.005811746
47	Renovation/Leasehold Improvements	40,000		40,000	0.015497989
48	Utilities	40,000		40,000	0.015497989
49	Janitorial Supplies	10,000		10,000	0.003874497
50	Equipment Rental and Maintenance				0
51	Contracted Building Services				0
52					
53	Subtotal: Occupancy Expenses	<u>\$535,000</u>	<u>\$0</u>	<u>535000</u>	<u>0.207285605</u>
54					
Office Expenses					
56	Office Supplies and Materials	20,000		20,000	0.007748995

Two-Year Operating Budget Worksheet: Year TWO

57	Office Furnishings and Equipment	20,000		20,000	0.007748995
58	Office Equipment Rental and Maintenance	15,000		15,000	0.005811746
59	Telephone/Telecommunications	16,000		16,000	0.006199196
60	Legal, Accounting and Payroll Services	80,000		80,000	0.030995978
61	Printing and Copying	6,500		6,500	0.002518423
62	Postage and Shipping	5,500		5,500	0.002130974
63	Other	25,000		25,000	0.009686243
64					
65	Subtotal: Office Expenses	<u>\$188,000</u>	<u>\$0</u>	<u>188000</u>	<u>0.072840549</u>
66					
67	General Expenses				
68	Insurance	35,000		35,000	0.01356074
69	Interest Expense				0
70	Transportation	10,000		10,000	0.003874497
71	Food Service	100,000		100,000	0.038744973
72	Administration Fee (to PCSB)	130,179		130,179	0.050437818
73	EMO Management Fee				0
74	Other General Expense	10,000		10,000	0.003874497
75					
76	Subtotal: General Expenses	<u>\$285,179</u>	<u>\$0</u>	<u>285,179</u>	<u>0.110492526</u>
77					
78	TOTAL EXPENSES	<u>\$2,473,239</u>	<u>\$0</u>	<u>2,603,580</u>	<u>1.008756364</u>
79					
80	EXCESS (OR DEFICIENCY)				
81	Excess (or deficit) retained by school	<u>\$130,341</u>			
82	Excess (or deficit) retained by EMO		<u>\$0</u>		

ASSUMPTIONS

Student Enrollment	<u>180</u>
Facility Size (square footage)	<u>22,000</u>
Average Teacher Salary	<u>55,000</u>
Student/Teacher Ratio	<u>16 to 1 Including classroom teachers(8),Arabic Lang Coordinator,(1/2) PE,(2)Teacher Asst.</u>
Other Major Assumptions	<u>* ARABIC CURRICULUM TRANSLATION</u>

NOTES:

\$9,000 Assumed from student Lunch payments of \$50 dollars per student per year.

Two-Year Operating Budget Worksheet: Year TWO

SPACE Year Two 2016

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	2,463,930		2,463,930	
2	Per Pupil Facilities Allowance	616,000		616,000	
3	Federal Entitlements	328,320		328,320	
4	Other Government Funding/Grants			0	
5	Total Public Funding	<u>3,408,250</u>	<u>0</u>	<u>3,408,250</u>	
6	Private Grants and Donations	10,000		10,000	
7	Activity Fees	4,400		4,400	
8	Loans			0	
9	Other Income (please describe in footnote)	11,000		11,000	
10	Total Non-Public Funding	<u>25,400</u>	<u>0</u>	<u>25,400</u>	
11	EMO Management Fee (= line 73, col. G)			0	
12					
13					
14	TOTAL REVENUES	<u>\$3,433,650</u>	<u>\$0</u>		
		501(c)3 School Applicant	Education Management Organization	Combined Total	Expenditures as a Percent of Total Public Funding
EXPENSES					
Personnel Salaries and Benefits					
15	Principal/Executive Salary(Adm Asst)	239,200		239,200	0
16	Teachers Salaries	561,000		561,000	0.164600621
17	Teacher Aides/Assistance Salaries	65,280		65,280	0.019153527
18	Other Education Professionals Salaries***	172,200		172,200	0.050524469
19	Business/Operations Salaries	107,100		107,100	0.031423755
20	Clerical Salaries	71,400		71,400	0.02094917
21	Custodial Salaries	35,700		35,700	0.010474585
22	Other Staff Salaries				0
23	Employee Benefits	250,376		250,376	0.073461756
24	Contracted Staff	20,000		20,000	0.005868115
25	Staff Development Costs	40,000		40,000	0.01173623
26					
27	Subtotal: Personnel Costs	<u>\$1,562,256</u>	<u>\$0</u>	<u>1562256</u>	<u>0.45837488</u>
28					
Direct Student Costs					
30	Textbooks	13,000		13,000	0.003814275
31	Student Supplies and Materials	110,000		110,000	0.032274632
32	Library and Media Center Materials	20,000		20,000	0.005868115
33	Computers and Materials	50,000		50,000	0.014670287
34	Other Instructional Equipment	15,000		15,000	0.004401086
35	Classroom Furnishings and Supplies	100,000		100,000	0.029340574
36	Student Assessment Materials	30,000		30,000	0.008802172
37	Contracted Student Services				0
38	Miscellaneous Student Costs *	90,000		90,000	0.026406517
39					
40	Subtotal: Direct Student Costs	<u>\$428,000</u>	<u>\$0</u>	<u>428000</u>	<u>0.125577657</u>
41					
Occupancy Expenses					
43	Rent	500,000		500,000	0.146702871
44	Mortgage Principal Payments				0
45	Mortgage Interest Payments				0
46	Building Maintenance and Repairs	16,000		16,000	0.004694492
47	Renovation/Leasehold Improvements	50,000		50,000	0.014670287
48	Utilities	50,000		50,000	0.014670287
49	Janitorial Supplies	10,500		10,500	0.00308076
50	Equipment Rental and Maintenance				0
51	Contracted Building Services				0
52					
53	Subtotal: Occupancy Expenses	<u>\$626,500</u>	<u>\$0</u>	<u>626500</u>	<u>0.183818697</u>
54					
Office Expenses					
56	Office Supplies and Materials	20,500		20,500	0.006014818

Two-Year Operating Budget Worksheet: Year TWO

57	Office Furnishings and Equipment	20,500		20,500	0.006014818
58	Office Equipment Rental and Maintenance	15,000		15,000	0.004401086
59	Telephone/Telecommunications	20,000		20,000	0.005868115
60	Legal, Accounting and Payroll Services	100,000		100,000	0.029340574
61	Printing and Copying	7,000		7,000	0.00205384
62	Postage and Shipping	6,000		6,000	0.001760434
63	Other**	25,000		25,000	0.007335144
64					
65	Subtotal: Office Expenses	<u>\$214,000</u>	<u>\$0</u>	<u>214000</u>	<u>0.062788829</u>
66					
67	General Expenses				
68	Insurance	40,000		40,000	0.01173623
69	Interest Expense				0
70	Transportation	15,000		15,000	0.004401086
71	Food Service	120,000		120,000	0.035208689
72	Administration Fee (to PCSB)	171,683		171,683	0.050372778
73	EMO Management Fee				0
74	Other General Expense	10,000		10,000	0.002934057
75					
76	Subtotal: General Expenses	<u>\$356,683</u>	<u>\$0</u>	<u>356683</u>	<u>0.10465284</u>
77					
78	TOTAL EXPENSES	<u>\$3,187,439</u>	<u>\$0</u>	<u>3,433,650</u>	<u>1.007452623</u>
79					
80	EXCESS (OR DEFICIENCY)				
81	Excess (or deficit) retained by school	<u>\$246,211</u>			
82	Excess (or deficit) retained by EMO		<u>\$0</u>		

ASSUMPTIONS

Student Enrollment	<u>220</u>
Facility Size (square footage)	<u>26,000</u>
Average Teacher Salary	<u>56,100</u>
Student/Teacher Ratio	<u>1to 15</u>
Other Major Assumptions	<u>2% Increase over year one revenue</u>

NOTES:

- 11,000 Assumed from student Lunch payment of \$50 student
- * Arabic Curriculum Development
- ** Arabic Curriculum Materials
- *** Arabic Coordinator, 1/2 PE, 1/2 Arts, 1/2 Math Science, 1/2 Tech

Five-Year Estimated Budget Worksheet

DESCRIPTION	Year 1	Year 2	Year 3	Year 4	Year 5
REVENUES	180	220	260	300	335
Per Pupil Charter Payments	2,310,540	3,079,930	3,438,110	3,998,916	4,565,029
Federal Entitlements	270,440	328,320	386,200	444,080	501,960
Income from Grants and Donations	10,000	10,000	10,000	10,000	10,000
Activity Fees	3,600	4,400	5,200	6,000	6,800
Other Income	9,000	11,000	13,000	15,000	17,000
TOTAL REVENUES	\$2,603,580	\$3,433,650	\$3,852,510	\$4,473,996	\$5,100,789
EXPENSES					
Personnel Salaries and Benefits	1,166,000	1,562,256	1,789,980	2,012,771	2,427,441
Direct Student Costs	299,060	428,000	436,560	445,291	454,197
Occupancy	535,000	626,500	639,030	651,811	664,847
Office Expenses	188,000	214,000	260,000	305,000	350,000
General Expenses	285,179	356,683	363,817	371,093	380,500
TOTAL EXPENSES	\$2,473,239	\$3,187,439	\$3,489,387	\$3,785,966	\$4,276,985
EXCESS(OR DEFICIENCY)	\$130,341	\$246,211	\$363,123	\$688,030	\$823,804

SPACE 2014

Monthly Cash Flow Projection

[illegible]

Monthly Cash Flow Projection

DESCRIPTION	Pre-Opening	Month 1 July	Month 2 August	Month 3 Sept	Month 4 Oct	Month 5 Nov	Month 6 Dec	Month 7 Jan	Month 8 Feb	Month 9 March	Month 10 April	Month 11 May	Month 12 June	Total
Office Expenses														
Office Supplies and Materials		2,000	\$2,000	\$1,600	\$1,600	\$1,600	\$1,600	\$1,600	\$1,600	\$1,600	\$1,600	\$1,600	\$1,600	\$20,000
Office Equipment Rental and Maintenance		2,916	2,916	2,916	2,916	2,916	2,916	2,916	2,916	2,916	2,916	2,920	2,920	\$35,000
Telephone/Telecommunications		1,333	1,333	1,333	1,333	1,333	1,333	1,333	1,333	1,333	1,333	1,333	1,337	\$16,000
Legal, Accounting and Payroll Services		6,666	6,666	6,666	6,666	6,666	6,666	6,666	6,666	6,668	6,668	6,668	6,668	\$80,000
Printing and Copying		542	542	542	542	542	542	542	542	542	542	540	540	\$6,500
Postage and Shipping		458	458	458	458	458	458	458	458	458	458	460	460	\$5,500
Other		2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,085	2,085	\$25,000
Occupancy Expenses														
Rent		35,833	35,833	35,833	35,833	35,833	35,833	35,833	35,833	35,833	35,833	\$35,833	\$35,837	\$430,000
Mortgage Interest Payments														
Maintenance and Repairs		1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	\$15,000
Utilities		3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,337	\$40,000
Janitorial Supplies		833	833	833	833	833	833	833	833	833	833	833	837	\$10,000
Equipment Rental and Maintenance														
Contracted Building Services*		3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,337	\$40,000
General Expenses														
Insurance		\$8,750			\$8,750			\$8,750			\$8,750			\$35,000
Interest Expense														
Transportation			\$909	\$909	\$909	\$909	\$909	\$909	\$909	\$909	\$909	\$909	\$910	\$10,000
Food Service			\$9,090	\$9,090	\$9,090	\$9,090	\$9,090	\$9,090	\$9,090	\$9,090	\$9,090	\$9,090	\$9,100	\$100,000
Administration Fee		\$10,848	\$10,848	\$10,848	\$10,848	\$10,848	\$10,848	\$10,848	\$10,848	\$10,848	\$10,848	\$10,848	\$10,851	\$130,179
Other General Expense		\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$837	\$10,000
6. Total Expenses	\$0	\$215,182	\$216,431	\$201,531	\$210,281	\$201,531	\$201,531	\$210,281	\$201,531	\$201,533	\$210,283	\$201,539	\$201,585	\$2,473,239
7. Fund Balance (end of month)	\$0	\$385,823	\$192,762	\$15,861	\$407,845	\$230,944	\$54,043	\$446,027	\$269,126	\$92,223	\$484,205	\$307,296	\$130,341	\$130,341

*Contracted Building Services used for Renovations and Improvement Budget Line

F. RESUMES, BOARD MEMBER AGREEMENTS, AND STATEMENTS OF INTEREST AND QUALIFICATIONS

Resumes

SHELDON MARGULIES, M.D.

[REDACTED]
[REDACTED]
[REDACTED]

PROFESSIONAL POSITIONS

Private Practice Adult and Adolescent Neurology

705 Kersey Road
Silver Spring, MD 20902 1991-Present

Private Practice Adult and Adolescent Neurology

Hirsh Health Center
1401 East Jefferson Street
Rockville, MD 20852 1999-2005

Private Practice Adult and Adolescent Neurology

Richard Gakner, D.C.
Accessible Chiropractic Care
9801 Georgia Avenue, Suite 226
Silver Spring, MD 20902 2003-2004

Private Practice Adult and Adolescent Neurology

6203 Executive Boulevard
Rockville, MD 20852 2000-2005

Clinical Assistant Professor (Voluntary Staff)

Department of Neurology (Annapurni Trouth, M.D., Chairman)
Howard University Hospital
Washington, D.C. 20060 2005-Present

Clinical Assistant Professor (Voluntary Staff)

Department of Neurology (James Campbell, M.D., Chairman)
Uniformed Services University of the Health Sciences
F. Edward Hebert School of Medicine
Bethesda, MD 20849 2000-Present

Clinical Assistant Professor (Voluntary Staff)

Department of Neurology
 Johns Hopkins University Hospital
 Baltimore, MD 21287

1990-2000

Private Practice Adult and Adolescent Neurology
 Sinai Hospital
 Baltimore, MD 21215

1989-1999

LICENSURE

State of Maryland to Practice Medicine	1982
State of New York to Practice Medicine (Inactive)	1991
State of Maryland to Practice Law (Inactive)	1988

BOARD CERTIFICATION

Neurology	1979
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EDUCATIONAL HISTORY

1. University of Baltimore Law School
 Baltimore, MD
 Juris Doctorate 1985-1988
2. University of California Moffitt Hospital
 San Francisco, CA
 Residency in Neurology 1973-1976
3. McGill University Royal Victoria Hospital
 Montreal, Canada
 Residency in Internal Medicine 1971-1973
4. Stanford University School of Medicine
 Stanford, CA
 Doctor of Medicine 1966-1971
5. University of California
 Berkeley, CA
 Bachelor of Arts 1963-1966
6. University of Wisconsin
 Madison, WI 1962-1963



MEMBERSHIP IN PROFESSIONAL ASSOCIATIONS

American Academy of Neurology
Maryland Neurologic Society
Montgomery County Medical Society

HOSPITAL PRIVILEGES

Holy Cross Hospital
Uniformed Services University of the Health Sciences (Courtesy)
Howard University (Courtesy)

PUBLICATIONS

Sheldon Margulies, M.D., *Fascinating Science*, www.fascinatingscience.com
2007

Sheldon Margulies, M.D., *The Fascinating Body: How It Works*, Rowman & Littlefield
Publishing: Scarecrow Education Press, Lanham, MD, 2004

Sheldon Margulies, M.D., Mild Head Trauma, Neuropsychology, and *Daubert*, For the
Defense, 44(11), 22-25, 62-63, November 2002

Sheldon Margulies, M.D., Proving Specific Causation Under *Daubert*, For the Defense,
44(10), 10-13, 58-59, October 2002

Sheldon Margulies, M.D., Proving General Causation Under *Daubert*, For the Defense,
44(9), 16-21, September 2002

Sheldon Margulies, M.D., The Differential Diagnosis B Use and Misuse, For the
Defense, 44(8), 14-15, 55-56, August 2002

Sheldon Margulies, M.D., The Postconcussion Syndrome After Mild Head Trauma: Is
Brain Damage Overdiagnosed?, J. Clinical Neuroscience, 7(6), 400-408, 2000

Sheldon Margulies, M.D., The Postconcussion Syndrome After Mild Head Trauma: Is
Migraine Underdiagnosed?, J. Clinical Neuroscience, 7(6), 495-499, 2000

Grant Iverson, Ph.D. and Sheldon Margulies, M.D., Decelerating Forces, Recovery 9(3),
Fall 1998

Sheldon Margulies, M.D., Migraine the Culprit, Recovery 9(3), Fall 1998

P.R. Lees-Haley, C.W. Williams, N.D. Zasler, S. Margulies, L.T. English, K.B. Stevens,



Response bias in plaintiffs' histories, *Brain Injury* 11:791-799, 1997

Neurologic Tests in Head Injuries, in *The Insurer's Handbook of Psychological Injury Claims*, ed. David R. Price, Ph.D. and Paul R. Lees-Haley, Ph.D., Claims Books, Seattle, WA 1996

Sheldon Margulies, M.D., J.D., The Neurologic Examination in Forensic Evaluation, in *The Handbook of Forensic Rehabilitation*, ed. William H. Burke, Ph.D., HDI Publishers, Houston, TX 1995

Sheldon Margulies, M.D., J.D. and Kenneth Lasson, *Learning Law*, Carolina Academic Press, 1992

Sheldon Margulies, M.D., *Everyday Doctoring: A New Approach To The Logic And Reasoning of Neurology and Medicine*, Panda Publishing Co., Baltimore, 1986

D.L. Camenga, M.D., K.P. Johnson, M.D., M. Alter, M.D., et. al., Systemic Recombinant Alpha-2 Interferon Therapy in Relapsing Multiple Sclerosis, *Arch Neurol* 43:1239, 1986

L.B. Kline, M.D., S.L. Margulies, M.D., S.J. Oh, M.D., Optic neuritis and myelitis following measles vaccination, *Arch Neurol* 39:443 1982

PRESENTATIONS

World Congress of Neurology, London, England 2001 Poster: Mild Head Trauma and the Post-concussion Syndrome

References

Harold Himmelfarb, Ph.D.
Institute of Education Sciences
U.S. Department of Education
555 New Jersey Avenue, NW
Room 601E
Washington, DC 20208-5500

Debra L. Yourick, Ph.D.
Walter Reed Army Institute of Research
503 Robert Grant Avenue



Silver Spring, MD 20910
301-319-9471
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Mamie Green
Head of Science
Paul Laurence Dunbar High School
1400 Orleans Street
Baltimore, MD 21231-1021
443-642-4478

Phone
E-mail

OUSAINOU MBENGA

A self-motivated professional, Ousinou is described as a self-driven leader and mentor, always ready to tackle any challenge to support his community. For the last 20 years, he has served on boards of various community based organizations working with youth in the District of Columbia helping with fundraising, marketing, health, advocacy and others. A team driven and goal oriented individual.

Education

Howard University, Washington, DC – present
Graduate School of Allied Health Sciences
Department of Human Nutrition

Alderson –Broaddus College, Philippi West Virginia , 1979
Bachelor of Science
Medical Technology



Professional experience

Providence Hospital /Quest Diagnostics, Washington D.C 2000 - Present
Medical Technologist

Routine and Special Hematology: CBC, Differential count, Quality Assurance, Body fluid analysis: cerebrospinal fluid, pleural fluid, gastric aspirate analysis, ESR.

Routine Chemistry: Quality Assurance, Chemistry profiles, Drugs of abuse, Cardiac markers, Calibration's, Blood gas analysis, CAP surveys

Microbiology: Gram stain, culture plating, result interpretation

Suburban Hospital, Bethesda M.D 1997 - 2000
Medical Technologist

Routine and Special Blood Bank, Hematology and Chemistry: Quality Assurance, Chemistry profiles, Drugs of abuse, Cardiac markers, Calibrations, Blood gas analysis, CAP surveys, SMA, CRP, serum and urine Osmolality.

Greater Southeast Community Hospital, Washington D.C 1992 – 1996
Medical Technologist In Charge

Routine and Special Blood Bank: ABORH, Anti-body screening, Paval antibody identification, blood and blood product processing, antibody elution, antibody and HTLA titers, Antigen typing, Quality Assurance, CAP survey, blood washing and liquating, Fresh Frozen Plasma (FFP), Cryoprecipitate and platelet preparation, transfusion reaction work-up and monitoring, Laboratory Information System (LIS) training.

Serology: Quality Assurance, CAP surveys, Mono spot test, RPR, rheumatoid factor, cold agglutinins.

Routine and Special Hematology: CBC, blood smear, differential count, quality assurance. Body Fluid analysis: Cerebrospinal fluid, gastric aspirates, synovial fluid, Hemoglobin electrophoresis, LE preparation.

Routine and Special Coagulation: Prothrombin Time (PT), Activated Partial Thrombin Time (APTT), Thrombin Time, quality assurance, Fibrinogen, Fibrin Split Products, Factor Assays,

Howard University Hospital, Washington D.C 1989 – 1992
Medical Technologist

Routine and Special Hematology: CBC, Differential count, Quality Assurance, Body fluid analysis: cerebrospinal fluid, pleural fluid, gastric aspirate analysis, ESR.

Routine and Special Coagulation: : Prothrombin Time (PT), Activated Partial Thrombin Time (APTT), Thrombin Time, quality assurance, Fibrinogen, Fibrin Split Products, Factor Assays,



Routine Urinalysis and Urine Microscopy

LIS Systems

Medi-Tech,

**Volunteer and
Community
service**

Very active with “ Big Brother DC chapter”, serves on several boards of non-profit groups, has organized health screening and fundraising events to benefit youth in Washington, DC community

Benjamin Woods



Education

PhD **Howard University**,
Political Science

May 2015

Cornell University, Masters in Political Science

January 2009

African & African-American Studies

Thesis: The Relationship of the Black Power and Black Arts/Consciousness Movements to the Black Studies Movement

Thesis Chair: Dr. James Turner

Committee Member: Dr. Ndri Assie-Lumumba

University of Houston, TX, undergraduate sociology (honors),

Spring – 2006

University of Cape Coast, Ghana

Summer – 2004

Kwame Nkrumah University of Science & Technology

Summer – 2004

Honors and Awards

Teaching Assistantship

2008-2002

DC public schools

Pi Sigma Alpha Political Science Honor Society, 2009

Sage Fellowship, 2006-08

Phi Kappa Phi Honor Society, 2006

National Model African Union Scholarship, 2006

John Rueben Sheeler Scholarship, 2005-2006



Golden Key International Honor Society, 2005
Young People for the American Way Fellow, 2005
Omicron Delta Kappa National Leadership Honor Society, 2004
Kwame Nkrumah International Study Scholarship in Ghana, Summer 2004

Dean's List,

Spring 2004

Presentations

"Global Capitalism and Black Male Poverty in Washington D.C.", National Council for Black Studies, 34th Annual National Council for Black Studies, March 19, 2010

"The Struggle is for Land": An Analysis of the Black Belt Thesis" National Conference of Black Political Scientists, 40th Annual National Conference. Houston, Texas: 2009

Assistant Coordinator: New York State African Studies Association 2008 Annual Conference, Cornell University, Ithaca, New York: March 28-29, 2008

"Project for A New American Century": America's Attempt to Control Africa's Resources" The National Council for Black Studies, 32nd Annual National Conference. Atlanta, Georgia: March 22, 2008

"Creating the Intellectual Plantation: A History of Africana Education in the United States" The National Council for Black Studies, 31st Annual National Conference. San Diego, California: March 16, 2007

Research Areas

Race and Globalization
Africana Political Philosophy
American Politics
Black Politics
International Relations
Political Economy

Professional Memberships

American Political Science Association
Association for the Study of African American Life and History
National Conference for Black Political Scientists
National Council for Black Studies
National Economists Association

Positions

Teaching Assistant for Dr. Abdul Bangura POLS Introduction to Political Research
Teaching Assistant for Dr. Louis Wright 2010-11 POLS Black Political Theory



Academic Consultant for documentary “Under the Radar”
 Student Board Member, National Council for Black Studies, 2009-2011
 Teaching Assistant for Dr. Lorenzo Morris- 2009-10 POLS Introduction to Black Politics
 Teaching Assistant for Dr. Daryl Harris- 2008-09 POLS 234-01 Introduction to Politics
 Graduate Assistant for Dr. N’dri Assie-Lumumba- Spring 2008 ASRC 502 Education and Development in Africa & ASRC 479 Women and Gender Issues in Africa
 Graduate Assistant for Dr. James Turner- Fall 2007 ASRC 290 Sociology of the Black
 President of Graduate Professional Student Association, Howard University 2008-2010
 Co-President of Black Graduate and Professional Student Ass., Cornell University 2007-2008

 Co-President of Africana Students Association @ Cornell University 2006-2007

Michael J. Kaspar, Ph.D.

SCIENCE/STEM TEACHING · CURRICULUM DEVELOPMENT · GRANT WRITING · PROFESSIONAL DEVELOPMENT · EDUCATIONAL EVENT PLANNING BUDGET MANAGEMENT AND FORECASTING · PUBLIC RELATIONS AND MARKETING · TEAM BUILDING
 PROJECT MANAGEMENT · DIVERSITY OUTREACH · PARTNERSHIP DEVELOPMENT · ASSESSMENT AND EVALUATION

QUALIFICATIONS PROFILE

Seasoned science/STEM instructor with over 25 years of experience teaching students from early childhood through adulthood. Strong record of managing small organizations during difficult financial periods through grants, fund-raising, public relations, budget management, team building, and partnership development. Flexible, creative, respected and inspirational leader and entrepreneur with a wide range of skills in organizational development and capacity-building. Enthusiastic team player with excellent communication and interpersonal skills who easily and effectively interacts with individuals at all levels. Consummate professional with strong public-speaking capabilities.

CAREER HIGHLIGHTS

- Managed two small (budgets under \$400K) Environmental Education Centers, bringing them to greater state-wide and local recognition through fund-raising, grant writing, public relations, and informal science education services.
- Directed Science Program for major urban school district in Washington, DC to include both



- elementary and secondary science curriculum and instruction.
- Oversaw the completion of national environmental educational projects in the Environmental Education and Training Partnership (budget \$2M) and WET in the City.
- Created the DC STEM (Science, Technology, Engineering and Mathematics) Alliance, an organization of over 70 local and national governmental and non-governmental agencies, universities and educational organizations to build the capacity of the organizations and provide resources to schools and their students in the District of Columbia.
- Re-organized the DC Science Teachers Association, an affiliate of the National Science Teachers Association and became its first official President.
- Presided over the DC Statewide Secondary and Elementary Science Fairs.
- Designed an instructional pacing guide to incorporate non-formal educational experiences into the formal educational curriculum.
- Served as the Chair of the Austin Science Fun Day, a citywide event featuring the science work of students and their educational partners, for the first two consecutive years.
- Taught Biology I & II, Horticulture, Field Biology, Elementary Science Methods.
- Authored numerous popular and scientific articles.

PROFESSIONAL EXPERIENCE

National Education Association, Education Policy and Practice Department, Washington, DC Senior Policy Analyst 2011-present

Staffs the desks for Science, Technology, Engineering and Mathematics and the Partnership for 21st Century. Reviews and comments on legislation in regard to STEM, online learning, and financial literacy. Prepares backgrounders, memos, letter, and policy documents on same subjects

Key Achievements:

- Wrote backgrounder, talking points, and policy brief for Blended Learning.
- Represented NEA at the Consortium for School Networking's delegation to Uruguay and Argentina.

DC Science, Technology, Engineering and Mathematics Alliance, Washington, DC **Founding Director (2007-present)**

Created the DC STEM Alliance to increase the District of Columbia Public Schools' capacity to work with the great variety of resources and staff of national and local STEM organizations.

Key Achievements:

- Provided teaching and extra-curricular support to several DCPS schools, including ML King, Watkins, and Stanton public elementary schools, and several parochial schools.
- Initiated the 2010 secondary and elementary citywide science fairs
- Partnered with and wrote several grants for the citywide support of STEM Education including the City Gate Foundation, the National Science Foundation, the Children's Youth Investment Trust Fund, the Office for the State Superintendent of Education and NOAA.



Provided leadership and direction for the comprehensive multifaceted delivery of science educational curriculum and professional development for DC Public Schools administrators, teachers, students, and other stakeholders for the purpose of improving science instruction and science learning.

Key Achievements:

- Stream-lined all course offerings, and developed a course map for high school students to meet the needs of students with differing career goals.
- Maintained a constant electronic presence with science chairs to gage school needs for resources and as a way to provide support to meet those needs.
- Spearheaded a great variety of professional development programs for teachers to improve their content knowledge and teaching skills in science.
- Oversaw the creation and development of the state science test for students in the 5th and 8th grades and students taking Biology to make sure that it complied with state science standards and met the needs of students.
- Guided over 60 teachers in the creation of a comprehensive Pacing Guide for teachers in all grade levels to give all teachers, particularly newer teachers, a road map of what instruction would look like over the course of a year. The Guide included suggested time frames for instruction, suggested instructional strategies, and resources, particularly those resources provided by the District as well as those provided by community partners.
- Prepared and presented budgets and pertinent information to the State School Board, administrators, and other stakeholders as necessary.
- Established the criteria for the adoption of educational materials in all courses as set forth in the request for proposals sent to vendors, in order to make sure that the materials covered local science standards.
- Organized and staffed the elementary and secondary statewide science fairs, to celebrate and reward student work in science, technology, and mathematics.
- Prepared and staffed monthly meetings with elementary and secondary science chairs for the express purpose of sharing pertinent information, offering professional development, and exposing teachers to science education opportunities.
- Authored policies in regard to evolution, animals in the classroom, new courses, and student graduation requirements to give direction in regard to contemporary and controversial issues of concern to the DC's public school stakeholders, administrators, students and teachers.
- Played a key role in bringing Physics First to DC's Public High Schools, along with the acquisition of a Department of Education Math-Science Partnership grant with George Washington University and the American Association for the Advancement of Science.

DC Fisheries & Wildlife Division, Department of the Environment, Washington, DC



Created programs and instructed teachers and students of public, private and charter schools, and other city stakeholders in subjects pertinent to the natural resources of the District of Columbia.

Key Achievements:

- Supervised the implementation of policies and procedures of the state and federal government to comply with federal and local regulations and grant-funded programs,
- Wrote and developed the environmental education program for the District of Columbia to secure federal funding from the US Fish & Wildlife Service.
- Designed and produced a workshop catalog and other educational materials to increase citizen participation and to educate the public about DC's environmental issues.
- Improved the environmental education services of the DC by writing and conducting professional development workshops for DC teachers on a variety of science education topics.
- Represented the 'state' of DC by serving as the State Coordinator for the District's national programs including, Project WILD, Flying WILD and Hooked on Fishing...Fish Biology (a program of the Future Fisherman Foundation) to communicate the status of the District and to interface with representatives from the other states.
- Served as a liaison to several local and national environmental education organizations to build capacity and share lessons learned.

From 2001-2002 I taught as an Adjunct Professor at universities and colleges in metro Houston and Washington, DC.

Sims Bayou Urban Nature Center, Houston, TX

Executive Director (2000-2001)

Managed staff and day-to-day programs and activities of 1.5-acre nature center in southeast Houston. Oversaw the budget and the fiscal responsibilities of the Center.

Key Achievements:

- Provided financial stability by raising over \$60K in grants over less than a year, plus over \$12K in fund-raising.
- Created excitement by bringing several building projects to completion.
- Increased the visibility of the Center's resources and services through increased public relations and marketing of the Center, including website development, newsletters, public service announcements and brochures. Offered and gave numerous presentations electronically and in person regarding the Sims Bayou environment.
- Increased revenue streams by establishing first membership drive and rental opportunities at the Center.
- Improved the staffing needs of the Center by creating a volunteer program that began as a staff of one to a volunteer staff of over 40 volunteers.
- Provided informal science education programs as a service to the community, including a summer nature camp, teacher workshops, and school field trip classes.



Council for Environmental Education, Houston, TX

Project Manager (1999-2000)

Oversaw the creation of the new urban-focused WET in the City activities for curriculum and activity guide by organizing a series of teacher workshops in Houston, Chicago, and Los Angeles, based upon a needs assessment of each urban area.

Key Achievements:

- Managed all reviews of the guide including review for compatibility with the national science standards; Reviewed additions to the website and managed project budget.
- Participated in all promotional efforts and public relations.
- Planned and staffed meetings.
- Supervised all contractors, writers, part-time staff and educators associated with guide enhancement.

North American Association for Environmental Education, Washington, DC

Training Coordinator (1997-1999)

Managed the day-to-day training activities of \$2M national environmental education project between the US Environmental Protection Agency and the North American Association for Environmental Education.

Key Achievements:

- Collected, organized, and synthesized data of Partner activities.
- Promoted synergy where appropriate.
- Communicated and facilitated the exchange of ideas and information about training activities.
- Managed the Environmental Education and Training Partnership (EETAP) evaluation process.
- Coordinated and implemented EETAP's public relations, marketing, and communications strategy.
- Conducted workshops on a variety of environmental education topics including capacity building.
- Wrote reports for submission to the US Environmental Protection Agency.

EDUCATION

DOCTOR OF PHILOSOPHY, SCIENCE EDUCATION – University of Texas at Austin

MASTER OF SCIENCE, HORTICULTURE – Texas A&M University at College Station

BACHELOR OF ARTS, WITH HONORS, BOTANY/BIOLOGY – University of Texas at Austin

Carla Tyler





EDUCATION

Graham Webb Institute
Diploma in Cosmetology

December 2011

Woodrow Wilson Senior High School
Graduated

May 2009

WORK EXPERIENCE

2011 – present

Professional hair stylist

Blow Dry Salon – George Town

LIFE EXPERIENCE

While a student at the Woodrow Wilson Senior High School, I was an active member of student French club, community outreach, I volunteered with an after-school program in my neighborhood. I wanted to travel overseas but my mother could not afford to pay and the school did not have enough resources. While at Graham Institute, I was a weekly volunteer at senior center. I am an ambitious youth leader, and an active member of community organizations.

In fall of 2014, I will be joining the University of Maryland to pursue my studies in international relations and business management; I plan to work in one of the international institutions in Washington, DC and continue serving underprivileged children and families in our nation's capital.

REFERENCES

Dr. Daryl Harris
Professor, Howard University
2441 Sixth Street NW, Washington
(202) 806-9342

Fred Namusyule, Network Engineer
McKenna Long & Aldridge LLP
1900 K Street, NW
Washington, DC 20006

TANYA T. McCOY



Education

AMERICAN UNIVERSITY

Bachelor of Science, Political Science

Washington, D.C.
1978

Experience

National Institutes of Health – National Cancer Institute

Washington, D.C.
2006 – 2011

Senior Grants Officer/Team Leader

- Responsible for the management and administration of the National Cancer Institute programs carried out through discretionary grants
- Developed policies, instructions and procedures for award and administration of NCI discretionary grants, Facilitated the coordination of financial operation, review, planning, organization of NCI wide grants management activities

National Institutes of Health – National Heart, Lung & Blood Institute

Washington, D.C.
1989 – 2011

Senior Grants Management Specialist

- Oversaw and awarded the proper issuance of Notice of Grant Awards for the National Heart, Lung and Blood Institute's grants and cooperative agreements of discretionary programs
- Assured all grants within the purview of the discretionary component were properly awarded in a timely manner, utilizing the most appropriate and responsive mechanism

National Institutes of Health – National Dental Institute

Washington, D.C.
1980 – 1986

Senior Grants Management Specialist

- Partnered with Program Officials in the negotiation of grants, both prior to submission of formal applications as well as in continuing negotiations after award of an initial grant
- Created, maintained and reviewed the official individual grant files and general program information files

National Institutes of Health – National Cancer Institute

Washington, D.C.
1976 – 1980

Grants Management Specialist

- Served as staff resource for policy/procedures, which pertained to the financial and managerial aspects of grant proposals
- Conferred with business and administrative officials of the organization to review the financial and administrative aspects of proposals under review and of all active grants supported by NCI
- Served as focal point for receiving and responding to all correspondence related to business management activities
- Signed as the authorizing official of all requests for rebudgeting and carryover functions

Community Engagement

- 2002 – 2005 Brightwood Park Methodist Church, Washington, D.C. Bible Study Teacher
- 1999 – 2001 Committee Member of The Bullis School Annual Fundraising Gala
- 1999 – 2001 HART Liaison Representative for The Bullis School. HART is a community service organization for five independent schools in the Washington, D.C. metro area. As a HART liaison I was responsible for helping identify, organize and supervise community activities for students from member schools.

MARK KREITMAN





United States Securities and Exchange Commission
Washington, D.C.
Assistant Director, Division of Enforcement 2003-2010
Supervisor of 12-15 lawyer investigative group
Assistant Chief Litigation Counsel Division of Enforcement 1987-2003
Federal Court securities enforcement trial and litigation practice,
Administrative trial and appellate practice before Law Judges and the Commission

Adjunct Professor of Law, Georgetown Law LLM Securities Program 1999-2010
Named Charles Fahy Distinguished Adjunct Professor 2004-2005 Academic Year
Adjunct Professor of Law, Howard University Law School 2007-2010
Co-founded and taught innovative securities enforcement course, designed syllabus, recruited prominent Commission, other regulatory and private practitioners to participate as faculty

Shea and Gould
Los Angeles, CA 1986-1987
Partner: general commercial litigation and counseling practice

Antonow and Fink (merged with Altheimer & Gray)
Chicago, IL 1984-1986
Partner, co-head of litigation department: general commercial litigation and counseling practice

United States Department of Energy
Washington, D.C. 1977-1984
Deputy Assistant General Counsel (Regulatory Litigation)
Federal trial and appellate litigation practice: energy price control and allocation
Administrative practice before Federal Energy Regulatory Commission

Gordon, Shechtman and Gordon
New York, NY 1975-1977
Associate: labor law, litigation and counseling practice

Harvard Law School 1971-1975
Juneau Alaska Assistant District Attorney
Rights Counsel to Massachusetts Maximum Security Prison Inmates
Yale College 1968-1971
Admitted in Washington, D.C., New York, Illinois, California

AWARDS

2008 Securities and Exchange Commission Equal Employment Opportunity Award



(for designing, implementing Howard University Law School Securities Enforcement Course)
2006 Southern District United States Attorney's Award (for \$200 million Aremi-Soft fraud recovery)

2006 Nominated, Chairman's Award for Excellence (for Xerox/KPMG litigation)

2003-2004 Harvard Law School Wasserstein Public Interest Fellow

2002 Securities and Exchange Commission Chairman's Award for Excellence \2002 Securities and Exchange Commission Division Director's Awards

(for trial victories and work on Commission's Financial Fraud Task Force)

2001 Securities and Exchange Commission Division Director's Award and Cash Award

2001 Nominated, Securities and Exchange Commission Paul R. Carey Award

1997 Securities and Exchange Commission Irving M. Pollack Award

Nominated, 1995 Securities and Exchange Commission Chairman's Award

OTHER

Created and maintained extensive real time user-friendly directory of enforcement-related materials and authorities available to entire Commission staff via internal internet site

ACADEMIC WORK

Supervised Masters Theses:

Online Manipulation by Broker-Dealer Associates and Registered Representatives,

And the Need for Further Regulation

The Line for Clearing Firm Liability on the Occasion of Introducing Firm Misconduct
Reflections on the "In Connection With" Element of Rule 10b-5 in the Wake of

SEC v. Zandford

Regulation Fair Disclosure: Is it a Fair Deal?

Sarbanes-Oxley: A Work in Progress

Accelerated Form 8-K Disclosure Requirements Effective August 20004

Supervised Law Review Articles:

The Enron Decision: Closing the Fraud Free Zone on Errant Gatekeepers?

Aguirre, G.J., 28 Del. J. Corp. L. 447 (2003); 40 Tex J. Bus.. L. 107 (2004)

Viatical Settlements Are Not Securities: Is It Law or Sympathy?

Deeley, E.L., 66 Geo. Wash. L. Rev. 382 (1998)

Advised re: The Clawback Provision of Sarbanes-Oxley: An Underutilized Incentive to Keep
The Corporate House Clean, Schwartz, R.,E., 64 The Business Lawyer 1 (2008)

Faculty:

California Bar CLE Law and Motion Practice Skills Training Program



Advocacy Training Institute, Cambridge, Massachusetts

Judge:

American Bar Association National Moot Court Finals
Georgetown Law School National White Collar Crime Mock Trial Invitational
Catholic University Columbus School of Law Moot Court
George Mason University Law School Moot Court

Advisor:

Catholic University Columbus School of Law Kaufman National Securities Law
Moot Court Invitational Team (including first and second place winning teams)

GUEST SPEAKER

2008 Finance IQ 4th PIPEs Summit, NYC
2007 Financial Research Associates Seventh Annual Summit on PIPEs, NYC
2007 ABA Seminar: Defending Corporations in SEC Investigations: The End Game: Wells
Submissions & Settlements
2007 SEC Historical Society "Courts and the SEC" Program
2006 Financial Research Associates Sixth Annual Summit on PIPEs, NYC
2006 Georgetown LLM Panel on Corporate and: Securities Law
2006 Georgetown Law / Federal Judicial Center Program for the Indian Securities Appellate
Tribunal and Securities and Exchange Board Hearing Examiners
2005 DC Bar Corporation, Finance and Securities Law Section Broker-Dealer Regulation and
SEC Enforcement Committee: New Enforcement Developments at the SEC
2005 R.R. Donnelley SEC "Hot Topics" Institute
2004 SEC Office of Compliance Inspections and Examinations Investment Advisor/ Investment
Company Examination Training Program
2004 University Club Money Managers Seminar Speech: An Industry in Crisis
2003 Sarbanes-Oxley: Counseling Clients in the New Era of Corporate Responsibility; New York
and San Francisco
2003 Georgetown LLM Program: Securities and Financial Regulation
2002 ABA Litigation Conference, Securities Law Section
2001 SEC International Training Institute Enforcement / Market Oversight Program
2001 Georgetown LLM Program: The SEC: An Insider's View
2000 Georgetown University East Central European Program
1997 SEC International Training Institute program on Securities Enforcement and Market
Oversight Chicago Bar Association Continuing Education of the Bar Programs
District of Columbia Bar CLE Programs

REPRESENTATIVE SIGNIFICANT LITIGATED MATTERS

United States Securities and Exchange Commission



SEC v. CEC Industries et al., 2007 WL 1378462 (D.D.C.), aff'd, No. 07-5205 (2d Cir. May 12, 2008): Financial fraud and insider trading prosecution against principals of Chinese Box corporate entities; favorable jury verdict after five day trial, \$417,000 disgorgement and civil penalty, injunction, ten year officer and director bar ordered.

SEC v. Peter J. Davis et al., CA 03-CV6672 (S.D.N.Y. 2006): Landmark government securities \$25000 insider trading prosecution against, inter alia, major Wall Street and Massachusetts financial institutions resulting from illegal trading in benchmark 30-year Treasury bond; \$10.3 million disgorgement and civil penalties.

SEC v. KPMG et al., 412 F.Supp.2d 349 (S.D.N.Y. 2003): Landmark securities fraud prosecution against major national accounting firm; partial settlement on favorable terms including injunction, officer and director bar, \$6.8 million individual disgorgement and civil penalties.

SEC v. Xerox Corporation et al., CA 02-272789 (S.D.N.Y. 2002): Landmark accounting fraud prosecution; settled on favorable terms including imposition of injunctions, officer and director bars, relinquishment of bonuses, \$16 million individual disgorgement and civil penalties, \$10 million corporate civil penalty, (largest public company penalty to that time); \$6 billion financial restatement..

SEC v. Gorsek, et al., 222 F. Supp. 2d 1099 (C.D. Ill. 2001); directed verdict granted, 225 F. Supp. 2d 921 (C.D. Ill. 2002); 222 F. Supp. 2d 1112 (C.D. Ill. 2002); 222 F. Supp. 2d 1124 (C.D. Ill 2002): Touting scheme and brokerage disclosure case: favorable Section 17(b) jury verdict returned after six day trial, two hour deliberation; favorable Section 10(b) verdict directed; favorable verdict after separate two day bench trial; injunctions, \$325,000 disgorgement, \$95,000 penalties imposed.

SEC v. William P. Trainor, et al., 2007 WL 1109271 (D.D.C.,2007): Complex Pump and Dump financial fraud case; \$350,000 penalty imposed in settlement with co-defendant, remaining litigation stayed pending criminal prosecution.

SEC v. Alejandro Duclaud, et al., 2001 U.S. Dist. LEXIS 8615 (S.D.N.Y. June 27, 2001): Ten foreign defendant insider trading case; Temporary Restraining Order, \$6 million frozen, \$1.55 million settlement.

SEC v. Yun and Burch, 130 F. Supp. 2d 1348 (M.D. Fla. 2001), 148 F. Supp. 2d 1287 (M.D. Fla. 2001); motion for contempt granted, 2002 WL 1396058 (June 20, 2002): Chestman-type interfamilial tip insider trading case, favorable jury verdict after eight day trial, three hour deliberation: \$269,000 disgorgement, \$200,000 penalty imposed.

In the Matter of Bear Stearns Securities Corp., Exchange Act Release No. 41707 (Aug. 5,1999 In the Matter of Richard Herriton, Exchange Act Release No. 42707 (April 20, 2000): Landmark administrative proceeding holding clearing broker and firm liable for participation in fraudulent conduct of introducing broker; \$6 million civil penalties plus



\$30 million investor relief fund, cease and desist order, two year industry bar, compliance agent imposed in settlement.

SEC v. Floyd Leland Ogle, et.al, 2000 WL 45260 (N.D. Il. 2000): Ten defendant price manipulation, sale of unregistered securities, fraudulent misrepresentation prosecution; leading case on continuing violation theory; injunctions, \$2.3 million in disgorgement, civil penalties, industry bar imposed in settlement.

SEC v. Thomas Edward Cavanagh, et al., 1 F. Supp. 2d 337 (S.D.N.Y. 1998), aff'd, 155 F.3d 129 (2d Cir. 1998), motions granted, 1998 WL 132842 (S.D.N.Y. March 23, 1998), 1998 WL 440029, (S.D.N.Y. July 27, 1998): Leading case on integrated manipulation and Section 5 fraud, relief defendant standard; emergency relief proceeding against 50 defendants; Temporary Restraining Order, asset freeze granted; 122 page preliminary Injunction granted after six day trial, \$10 million recovered or frozen.

SEC v. Richard F. Adler, et al., Fed. Sec. L. Rep. P 98,956 (N.D. Ala. Oct. 26, 1995), rev'd and remanded, 137 F.3d 1325 (11th Cir. 1998): Landmark case on insider trading standard; partial summary judgment granted, three week jury trial, \$560,000 settlement plus full injunctions after remand.

SEC v. Curtis A. Younts, Jr. et al., 1998 SEC LEXIS 263 (Feb. 18, 1998); 1997 SEC LEXIS 646 (March 24, 1997); 1996 SEC LEXIS 3351 (Dec. 1, 1996); 1995 SEC LEXIS 1517 (June 27, 1995) (W.D. Tex.): Apparel industry financial fraud and corporate looting prosecution; \$600,000 disgorgement, civil penalties, injunctions imposed in settlement; successful follow-on contempt proceeding.

In the Matter of A. R. Baron & Co. Inc., 1996 SEC LEXIS 2924 (Oct. 17, 1996); 1996 SEC LEXIS 2925 (Oct. 17, 1996); 1996 SEC LEXIS 1992 (Aug 2, 1996); 1996 SEC LEXIS 1444 (May 29, 1996); 1996 SEC LEXIS 3543 (May 29, 1996); 1996 SEC LEXIS 1391 (May 23, 1996): First Commission Temporary Cease and Desist proceeding; unauthorized trading, sales practice, trading abuse prosecution; brokerage registration revoked, cease and desist orders issued, disgorgement and civil penalties ordered in settlements; 13 convictions on criminal referral.

SEC v. Frederick Augustus Moran, et al., 922 F. Supp. 867 (S.D.N.Y. 1996): Securities industry insider trading, Investment Advisers Act prosecution; \$100,000 penalty, injunctions, disgorgement imposed after three week bench trial.

SEC v. Leonard S. Sands, et al., 902 F. Supp. 1149 (C.D. Cal. 1995), aff'd, 142 F.3d 1186 (9th Cir. 1998): Banking industry securities fraud prosecution; \$688,000 verdict, industry bar, injunction imposed after six week bench trial.

SEC v. First Jersey Securities, Inc. and Robert E. Brennan, 890 F. Supp. 1185 (S.D.N.Y.



1995), aff'd, 101 F.3d 1450 (2d Cir. 1996), cert. den., 522 U.S. 812 (1997): Landmark penny stock fraud, markup, sales practice prosecution; Commission's then largest litigated verdict; \$75 million disgorgement, injunction imposed after seven week bench trial, brokerage registration revoked in follow-on administrative proceeding.

SEC v. Excal Enterprises, Inc. et al., 1995 SEC LEXIS 2492 (Sept. 26, 1995) (M.D. Fla.): Automotive supply industry insider trading and financial fraud prosecution; \$500,000 disgorgement and penalties, injunctions imposed in settlement.

SEC v. B. F. Saul III and Peter David Garvy, 1992 U.S. Dist. LEXIS 42 (Jan. 3, 1992); 1991 U.S. Dist. LEXIS 18716 (Dec. 9, 1991); 1991 U.S. Dist. LEXIS 14982 (Oct. 15, 1991); Fed. Sec. L. Rep. (CCH) P96,088 (July 10, 1991): Real estate industry insider trading prosecution, established that Commission's prior investigation does not limit its discovery rights, 133 F.R.D. 115, 118 (N.D. Ill 1990); \$133,000 disgorged, injunctions imposed in settlement.

SEC v. Unifund Sal, et al., 736 F. Supp. 465 (S.D.N.Y. 1990), vacated in part, modified, 910 F.2d 1028 (2d Cir. 1990), rehearing den., 917 F.2d 98 (2d Cir. 1990): Landmark case on preliminary injunction, asset freeze standard; pharmaceutical industry international insider trading prosecution; \$1.4 million disgorged in partial settlement; asset freeze, temporary and preliminary injunctions granted, two week jury trial.

SEC v. Danny O. Cherif and Khaled Sanchou, 1989 WL 119061 (N.D. Ill. Sept. 8, 1989), aff'd and remanded, 933 F.2d 403 (7th Cir. 1991), cert. den., 502 U.S. 1071 (1992): Leading case on relief defendant standard, asset freeze; banking industry insider trading prosecution; \$360,000 disgorged, injunction imposed in settlement, prison sentence in criminal referral, five day trial.

In the Matter of Allied Stores Corporation and George C. Kern, Jr., 1988 SEC LEXIS 5247 (March 21, 1988); 1987 SEC LEXIS 4693 (Oct. 27, 1987); 1987 SEC LEXIS 4138, (July 22, 1987); 1987 SEC LEXIS 4306 (June 29, 1987): Landmark case on attorney disclosure liability; prosecution of chief mergers and acquisitions partner at major New York law firm; favorable Administrative Law Judge decision after two week trial, argued appeal to the Commission.

Shea and Gould

Lawyers Title Insurance Corp. v. Transcontinental Title Co., No. CV 85-4126 (C.D.Cal): Plaintiff in breach of contract action between title insurer and agent.

Religious Technology Center et al. v. Wollersheim, No. 85-7197-MRP (C.D. Cal.): Defendant in action for copyright infringement, RICO, receipt and concealment of stolen property, breach of trust, trade-secret misappropriation, tortious interference with prospective advantage; Counterclaimant for RICO, libel, Sherman and Cartwright Act



violations, unfair competition, intentional infliction of emotional distress.

State Farm Fire & Casualty Co. v. Dean Homes, No. 0596344 (Sup. Ct. L.A. County): Defendant, Cross-complainant in realty subsidence action for breach of covenant of good-faith and fair dealing, breach of insurer's duties.

United States Department of Energy

United States v. Robert B. Sutton, et al., 585 F. Supp. 1478 (N.D. Okla. 1984), aff'd, 795 F. 2d 1040 (TECA 1986), cert. den., 479 U.S. 1030 (1987): Landmark case on oil reseller fraud; \$423 million verdict, four week trial.

Dorchester Gas Producing Co., Exxon, Mobil, and Texaco v. U.S. Dept. of Energy, 582 F. Supp. 911 (N.D. Tex. 1983), supp. opinion, 582 F. Supp. 927: Leading case, successful defense of \$1 billion NGL regulatory program.

Getty Oil Co. v. Dept. of Energy, 569 F. Supp. 1204 (D. Del. 1983), aff'd 749 F.2d 34 (TECA 1984), cert. den., 469 U.S. 1209 (1985): Successful defense of administrative enforcement action; \$135 million counterclaim verdict on summary judgment.

Dept. of Energy v. Honorable Clarence A. Brimmer; Little America Refining Co. v. U. S. Dept. of Energy, 673 F.2d 1287 (TECA 1982): Successful mandamus petition and appeal overturning challenge to petroleum pricing "entitlements" program.

Seneca Oil Co. et al. v. U.S. Dept. of Energy, No. Civ-81-21T (W.D. Okla. 1982), rev'd, 712 F.2d 1384 (TECA 1983): Trial and successful appeal of interpretive regulatory ruling with multi-million dollar impact.

Compania Minera de Cananea, S.A. v. Dept. of Energy Economic Regulatory Administration, No. 80-2280 (D.C. Cir. 1981): Successful defense of international natural gas export licensing program.

Williams Exploration Co. v. U.S. Dept. of Energy, 561 F. Supp. 465 (N.D. Okla. 1980): Successful defense of regulatory interpretation and enforcement claim; \$13 million paid to Treasury in settlement.

Petraco-Valley Oil and Refining Co. v. U.S. Dept. of Energy, 633 F.2d 184 (TECA 1980): Successful defense of multi-million dollar entitlements enforcement action.

Department of Energy Bankruptcy Litigation: Supervision of 80 case creditor's claims litigation docket, conduct of difficult or complex cases.



Antonow and Fink

Fink, et al. v. Meserve, Mumper & Hughes, No. 84-C-10382 (N.D. Ill.): Plaintiff in \$6 million securities fraud, RICO, professional malpractice action.

Evans Food Products Co. v. Alimentos Selectos de Saltillo, S.A., No. 83-C-1017 (N.D. Ill): Plaintiff in \$6 million action for trade-secret theft, Sherman Act violations; Defendant in counterclaim for Sherman and Robinson-Patman Act claims; settled on favorable terms.

Siblag v. A. Epstein and Sons, Inc., No. 84-C-8660 (N.D. Ill.): Defendant in Title VII race and national origin discrimination case; settled on favorable terms.

JMP-Newcor, Inc. v. Wallace and Assocs., Inc., No. 83-C-4663 (N.D. Ill.): Plaintiff in \$10 million Lanham Act case; Defendant in counterclaim for malicious interference with contract relations claim.

In re: James Ross Hartley and Hartley Trucking Co., Debtors, Quentin M. Derryberry, II, Trustee v. The Peoples Banking Co., McComb, Ohio, 55 B.R. 770 (Bankr. N.D. Ohio 1985); Quentin M. Derryberry, II, Trustee v. St. Joseph Bank and Trust Co., South Bend, Ind., No. 83-0749 (Bankr. N.D. Ohio); Quentin M. Derryberry, II, Trustee v. Toledo Trust Co., No. 83-0838 (Bankr. N.D. Ohio); Quentin M. Derryberry, II, Trustee v. Milton D. Ratner, et al., No. 83-C-6267 (N.D. Ill.): Plaintiff bankruptcy trustee in \$20 million actions for fraudulent conveyance, preferential transfer, civil conspiracy to defraud creditors, RICO; \$500,000 partial summary judgment granted, two week bench trial.

Gordon, Shechtman and Gordon

Primary day-to-day responsibility for firm's highest billing client, 6000 member association of physician interns, residents, and fellows.

Plaintiff in numerous successful administrative trials successful in requiring New York City to examine and grant retirement time benefits to women denied Police Department appointment examinations.

Physicians National Housestaff Assoc. v. Murphy, 443 F. Supp. 806 (D.D.C. 1978): Plaintiff's challenge to NLRB certification decision re rights of hospital housestaff to unionize.

NLRB v. Committee of Interns and Residents and NY State Labor Relations Board, 426 F.Supp. 438 (S.D.N.Y.), rev'd, 566 F.2d 810 (2d Cir. 1977): Defendant in NLRB action seeking preemption of State Labor Board jurisdiction over housestaff physicians' labor relations.



Committee of Interns and Residents v. NY State Labor Relations Board, 388 N.Y.S.2d 509 (Sup. Court. N.Y. County): Plaintiff in injunctive suit to compel State Labor Board to assert jurisdiction over unfair labor practice charges and certification petition.

Acha, et al. v. Beame, 570 F.2d 57 (2d Cir. 1978): Plaintiff in policewomen's successful Title VII challenge to New York City Police Department examination procedures; conducted 35 Special Master trial hearings.

Employment Related Litigation: First chair responsibility for numerous litigated appellate challenges to terminations, disciplinary actions, promotion practices, tenure determinations, civil service examinations.

REPRESENTATIVE SIGNIFICANT PUBLIC INVESTIGATIONS

In the Matter of AremisSoft, (HO-4750), CA No. 01CV8903 (S.D.N.Y.): Investigation of financial fraud by international software company and principal, in cooperation with Southern District of New York United States Attorney's Office, settled after protracted litigation in the Isle of Man for repatriation of \$200 million proceeds (largest repatriation, among the largest Commission recoveries from an individual), criminal plea, injunctions, officer and director bar; related investigation ongoing; CA Nos. 06CV2853, 06CV2223 (S.D.N.Y.): Related litigation against auditors and audit firms settled for \$2.75 million disgorgement and penalties, injunctions, accountant practice bars.

In the Matter of Collins & Aikman Corporation, (HO-09771), CA No. 1:07CV2419 (S.D.N.Y.): Investigation of financial fraud by auto parts manufacture, CEO and Chairman (former White House OMB director), eight other directors and officers, in cooperation with Southern District of New York United States Attorney's Office; criminal pleas and indictments; settled for fraud and other injunctions against company; litigation ongoing.

In the Matter of Certain Private Investments in Public Equities, (MH0-9941), CA No.1:06CV00805 (D.D.C.): Investigation of insider trading violations by major hedge fund shorting stock before anticipated dilution upon PIPEs announcements cause price decrease; settled injunctive action against advisor and portfolio manager re 19 PIPEs investments, \$5.8 million disgorgement and penalties.

In the Matter of Take-Two Interactive Software, Inc., (HO10275), CA No. 07-CIV-1075 (S.D.N.Y.): Investigation of fraudulent options backdating scheme, in cooperation with New York County District Attorney, settled for \$6.2 million disgorgement and penalties, injunction, permanent officer and director bar and criminal penalty for CEO, Chairman.

In the Matter of ACLN, (HO-09344), CA No. 02CV7988 (S.D.N.Y.): Investigation of financial fraud by auto export business and principals, in cooperation with foreign



regulators, settled for repatriation of \$27.6 million proceeds, injunctions, officer and director and accountant practice bars, stock deregistration.

In the Matter of Morgan Stanley, (HO-10027), CA No. 07CV11275 (S.D.N.Y.): Investigation of fraudulent market-timing scheme by financial advisers and brokerage firm; partly settled for \$17 million disgorgement and penalty, censure, cease and desist order, broker and officer and director bars; litigation ongoing.

In the Matter of Take-Two Interactive Software, Inc., (HO-9269), CA No. 1:05-CIV-5443 (S.D.N.Y.): Investigation of financial fraud by video game software distributor/manufacturer, current and former senior executives, audit firm and partner, settled for \$13.76 million disgorgement and penalties, injunctions, officer and director bars, ten year accountant practice bar; related investigation ongoing. Related litigation against video game distributor and principal settled for \$50,000 penalty, injunctions, cease and desist order. CA No. 1:07-CV-00798 (D.D.C.).

In the Matter of Huntington Bancshares, (HO-9683), CA No. 2:05CV538 (S.D. Ohio): Investigation of financial fraud by major Midwest bank holding company and all its principal officers, in cooperation with banking regulators, settled for \$8.6 million disgorgement and penalties, injunctions, C&D orders, accountant practice bar, undertaking for officer and director bar; related investigation ongoing.

In the Matter of Delaware Income and Dividends Fund, (MHO-09971): Investigation of Section 19(a), 34(b) violations by mutual fund adviser that failed to notify shareholders of inclusion of return of capital in distributions and to disclose failure to comply with prospectus' announced stock repurchase plan; settled cease and desist proceeding, \$425,000 penalty.

In the Matter of Certain Closed End Fund Distributions, (HO—10107): Investigation of Section 19(a), 34(b) violations by four mutual fund advisers; settled cease and desist proceedings, \$1.7 million penalties.

In the Matter of aaiPharma, (HO-09690), CA No.1:05CV01306 (D.D.C.): Investigation of financial fraud by pharmaceutical company, in cooperation with North Carolina United States Attorney's Office, settled for former CEO's consent to fraud injunction, officer and director bar, \$50,000 civil penalty, plea to criminal charges; related investigation ongoing.

In the Matter of Morgan Spaulding, Inc., (HO—9860), CA No. 3:05CV1251(N.D. Tex.): investigation of financial fraud by Texas-based brokerage, broker, related communications company, settled for fraud, other injunctions, broker-dealer bar, \$2.16 million disgorgement and penalties.

In the Matter of PEC Solutions, Inc., (HO-9712), C.A. No. 06 2106 ((D.D.C.): Investigation of insider trading in securities of government information technology



company, settled for fraud injunctions, \$280,000 disgorgement and penalties.

In the Matter of Vaso Active Pharmaceuticals, Inc., (HO-9883), CA No. 04 CV 01395 (D.D.C.): Investigation of false claims of FDA product approval by pharmaceutical company and principal, in cooperation with FDA; trading suspended, settled for injunctions, penalties, officer and director bar; related investigation ongoing.

In the Matter of Emission Controls Corporation, (HO-9629), CA No. 04-14195 (S.D. Fla.): Investigation of false claim that company's product reduced vehicle emissions to near zero and tripled gas mileage, in cooperation with Southern District of New York United States Attorney's Office; trading suspension, settled injunctive action against company and principal, \$170,000 disgorgement and penalty.

In the Matter of Intercallnet, (HO-9583): Investigation of financial fraud, Section 5 violations, by CEO, former COO, promoters of multi-media, communications company; settled injunctive action, trading suspension, \$1.1 million disgorgement and penalties.

In the Matter of First American Health Concepts, Inc., (HO-09229): Investigation of financial fraud by Chairman, CFO of vision care company, KPMG audit partner; settled injunctive action, officer and director bar, Commission practice bar, \$100,000 disgorgement and penalties.

In the Matter of Ocumed Group, Inc., (HO-9680), CA No. 1:04CV00829 (D.D.C.): Investigation of financial fraud by eyewear company, CEO, Director for forged audit report, CEO for failure to file S-Ox certifications, ownership and disclosure statements; fraud injunctions, officer and director bars issued, \$945,000 disgorgement and penalties ordered.

Donna Smith



E X P E R I E N C E

Project Manager/Mortgage Credit Analyst, June 2010-Present

US Department of Housing and Urban Development, 451 7th St SW DC 20410



Serve as team leader on multifamily housing projects and negotiate agency functions including underwriting, planning, design review, cost engineering, appraisal, credit evaluation and approval, loan closing, construction, and sponsor customer needs; Review and analyze current and historic financial statements and data for compliance with the Multifamily Accelerated Processing (MAP) Guide, and other relevant handbooks; Determine the credit acceptability and financial capacity of mortgagors, sponsors and general contractors involved in the purchase, refinance, or development of multifamily properties; Coordinate the planning, design and cost review, environmental review, construction disbursement and initial final closing coordination for multifamily projects of substantial scope and complexity; Review and evaluate legal documents to determine and ensure compliance with Departments and other federal, state, and local regulations, requirements, statutes, and policies; Develop and recommend solutions to facilitate maintaining the stock of affordable housing in decent, safe, sanitary, and drug-free conditions, based on technical reviews, inspections, and analyses of various project information sources including fair housing policies; Manage projects from concept to construction; Function as HUD's primary point of contact for customers, sponsors, agencies, and industry partners; Perform site visits to help determine project viability in the insurance fund; Provide advice and assistance to lenders and other professionals to ensure compliance with HUD and Low Income Housing Tax Credit(LIHTC) requirements, and other Mixed Income Housing transactions; Prepare project analyses, including risks, for the Hub Director and the National and/or Hub Loan Committees; Analyze and oversee various aspects of Lender applications such as: appraisal, market study, mortgage credit, repairs, scope of work, and costs; Participate in meetings with prospective FHA lenders and owners to discuss FHA insurance underwriting considerations; Process Risk Share applications from Government Sponsored Entities (GSE's) and Housing Finance Agencies (HFA's).

Clerk/Treasurer, February 2010-June 2010

Town of Awendaw, South Carolina * 6971 Doar Road Awendaw, SC 29429

Processed receipts and expenditures of all Town money; prepared and processed payroll for all Town employees; determined the manner in which vendors, officers and employees are paid; managed all Town financial accounts; assisted Town Administrator with the budget estimates of revenue, financial statements and the proposed tax rate; managed all Town Hall records; served as the clerk of the Town Council by preparing agendas, recording proceedings and maintaining custody of records; established Town of Awendaw's first Farmers Market

Consultant, May 2008-October 2009

Donna M. Smith * 2440 16th Street NW, Washington, DC 20009

Established client and business relationships; educated consumers on home buying process; provided articles for monthly newsletter; provided marketing services; prepared for company annual audits; complied with fair housing laws, including the Home Mortgage Disclosure Act, the Fair Housing Act, the Equal Credit Opportunity Act



President of Operations, March 2003-May 2008

Araminta Financial Group, LLC * 4351 Garden City Drive Ste 350 Landover, MD 20785

Participated in the development and start-up of Araminta Financial Group; trained all new associates on soft skills, including customer acquisition and client service; Senior Loan Officer and Credit Manager; generated and processed residential and commercial loan applications; Quality control manager; prepared company for governmental audits; created employment manuals, marketing materials, quick reference guides and training manual, including the company's fair lending policy; conducted product training and demonstrations, including proprietary software for LOS and AUS; designed, organized and distributed company newsletter; gave presentations to the public on understanding mortgage lending; planned annual meetings; facilitated weekly meetings; generated and processed residential and commercial loan applications; and served on company Board of Directors

E D U C A T I O N

Bachelor of Science in Civil Engineering
Clemson University, May 1994

P R O F E S S I O N A L A F F I L I A T I O N S

African Diaspora Commemoration Institute [ADACI] (2007-Present)
National Mortgage Brokers Association (2006 – 2008)
Araminta Financial Group Board of Directors (2003 – 2007)
National Association of Securities Dealers Series 6, 63, 26 (1997 - 2005)
Awendaw Town Planning Commission (2002 – 2004)

C O M M U N I T Y O R G A N I Z I N G A N D A C T I V I T I E S

2007-Present, Director of Marketing and Community Affairs – ADACI (Washington, DC)
2010, Visionary and Organizer – 1st Town Farmers Market (Awendaw, SC)
2010, Election Committee – Porcher for Town Council (Awendaw, SC)
2005-2009, Marketing/Sponsorship/Event Planner – Sankofa Video and Books (Washington, DC)
2008, Host Organizer – Ghana Youth Ambassador Tour (Washington, DC)

P U B L I C A T I O N S

Books:

2002 Self-Acceptance, Poems by *donnamariasmith* featuring 'He Go Trippin'
2009 Go, Tell Michelle...African American Women Write to the New First Lady
2013 My Travels, A Poetic Memoir by *donnamariasmith* (2013 scheduled publication)

Magazines:

2012 Living Roots – Article on Kerri Forrest, Award Winning TV Producer



- 2011 Native Magazine – Article on Traveling to Ethiopia
- 2008 Port of Harlem Magazine – Cover Story on Mortgage Strategies
- 2006 Port of Harlem Magazine – Article on Understanding Mortgages

H I G H L I G H T S

- 2009 *Awardee*, March 2009, Africa’s International Media Summit
(Recipient of the 2009 ‘Achievers’ Award presented in Addis Abba, Ethiopia)
- 2009 *Contributor*, January 2009, Go, Tell Michelle...
(Selected contributor to the book honoring First Lady Michelle Obama)
- 2008 *Presenter*, October 2008, Build or Renovate Your Castle
(Featured professional at Washington, DC homeownership and real estate event)
- 2008 *Financial Expert*, October 2008, WUSA9
(Featured Financial Expert on Washington, DC’s News Channel 9)
- 2008 *Cover Story Feature*, August – October 2008, Port of Harlem Magazine
(Wrote feature article titled: Using Your Home as a Financial Tool: Mortgage Strategies)

RHOI WANGILA



SUMMARY:

- Pay attention to details with deep background in providing strategic leadership in problem solving.
- Strong background in advocacy and coalition building relating to children’s education.
- Project management expertise in overseeing multi-disciplinary efforts including fundraising, risk management and building sustainable relations components.
- Extensive experience in early child education and youth program development.
- Development and management of multi-million dollar program operating and supervising budgets.

EXPERIENCE:

The ARK Foundation of Africa, Washington, DC

<i>Executive Director</i>	<i>1995 – present</i>
<i>Program Manager</i>	<i>1992 - 1994</i>

- Serve as overall organization’s lead on the most complex and demanding projects,



negotiating with donors and African policy makers in project areas.

- Responsibility over organization direction.
- Close interaction and collaboration with other international and local partners with extensive experience facilitating creative process with donors.
- Extensive experience in alternative learning for children from vulnerable families.
- Very good experience in staff capacity building leading teams in creating and applying realistic strategic insights across divisions including handling of students with different family and health challenges.
- Expert at presenting to donor groups, and capturing the confidence and trust at senior level presentations.
- Proven ability to lead pitch development, preparation and delivery for successful landing complex new donor and business partner opportunities.

Consultant

World Bank, Tanzania/Uganda

2006 – 2008

HIV/AIDS/Early Child Development (ECD) Specialist

- Assisted in developing training manuals for capacity building for use by leaders of community based organizations that focus on providing affordable education to low income families, initiated and developed web-based Early Child Educational materials, structured micro-loans for low-income families affected by HIV, 1,600 families successfully started their own small businesses in 16 communities. Supervised 15 program officers and provided technical support.
- Established and led program leading research on strategies to provide funding to educational programs that serve orphans and vulnerable school age children in collaboration with Kenya and Tanzania Ministries of Education; identified local partners; developed a donor data-base; and facilitated implementation.
- Represented the World Bank ECD Team's HIV/AIDS campaign message with the international partners. Areas of focus included representing in conferences, speech writing and segment production.

United Children's Education Fund (UNICEF)

2004 – 2006

Early Child Education Specialist, Republic of Congo (DRC)

- Developed appropriate early-learning programs for UNICEF for use in Eastern Congo targeting war and HIV affected young children and their families with 27 Implementing Partners (community based organizations): \$5.75M budget with more than 35,000 scholarships distributed to teenage mothers for school reentry.
- Developed effective user-friendly preschool and primary school Monitoring and Evaluation (M & E) and participatory models, to determine overall impact.
- Provided technical support and trainings on girls' education and school retention.
- Provided overall program direction and strategies for long term sustainability.
- Developed a training curriculum and facilitated thematic discussion forums and capacity



strengthening activities with Community Based Organizations (CBOs) and other key stakeholders, which resulted in building stronger institutional capacity, leveraging resources, and exchanging best practices.

EDUCATION

Makerere University, Kampala, Uganda, 1983

Bachelor of Arts in Political Science

PUBLICATIONS

Books

“Caring for the Caretakers: Effective Interventions for Grandparents Caring for AIDS-affected Children” The book – “Africa, AIDS Orphans and their Grandparents: Benefits and Preventable Hidden Dangers” – documents the AIDS orphan crisis, the daily hardships faced by elderly grandparents caring for orphans, and comprehensive strategies for supporting them.

Published many articles on education, HIV/AIDS, organizational management and making educational affordable and sustainable.

PRESENTATIONS

Has presented in numerous international and local conferences, workshops and forums and appeared on TV and radio.

MEMBERSHIP AND COMMUNITY

Capital Area Immigrants Coalition, DC www.caircoalition.org 2000 – present
Founding Board Member

CAIR: working to ensure all immigrants are treated with fairness, dignity and respect for their human and civil rights

African & American Women Association, DC 1988 – present
Treasurer 2009 – 2013
President 2007 – 2009

Tanzania Deaf Child (TADEC) 2011 – present
Technical Advisor

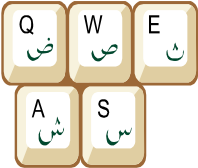
Other Accomplishments

Founder – Teens Against AIDS, (active in 22 countries) 2002
Supports vulnerable youth in the areas of employment, education and seed money for start-up youth led businesses

Founder – Tanzania Women Living with HIV/ADS Advocacy group 2002



Board Statement of Interest



TANYA T. McCOY

Statement of Interest

I come from a family of teachers that I have traced back five generations and a history of determined college educated people. One could say that a passion for education has always been in my blood. As a long time resident of Washington, D.C. and a mother of two, education has also been a personal cause for me. When my daughters were young, I worked feverishly to help them attend the best public and private schools in the area. Not only because I believe the most valuable gift you can give to children is a solid foundation in education, but also because I witnessed the sad consequences of people who were not provided such opportunities.

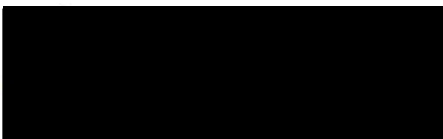
I believe in far too many of our schools, we are allowing our children to begin life at a disadvantage. Studies have shown that many students who graduate from high school in the Washington, D.C. area lack adequate college preparation and life skills. Worse yet, the countless students that never make it to graduation are left with severely limited life options. It is a sad loss for our schools, our communities, and our future.

With the invention of social media, our world has become very small. It has created an increasingly global community. Students in the U.S. are behind the curve in their knowledge in several areas, most notably foreign languages. In a recent visit to Costa Rica, I learned students there have to master three languages in order to graduate from high school. In my travels I have found that other countries require two languages, although most students speak three.

Having the skill of language provides more opportunities both for scholarships to further education and employment prospects. The ability to speak other languages opens up career opportunities in government, energy industries, at institutions such as the IFB, World Bank and the U.N., and in many global businesses. It is clear that if we want our students to grow into self-sufficient and successful globally aware citizens of the world, we must provide them with a better foundation. I believe bilingual schools like SPACE will give us the opportunity to fill the gap in education where we are currently failing our children.

I am committed to SPACE's proposal in the hopes of leveling the field of education and empowering students to have greater life and career opportunities. As founding board member, I enthusiastically support the mission of SPACE and would be happy to serve in any role that would ultimately lead to better outcomes for students, our community, and the future.

Signed



2/25/13

STATEMENT OF INTEREST

Rhoi Wangila

For more than 25 years, my passion and life's work has been to ensure that children from low income families and living in challenged social conditions are afforded the same educational opportunities as those who are more fortunate. I have managed many projects of different sizes and budgets. I would like to use my experience to work with SPACE leadership team to succeed.

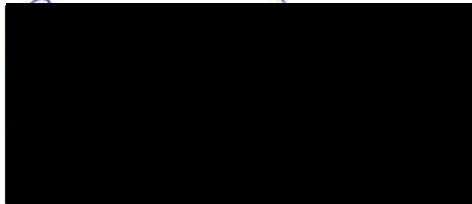
Betsy Hart, director of national outreach at the National Foreign Language Center, remarks "the world is evolving today, from a political and economic perspective; we need additional languages in order to interact with others in the world". I agree with Ms. Hart. It is a fact that most Americans are monolingual. Only 9% of Americans speak a foreign language, compared to 44% of Europeans. Since the US federal government lists Arabic as a critical language, and since there is a shortage of Arabic speakers and a demand for people who are proficient in it, I believe that an early education in Arabic studies will help fill a void for District of Columbia students and will allow them to compete in this ever changing world.

Early in my career, I founded the ARK Foundation, an organization that has developed and operated over 14 sustainable schools in several African countries. I believe the experience that I gained through working with international organizations such as UNICEF, the World Bank, and other noteworthy organizations in United States and in Africa will be extremely valuable during the planning and implementation stages of the school.

I am a naturalized US citizen and a 27 year resident of the District of Columbia. My children were born and educated in Washington, DC. I believe that I have a unique perspective to bring to SPACE Charter School board: that of a resident, a parent, and especially that of one who knows what is needed for a student to succeed in an ever-expanding global environment and economy.

Students must be encouraged to develop the tools they need to be successful early in life. For that reason, I believe in the concept of SPACE charter school. It focuses on the educational needs of the elementary student and preparing them for the eventualities of our global economy. Students who are prepared to communicate in more than one language, especially in languages such as Arabic, will be well equipped to be agents of social, economic and political change in a global world. I support SPACE charter school and look forward to helping it to succeed and prosper.

Signed:

A large black rectangular box redacting the signature of Rhoi Wangila.

2/14/14

STATEMENT OF INTEREST

Benjamin Woods

The establishment of SPACE Public Charter School is of particular interest to me because of its focus on developing the Arabic language skills of DC students during the early years of learning. My PhD studies focusing on high school education shows that if you want to produce successful citizens, quality education has to start as early as possible. As a future educator, I am so much interested in the vision of DC young learners to be afforded the opportunity of learning Arabic since we now have the choice of Chinese and Hebrew languages available to them.

In the 21st century, learning of Arabic is only growing in its importance. The Middle East regardless of some insecurity in a few countries, the region has emerged as a strategic interest not only to the federal government and international businesses, but to all levels of our citizens therefore, learning Arabic right from kindergarten, brings the world together in incredible ways. World events which at one time took days, at the very least hours to report, can now be distributed world-wide in real time. Young people are already comfortable and interested about Arabic at the elementary school level. However, fewer and fewer schools in the Washington, DC area want to take on this challenge to help our children catch up with the rest of the nations to be able to succeed and compete in the 21st century environment.

I am committed. I believe that a school such as SPACE Public Charter School that will focus on Dual Language will provide children with incredible opportunities in their futures. As a child, I always wanted to study a foreign language but the only language that was available in my area was Spanish. I am so happy that Arabic can now be introduced to DC children at a very young age. I particularly understand how knowledge of more than one language can open the doors for students in so many different ways. Surprisingly, even the our federal government is now encouraging schools to teach Arabic at an early age so America can have a pool of professionals who can fill important positions in our government without relying on bringing in foreign nationals that may not share our democratic values.

I look forward to building the capacity of the school and helping guide it in becoming the best elementary school for students in developing their abilities to communicate effectively in a time when communication cannot be more important.

Signed:

A black rectangular box redacting the signature of Benjamin Woods.

7/14

STATEMENT OF INTEREST
Ousainou Mbenga

January 12, 2014

As a bona fide resident of the District of Columbia for over thirty years, I hereby attest to the urgent necessity of having an institution of learning such as Student Parent Achievement Center of Excellence (SPACE) Arabic charter school in the nation's capital. Being a hub for diplomatic representations around the world, Washington DC will be the appropriate home for SPACE. District of Columbia students like all other students in the U.S, equally deserve the exposure to other cultural experiences to broaden their intellectual horizon and insights into the commonality of human beings.

With my professional background, I have special interest and support for SPACE that stems from my early childhood exposure to Arabic and English languages in the Gambia, the benefits of which became evident in my adulthood as I sojourned to the U.S.

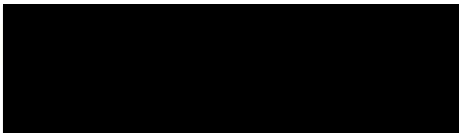
Also, as a parent with two children in the District of Columbia Public Schools (DCPS), I wished an institution such as SPACE was operational at the time of their lower grades. Notwithstanding, this experience strengthens my belief that many district students can benefit from what SPACE has to offer. I am a very hardworking individual who always wants to give back to my community.

I am open to doing anything helpful. I have worked with boards and groups of all kinds to develop outreach, advocacy and fundraising strategies. I will work very hard to ensure that SPACE becomes an educational institute that will benefit DC children of all background.

It will be my honor to serve as a founding board member for SPACE and ignite the intellectual curiosity to the District of Columbia students to become informed citizens of the world.

Yours sincerely,

Signed:

A black rectangular box redacting the signature of Ousainou Mbenga.

2/21/2013

Donna Smith
Statement of Interest

I am interested in supporting the formation of SPACE Arabic charter public school in the District of Columbia because I know that this kind of comprehensive education is necessary especially to low income families. I have been working on this application from the start; I would like to ensure the DC charter school board that I will commit at least 20 hours a week to provide any assistance that will be needed. The District of Columbia would greatly benefit from an academic institution such as the SPACE school, which will provide a much needed instructional environment uniquely equipped to propel its students into the 21st century's competitive educational arena. American students who attend public schools must be educated in a way that will challenge, inspire, and prepare them for high academic achievement.

As an African American woman who is deeply rooted in community affairs, I am extremely concerned about the education of all children. My discipline and technical background as a Civil Engineer, as well as my professional skills in management, marketing, and finances in the private sector will allow me to utilize my resources and experience to assure the school's utmost success. I have had the privilege to work on the development and start-up of private companies as well as a non-profit business. I have the dedication it requires to see that the mission of SPACE school is fulfilled. I know that the school will need additional financial support but I am committed to work with the board to find the money necessary for the smooth operation of the school.

I am committed, as an author, writer, recipient of an international media award, but more importantly a mother of a young child, to assure the requirements of the Board of what is to be one of the District of Columbia's best community assets: an institution of academics designed for its future's success are met.

Sincerely,

Signed:

A solid black rectangular box used to redact the signature of Donna Smith.

12/7/13

Carla Tyler
Statement of Interest in SPACE Public Charter School

As stated in my resume, I completed my high school in 2009, at Woodrow Wilson Senior High School, a DC public school. I am attracted to the unique curriculum, community outreach, and Arabic language component of SPACE charter school. In today's world, students must receive a well-rounded education that exposes them to different cultures and ideas to which they are not normally exposed to fight for global jobs and other opportunities.

My years as a student in DC public schools has prepared me well to appreciate education but also to understand what needs to be done to improve the delivery of services to benefit more vulnerable DC children in the 21st century. As a DC youth, I have volunteered in a variety of programs serving low income minorities. My experiences will make a unique contribution as a founding board member for SPACE. I am excited for the opportunity to grow and give back to my city and nation. I recently graduated with a diploma in Cosmetology and I am working to save money to pay my way through graduate school, without the burden of relying on student loans which my unemployed mother can never qualify for.

In high school, I worked with Claridge Towers and Horizon House apartments, a Physical and Mental Disability and Senior Citizen facility; I have come to appreciate the importance of quality education. I assisted SPACE in community meetings in South west and South East, which made me realize how many poor parents want their children to escape generational poverty but I also noticed their outcry for holistic programs that would combine education and structured community outreach services.

I have been able to voice these views and concerns to SPACE in preparation of the charter application. My life background gives me hands-on experience in understanding the opportunities a dual language Arabic/English Charter Public School will bring to DC children. SPACE will open doors that many poor children need to excel in school and in real life. Furthermore, as a youth who has been raised by a single mother I will be a role model to SPACE students. Ultimately, my desire to see DC students excel is the reason why I wanted to serve on SPACE board because very few organizations allow youth to contribute to their own development. As a recent graduate in a public school system, I believe that I am well prepared to relate to the needs of DC students.

My desire is to pursue a degree in international relations and business management which I believe will make a distinct contribution to SPACE. I hope to use my life experience to ensure that SPACE charter school is a success and enriches the lives of all of its students.

Signed:



12/14/13

Michael Kasper

Statement of Interest

As my vita indicates, I have worked in the field of education for about 30 years. I taught at institutions as diverse as urban elementary and secondary schools in Texas and the District of Columbia to a number of research university's including the University of Texas, Texas A&M University and the University of Houston. I, likewise, have managerial experience in non-profit and governmental formal and non-formal educational organizations. I am working with the Board Chair and other consultants in the development of the application and I hope to play an active role in the SPACE Charter School.

My training and association with such varied institutions enables me to assist a charter school in matters such as faculty selection; fundraising; curriculum planning; student advising; brochure review and design; news writing; as well as reconciling and forecasting revenues. The experience that I have acquired in the areas above will, no doubt, prove useful in helping in the governance of an institution such as SPACE. I have most recently demonstrated my expertise in curriculum planning when I was selected to direct the District of Columbia Public Schools' Science Department. As Director, I revised and authored a number of courses, as well as reviewed, edited, and ultimately selected courses for high school graduation. It is my intention, therefore, to utilize my experience ---not only in curriculum planning, but in all areas listed above to ensure and further enhance the offerings of the SPACE Charter School.

Another reason why I am delighted to serve as a director on the board of the SPACE Charter School is because of the services it provides. Its goal of providing a comprehensive program that will provide intensive second language training as well as an effective personalized educational program for urban school age children is more than important, timely, and necessary in our ever expanding global environment. As a grandparent with children in this urban educational system, I especially believe that students must be prepared to communicate clearly and effectively in world languages other than English; a necessary 21st century skill that must be included in our present educational system where language skills have yet to be raised to the level of a core course. In the 21st century, students should be able to apply and acquire entry level positions that require adequate language skills; and, these skills are easier to build when the students are in elementary school.

I must note, too, that my familiarity with administrative operations will be of value to the board. Further, my teaching and research skills will enable me to critically examine educational concepts and paradigms and make informed decisions regarding their practical application. I am confident, therefore, that my presence on the Board will have a positive impact on the lives of the students whom the School serves.

Michael Kasper, Ph.D (Signed)



2/14/13

MARK KREITMAN
Statement of Interest

My interest to serve on the board for SPACE is based on my personal desire to see tangible improvement in our DC children.

My many years of working with the United States Securities and Exchange Commission and as a former Adjunct Law Professor at Howard and George-town Law Schools and Supervisor of young law graduates at two Federal Agencies, I believe strongly that my experience will be well utilized to volunteer my time to support the mission of SPACE and its operations.

I totally believe in the objective, mission and vision of SPACE. For the last few months, I have worked with the board chair Ms Rhoi Wangila to improve and make the necessary changes to the application. I believe that teaching Arabic and English to our DC students starting at an early age will be beneficial to the city and to the nation. One of the reasons for me to serve on SPACE board is to tap into my network of colleagues and friends to join the effort of providing educational excellence to DC children who will attend SPACE. I want children in public schools to have the same opportunities that only families that can afford to send their children to private schools enjoy.

Since I am now retired, I will devote my time supporting an organization that I know will make an impact in the future generation of Washington, DC, our nation's capital. I will be involved in fundraising; I will be involved in financial compliance and monitoring; I will help recruit other board members and volunteers; I will be available to offer any support that the school may need.

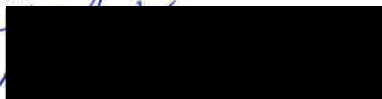
Of course learning new language is stimulating and exciting, particularly when the language is internationally significant and the result of history and development of cultures revolutionary to human civilization. I totally believe that the introduction to and familiarity with the Arabic language will introduce our DC children from every background to sophisticated world understanding and appreciation sadly too limited in today's prevalent self-absorbed views.

Moreover, I believe that the creation, status and qualities of America require that we expose and educate our children to the greatness and history of foreign lands, civilizations, ethnicities and societies. Exposure to and learning their language is, I believe, the most effective method to achieve this aim.

The concept of introducing the teaching of both Arabic and English to DC children in the 21st century is the right thing to do. That is why I joined SPACE as a founding board member.

Sincerely,
Mark Kreitman

Signed:

A black rectangular box redacting the signature of Mark Kreitman.

2/14/13

SHELDON MARGULIES, M.D.

Statement of Interest

In my 33 year career as a neurologist, I have taught over 2500 medical students and residents. Seven years I began focusing on educating the lay public and young people in particular, about science. In 2004 I published *The Fascinating Body* (Rowan & Littlefield Scarecrow Press) which explains in common English how the human body works. Since then I have created audiovisual curricula in chemistry and biology for middle and high school students, and field tested the biology curriculum at Paul Laurence Dunbar High School in Baltimore. Teaching only 1 hour a week, 87% of 95 students passed the standardized HSA exams in biology whereas only 40% passed the year before. I anticipate completing a similar curriculum in physics and anatomy/physiology in the next few years.

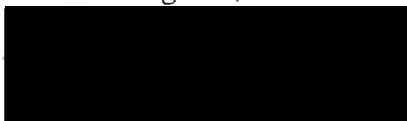
I am excited about serving on the team to work on the science curriculum for the SPACE Charter School. Having created a chemistry and biology curriculum for middle and high school students, I know exactly where students need to be by the time they finish 5th grade. My background in neurology is a tremendous asset in designing curricula as my entire professional career has been devoted to understanding how the brain learns and ways to motivate it to learn more effectively. Let me add that I grew up with a mentally retarded sister whose brain damage (from a whooping cough vaccination) has driven me help children and adults make the most of their cognitive and emotional lives.

Having gone to medical school and law school, I am quite familiar with a variety of pedagogical techniques, and the flaws that accompany them. Recognizing that elementary school children require a completely different approach to learning than middle and high school students, I expect to work closely with other board members, and with SPACE team to develop an engaging and exciting science program, one that children will look forward to and want to show off to their family.

My legal background and considerable math background, and my 40 year career as a doctor, should stand me well when working with people of different backgrounds to solve administrative and human resource problems facing the Board.

I anticipate some very creative ideas to come out the SPACE Charter School over the next few years -- ideas that will be followed by other public and private schools looking for innovative ways to foster and sustain an interest in science and definitely Arabic and other global languages.

Sheldon Margulies, M.D.



Feb 19/13

G. CONFLICT OF INTEREST

Conflict of Interest Form

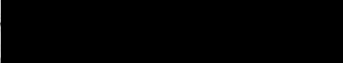
(This form must be included in the application
and completed by all founding and Board of Trustee members.)

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.

Mark Kreitman

- | | |
|---|--|
| 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"/> |
| 3. Did or will you or your spouse lease or sell property to the proposed charter school? | Yes ___ No <input checked="" type="checkbox"/> |
| 4. Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school? | Yes ___ No <input checked="" type="checkbox"/> |
| 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"/> |
| 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 ___ No <input checked="" type="checkbox"/> |
| 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? | Yes ___ No <input checked="" type="checkbox"/> |
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| 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"/> |

Mark Kreitman

Signature 	Title Board member
Applicant Organization SPACE	Date Submitted 2/13/13

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"/> |
| 3. Did or will you or your spouse lease or sell property to the proposed charter school? | Yes ___ No <input checked="" type="checkbox"/> |
| 4. Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school? | Yes ___ No <input checked="" type="checkbox"/> |
| 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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| 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"/> |

Ousainou Mbega

Signature [Redacted Signature]	Title <u>Board Member</u> <u>REDACTED</u>
Applicant Organization <u>SPACE</u>	Date Submitted <u>2/21/13</u>

Conflict of Interest Form

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

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

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


Signature <i>Rhoi Wangela</i>	Title <i>Board Member</i>
Applicant Organization <i>SPACE</i>	Date Submitted <i>Feb 23 / 14</i>

Conflict of Interest Form

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

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

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

Signature 	Title Board Member
Applicant Organization SPACE	Date Submitted 2/8/14

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.

Sanya S. McCoy

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 ✓
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11. Do you currently serve as a public official? Yes ___ No ✓
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 ✓
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 <u>[Redacted]</u>	Title <u>Board member</u>
Applicant Organization <u>Spa Le</u>	Date Submitted <u>2/25/13</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 <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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| 4. Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school? | Yes ___ No <input checked="" type="checkbox"/> |
| 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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| 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"/> |

Sheldon Margulies, MD

Signature 	Title Board member
Applicant Organization SPACE	Date Submitted 2/19/13

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

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

1. Do or will you or your spouse have any contractual agreements with the proposed charter school? Yes ___ No X
2. Do you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school? Yes ___ No X
3. Did or will you or your spouse lease or sell property to the proposed charter school? Yes ___ No X
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Signature <u>Carla Tyler</u>	Title <u>Board member</u>
Applicant Organization <u>SPACE</u>	Date Submitted <u>12/10/13</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.

DR Kasper

- | | |
|---|--|
| 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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DR. Kasper

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Signature

Title

Board member

Applicant Organization

SPACE

Date Submitted

2/15/13

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 you or will you or your spouse have any contractual agreements with the proposed charter school? | Yes ___ No <u>X</u> |
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| 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 <u>X</u> |
| 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 <u>X</u> |

Donna M. Smith

Signature [REDACTED]	Title <i>Board member</i>
Applicant Organization <i>SPACE</i>	Date Submitted <i>12/5/13</i>

H. DEMOGRAPHIC ANALYSIS

Demographic Analysis Form

Name of Proposed School: Student Parent Center of Excellency SPACE
Proposed Location: NW Ward 3

Proposed Start Date- August 2015

Proposed Year 1 Budget –

Pre Planning- July 2014- June 30, 2015

Operation – July 1, 2015-June 30 2016

Start Up Information

First-Year Enrollment: From grade Pre-K3-4 to grade 5 Number of students 180

Year Five Enrollment: From grade Pre-K3-4 to grade 8 Number of students 335

Year Eight Enrollment: From grade Pre-K3-4 to grade 8 Number of Students 440

Location of school (address or area of city) Ward 3 of the District of Columbia

We will have a city wide recruitment process.

Table 1 Ward 3 Public Schools

SCHOOL Grade 3/Test Results	Reading Proficiency	Math Proficiency	Enrollment	Special Ed.	Title 1	African American/Hispanic	ELL/Asian	Caucasian
Eaton	85%	83%	457	7%	21%	35%/12%	12%/6%	42%
Hearst	63%	60%	257	10%	34%	60%/9%	5%/6%	25%
Janney	93%	83%	548	6%	4%	10%/8%	5%/3%	72%
Key	91%	93%	386	7%	11%	10%/9%	7%/5%	67%
Mann	87%	78%	290	4%	9%	8%/9%	9%/6%	71%
Murch	86%	81%	556	6%	13%	16%/9%	6%/9%	63%
Oyster- Adam	83%	87%	676	10%	25%	8%/58%	16%/3%	28%
Stoddert	78%	84%	347	6%	17%	15%/7%	15%/7%	60%

Schools in Ward 3 are among the highest performing programs in DCPS. SPACE plans to meet the same academic standards reported by Ward 3 Schools, and will establish monitoring goals to meet the high standards of the PCSB Performance Management Framework.

I. REQUIRED DOCUMENTS

Article of Incorporation

DCRA

DEPARTMENT OF CONSUMER & REGULATORY AFFAIRS

District of Columbia Government

Corporations Division

PO Box 92300

Washington DC 20090

Articles of Incorporation of Domestic Non-Profit Corporation

We, the undersigned natural persons of the age of eighteen years or more, acting as incorporators of a corporation under the Non-Profit Corporation Act (D.C. Code, Title 29, Chapter 3 as amended) adopt the following Articles of Incorporation:

1. Name the nonprofit corporation.

Education Matterz Inc.

2. Your signatures on this form indicate that the articles exist in perpetuity.

3. Describe the corporation's specific purposes.

To improve the quality of education of the most vulnerable children and families in Washington, DC.
To advocate on behalf of children in Washington, DC through appropriate mechanisms.
To involve low income families in finding solutions in matters that affect their lives through a participatory process.

4. This corporation will have members. ☐ Yes ☒ No

4a. If corporation will have members, describe number of classes the members shall be divided into and the names of such classes.

4b. If corporation will have members, describe whether the members will have voting rights or not.

12/12/09
FILE COPY

Mail all forms and required payment to:

Department of Consumer and Regulatory Affairs

Corporations Division

PO Box 92300

Washington, DC 20090

Phone: 202-442-4400

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

5. The manner in which directors shall be elected or appointed

Education Matterz will appoint a diverse number of directors who share the mission and vision of the organization. Directors will be appointed by the board of directors nominating committee and approved by the President.

6. The regulation of internal affairs of the corporation will be conducted in the following manner

The board of directors will be responsible to set the internal affairs of the organization but the president and the executive director will be responsible for the day-to-day operations of the organization.

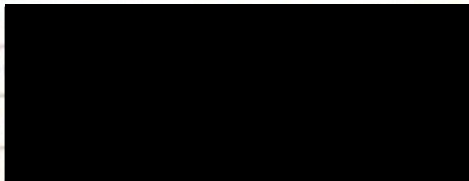
6a. The manner of the dissolution or final liquidation of the corporation in which remaining assets of the corporation shall be distributed

In the event of dissolution proceeds of liquidation shall first be applied to meet party obligations, e.g. creditors. Whatever remains after settling outside obligations shall be donated to other charitable organization with a similar vision selected by the Board of Directors.

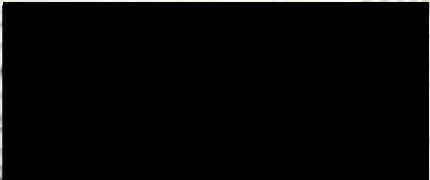
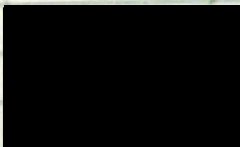
7. Give the name and registered office address (not a PO Box) of the Registered Agent (RA) in the District

Rhoi Wangila: 2714 Georgia Ave, NW Washington, DC 20001

8. The number of directors constituting the initial board of directors and the name and address of the person who is to serve as director until the first annual meeting or until successor is elected. (At least 3 directors are required)

All Directors	Physical Street Address
Rhoi Wangila, (President)	
Marieta Harper	
Courtney Davis	
Carlenia Springer	

If you sign this form, you agree that you understand that anyone who makes a false statement anywhere on it can be punished by criminal penalties of a fine up to \$1000, imprisonment up to 180 days, or both, under DCOC § 22-2403.

All Incorporators (At least 3 incorporators are required)	Physical Street Address	Date	Signatures (must be notarized with jurat statement)
Rhoi Wangila		11/22/09	
Marieta Harper		12/22/09	
Courtney Davis		12/22/09	
Carlenia Springer		12/22/09	N/A

Mail all forms and required payment to:
Department of Consumer and Regulatory Affairs
2000 Bankers Building
Washington, DC 20005
Phone: (202) 455-4400

01/23/2010 10:00 AM
232
December 2009
3/14/12

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

DCRA

DEPARTMENT OF CONSUMER & REGULATORY AFFAIRS

District of Columbia Government

Corporations Division

PO Box 92300

Washington DC 20090

RA-1. Registered Agent Written Consent

Use this form to appoint a Registered Agent for an entity. Choose Option A or B, but not both. There is no filing fee for this form.

Under DC Official Code (DCOC) Titles 29 and 41, a Registered Agent (RA) must be:

1- A bona fide resident of the District of Columbia (DC).

OR

2- A for-profit corporation, authorized to conduct business in the District by the virtue of certificate of incorporation or certificate of authority.

OR

3- Another non-profit corporation, authorized to conduct business in the District by the virtue of certificate of incorporation / authority.

Entities may not act as their own RAs.

Limited Liability Companies (LLCs) and Limited Liability Partnerships (LLPs) and Limited Partnerships (LPs) may not act as RAs.

Registered Agent Address may never be outside the District of Columbia. Address must be physical street address, never a PO Box.

A. By a District Of Columbia resident: I, a bona fide District resident, consent to act as a RA for the entity below.

Name of Resident	Address of Resident
Rhoi Wangila	2714 Georgia Ave, NW DC 20001
Entity Name	Signature
Rhoi Wangila	

B. By a legally authorized corporation: The authorized corporate Registered Agent in the District, by the signatures of its President/Vice-President and Secretary/Assistant Secretary, agrees to act as RA for the entity below.

Name of RA Corporation	Address	
Entity Name		
<input checked="" type="checkbox"/> President	<input type="checkbox"/> Vice-President	Signature
<input type="checkbox"/> Secretary	<input type="checkbox"/> Assistant Secretary	Signature

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

Mail all forms and required payment to:
Department of Consumer and Regulatory Affairs
Corporations Division
PO Box 92300
Washington, DC 20090
Phone: 202 442 4409

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

DCRA

DEPARTMENT OF CONSUMER & REGULATORY AFFAIRS

District of Columbia Government**Corporations Division**

PO Box 92300

Washington DC 20090

Articles of Amendment of Domestic Non-Profit Corporation**Pursuant to the provisions of the District of Columbia non-profit Corporation Act, the undersigned adopts the following Articles of Amendment to its Articles of Incorporation:**

1. Name the non-profit corporation.

Education Matterz, Inc

2. The following amendment of the Articles of Incorporation was adopted by the Corporation in the manner prescribed by the District of Columbia Non-profit Corporation Act

We voted to amend the name of the organization from Education Matterz to Student Parent Achievement Center of Excellency (SPACE).

3. Amendment has been adopted in the following manner: Option A or B or C must be chosen, but not both.

- ☐ (A) "The amendment was adopted at a meeting of members held on _____ at which a quorum was present, and the amendment received at least two-thirds of the votes which members present or represented by proxy at such meeting were entitled to cast."
- ☐ (B) "The amendment was adopted by consent in writing signed by all members entitled to vote with respect hereto."
- ☐ (C) "The amendment was adopted at a meeting of the Board of Director held on 1/2/2010 and received the vote of a majority of the Directors in office, there being no members having voting rights in respect thereof."

If you sign this form, you agree that you understand that anyone who makes a false statement anywhere on it can be punished by criminal penalties of a fine up to \$1000, imprisonment up to 180 days, or both, under DCOC § 22-2403.

President / Vice-President	Date	Signature
Rhoi Wangila, President	1/4/2010	
Secretary / Assistant Secretary	Date	Signature
Marieta Harper	1/4/2010	

Mail all forms and required payment to:
 Department of Consumer and Regulatory Affairs
 Corporations Division
 PO Box 92300
 Washington, DC 20090
 Phone: (202) 442-4600

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

Reset Form

Print Form

DEPARTMENT OF CONSUMER & REGULATORY AFFAIRS
District of Columbia Government

Corporations Division

Form BRA-28, Version 2, July 2010.

Two-Year Report for Domestic & Foreign Non-Profit Corporation

Year of Filing: 2010

File Number: 296426

Date of Filing: August 18, 2010

Filing Fee: \$138.50

Use this form to file a two-year report for a domestic or foreign non-profit corporation.

1. Entity Name.

STUDENT PARENT ACHIEVEMENT CENTER OF EXCELLENCY (SPACE)

2. Organized under the laws of which state or country.

DISTRICT OF COLUMBIA

3. If this is a foreign corporation, address of principal office in state or country where it is organized.

4. Name of Registered Agent and address of registered office in DC.

RHOI WANGILA

5. Brief statement of business affairs conducted in DC.

NON-PROFIT TO SUPPORT THE EDUCATIONAL DEVELOPMENT OF LOW INCOME CHILDREN AND THEIR FAMILIES

6. If this is domestic corporation, address of principal office in DC.

2714 GEORGIA AVE, NW WASHINGTON, DC 20001

7. List all corporation directors and officers (attach list if needed)

TITLE	NAME	ADDRESS
PRESIDENT	RHOI WANGILA	
SECRETARY	MARIETA HARPER	
TREASURER	COURTNEY DAVIS	

FOREIGN NON-PROFIT CORPORATIONS: ANSWER 8-10

8. Date Organized

24TH DECEMBER 2009

9. Term of existence authorized

PERPETUAL

10. Is corporation in good standing in state / country where it is organized?

☒ Yes☐ No

11. Select corporate officer executing this form.

☒ President / Vice-President☐ Secretary / Assistant Secretary☐ Treasury / Assistant Treasury

12. Signature

If you sign anywhere on the Two-Year Report Form, you agree that you understand that anyone who makes a false statement anywhere on it can be punished by criminal penalties of a fine up to \$1000, imprisonment up to 180 days, or both, under DCOG § 22-2405.

Mail all forms and required payment to:
Department of Consumer and Regulatory Affairs
Corporations Division
PO Box 92390
Washington, DC 20090
Phone: (202) 442-4460

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



C E R T I F I C A T E

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

EDUCATION MATTERZ INC.

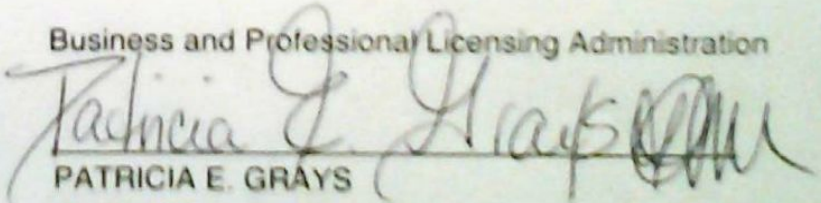
Name Changed To

STUDENT PARENT ACHIEVEMENT CENTER OF EXCELLENCY (SPACE)

IN WITNESS WHEREOF I have hereunto set my hand and caused the seal of this office to be affixed as of the 5th day of January, 2010.

LINDA K. ARGO
Director

Business and Professional Licensing Administration


PATRICIA E. GRAYS
Superintendent of Corporations
Corporations Division

Adrian M. Fenty
Mayor

GOVERNMENT OF THE DISTRICT OF COLUMBIA

DEPARTMENT OF CONSUMER AND REGULATORY AFFAIRS



C E R T I F I C A T E

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

EDUCATION MATTERZ INC.

Name Changed To

STUDENT PARENT ACHIEVEMENT CENTER OF EXCELLENCY (SPACE)

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LINDA K. ARGO
Director

Business and Professional Licensing Administration

PATRICIA E. GRAYS
Superintendent of Corporations
Corporations Division

Tran M. Fenty
Mayor

CONSTITUTION AND BY-LAWS

ARTICLE I

Section 1.01 Student Parent Center of Excellency Charter School, HEREINAFTER REFERRRED TO AS (SPACE), shall be maintained in the City of the District of Columbia

ARTICLE II

MEMBERS

Section 2.01 SPACE shall have no members, and shall be organized as a Board based Organization and governed by a Board of Directors.

ARTICLE III

DIRECTORS

Section 3.01 The duties of the Board of Directors shall be to attend all Board Meetings. The Board of Directors shall have the control and general management of the affairs and businesses of SPACE Such Directors shall, in all cases, act as a Board regularly concerned, and may adopt such rules and regulation for the conduct of their meetings and the management of SPACE as they may deem proper, not inconsistent with these By-laws and the laws Maryland.

Section 3.02 The affairs of SPACE, Inc shall be managed and its corporate powers exercised by a Board of Directors. All of the Directors shall be of age (18 years or older); all of such directors shall be a citizen of the United States.

Section 3.03 All Directors shall be appointed by the Board of Directors, by vote, such action may be taken at a regular or special meeting duly constituted, for which written notice of the purpose shall be given.

Section 3.04 The term of office of each of the Directors shall be 3 years and therefore until his successor has been elected and qualified.

Section 3.05 Notice of meetings, other than the regular meeting, shall be given by service upon each Director in person, or by mailing to him/her at their last known post office, address, at least three (3) days prior to the date therein for such meeting.

Section 3.06 Resignation. Resignations are effective upon receipt by the Secretary of the Board of Directors by written notification.



Section 3.07 Regular Meetings. The Board of Directors shall hold at least two (2) regular meetings per calendar year. Meetings shall be at such dates, times and places as the Board shall determine.

Section 3.08 Special Meetings. Meetings shall be at such dates, times and places as the Board shall determine.

Section 3.09 Notice Meetings may be called by the Chairperson or at the request of any two (2) directors by notice emailed, mailed, telephoned, or telegraphed to each member of the Board not less than forty-eight (48) hours before such meeting.

Section 3.10 Quorum A quorum shall consist of a majority of the Board attending in person or through teleconferencing. All decisions will be by majority vote of those present at a meeting at which a quorum is present. If less than a majority of the Directors is present at said meeting, a majority of the Directors present may adjourn the meeting on occasion without further notice.

Section 3.11. Action without a Meeting. Any action required or permitted to be taken at a meeting of the Board of Directors (including amendment of these By-laws) or of any committee may be taken without a meeting if all the members of the Board or committee consent in writing to taking the action without a meeting and to approving the specific action. Such consents shall have the same force and effect as a unanimous vote of the Board or of the committee as the case may be.

Section 3.12 Participation in Meeting by Conference Telephone. Members of the Board may participate in a meeting through use of conference telephone or similar communications equipment, so long as members participating in such meeting can hear one another.

Section 3.13 Committee. The Board of Directors may, by resolution adopted by a majority of the Directors in office, establish committees of the Board composed of at least two (2) persons which, except for an Executive Committee, may include non-Board members. The Board may make such provisions for appointment of the chair of such committees; establish such procedures to govern their activities, and delegate thereto such authority as may be necessary or desirable for the efficient management of the property, affairs, business, and activities SPACE.

Section 3.14 Nominating Committee. There shall be a Nominating Committee, composed of the President and at least two (2) other members of the Board of Directors. Each member of the committee shall have one (1) vote and decision shall be made by the majority.

Section 3.15 Board of Directors Positions Directors shall serve without compensation.

ARTICLES 1V

AUTHORITIES AND DUTIES OF OFFICES



Section 4.01 Officers. The officers of SPACE Inc .shall be a President, a Vice-President, a Secretary/Treasurer, and such other officers as the Board of Directors may designate. Any two (2) or more offices may be held by the same person, except the offices of President and Secretary/Treasurer.

Section 4.02 Appointment of Officers; Terms of Office. The officers of the SPACE shall be elected by the Board of Directors at regular meetings of the Board, or, in the case of vacancies, as soon thereafter as convenient. New offices may be created and filled at any meeting of the Board of Directors. Terms of office may be established by the Board of Directors, but shall not exceed three (3) years. Officers shall hold office until a successor is duly elected and qualified. Officers shall be eligible for reappointment.

Section 4.03 Resignation Resignations are effective upon receipt by the Secretary of the Board of a written notification.

Section 4.04 Removal An officer may be removed by the Board of Directors at a meeting, or by action in writing pursuant to Section 3.08, whenever in the Board’s judgment the best interests of SPACE will be served thereby. Any such removal shall be without prejudice to the contract rights, if any, of the person so removed.

Section 4.05 President The President shall be a member of the Board, and will preside at all meetings of the Board of Directors. The President shall perform all duties attendant to that office, subject, however, to the control of the Board of Directors, and shall perform such other duties as on occasion shall be assigned by the Board of Directors.

Section 4.06 Vice-President The Vice-President shall be a member of the Board. and will preside at meetings of the Board of Directors in the absence of or request of the President. The Vice-President shall perform other duties as requested and assigned by the President, subject to the control of the Board of Directors.

Section 4.07 Secretary/Treasurer The Secretary/Treasurer shall be a member of the Board, and shall keep the minutes of all meetings of the Board of Directors in the books proper for that purpose. The Secretary/Treasurer shall also report to the Board of Directors at each regular meeting on the status of the Council’s finances. The Secretary/Treasurer shall work closely with any paid executive staff of SPACE Inc .to ascertain that appropriate procedures are being followed in the financial affairs of SPACE , and shall perform such other duties as occasionally may be assigned by the Board of Directors.

ARTICLE V

CONFLICT OF INTEREST

Section 5.01 Purpose The purpose of the Conflict of Interest Policy is to protect this tax-exempt organization’s interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the organization. that might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.



ARTICLE VI

DISSOLUTION OR BANKRUPTCY

In the event of dissolution, SPACE shall require written prior approval of the Board Members. Upon dissolution, SPACE assets shall be distributed in accordance with the laws of the District of Columbia and requirements of the DC Public School Charter Board.

DEFINITIONS

1. Interested Person

Any director, principal, officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

2. Financial interest

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family

a. An ownership or investment interest in any entity with which the SPACE organization has a transaction or arrangement.

b. A compensation arrangement with SPACE Inc or with any entity or individual with which SPACE has a transaction or arrangement.

c. A potential ownership or investment in, or compensation arrangement with, any entity or individual with which SPACE is negotiating a transaction arrangement.

d. Compensation, including direct and indirect remuneration as well as gift or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. A person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

Board job description

President – Rhoi Wangila

The president shall preside at all meetings of the Board. The president shall perform other duties prescribed by the board and all duties incident to the office of the President.

Vice President – Dr Michael Kasper

When the president is absent, or unable to act, the vice president shall perform the duties of the president. When the vice president is absent, unable to act, or refuses to act, the board shall select another member to act on behalf of the president.

Treasurer – Donna Smith and Mark Kreltman

The treasurer shall: (a) perform all the duties incident to the office of treasurer; (b) perform duties as assigned by the president or by the board; (c) be responsible for the financial affairs of SPACE.

Secretary – Tanya McCoy

The secretary shall: (a) give all notices provided in the bylaws or as required by law; (b) take minutes of the meetings of the board and keep the minutes as part of SPACE records; (c) maintain custody of SPACE records and its seal; (d) affix the seal of SPACE to all documents as authorized by the board; (e) perform duties as assigned by the president or board; and (f) perform all duties incident to the office of secretary

SPACE Board Member duties include but are not limited to:

- Affirm the mission, goals and objectifies
- Attend regular meetings and special board meetings
- Provide leadership to board sub-committees
- Set governing policies
- Prepare the budget along with the principal and business manager and approve it
- Commit time to developing financial resources for the charter school
- Evaluate the performance of the principal
- Ensure that the school adheres to the laws and regulations of the District of Columbia Charter School Board
- Advocate on behalf of the school by working with the management, principal, partners and all stake-holders.
- And other duties that may be necessary for the health and success of the school

SPACE Code of Ethics

A school board member shall abide by the following Code of Ethics for School Board Members:



- a. I will uphold and enforce all laws, rules and regulations of the State Board of Education, and court orders pertaining to schools. Desired changes shall be brought about only through legal and ethical procedures.
- b. I will make decisions in terms of the educational welfare of children and will seek to develop and maintain public schools that meet the individual needs of all children regardless of their ability, race, creed, sex, or social standing.
- c. I will confine my board action to policy making, planning, and appraisal, and I will help to frame policies and plans only after the board has consulted those who will be affected by them.
- d. I will carry out my responsibility, not to administer the schools, but, together with my fellow board members, to see that they are well run.
- e. I will recognize that authority rests with the board of education and will make no personal promises nor take any private action that may compromise the board.
- f. I will refuse to surrender my independent judgment to special interest or partisan political groups or to use the schools for personal gain or for the gain of friends.
- g. I will hold confidential all matters pertaining to the schools which, if disclosed, would needlessly injure individuals or the schools. In all other matters, I will provide accurate information and, in concert with my fellow board members, interpret to the staff the aspirations of the community for its school.
- h. I will vote to appoint the best qualified personnel available after consideration of the recommendation of the chief administrative officer.
- i. I will support and protect school personnel in proper performance of their duties.
- j. I will refer all complaints to the chief administrative officer and will act on the complaints at public meetings only after failure of an administrative solution.*

* Adopted from the NJ State Board of Education

Discipline Policy

SPACE will follow the provisions of the DC Student Discipline Policy

The founders of SPACE are committed to providing a safe, orderly, respectful learning environment. To make this intent a reality, the founders have developed a draft comprehensive school safety plan that incorporates the provisions of Act 26 of 1995 and includes protocols for responding to crisis situations in the school and in the community, including local, national, and international situations. The plan will be approved by the Board of Trustees once a charter is



granted. It will be thoroughly reviewed before school opens and reviewed annually by a committee of stakeholders and community representatives. Older students will be invited to share their suggestions as well through student government meetings or by talking directly to the Principal.

The following steps will be taken to review and revise the draft plan before school opens:
Formulate a School Safety Committee that includes administrators, staff, parents, students, Board members, and community representatives such as police officers, and circulate draft to them.

Review Act 26.

Review DC school safety plans.

Review Goals and timelines.

Develop Memorandum of Understanding with local law enforcement agencies.

Revise and finalize safety plan.

Approve the plan (Board of Trustees).

SPACE adheres to the provisions of Act 26 of 1995 by including the following procedures in the safety plan:

- SPACE prohibits possession of weapons and will expel any student who has brought a weapon onto school property or to any school-related activity for at least one year.
- SPACE will use definitions as per section 13011-A of article XIII-A.
- SPACE will submit to the Office of Safe Schools all incidents of violence on school property and all cases involving possession of a weapon. In addition, SPACE will notify the office about the possession, use, or sale of controlled substances, alcohol, and tobacco, as defined in the act of April 14, 1972 (P.L.233, No. 64).
- SPACE will provide a sworn statement from a parent or guardian stating whether or not the student had been previously or is presently suspended or expelled from any public or private school in the DC for offenses stated in Section 1304. SPACE will request a certified copy of the student's disciplinary record as per Section 1305-A.
- SPACE will provide an opportunity for students and parents to inspect all records, under Section 1307. SPACE will maintain updated records of all incidents of violence, weapons possession, convictions or adjudications of delinquency for acts committed on school property, as stipulated in Section 1307
- SPACE will implement all reporting requirements established for public and non-public schools in Section 1317.2 and Sections 1304-A – 1307-A. Appropriate reports or additional costs incurred shall be submitted in a timely fashion.
- SPACE will accept technical support from the Department of Education in order to implement the provisions of Act 26 of 1995 and Act 30 of 1997.
- SPACE will comply with all inspections made by local building inspectors, DC fire department, and all federal and local health and safety laws and regulations.



- SPACE will comply with all regulations of the IDEA in dealing with exceptional students. For example, suspension will take place only with written agreement of the parent or in an emergency with written approval of the Office of Special Education of DC school standards. All other procedural safeguards will be followed.

Maintaining School Safety

- The Principal will have primary responsibility for maintaining school safety and reporting violations of Act 26. The Principal will oversee the security systems of the school as well as the behavior of the students. However, beginning in Year 2, the assistant principal will assume responsibility for safety and security systems and procedures. In addition, all staff members will take responsibility for their classrooms and for any violations that they witness. Their primary responsibility is to create a climate of respect in the school, but they will also be “the eyes and ears of the building.” There will be an electronic security system in place for safety purposes. In addition, SPACE has budgeted for a security guard on duty during all hours when the building is open.

J. CURRICULUM SAMPLE





Unit Three: Food

Topic 3: Recipes

List of vocabulary:

قائمة المفردات:

Recipe	وصفة
Ingredients	المقادير
Salad	سلطة
Go ahead	تفضل / تفضلي
Lettuce	خس
Tomato	طماطم
Cucumber	خيار
Green pepper	فلفل أخضر
Onion	بصل
Bread	خبز
Cookbook	كتاب الطبخ
Salt	ملح
Pepper	فلفل
Sugar	سكر
Oil	زيت زيتون
Vinegar	خل
Lemon	ليمون
Procedures	خطوات العمل
Mixing	خلط
Kilo	كيلو



Listening Activities

التمرين الأول:

- استمع للمحادثة جيداً و تدرّب مع صديقك:

مرحباً.

مرحباً.



هذه سلطة فتوش. تفضل/تفضلي.

شكراً، ما هي الوصفة و المقادير؟

خس، طماطم، خيار، فلفل أخضر، بصل، خبز (البيتا).





Speaking Activities

التمرين الأول:

أنت الطباخ الماهر!

- في مجموعات صغيرة و باستعمال الكلمات في الجدول اعمل عرض (باور بوينت) لوصفة السلطة المفضلة لديك.



طبق	نعنع	سلطة	مقادير	وصفة	خس
ملح	خبز	بصل	فلفل أخضر	خيار	طماطم
فلفل	خل	ليمون	خطوات العمل	زيت زيتون	خلط



THE LANGUAGE FLAGSHIP

Preparing Global Professionals

Unit Three: Food

Recipes

التمرين الثاني:

يعمل الطلاب معاً في مجموعات صغيرة:

- ١- اقرأ الوصفة.
- ٢- صنف محتويات الوصفة في المكان المناسب من الجدول.
- ٣- قارن النتائج مع زملائك.



الدهون والزيوت والحلويات	الألبان والأجبان	البروتين	الخضروات والفواكه	الخبز والحبوب والأرز والمعكرونة



مرحباً بكم فى معلومه دوت كوم

شوربة عدس

المقادير

- 200 جرام عدس اصفر
- 100 جرام أرز
- 4 فصص ثوم
- 2 بصلة مفرومة
- 2 ليمون
- 4 ملعقة كبيرة مكعبات خبز محمر
- 4 ملعقة كبيرة زيت زيتون
- 1 ملعقة صغيرة كمون
- ملح وفلفل

طريقة الطبخ

اغسلى العدس جيداً ثم ضعيه فى الاتاء على النار مع البصل المفروم و 4 اكواب من الماء. عند غليان الماء ازيلى الريم واتركى الاتاء على نار متوسطة الحرارة. اضيفى الارز واتركيه على النار لمدة 20 دقيقة مع اضافة القليل من الماء. ارفعى العدس من النار ثم اخلطى الزيت مع الكمون والثوم المفروم والملح والفلفل الاسود واضيفيه الى العدس مع التقليب الجيد. ضعى العدس فى طبق التقديم وزينه بالخبز المحمر بالزبد

Reading Activities

التمرين الأول:



- اقرأ طريقة تحضير سلطة الفتوش:

عزيزي جون ...

أرسل لك وصفة تحضير الفتوش. يمكنك أن تجد هذه الوصفة في كل كتب الطبخ العربية.

المقادير : تحضير كيلو واحد من الطماطم والخيار والبصل و الفلفل الأخضر والخس .
بالإضافة إلى بعض زيت الزيتون و الملح و الليمون وبعض الخل.

طريقة التحضير وخطوات العمل:

قطّع الطماطم والخيار والبصل والخس والفلفل الأخضر إلى قطع صغيرة. ضع بعض الملح وزيت الزيتون والليمون و بعض الخل أحياناً. ثم اخلط الخضار بالزيت والليمون. فيكون الفتوش جاهزاً للأكل.

أتمنى أن تعجبك السلطة، وصحتين.

.....سمير



التمرين الثاني:

- أجب على الأسئلة التالية عن رسالة سمير إلى جون :

- ماذا أرسل سمير إلى جون؟

٢- ما هي مقادير الفتوش ؟

٣- ما هي طريقة تحضير الفتوش؟



THE LANGUAGE FLAGSHIP

Creating Global Leaders

Unit Three: Food

Recipes

التمرين الثالث:

- ضع خطأً تحت حرف "ط" وخطيّن تحت حرف "ت"، ثم اقرأ الكلمات بصوت عالٍ:

تحضير - تضحك - تبكي - طائر - طبيخ - طنجرة - تفاح - توت - طبل - طقس



التمرين الرابع:

- اقرأ الجمل التالية، ثم افصل الكلمات إلى أحرف واقرأها بصوت عالٍ.

مثال: يحب سمير الفتوش ← ي + ح + ب ، س + م + ي + ر ، ا + ل + ف + ت + و + ش.

١. وليد تلميذ مجتهد.

٢. درس الولد دروسه نهار السبت.

٣. أكل حسن التفاحة الحمراء.

٤. يشاهد الأطفال التلفاز كل يوم .

٥. جلس جون على الكرسي.

٦. كتب وليد واجب المدرسة.



THE LANGUAGE FLAGSHIP

Developing Communication Skills

Unit Three: Food

Recipes

٧. فتح الولد باب البيت .

٨. طبخت أمي الملوخية البارحة .

٩. تكتب المعلمة على اللوح .

١٠. استمعت إلى نشرة الأخبار يوم أمس.



THE LANGUAGE FLAGSHIP

Creating a Global Citizen

Unit Three: Food

Recipes

التمرين الخامس:

أتحاور مع رفيقي:

جون

سمير

مرحباً

الحمد لله بخير

أنا أحب الهمبرغر



أهلاً ، كيف
الحال؟

هيا يا جون
أخبرني عن أكلاتك
المفضلة في
أميركا؟

ممم تبدو شهية.



THE LANGUAGE FLAGSHIP

Creating Global Professionals

Unit Three: Food

Recipes

تحتوي على قطعة
من اللحم وبعض
البطاطا المقلية،
بالإضافة إلى بعض
البصل و الكاتشب

اسمها غريب!
كيف تصنعها؟

تبدو شهية...
إلى اللقاء



وماذا
تحتوي؟

أنا احب مناقيش
الزعر.



نخلط الزيت
والزعر ثم نضعهما
على عجينة دائرية
و نضعها بالفرن
لمدة خمس دقائق

حسناً إلى
اللقاء



Writing Activities

التمرين الأول:

تركيب الكلمات

صل° الحروف لتركيب كلمات مفيدة:

و + ص + ف + ة = -----

م + ق + ا + د + ي + ر = -----

س + ل + ط + ة = -----

خ + س = -----

ط + م + ا + ط + م = -----

خ + ي + ا + ر = -----

ف + ل + ف + ل = ----- ، ا + خ + ض + ر = -----

ب + ص + ل = -----

خ + ب + ز = -----

ك + ت + ا + ب = ----- ، ا + ل + ط + ب + خ = -----

م + ل + ح = -----

ف + ل + ف + ل = -----

س + ك + ر = -----

ل + ي + م + و + ن = -----

ت + ف + ض + ل + ي = -----

خ + ط + و + ا + ت = ----- ، ا + ل + ع + م + ل = -----

خ + ل + ط = -----

ك + ي + ل + و = -----

ز + ي + ت = -----

ز + ي + ت + و + ن = -----



التمرين الثاني:

- اكتب الكلمات باللغة العربية مقابل ترجمتها باللغة الإنجليزية.

وصفة - مقادير - سلطة - خس - طماطم - خيار - بصل - خبز - كتاب الطبخ - ملح - فلفل - سكر - خل - ليمون - تَفَضَّل / تَفَضَّلِي - خطوات العمل - خلط - كيلو - زيت - زيتون

recipe	
mixing	
ingredients	
salad	
procedures	
go ahead	
Olive	
lettuce	
lemon	
vinegar	
tomato	
oil	
sugar	
cucumber	
pepper	
salt	
cookbook	
onion	
bread	
kilo	



التمرين الثالث:

- املأ الفراغ بالكلمة المناسبة في الصندوق.

<u>الخطوات</u>	<u>الفلفل الأخضر</u>
<u>الخيار</u>	<u>الخنس</u>
<u>السلطة</u>	<u>البندورة</u>
<u>الحامض</u>	<u>المقادير</u>
<u>الطبخ</u>	<u>الملح</u>
<u>الزيت</u>	<u>البصل</u>

قرأت أمي ----- و ----- في كتاب

----- لصنع ----- .

قطعت ----- و ----- و ----- و -----

و ----- .

عصرت ----- . أضافت ----- ورشّت

----- فوق الخضار.



التمرين الرابع:

- املأ الفراغ بـ **ما** أو **ماذا** متبعاً المثال التالي:

ما عمرك ؟ **ماذا** تفعل في العطلة ؟

١ - _____ تأكل في الصباح ؟

٢ - _____ رأيك في الثوب ؟

٣ - _____ تقرأ في الجريدة ؟

٤ - _____ اشتريت من السوق ؟

٥ - _____ تدرس في المكتبة ؟

٦ - _____ لون القلم ؟



التمرين الخامس:

- اكتب الحروف الناقصة في الفراغ:

خط --- ت	جـ ر --- ن
كـ لو	أطفـ ل
زيت زيتـ ن	ضـ وف
خضـ ر	أصدقـ ء
لحـ م	مقـ دير
دهـ ن	طمـ طم
البـ ن	خيـ ر
تنظـ ف	عطشـ ن
ترتـ ب السرـ ر	جـ عان
شبعـ ن	لـ يذ
تعـ ان	



Cultural Activities

IDIOMS



- ناقش معنى هذا المثل في الصف.

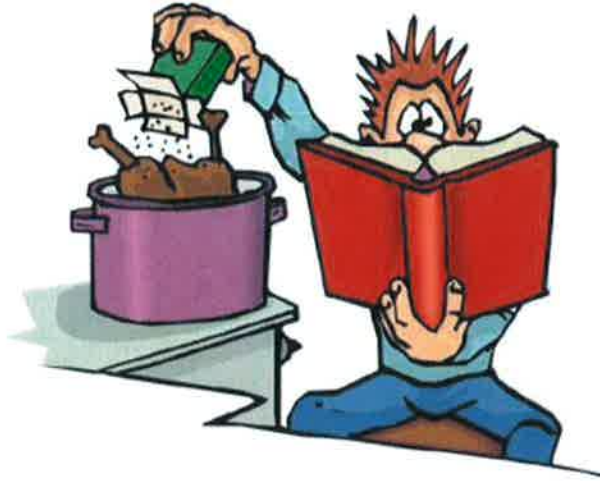
بالمذاق تُعرف جودة الحلوى "The proof of the pudding is in the eating"
هذا المثل يعني أن القيمة الحقيقية أو الجودة لا تُعرف إلا بعد تجربة الشيء. التجربة خير
برهان.



THE LANGUAGE FLAGSHIP

Creating Global Professionals

التمرين الأول:



١ - اختر وصفة طبق تحبه.

٢ - اكتب المقادير وخطوات العمل.

٣ - ابحث عن معلومات عن الوصفة في الانترنت في الموقع التالي:

٤ - اكتب المعلومات في البطاقة التالية.

٥ - يجمع الطلاب كل البطاقات في كتاب طبخ.

اسم الوصفة: _____

المقادير: _____

من المعروف بعمل هذه الوصفة: _____

لما اخترت هذه الوصفة: _____

ملاحظات ثقافية أو تاريخية عن الوصفة: _____



APPENDIX - A

(i) Independent Consultant Agreement

(a) Contract agreement with Dr Iris Metts

Contractor INDEPENDENT CONSULTANT AGREEMENT and BIO

This Independent Contractor Agreement ("Agreement") is made and effective this January 1, 2013, by and between A Plus Charter Solutions, Inc., a Maryland Corporation ("A+CSI") and Student Parent Achievement Center for Excellency Inc., ("SPACE"), a Washington D. C. Corporation.

SPACE seeks a charter from The Washington DC Charter Board the ("Authorizer") to organize and operate a public charter school. A+CSI is expected to provide valuable assistance and expertise in financial management, curriculum development, instructional support and general administrative assistance to promote educational excellence.

Now, therefore, A+CSI and SPACE agree as follows:

1. Engagement

Company hereby engages A+CSI, and A+CSI accepts engagement, to provide to SPACE the following services:

- A. Development and implementation of a charter application- 2015/2016 school year.
- B. Support and assist with five days of staff development in reading, math, science, and instructional improvement.
- C. Curriculum development assistance and yearly audits to assess curriculum and instructional alignment with Washington DC State Content Standards.
- D. Human Resources services.
- E. Assistance with Accreditation preparation.
- F. Assistance with school district, state and federal compliance reporting.
- G. Strategic Planning with staff and Board of Trustees.
- H. Assistance with securing grant and capital funding.



- I. Additional services required by the Authorizer as are necessary or expedient for the improvement of teaching and learning at SPACE as agreed to from time to time between A+CSI and SPACE.

2. Term

Consultant shall provide services to SPACE pursuant to this Agreement for a term commencing on January 1, 2013 and ending on June 30, 2016. Payments for services to SPACE are \$30,000. A \$5,000 payment is due by July 30 and August 30, 2015, respectively. The remainder is due in increments \$ 2,000 per month from September 30, 2015 to June 30, 2016. Payment of all fees is subject to the granting of a charter to SPACE.

No fees are expected if the charter is not granted.

3. Place of Work

Consultant shall render services primarily at A+CSI's offices, but will, upon request, provide the services at SPACE or such other places as reasonably requested by SPACE as appropriate for the performance of particular services.

4. Time

A+CSI's daily schedule and hours worked under this Agreement on a given day shall generally be subject to A+CSI's discretion. SPACE relies upon A+CSI to devote sufficient time as is reasonably necessary in the performance of services pursuant to this Agreement. A+CSI will provide services in accordance with the education goals, curriculum, methods of pupil assessment, school calendar, school day schedule and age and grade range of pupils to be enrolled at SPACE as adopted by the Board of Trustees of SPACE (The "Board") and as provided for in the Charter and in the Application.

5. Payment

A+CSI will perform additional services for SPACE, if requested, for an additional negotiated fee. A+CSI shall bear all A+CSI expenses incurred in the performance of this Agreement.

6. Termination

- A. This Agreement may be terminated by SPACE as follows:
 - i. If A+CSI is unable to provide the consulting services by reason of temporarily or permanent illness, disability, incapacity or death.



ii. Breach or default by A+CSI or any other material obligation in this Agreement, which breach or default is not cured within five (5) days of written notice from SPACE.

iii. This Agreement will terminate upon SPACE's ceasing to be a part to a valid and binding charter with the Authorizer, provided however that this Agreement will continue to remain in effect until the Termination Date.

B. A+CSI may terminate this Agreement as follows:

Breach or default of any material obligation of SPACE, which breach or default is not cured within (5) days of written notice from A+CSI

7. Independent Contractor

A. A+CSI is not a division or any part of SPACE. SPACE is a body corporate and a government entity authorized under the code and is not a division or a part of A+CSI. Neither SPACE nor A+CSI will be considered an employee of SPACE by either party for any purpose whatsoever.

B. A+CSI will not have any role or relationship with SPACE that in effect substantially limits SPACE's ability to exercise its rights, including termination rights under this Agreement. The Board shall not include any director, officer or employee of A+CSI.

C. The parties acknowledge that this arrangement is not exclusive and that A+CSI has the right to render similar services to other persons or entities including public or private schools.

8. Controlling Law

This Agreement shall by and constructed in accordance with the law of the Washington D.C.

9. Headings

The headings in the Agreement are inserted for convenience only and shall not be used to define, limit or describe the scope of this Agreement or any of the obligations herein.

10. ARBITRATION

In case of a dispute over the terms and enforcement of this Agreement, the Parties agree to binding Arbitration with the American Arbitration Association, Washington, D.C.

11. Final Agreement

This Agreement constitutes the final understanding and agreement between the parties with respect to the subject matter hereof and supersedes all prior negotiations, understanding and agreements between the parties, whether written or oral. This Agreement may be amended, supplemented or changed only by an agreement in writing signed by both parties.



12. Notices

Any notice required to be given or otherwise given pursuant to this Agreement shall be in writing and shall be hand delivered, mailed by certified mail, return receipt requested or sent by recognized overnight courier service as follows:

If to Consultant:

A Plus Charter Solutions, Inc.
903 James Ridge Rd.
Bowie, MD 20721



Bowie, MD 20721

If to Company:
SPACE
Washington, DC

13. Severability

If any term of this Agreement is held by a court of competent jurisdiction to be invalid or unenforceable, then this Agreement, including all of the remaining terms, will remain in full force and effect as if such invalid or unenforceable term had never been included.

IN WITNESS WHEREOF, THIS agreement has been executed by the parties of the date first above written.

A Plus Charter Solutions, Inc.

By: _____

Iris Metts
President

By: _____

SPACE, Inc.
President /Board Chairman

Biographical Summary

Iris T. Metts, Ed.D.

Dr. Metts is president of A+ Charter Solutions, LLC., an education consulting firm assisting with the creation of more than fifty charter schools across the nation, creating a standard based early childhood programs, and developing digital learning programs and curriculum. A+ Choice has offered quality technical assistance and educational support from 2006 to 2011.

From 2004 to 2006, Dr. Metts served as the Chief Education Officer of Mosaica Education, Inc., a charter school management company. Her primary responsibility was to ensure standards of excellence are maintained as Mosaica expanded its program of quality public school choice nationally and internationally.

Dr. Metts served as Superintendent of Schools/Chief Executive Officer of Prince George's County Public Schools in Maryland, from 1999 to 2004. With 185 schools, over 15,000 employees, and approximately 132,000 students, Prince George's County Public Schools ranks as the nation's 17th largest school system.

Prior to coming to Prince George's County, Dr. Metts had been appointed by the Governor of Delaware to be the state's first Secretary of Education in 1997, and served in that post until 1999. During her tenure, she worked tirelessly to raise academic outcomes and to introduce cutting-edge strategies.

From 1990 to 1997, Dr. Metts served as Superintendent of Schools for the Christina School District of Newark, Delaware. There, she built a nationally recognized program, reforming school finances, launching a theme school program, and introducing computer labs in all schools in the district. In Christina, she instituted diversity training for all staff and crafted a five-year strategic plan to manage change and reform. Dr. Metts also expanded volunteer mentoring by reaching out to individuals from all segments of the community, including business and religious leaders.

Dr. Metts started her career in education in the Richmond Virginia Public school system in 1964. She served the Richmond School System for more than twenty years as a Physic and Mathematics teacher, High School Principal and Director of Education.

A graduate of Hampton University, Dr. Metts received her master's degree from The College of William and Mary and her doctorate from Virginia Polytechnic and State University. She has done post-doctoral work at Harvard University and has held leadership positions in many professional and community service organizations. Dr. Metts has received numerous awards for leadership and has been recognized for her community involvement efforts.

(b) Dr. Wafa Hassan (Arabic education expert)

Curriculum Vitae

Wafa Hassan (TO HELP SUPPORT ARABIC CURRICULUM)

College of Arts and Letters



Department of Linguistics & Germanic,
Slavic, Asian, and African Languages
Michigan State University
East Lansing, MI 48824
517-353-7870


hassanw@msu.edu

PROFESSIONAL EXPERIENCE

- Director of Outreach and K-12 Initiatives and Arabic faculty, Arabic Flagship Program, Michigan State University (2007-present)
- Director of STARTALK summer training program for teachers of Arabic (2007-present)
- Director of Education, International Saudi Academy, Alexandria, VA (2004-2007)
- Bilingual education teacher (Arabic/English), International Saudi Academy, Alexandria, VA (1998-2004)
- Educational Specialist, MAHARAT Center, Jeddah, Saudi Arabia, (1995-1998)
- High school teacher and academic counselor, Dammam, Saudi Arabia, (1986-1990)
- High school academic counselor, Safwa, Saudi Arabia, (1985-1986)

EDUCATION

Ed.D. in Bilingual Education, 2004

The George Washington University, Washington D.C

Dissertation: "Perceptions of Pre-service Teachers Regarding Inclusion of English Language Learners with Special Needs in General Education"

Committee: Salvatore Paratore, Amy Mazur, Jackson Morris, Catherine Keatley, and Anna Uhl-Chamot

M.A. in Education, 1993

The George Washington University, Washington D.C

M.A. paper: "Reading Management, Classroom and Clinique"

B.A. in Social Work, 1985

King Saud University, Riyadh, Saudi Arabia

PROFESSIONAL POSITIONS

- Invited Member of the Advisory Board, the National Capital Language Resource Center (2011-2014)
- Member of the Board of Directors, Center for Arabic Language and Culture, Chicago, IL (2012)
- Board Member, National Council of Less Commonly Taught Languages, Indiana University, (2012-2015)
- Invited Member of the National Advisory Board for the STARTALK Language Program, National Foreign Language Center, University of Maryland, MD (2009-2013)



- Member of the ACTFL Arabic Standards Task Force Review (2012)

GRANTS AND AWARDS

2012	STARTALK grant, summer teacher training program.	\$99,369
2011	STARTALK grant, summer teacher training program.	\$96,939
2010	STARTALK grant, summer teacher training program.	\$89,508
2009	STARTALK grant, summer teacher training program.	\$68,809
2008	STARTALK grant, summer teacher training program.	\$ 64,991
2007	STARTALK grant, summer teacher training program.	\$ 47,000
2010	MSU College of Arts and Letters Technology Support Award	\$2,000
2009	MSU College of Arts and Letters Community Outreach/creating Arabic Classroom Libraries	\$3,500

2012 Received a scholarship to one of my students from Qatar Foundation International with the amount of \$41,300 to complete her Arabic Teaching Major.

1990-2004 Full scholarship for outstanding academic performance for the Doctorate Degree Program of Study at The George Washington University, Washington DC

1993 Dean's List, the George Washington University, Washington DC.

1993 The Dean's Award of Achievement, The George Washington University

1992 Award of Extraordinary Teacher, the Reading Center, George Washington University, Washington DC,

1990-1992 Achievement Award, the Reading Center, George Washington University, Washington DC.

1990-1992 Scholarship for outstanding academic performance for the Master's Degree Program of Study at The George Washington University, Washington DC.

PUBLICATIONS

Books

2008 Inclusion of ELL in General Education, Saarbrücken: Verlag Dr. Müller.

2007 Arabic Translation of "The Essentials of Language Teaching: Online Resource Guide for Teachers of Arabic", NCLRC, Washington D.C.

2006 Arabic Standards for Foreign Language Learning in the 21st Century, Third Edition, Council on the Teaching of Foreign Languages (ACTFL).

Language Materials (potential Arabic text books)

2010. Modern Standard Arabic Online Course, Chicago Public Schools, Illinois Virtual University.



2010. Arabic Thematic-based Curriculum and instructional materials for Secondary Schools, in progress for

Papers

- In Progress. Parental Attitudes Toward Arabic Language Learning in U.S. Schools.
- In progress. The Advanced Arabic Secondary Curriculum.
- 2010. The Teachers We Need: Transforming World Language Education in the United States. White paper, Ingold & Wang College Park, MD: National Foreign Language Center.
- 1997. Together for a Bright Future: Dyslexia and Arabic Language Learning. MAHARAT Center, Jeddah, Saudi Arabia.

CONFERENCE PRESENTATIONS

Invited talks and workshops

October 2012	Modeling Lessons: The Learner Centered Classroom STARTALK Fall Conference, Atlanta, GA.
August 2012	Professional Development for Teachers of Arabic Missoula Public Schools, Montana
August 2012	"Teaching Arabic as a Foreign Language" Qatar Foundation International, Washington DC
August 2012	"Best Practices and Teaching Arabic as a Foreign Language" Huda School, Detroit, MI
October 2010	Developing Thematic Units for the Less Commonly Taught Languages University of Pennsylvania, Philadelphia
June 2010	Best Practices for Teaching Arabic Boston University, Boston, MA
July 2009	"Standards-Based Curriculum" Arabic Summer Teacher Training Program, New York University
June 2009	Using Authentic Materials and Technology in the Language Classroom The University of Chicago, Center for International Studies



May 2009 Teaching Arabic: Using the Target Language and its Challenges”
William Paterson University, NJ

February 2009 Strategies for Arabic Curriculum Development
Chicago Public Schools

October 2008 Using Authentic Materials in Teaching Arabic
STARTALK Annual Conference, Chicago

November 2008 High School Arabic Curriculum Development and Implementation
The American Council of Teaching Foreign Languages

October 2007 Keynote speaker at the Michigan Teachers of Speakers of Other Languages (MITESOL) conference. Ypsilanti, MI.

International Workshops,

November 2012 “Keeping the Students Engaged: K-12 Arabic as a Foreign Language”:
Near East South Asia Council of Overseas Schools (NESA)
Fall Training, Dubai, UAE November

October 2012 “Teaching Arabic as a Foreign Language”
American Community School, Doha, Qatar

December 2011 “Content Based Teaching and Performance Assessment”
two-day workshop for the overseas Flagship program, Alexandria
University, Egypt 2011

December 2011 “Content-Based Teaching for Advanced Arabic Classes”
University of Jordan, Amman

December 2010 Training teachers of Arabic, Casablanca American School,
Casablanca, Morocco

December 2009 Teacher training, Cairo American College, Cairo, Egypt

2010-2011-2012 Invited by the North East South Asia Council of American Overseas
Schools (NESA) Fall Training, to conduct workshop for teachers of
Arabic as a Foreign Language in the American Community School



of Abu Dhabi. 80 teachers attended the workshop from American schools all over the Middle East.

1998 Teacher training, Jeddah Schools, Saudi Arabia

CONFERENCE PRESENTATIONS

- November 2012 "Establishing a Standards-based Arabic Program: Meeting the needs of students", American Council on the Teaching of Foreign Languages, ACTFL, Philadelphia,
- November 2012 "Excel with Best Practices in Teaching Arabic!" American Council on the Teaching of Foreign Languages (ACTFL) Philadelphia,
- October 2012 "Flagship High School Curriculum, Results in Three Modes: Face to Face, Hybrid, and Online", the Language Flagship New York.
- November 2011 "Arabic K-16 Seamless Articulation! What the Field Needs!"
ACTFL 2011, Denver, CO
- November 2011 "Project ITALIC: Integrative Technology in Arabic Language". ACTFL 2011, Denver, CO
- November 2011 Arabic Teachers: What are their Professional Development Needs? STARTALK Program UMD. ACTFL, Denver, CO.
- November 2011 Establishing a Standards-Based Arabic Program: Meeting the Needs of Arabic Students. Co-presenting with Dr. Mohammed Eissa and Dr. Mahmoud Albatal, ACTFL, Denver, CO
- April 2011 "MSU Arabic Language Flagship Program, Creating Global Professionals", Central States Conference on Teaching Foreign Languages, Indianapolis, IN
- April 2011 "Differentiated Instruction in the Arabic Classroom", Central States Conference on Teaching Foreign Languages, Indianapolis, IN
- March 2011 "MSU Arabic Language Flagship Program: Creating Global Professionals", Northeast Conference on Teaching Foreign Languages, NECTFL Baltimore MD.
- March 2011 Differentiated Instruction in the Arabic Classroom. Northeast Conference on Teaching Foreign Languages, NECTFL Baltimore MD



December 2010	“Using Online Portfolio with Flagship students” MESA (Middle East Studies Association, Washington. D.C.
October 2010	“Differentiated Instruction in the Arabic World Language Class”, Chicago Public Schools, Chicago
August 2009	Arabic Practicum for Teachers of Critical Languages, American Councils for International Education, Washington DC
October 2009	Administrating and Coordinating Language Programs, TESOL
October 2008	Understanding Cultural Needs and Barriers Facing Arab, Middle Eastern Students Attending U.S. Colleges, Great Lakes Conference, Dearborn, MI
October 2008	presented two presentations at the MSU World Languages Day.
April 2007	conducted pre-conference workshop “Arabic Curriculum Development” Northeast Conference on the Teaching of Foreign Languages (NECTFL) 54th Meeting in New York.
November 2007	Progress Report on ALIF Arabic Flagship program, ACTFL Annual Meeting, San Antonio

PROFESSIONAL COMPETENCE: TEACHING

Michigan State University

- ARB 401 Advanced Arabic Reading and writing (FS12)
- ARB 490 (Current issues in the Middle East (in Arabic)
- ARB 490 Independent Study (SS11) and (FS11)
- IAH 211 The Middle East History, and Present (SS11)
- ARB 499 Senior Thesis research (FS10)
- ARB 361 Advanced Writing Strategies (FS08) (FS11)
- ARB362 Advanced Reading Strategies (SS08) (SS11)
- ARB 301 Third Year Arabic (FS10)
- ARB 351 Third Year Arabic (FS10)
- Arab 352 Third Year Arabic (SS10)



George Washington University

- CPED 6551 Second Language Instruction (Summer 2012)
Summer STARTALK Teacher Training Program 2007-2012

Conducted regional workshops to train teachers of Arabic to use the curriculum units and newly developed materials.

- 1- Brigham Young University, Utah (September 9-10, 2011)
- 2- Chicago Public Schools, Illinois, (June 23, 2011)
- 3- Star Academy, Dearborn, MI, (September 23, 24, 2011)
- 4- Detroit Public Schools, MI (January 8, 2011)

Consulting

- Chicago Public Schools: developed online Arabic course for high school, ITALIC Integrative Technology 2010-present
- Oakland County Schools, MI: developed a performance-based assessment based on ACTFL National Standards 2010-2011.
- Ohio State University: reviewed the Foreign Language Standards for World Languages Program, 2011.
- Georgetown University Press: reviewed a book proposal, *Teaching and Learning Arabic as a Foreign Language*.
- Trained to administer Oral proficiency tests, Center for Applied Linguistics, Washington, D.C.
- American Councils of International Education: Arabic assessment item standardization (2011)
- Abu Dhabi American Community School: Reviewed Arabic as a Foreign Language program curriculum and standards, observe teaching, and provided recommendations for program improvements (2010-present)
- Global Education Excellence, Ann Arbor, MI, Provided consultation on Arabic program materials development and study abroad student selection 2009-present
- Noor Art: Evaluating Arabic teaching materials "Al-Asās book series" (2011-present)
- Avant Assessment: Review standards for Arabic reading comprehension test items (ILR Levels 2, and 2+ (2010)



PROFESSIONAL DEVELOPMENT AND CERTIFICATIONS

- Attended a training workshop “Teaching Arabic Grammar in a Communicative Classroom” November, Michigan State University, 2012
- Attended the MSU Outreach Engagement meeting “ Building a Systematic Approach to Engaged Scholarship in Southeast Michigan and Detroit” in the meeting they handed a report on MSU activities in Detroit/Wayne Counties includes the activities I do in Detroit area in two area. 2011
- Completed three-week assessment course online, Center for Applied Linguistics, CAL, DC, July, 2010.
- Participated in the CIC Course-share on Webinar Training, April 2010.
- Attended a workshop on developing writing skills in the foreign language classroom, Northwestern University 2009
- Assessment workshop, training in conducting ACTFL, Oral Proficiency Interview, MSU, 2009
- STARTALK grant leadership workshop, in Elements for High-Quality Arabic and Chinese Languages Programs: Building the Infrastructure, College Park, MD 2007.
- Certificate of attendance the Annual Conventions and Expositions of the American Council on the Teaching of Foreign Languages, Nashville, TN 2006, Baltimore, MD 2005 - Philadelphia, PA 2004.
- Certificate of attendance a training course in preparing education leaders for accreditation quality assurance visits, Southern Association for Colleges and Schools (SACS) 2005 Williamsburg, VA. 2005
- Certificate of attendance the Annual Bilingual Special Education Conference, George Washington University, Washington DC 2003
- Certificate of Participation in the American University Teachers of English Speakers of Other Languages (TESOL) workshop “Meet Your Students” 2002
- Certificate of attendance the Annual Convention and Exposition of Teachers of English Speakers of Other Languages (TESOL) St. Louis, Missouri, 2001
- The Bilingual Education Professional Development Certificate, Understanding the Impact of Language Loss on Literacy for the CLD Child, George Washington University, Washington DC. 2001
- Virginia Teacher Certification with endorsement in Reading Specialists 1994
- National Association of State Directors of Teacher Education and Certification (NASDTEC) 1993
- National Counsel for Accreditation of Teacher Education (NCATE) 1993
- Certificate of Proficiency, Wechsler Intelligence Scale, Arabic/English 1993
- Certificate of Achievement in Reading Progress Management, George Washington University, Washington DC. 1992
- Professional Operational, Academic, and Staff Development, George Washington University, Washington DC. 1992



- The Reading Center, Arabic Program Certificate of Achievement, George Washington University, Washington DC. 1992
- Certificate of attendance a training course in Early Diagnosis and Early Intervention 1997.
- Certificate of attendance a training course in Touch Your Potential 1997.
- Certificate of attendance a training course in Special Education, Amman, Jordan. 1997
- Certificate in Educational Leadership, Ministry of Education, Saudi Arabia, 1988.
- Certificate of attendance a training course in computer programming and operating system 1988.

Conference and Event Organization

- Organized a speaker event, “The January 25th Revolution and its Repercussions on American-Egyptian Relations” Consul General, Ambassador, ‘Maged Abuulmaged, October 29, 2012
- Organized a workshop on “Teaching Arabic Grammar in a Communicative Classroom” November, Michigan State University, 2012
- Organized a speaker event, “Girls of Riyadh” Rajaa Alsanaa, 2010
- Organized a cultural event, “In-between” a play by Ibrahim Miari, 2010
- Organized a professional Development training on ACTFL Oral Proficiency Interview conducted by Dr. Al Osh for Arabic instructors, 2009.
- Organized, recruit, and co-presented one day Flagship Annual K-12 Teacher Training Seminar, MSU Kellogg Center titled “Using Authentic Materials and Technology in Arabic Language Teaching” forty five Arabic scholars and teachers attended from many states including New Mexico, Pennsylvania, Minnesota, Ohio, Indiana, and the city of Chicago. 2009
- Organized a two- day conference on “Action Research” Michigan State University, 2008

SERVICE TO MICHIGAN STATE UNIVERSITY

- member of the Academic Specialists Advisory Committee for the Provost (2008-2011)
- Serving on the Linguistics and Languages Department Advisory Committee (2009)
- Serving on the Michigan Test for Teacher Certification, 2008, 2009, 2010
- Search Committee member for Arabic tenure track position (2009-2011)
- Proposed Education Minor and Major in Arabic (2010) effective 2011
- Proposed Major Teacher Certification in Arabic (2010) effective 2011
- Help in advising Arabic language students (2007-present)
- Recruit students for the Arabic department from high schools in MI and neighboring states (2007-present)
- Supervised graduate assistants teaching and serving in the Arabic department (2007-present)
- Organized co-curricular activities and inviting speaker’s events. (2007-present)



- Visiting number of high schools to promote MSU, sometimes with MSU President and admission office representatives, the main goal of the school visits is to promote MSU (2007-present)
- Serve as a member of the review committee of the Critical Languages Study Program. Review applications and select final recipients of the scholarships. (2011-present)

Services to the Field

- Member of the task force for developing and reviewing the Arabic National Learning Standards ACTFL project, 2004 to present
- Reviewer of a proposal book titled "Teaching and Learning Arabic as a Foreign Language" Georgetown University Press, 2011
- Michigan Department of Education, reviewed and evaluated the Arabic Language Program for Wayne State University 2011
- MSU Extension office worked on providing cultural information for the president's office project with King Faisal University in Saudi Arabia. 2011
- Co-Reviewer of the Arabic Language Standard Assessment Measure of proficiency (STAMP) developed by the Center for Applied Linguistics and the National Capital Language Resource Center 2009

CURRICULAR INNOVATIONS

- Developed high school complete Arabic curriculum. The curriculum contains 32 thematic units proficiency levels Novice to Intermediate Low. It also includes a full teacher's guide. Currently is being used by over ninety schools nationwide.
- Developed advanced level of high school Arabic curriculum year 3 and 4. 2012
- Developed Arabic language activities to be used digitally on tablets and computers. 2012
- Developed Online Course for Teaching the Arabic levels 1 and 2 Illinois Virtual University, 2010-present
- Developed a Comprehensive Performance Based Arabic Assessment for Oakland County Schools, MI, 2011
- Developed extra interactive activities to support Alkittab 2 lessons.

(ii) SPACE Letters of support

Prof. LaDonna C. Love



February 9, 2013



DC Charter School Board
3333 14th St. NW Suite 210
Washington DC 20010

RE: IN SUPPORT OF SPACE ARABIC DC CHARTER SCHOOL

Dear DC Charter School Board:

As a native born Washingtonian and an educator in New York and DC, I am in strong support of the proposed Space Arabic DC Charter School. This institution would provide a dynamic dimension to the cultural and academic education of DC students.

Other cultures and languages (especially European and Asian) are already explored in DC curriculum. Knowledge of those nations is vital for understanding their role in international relations. However, there has been a void in the education of DC students as it relates to the history, language and political significance of Middle Eastern and African countries in the international arena. And we do a disservice to educational preparation of DC students if we do not immediately address that void.

DC youths are the pool from which we will draw future educators, entrepreneurs, diplomats and leaders, we need to thoroughly prepare them for success, and that preparation must include exposure to and knowledge of **global** influences. The Space Arabic DC Charter School is the missing piece of a global education. DC must not squander this opportunity.

I sincerely hope the Space Arabic DC Charter School will receive the favorable consideration it deserves. Unfortunately, I was not able to attend and testify at the public hearing on the application of SPACE Arabic DC Charter School. But, I am certain that I am only one of many who understand the importance of this opportunity for our young people. I promise to provide any support that SPACE may need during the preparation process leading to the opening of the school.

Yours sincerely,

LaDonna C. Love

Sharon T. Freeman, Ph.D.

November 9, 2013

President,
All American Small Business Exporters Association (AASBEA)
2300 M St, NW, Suite 800
Washington, DC 20037
Tel (202) 332-5137



District of Columbia Public Charter School Board:

Re: Letter of Support for SPACE

I would like to take this opportunity to strongly support the proposed Student Parent Center of Excellency (SPACE) founding board to establish the first Dual Arabic/English Language Immersion Program in the District of Columbia. I have worked extensively in Arabic speaking countries. I know firsthand about the importance of learning this language, which is quickly becoming a “need to know” language.

If Arabic is the fifth most commonly spoken native language in the world spoken by over 300 million native speakers and used as one of the official languages of the United Nations, the Arab League, and the African Union, it makes sense for the District of Columbia to work with SPACE to establish this charter school. It will not be difficult to operate an Arabic immersion school. The process is readily manageable given the successes of several immersion programs and the relevant experience of SPACE founders.

I wholeheartedly support this idea, since Arabic is on the U.S. government’s list of “critical languages.” And, while the language is spoken by hundreds of millions of people around the world, it is spoken by relatively small numbers of Americans. Arabic and English are also two of the six languages (with Spanish, French, and Russian being the other three) that are used by the United Nations for inter-governmental meetings and documents. Students in the District of Columbia who will attend SPACE will have a greater opportunity in acceptance into college, and Arabic will be of major personal and professional advantage to them.

Having worked with international organizations and businesses in the Washington, DC area, I am familiar with the demographics and economy of this region. I believe that a school with such an international focus will be well situated in Washington, DC, which is home to many federal government employees and business entrepreneurs involved in international trade and communications with the Arabic speaking countries and the Africa Union. SPACE program will better prepare our students to support and enhance Washington, DC’s role in a global economy.

As an International Development Economist who has worked with many international organizations since the mid-1970s I have a deep appreciation for the changing international dynamics that make this proposed initiative an imperative. I also serve as an Advisor to the Secretary of Commerce as an Advisor on trade policy affecting small and minority business and as an Advisor to the U.S. Trade Representative on the Africa Trade Advisory Committee. I previously served on the Advisory Boards of the U.S. Export Import Bank of the Small Business Administration. Collectively, my experience leads me to the conclusion that the proposed initiative is the right thing at the right time and I support it enthusiastically.

Sincerely,

Sharon T. Freeman, Ph.D.

President

All American Small Business Exporters Association (AASBEA)

2300 M St, NW, Suite 800



Wafa Hassan, ED, D

February 23, 2014

District of Columbia Charter School Board

Re: Letter of Support for establishing an Arabic Charter School

Members of the Board of DC Charter Schools:

I would like to take this opportunity to strongly support the proposed charter school to establish the first Arabic Language Immersion Program in the District of Columbia. As Arabic professor in one of the big universities in the nation and K-12 Outreach Director, I have worked in establishing Arabic programs in over ninety schools in the United States. I know firsthand about the importance of learning this language, which is quickly becoming a “need to know” language of the future and critical for the home land security needs.

My immediate work with schools as K-12 Outreach Director for Arabic that involves working with schools and teachers directly, establishing Arabic programs and training teachers of Arabic, I am certain and willing to provide all my expertise in making SPACE Arabic school program a successful model nationwide.

I am currently working with the top federally funded two programs, the language Flagship, and the STARTALK program, leading the nation in supporting teaching and learning Arabic and building capacity nationwide. Through the secondary Arabic curriculum that I developed, I know the necessity of establishing an early start of learning Arabic. The Arabic immersion charter school proposal provides a need for establishing a program model that can be followed and replicated throughout the US.

As the Board is aware, Arabic is an official language of over 20 countries with well over 300 million native speakers. More importantly, Arabic is the most critical language needed for the United States. Arabic is on the U.S. government’s list of “critical languages.” And, Arabic is also being used by the United Nations for inter-governmental meetings and documents. Early start of developing the students’ proficiency of mastering Arabic is no doubt will be of major personal and professional advantage to Washington, DC students and to the U.S.A.

As a graduate of the George Washington University, who lived in DC over 17 years, and having recently worked with many teachers and school in the District of Columbia, I am familiar with



the demographics and economy of DC. I believe that a school with such a critical need and an international focus will be well situated in DC, which is home to many federal government employees and business entrepreneurs involved in international trade and communications with Arabic countries and the Africa Union.

My International and National experience in the field of teaching and learning Arabic leads me to the conclusion that the proposed initiative is the right thing at the right time for young learners in America.

If you have any questions, please don't hesitate to contact me.

Sincerely,

Dr. Wafa Hassan
Director of Outreach and K-12 Initiatives
Arabic Flagship Program
STARTALK Program Director
Department of Linguistics & Languages
619 Red Cedar Rd. Wells Hall
Michigan State University
East Lansing, MI 48824-1027
Phone: (517) 353-7870
hassanw@msu.edu
www.arabicflagship.msu.edu



Brightwood Park United Methodist Church

744 Jefferson Street, NW

Washington, DC 20011

[REDACTED]

[REDACTED]

Pastor Gerald Elston, Sr.

February 21, 2014

District of Columbia Charter School Board

I enthusiastically support the proposal of SPACE Arabic D.C. Charter School. I am a product of the D.C. Public Schools, graduating in 1972, and a graduate of Georgetown University, Georgetown University Law Center, and the John Wesley Theological School. I have spent a 30 year career as an attorney for the Department of Justice, Civil Division, U.S. Marshals Service, and Department of Homeland Security, Transportation Security Administration. My ministry has been richly influenced by a cross-cultural immersion in South African and the peoples and cultures of Africa in our community and in my congregation.

These experiences convince me that we must provide our children an education that enables them to understand, engage, compete, and embrace the peoples, cultures, and languages of the Middle East and African cultures. SPACE Arabic D.C. Charter School will accomplish this by introducing this important learning at an early age.

SPACE Arabic D.C. Public Charter will give parents and students a choice that is not offered them in the District of Columbia. I understand the importance that choice plays in the new education system in the District of Columbia. One of my new African families who recently joined our church chose a Chinese immersion Charter School for their five year old son. If SPACE Arabic D.C. Public Charter School was available to them, they would have had yet another choice for their son's education.

This new school will allow our students to compete in every aspect of the new global economy in a way that most of our traditional schools have failed them. From my experiences, the Arabic language plays a role in the employment setting. In the law enforcement arena, the Federal Bureau of Investigations and other law enforcement agencies are seeking applicants with the ability to speak foreign languages, including Arabic. When I served as a Chaplain Intern and Residence at the Washington Hospital Center, interpreters were sought who could speak Arabic



so that the patient can understand the care received and the doctor can understand the patient's requests for medical assistance and consent.

Most importantly, SPACE Arabic Public Charter School will help teach the children of the District of Columbia the interconnectedness of our children to the peoples and cultures of the Middle East and Africa cultures and that they belong to a community beyond their families or neighborhoods. Traditional education and most Charter Schools fail to teach that we all belong to one community.

I urge you to approve the proposal of SPACE Arabic D.C. Charter School. Please contact me if I can provide you with any further information and assistance.

Sincerely,

Gerald L. Elston

Pastor

Dr Sulayman Nyanga
Howard University
College of Arts and Sciences
Department of African Studies

Washington, DC

LETTER OF SUPPORT FOR THE PROPOSED SPACE PUBLIC CHARTER SCHOOL



January 6, 2014

District of Columbia
Public Charter School Board
Washington, DC

As a professor and former chairman of the African Studies Department at Howard University in Washington, D.C and a former deputy ambassador and head of chancery of the Gambia Embassy in Jeddah, Saudi Arabia, I strongly support Student Parent Center of Excellency (SPACE) vision and proposal to start the first Arabic public charter school in our nation's capital. I have lived in Washington, DC area for more than 25 years, I have served as consultant to several national and international agencies and on the boards of the African Studies Association, I know the doors that can open when a student has an opportunity to learn an international language at a young age. As a scholar, I am enthusiastic about the proposed initiative and I know it is important to children in DC to learn a language that is strategic to US foreign interests and of the United Nations (UN). I am willing to offer my full support and I hope to be an active volunteer once the charter is granted.

I will offer my professional expertise to SPACE Board to assist them in whatever way they may need. I can speak and write Arabic and I can assist in the recruitment of teachers, and other staff. In today's global village, and in our national's capital, an Arabic charter school is well suited and I know it will get the support of many international organizations to ensure its success. I would like my grandchildren to attend SPACE. Many minority students especially those from low income families, have missed out on opportunities of working with state department and other international groups that focus on the Middle East because of language barriers; Arabic has become one of the major languages in the global economy today and in the future, therefore SPACE will give DC children the opportunity and tools to become global leaders of tomorrow.

I have read through the proposal outline, and I have already introduced the idea of SPACE to my colleagues and I know many will provide their support.

Sincerely,

Professor Sulayman Nyang
Former Chairman, African Studies - Howard University, Washington, DC

MARK KREITMAN

[REDACTED]

February 16, 2014

DC Charter School Board
3333 14th St. NW Suite 210
Washington DC 20010



RE: IN SUPPORT OF THE PROPOSED SPACE ARABIC DC CHARTER SCHOOL

Dear DC Charter School Board,

As a former Adjunct Law Professor at Howard and George-town Law Schools and Supervisor of young law graduates at two Federal Agencies, I believe strongly that the teaching of Arabic to students at DC public schools will both inspire and positively influence them in exceptional terms. The proposed school being a public charter school will likely attract donors to invest in it as well the federal government such as the State Department and other institutions.

Of course learning a new language is stimulating and exciting, particularly when the language is internationally significant and the result of history and development of cultures revolutionary to human civilization. Introduction to and familiarity with the Arabic language introduces children to sophisticated world understanding and appreciation sadly too limited in today's prevalent self-absorbed views.

Moreover, I believe that the creation, status and qualities of America require that we expose and educate our children to the greatness and history of foreign lands, civilizations, ethnicities and societies. Exposure to and learning their language is, I believe, the most effective method to achieve this aim.

As a board member, I would like to make certain to the DC Charter School Board that I will do whatever it takes to utilize my network and expertise to make the school successful academically, governance and financially.

Thank you for the work that you do, to support the education of DC children.

Sincerely,

Mark Kreitman

