

2010 PUBLIC CHARTER SCHOOL APPLICATION

**DISTRICT OF COLUMBIA
PUBLIC CHARTER SCHOOL BOARD**

February 1, 2010

**THE BERTHA B. WILLIAMS ACADEMY
PUBLIC CHARTER SCHOOL**

“Nurturing Young Minds and Bodies”



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<http://www.bbvacademy.org>

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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 BERTHA B. WILLIAMS ACADEMY SCHOOL **PUBLIC CHARTER**

Name of Entity Applying for Charter Status VISTA VISION 2000

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Name of Person Authorized to Negotiate DR. LOIS S. WILLIAMS

(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 AUGUST 2011 Proposed Year One Budget 2011-2012

Start Up Information

First-Year Enrollment: From age/grade 4/PREK to age/grade 7/GRADE 2 Number of students 150

Year Five Enrollment: From age/grade 4/PREK to age/grade 11/GRADE 6 Number of students 350

Location of school (address or area of city) 1720 MINNESOTA AVE. SE

Names of Organizations Involved in Planning (if applicable):

N/A

WASHINGTON, DC
20020

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

Type of Application (Check One)

Conversion of an Existing Public School Conversion of an Existing Private School

New Public Charter School

If conversion, name the school being converted: N/A

Do you wish to retain the existing school site? Yes No N/A

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? (A document explaining public charter school LEA status is available upon request.) Yes No

Executive Summary

Mission: The mission of the Bertha B. Williams Academy Public Charter School is to ensure that enrolled students achieve steady growth in academics and character development through a personalized student education program delivered in a safe and child centered environment free of violence, drugs, and fear.

Philosophy: The educational philosophy of the Bertha B. Williams Academy (BBW) Public Charter School is that each child is recognized as a unique individual with individual interests, abilities, and needs. BBW intends to develop responsible, productive, and civic-minded youth by inspiring them to acquire the academic and social skills they will need to contribute to making the world a better place for self and others. We believe children, though they have a diverse range of abilities, can achieve a world-class education if given the opportunity.

Educational Goals: The Bertha B. Williams Academy Public Charter School will focus primarily on the essential skills of reading and math so children can achieve mastery upon which further learning will be built. The Academy will promote academic rigor so students achieve success in middle and high school. The Academy will establish a nurturing culture and close relationships among teachers, parents, and the community. Student achievement will be built on three core principles: (1) a challenging reading and math curriculum supported by researched and promising practices and theory, (2) a focus on assessment; and, (3) a constant encouraging culture of parental and community engagement. The Academy will prepare an individualized learning menu for all its students. Unique to the BBW design, a main characteristic is an assessment system designed for identifying a prescriptive program for each learner. The Academy's innovative educational approach will ensure that students historically considered "not capable" or "underachievers" will reach a level of knowledge that is currently considered reachable only by a few gifted and talented students.

Population: In its first year, BBW will begin with grades pre-kindergarten to grade 2, with no more than 150 students. The grade range and total number of students will increase in five years to reach 350 in grades pre-K to 6.

Teaching Principles. The cornerstone of our teaching philosophy is a firm belief that all children are able to learn complex, abstract concepts at an early age and build on them as they mature.

The Academy will be a place where all children can reach high educational standards. We recognize that children do not learn in the same way, in the same time, or at the same pace, and the Academy will create instructional plans to respond to those individual differences. Students will be exposed to a well-integrated, highly enriched program to ensure the continual development of their academic and social abilities. Though the primary focus will be reading and mathematics, other core subject areas are language arts, science, and social studies. Art, music, foreign language, technology, physical education, health, and character education will be included in the curriculum. As Dr. Martin Luther King, Jr.

wrote, “Intelligence plus character – that is the goal of true education.”

Teaching methods will embrace the seven forms of intelligence identified by Howard Gardner: linguistic, musical, logical-mathematical, spatial, body-kinesthetic, intra-personal and interpersonal. Student progress will be measured using normative and criterion based standardized assessments, as well as other forms of internal measurements to ensure that the school is achieving its academic goals. These assessments, augmented by involvement of the parents and students themselves in the assessment process, will identify learner achievements and needs so that planned instruction will result in meeting or exceeding each child’s projected outcomes.

Capacity: The founding group consists of 11 members from the community (parents, businesspeople, and educators.) Founding group members are highly qualified professionals in their fields and are fully motivated and committed to the development of the Academy. Founders are experienced in all facets of public education: business, finance, quality systems management, marketing, research, and planning. The founders fully support the school’s mission, are dedicated to its success, have strong ties to Ward 8, and are decidedly willing to use these relationships to promote and ensure the viability of the Bertha B. Williams Academy Public Charter School. The founders share a determination to educate the children in Ward 8, to help overcome the struggles of disadvantaged youth and their families with receiving a quality education. The attached resumes and letters of interest show sincere commitment, an impressive array of experience, an abundance of governance skills, and broad contacts in Washington, DC, citywide to support this worthy project.

Community Need: The children of DC’s Ward 8 live in the ward with the highest rate of crime, poverty, and single teen mothers. Widespread student absenteeism, disruptive behavior, and a 50% high school graduation rate exists in the DC public schools. The founders of BBW surveyed over 100 parents of young Ward 8 children, and the biggest fear of the parents we surveyed was that their children would be labeled low performers. The parents’ greatest hope was that BBW would build a foundation of learning and academic achievement that would serve their children well for their entire lives.

The Bertha B. Williams Academy Public Charter School will be a strong and effective addition to the educational services provided to the children and families of the Ward 8 community. The Academy will significantly increase reading and math skills, develop the whole child academically and socially, instill the values of good character and community service, and prepare students for achievement in their personal lives and as kind and compassionate citizens.

A. Educational Plan

1. Mission and Purposes of the Proposed Public Charter School

The Educational Needs of the Target Student Population:

Grade Levels: The Bertha B. Williams (BBW) Public Charter School Academy will serve grades pre-kindergarten through grade six. Student recruitment for Year One will be for fifty students each in grades pre-kindergarten and kindergarten, and twenty-five students each in grades 1 and 2. The projected total enrollment for Year One will be one hundred fifty (150). For Years Two through Five, a new pre-kindergarten class of fifty (50) will be added and year one grades will advance to the next level yielding an enrollment of 350 by Year Five.

Year One	Year Two	Year Three	Year Four	Year Five
Pre-K (50)	Pre K (50)	Pre K (50)	Pre K (50)	Pre K (50)
K (50)				
Gr. 1 (25)	Gr. 1 (50)	Gr. 1 (50)	Gr. 1 (50)	Gr. 1 (50)
Gr. 2 (25)	Gr. 2 (25)	Gr. 2 (50)	Gr. 2 (50)	Gr. 2 (50)
	Gr. 3 (25)	Gr. 3 (25)	Gr. 3 (50)	Gr. 3 (50)
		Gr. 4 (25)	Gr. 4 (25)	Gr. 4 (50)
			Gr. 5 (25)	Gr. 5 (25)
				Gr. 6 (25)
150	200	250	300	350 (progressive enrollment)

The Bertha B. Williams Academy Public Charter School will be located in Ward 8 of the District of Columbia, and will serve 150 to 350 students in pre-kindergarten through 6th grade as noted above. Starting with children in grades pre-K through grade 2, the school selects to focus on young children due to significant data that purports that the quantity and quality of early learning exerts profound effects on later academic aptitude and attitude. Essentially, the beginning stages of development are a critical time for building a strong foundation for long-term educational success.

Characteristics of Prospective Students: Ward 8 was selected for this charter school because of the concerns of parents and community leaders to have a charter school that addresses the special and uniquely diverse learning needs of their children. The parents and community leaders with whom we spoke expressed the desire that their children become motivated and inspired to attain high educational goals while also growing into caring and compassionate people who serve their community as responsible and dedicated citizens.

Existing statistics and the statistical future that is currently outlined for the youth of Ward 8 are disturbing. With only 12% of the city's total population, Ward 8 has:

- The highest rate of teen mothers under the age of 18 years (29%)
- The highest rate of children receiving welfare (29%)

- The largest number of children receiving food stamps (28%)
- The most children receiving Medicaid (20%).¹

¹ DC Kids Count, 2008 Report, P. 58, referencing June 2008 data.

Further, almost 500,000 DC residents 16 years or older (an estimated 36%) function at the lowest level of literacy. According to The State of Adult Literacy Report, the lowest literate adults live in Wards 5, 7 and 8. The children of Ward 8 are routinely described as unlikely to excel academically. This is due to a comparative view by “analysts” that Ward 8 children cannot achieve on par with students in other wards due to environmental and family deprivation factors.

However, we purport that children that attend and graduate from the BBW Academy will be prepared and able to compete in both local and national academic arenas. Interactions between parents and their children during early years presumably establish dispositions and attitudes toward learning that will last a lifetime. The Academy seeks to guide parent/child-learning interactions.

BBW will engage and structure the involvement of parents in the instructional treatment of their children to break the generational cycle of low skills development by raising the placement of education for their children high in family goals. The Academy intends to build and maintain the highest values for learning and formal education. We believe that parent/child ownership of unwavering value for learning and overall self-development is basic to sustained commitment for continuous learning and the long-term pursuit of formal education.

We stress that the BBW program focused on excellence in reading and math enriched by technology, structured parental involvement, continual assessment and recognition of learner progress is the prescription to develop a mind set and determination for knowledge advancement, subject area mastery, and sustained value for education. As value of learning is grounded during the BBW early childhood instructional treatment, graduates will be prepared to and capable of succeeding at further levels of schooling. We believe that parents who choose the Academy program and philosophy will acknowledge that premise.

During interview intake, parents will be asked to commit to assisting their child with homework in the school technology/homework lab for at least one hour at least three times each week. A letter of agreement will be given to document this partnership arrangement. Teachers will be available to provide (as necessary) tips on homework assistance. As the year progresses, teacher involvement with this task will decrease as parent skills increase.

Although optional, parents will be invited to attend a monthly half-day Saturday morning class that teaches parents how to help their child at home with study and with social challenges. The relationship between the home and school will be promoted through the Saturday School Team Teaching Program and through home teaching visits with a disabled parent or grandparent. A crucial objective for this partnership is the early identification and diagnosis of potential learning problems. A battery of evaluation instruments will be developed for this purpose. Research

suggests that a program for parent involvement helps parents become more accepting of their children, more aware of their needs, and more competent in their interactions with their children. Prepared parents are known to begin using appropriate teaching techniques, using positive motivation to reinforce and accomplish assigned tasks. The Saturday School intends to illustrate that the home and the school can be effective partners in learning. In addition, as a component of the Saturday School, the Academy will also offer an adult GED preparation program for individuals interested in advancing their education

The BBW progressive instructional approach will include continual student progress assessment for the purpose of re-designing learning prescriptions as necessary. The goal is mastery in all curriculum subject areas. We believe that the holistic academic curriculum and school culture will propel students to higher learning success, steady academic growth and self-empowerment. Ultimately, as the children in Ward 8 excel, they will be the generation to reverse and underpin positive change in Ward statistics.

The leadership of the BBW Academy Public Charter School is charged with being a catalyst for change in Ward 8. However, although Academy leadership anticipates its students will be Ward 8 residents, any child residing in the District of Columbia may apply.

The Educational Needs of Our Prospective Students: The population of Ward 8 is majority African American. Prospective students will likely be from homes of high poverty based on the socio-demographics of Ward 8. Poverty and other socio-cultural and economic issues in this Ward may impact student school readiness. Many enrollees will need special education due to learning challenges and needs to address physical disabilities; medical, dental and counseling services will be needed to overcome disruptive physical ailments, emotional crises, and nutritional deficiencies. With this in mind, in our first year we plan to serve pre-K through grade 2, some of the youngest members of the community. We will provide a structured yet nurturing school culture, which will include tutoring, mentoring, character education, social skills development, and an engaging multi-faceted curriculum with materials to activate a desire to learn. Above all, we will ensure a safe and friendly place for students to develop a strong sense of self-worth, and develop confidence in their ability to learn, paired with determination and an optimistic view of the future that will propel students to service greater than self.

The Special and Promising Ways Our School Will Meet Student Needs:

1. The Personalized Student Education Program: Each student will come with academic strengths and weaknesses. We believe that true academic success can only occur when students' academic readiness and potential is known and a prescriptive plan for growth is implemented. The salient feature of The Bertha B. Williams Academy Public Charter School is that each student will receive an individualized prescriptive education program that will be specific to address his or her unique learning needs. We plan to take traditional differentiation to the next level. Not only will our classroom teachers become masters of differentiation by

tailoring lessons to meet the needs of all children, but we will also address student needs by grouping by academic skill reaching beyond grade level. This method of differentiation will allow remediation and enrichment to occur outside the boundaries of a student's specific class and grade, and instead will gather students by the standard and skill they need to acquire.

Starting at pre-kindergarten at a critically formative period in their lives, each student will have a Personalized Student Education Program developed in consultation with members of the school's faculty and the child's parents/guardians. Each student will be assessed in a holistic manner. The assessment will employ data gathered from the assessment materials described in Part D ("The Mission Accomplishment Plan"), and a teacher/parent/student conference. Included also will be parent/guardian anecdotal narratives, observations at play and at task, student interview responses, and health reports. After studying the data, the teacher/parent/counselor team will write a Personalized Student Education Program that contains goals and objectives to address the strengths and challenges of the child, thus ensuring academic, developmental, and emotional growth for the student.

Once a student's competencies and learning needs are identified and the Personalized Student Education Program for that child has been developed, specific instructional strategies for all aspects of the child's education will be outlined in detail. Each Personalized Student Education Program is the "road map" by which the instructional team will design lessons and teaching strategies tailored to the learning needs of the child.

In the Academy, students will have a unique daily schedule that provides the differentiated instruction they need to grow at their individual pace. Similarly, teachers will not be first or second grade teachers per se, but rather they also will have a varied schedule. During one class period the teachers may teach fourth grade math to students learning at that level and during another period they are instructing students in first grade reading.

2. Low Teacher/Student Ratio: The school intends to keep the pupil-to-teacher ratio to no more than 15:1. Currently, the DC Public Schools pupil-to-teacher ratios range from 20:1 and 25:1. The Bertha B. Williams Academy Public Charter School represents an improvement of 25 – 40%.

Many studies have shown that if there is a "magic bullet" that increases pupil learning, it is reducing class size, particularly in the early grades. As Alex Molnar of the University of Wisconsin recently concluded, "There is no longer any argument about whether or not reducing class size in the primary grades increases student achievement. The evidence is quite clear that it does." Controlled studies from Tennessee, Milwaukee and elsewhere show that children who are in smaller classes score significantly higher in reading and math. The Tennessee class-size research, STAR, reveals that children in all socio-economic groups benefit from being placed in smaller classes. The benefits of class size reduction in the early grades will last throughout a student's educational career. The STAR research shows that students who have been placed in small classes in grades K-3 continue to outperform others

right through high school, with higher graduation rates, higher grade point averages, and a greater likelihood to be headed toward college. Smaller classes allow the teachers to spend more time on instruction and less on classroom discipline. Reduced class size enhances the communication between parents and teachers. Researchers have noted that parents with children in smaller classes continue to follow-up with their teachers more frequently. The quality and quantity of teaching will be fundamentally enhanced because smaller classes will allow teachers to give more individualized attention to each student and they utilize small group instruction more effectively.

3. The Family Center: A family-center will be set up in the school to ensure that all families and community members can participate and feel welcome. "Successful family-centers strengthen school-family-community relationships and that in turn results in improved pupil learning." (Parent Centers: Four Case Studies by Vivian Johnson, education professor at Boston University.) A family center will provide parents and community members with a room or space set aside for their own use at the school to facilitate communication and networking between families and the school. This center will facilitate on-going parent-teacher conferences, a library for parents on teaching and parenting, and a location for parent and community members to work on school related projects. It will be a place to train classroom and school volunteers, to reach out to families through telephone calls and newsletters, to conduct parent and family workshops linked to school goals, and to identify strategies for fund-raising to support school activities.

4. Parent Involvement: The Bertha B. Williams Academy Public Charter School intends to provide an educational program that provides parents an unprecedented opportunity for hands-on involvement in the operation of their children's school. The school is setting a goal of parental and community involvement to at least equal 10% of the total annual instructional hours.

5. Parent and Community Supported Electives: The Bertha B. Williams Academy Public Charter School enrichment classes will be taught by both teachers/staff, parents and community members.

The parent and community-supported elective classes will be based on the talents and experiences of the parents and community. The adults of Ward 8 have an incredible collection of interests, with expertise in African music and dance, yoga, martial arts, clothing design and manufacture, cooking, musical instruments, crafts, and other hobbies or collections of interest.

Additional offerings might be elective classes in building a toolbox, sculpture, tap dance, mask-making, flower-pressing, building a computer, writing poetry, conducting science experiments, playing chess, and fixing bicycles. Also, during the course of the year, electives will be offered in independent study, typing, art, music, drama, health and self-care, personal relationships, computer skills enhancement, student body governance, and an athletics program that builds sportsmanship and

teamwork. The athletics program will offer soccer in the fall, basketball in the winter, both softball and track in the spring, camping in the summer, and swimming year-round. A variety of all these sports will be offered in the summer. If tennis courts are available, tennis will be built into the schedule.

The Bertha B. Williams Academy Public Charter School will provide classes in ethics, teaching students the elements of strong character and will require weekly volunteer activities. The school will provide a Spanish language class, and may offer a Chinese language class as an elective.

Academy teachers will also offer enrichment classes. These electives will be based on the personal interests of the faculty, which will be determined during the interview process. It is important that students know their teachers both as academicians and also as people with non-academic hobbies and interests.

Scheduled into the extended school day, students may meet with the parents or community leaders to share information and/or work together on their interests. Although the talents and backgrounds of the parents, community members and teachers will determine the overall menu of offerings, grants will be written to fund components of the electives program that imports college students from DC-area universities to share their talents with the students of this school.

Teachers will guide students in selecting electives. If a student's academic progress is steady, if his or her homework is completed on time, and if school behavior is appropriate, then the student will be permitted to attend the scheduled elective. If the student's performance is less than satisfactory, the student will be assigned to study assistance to work on those elements requiring improvement in lieu of and prior to participation in an elective.

The Bertha B. Williams Academy Public Charter School electives program will motivate and inspire students mentally, socially and developmentally by offering high-interest options that expand classroom learning for a broader taste of the real world and the building of healthy patterns for a well rounded and rewarding life.

A mentoring and tutoring program will be established at the Academy. College students from the local area will be recruited to serve in the charter school's mentoring and tutoring program. College students will also serve as paid mentors and tutors through a grant-funded program provided through our fundraising efforts.

6. Extended School Day: The school will be open from 7:00 a.m. until 6:00 p.m. so parents who must be at work early, or stay late, know their child will be in a safe educational environment during the parent's workday. The school will conduct its educational program throughout the length of this 11-hour day so that students' will be involved in meaningful educational classes, activities and projects during this entire time.

7. Year Round School Program: The school will schedule a year round school program so that learning is continuous throughout the year. The school will offer its educational program in a 230-day school year, with a two-week vacation in both July and December. Through creative staffing and volunteer support, quality programs and instruction will be provided during this extended school year.

8. Character Education and Leadership Development: Our country is suffering from a character and leadership deficit. Students need to learn the elements of good character and leadership, and the value of having and developing these traits. Students also need to be taught to show kindness and compassion to each other. In addition, students need to be taught how to serve a cause greater than self. The school will provide a character and leadership education program that educates students in these qualities, and requires class and individual volunteerism in the home and community.

The Relationship Between the School's Student Population and Ward 8: The relationship between The Bertha B. Williams Academy Public Charter School students and Ward 8 will be strong because the founding board is composed of a number of influential community and business leaders, and the school will attract most of its students from Ward 8. The school will become a source of community pride because of the values being taught, and because of the academic and social progress of its students. Teachers will guide all students into volunteer projects as a class, so students learn to work cooperatively, to help their neighbors and to serve a cause greater than self. BBW will maintain an extended school day to support working parents who may otherwise rely on non-educational childcare or settle for having latchkey children. These are the many ways the students of The Bertha B. Williams Academy Public Charter School will relate to the area in which they reside and attend school.

The Rationale for Our School's Proposed Enrollment Level in 2011-12: The founding group proposes an initial student population of pre-kindergarten through 2nd grade because students in the early stages of learning are more susceptible to establishing healthy learning behaviors. This important early learning period is key to the development of skills and concept mastery prerequisite for higher learning and schooling success. The age offers the most promising stage for developing persistence, achievement motivation, and interest in learning. Research supports that all children are genetically capable of degrees of education but early intervention is key to establishing a foundation on which to build progressive cognition.

Expectations for the Development of Our School to its Full Capacity and Potential: Initial plans are that the school will grow to 350 students over the course of five years and expand from pre-kindergarten to grade 6. The BBW seeks to emerge as a model school for the highly successful development of the whole child who is equipped to succeed academically long term even though entry was compounded with multiple challenges and needs.

The Impact of Our School on the Existing Community and Neighborhood Schools: Our school's impact will be a positive and welcome influence for the betterment of the residents of Ward 8. The Bertha B. Williams Academy Public Charter School will provide a safe educational environment that educates the whole child, supports working parents with the extended day program and extended school year, and welcomes parent and community participation.

According to the DC charter school website, there are ninety-eight (98) charter schools in the district. Of the ninety-eight, nine (9) are in Ward 8 with combinations of grades pre-K through 12th grade. However, the BBW Academy would be the only Ward 8 charter school enrolling students on the continuum of pre-K through 6th grade. This grade organization was favorably received by the parents surveyed. The public schools in Ward 8 with a grade range such as BBW is proposing are among the low performing schools in the city. The impact of the BBW Academy would therefore be a new and carefully planned academic school option for Ward 8 families. The extended day and extended year program would also provide a safe contained environment for youth to benefit from extended learning opportunities, and to participate in planned activities for leisure and social skills development. Our school will provide an attractive alternative for parents seeking a higher level of education for their children, satisfying their best expectations. It is our belief that the BBW Academy will demonstrate an advanced model of school reform that can be used to improve educational services to students in Ward 8, and throughout DC.

The Rationale for Choosing Ward 8 for Our Location: DC's Ward 8 was chosen for the site of our school because Ward 8 is among the most afflicted communities in Washington, DC. We believe that our school will provide a high quality educational program that will prepare students for a better life. Ward 8 has the highest rates in the city for crime, children living in poverty, and single teen-aged mothers. Our founding group has a desire to help those that are in most need. After reviewing the DC data, Ward 8 was selected because we believe we can do the most good for the most in need.

Mission Statement: The mission of the Bertha B. Williams Academy Public Charter School is to ensure that enrolled students achieve steady growth in academics and character development through a personalized student education program delivered in a safe and child centered environment free of violence, drugs, and fear.

Philosophy Statement: The philosophy of our school is that all children can exceed minimally required standards when supported with high expectations in a safe, nurturing environment. Rigorous academic education and personal development is the core of the BBW Academy program.

The Bertha B. Williams Academy Public Charter School will provide a continual prescriptive academic program ensuring that all students develop the essential knowledge and personal skills necessary for success in the 21st Century's global community. All students will receive a personalized learner-centered curriculum and will be taught to use technology to acquire, organize, and communicate information to solve problems. Instruction will be research-based and accompanied with frequent

evaluation. Teacher development will be on-going. Special emphasis will be given to the projected yearly progress of each student.

The BBW Academy will not be designed as a standard classroom where the teacher lectures and students listen, as this is not a situation to improve minds. Teaching any skill should consist of a prepared teacher demonstrating correct performance and providing students with ample guided practice. Doing is an important part of learning. Every student will be regarded as a unique, valuable, and vital member of the school community and will be central to all learning activities. Cooperation with area universities will result in an effective tutorial program. Individual attention in the form of one-on-one tutorials and individualized learning goals is a key to motivating and advancing our students.

The Bertha B. Williams Academy Public Charter School will serve a significant influence in the life and culture of the Ward 8 community. Students will be guided toward becoming good and productive citizens participating responsibly and passionately in the life of their community. The school will provide a focal point for individuals of all ages to gather, providing continuity and shared experiences among the generations. The school will serve as a strong thread weaving the community together and becoming part of the tapestry of community renewal, fulfilling the hopes and dreams for a better quality of life for youth and families.

The Educational Focus is Reading Literacy and Math Literacy: The Bertha B. Williams Academy Public Charter School will focus primarily on improving student abilities in reading and math. Each student's Personalized Student Education Program will identify the reading and math skills each student is to acquire, and will also prescribe the educational pathway toward concept mastery by identifying strategies and materials, as well as interventions as necessary. The school's staff will receive professional in-services on student assessment theory and practice so teachers can assure that daily instruction provides measured progress that improves student skills toward reading and math proficiency. The intention of the school is to have every child proficient in reading and mathematics at his or her grade level every year.

As the charts below describe, state scores on the DC-CAS indicate that elementary school students are not doing well in reading or math. More than half of all students are performing below proficiency in both subjects. There is a definite and urgent need to teach students the reading and math skills they need to not only perform well on the DC-CAS, but to also improve their skills for continued learning and to broaden employment possibilities for a productive and fulfilling life.

State Elementary School Reading Scores: 2009 ²

Year	# In Group	# Tested	% Tested	%BB	%Basic	%Prof	%Adv
2009	18,654	18,348	98.36%	13.16%	39.33%	41.35%	6.16%
2008	19,035	18,580	97.61%	14.41%	40.34%	39.54%	5.71%

State Elementary School Math Scores, 2009 ²

Year	# In Group	# Tested	% Tested	%BB	%Basic	%Prof	%Adv
2009	18,654	18,446	98.88%	18.00%	36.36%	33.12%	12.52%
2008	19,035	18,574	97.58%	21.68%	37.83%	30.01%	10.48%

² http://www.nclb.osse.dc.gov/dccas_reportcards.asp

Student Groupings: The Academy expects to have students in several specialized areas: Special Education, English Language Learners (ELL), and Title I. The school is eager to educate these students as required by law, and to progress them academically and socially as rapidly as possible. The details of these programs are discussed below, in the sections reserved for them. Another specialized group is the very young learners in pre-kindergarten and kindergarten. The Academy recognizes that these 4 and 5-year olds require a unique set of learning experiences and specially trained teachers and staff. Another specialized group is the Gifted and Talented students who will also receive learning services to accommodate their abilities with challenges that expedite their academic and social development.

Special Education Services: The Bertha B. Williams Academy Public Charter School will provide exceptional special education services to every child in accordance with federal and district laws and regulations for children with disabilities regardless of type or severity of disabling condition. If certain types and degrees of handicapping conditions are outside the school's current capabilities, detailed contingency plans for obtaining services in a timely manner that comply with laws will be in place to serve the students.

Students requiring special services will receive those services through a trained and responsive staff. One of the founding members has served as the Special Education Director in two school districts, so the expertise to guarantee the full delivery of services and a high quality special education program for all alter-abled children is fully achievable.

Every child in the special education program is required to have an Individual Education Plan that specifically states the child's educational needs or goals, the activities and methods that will be used to achieve the desired outcomes. All legal protocols will be followed, such as parent notification, required focus group meetings, the establishment of the Individual Education Plan with a timeline, and the amount of instructional time dedicated to the child's education.

Depending on the needs of the child, various services may need to be acquired. These might include hearing or vision specialists, behavior modification, physical therapy, occupational therapy, etc. In all instances, the Individual Education Plan will need to be periodically reviewed by a licensed school specialist as required by law for appropriate methodology and possible improvement to better serve the child. The

program is discussed in depth below.

English Language Learner Students: ELL students will be assessed for their English language proficiency and will receive instruction based on their abilities and their need for English language development. A trained ELL teacher will instruct these students as needed, and will also work with other faculty and staff members on providing the prescriptive support these students and their families may require. This program is also discussed in depth below.

Title I Students: Title I students will also receive the services mandated by the federal government. Teachers and instructional support staff will receive the professional training they need to serve these children and develop the students' skills to an acceptable level. Once the Title I students have achieved proficiency on state assessments, they will be transitioned out of the program and into grade level coursework as determined by their Personalized Student Education Program.

Gifted and Talented Students: The Bertha B. Williams Academy Public Charter School will provide a gifted and talented program in its educational design so students working at an accelerated pace will have the instruction, guidance, and materials necessary for rapid academic achievement. A faculty specialist with gifted and talented training and experience will lead and manage this program.

Student Health and Counseling Services: In addition to the Bertha B. Williams Academy Public Charter School providing required medical services, the school will also provide monthly check-ups using volunteer doctors. Our volunteer medical staff will provide each child with health, hearing, and vision screenings, a periodic nutritional review, and yearly dental screenings. With parent permission, children will be examined for weight, height, bone density, head lice, colds, flu symptoms, pertussis, scoliosis and other common childhood illnesses. Health, safety, and security presentations will be made to parents and staff. Students will be counseled on how to maintain good health habits, and protect themselves from common colds and other contagious diseases. A food service program will provide a healthy breakfast and lunch for all students as well as a free or reduced food program for eligible students. For students that stay late due to family work schedules, an additional nutritious meal will be provided.

A school counselor will address the needs of families, as well as the social and academic needs of the students. The counselor will serve both children and families as a resource for grief counseling, addictive behavior, family challenges, separation and divorce, family transitions, and other draining social and academic challenges.

Latchkey Children: The school also intends to be open for an extended school day and an extended school year to provide mentoring, tutorials, enrichment activities, and a safe haven for our students, and provide latchkey relief for parents. The

school will be open from 7:00 a.m. to 6:00 p.m. to provide quality educational programs for students that need to be under adult supervision due to parent/guardian schedules. The school also intends to be open a minimum of 230 days per year both to increase the opportunity for quality educational progress, and also to relieve parents/guardians of the need to resort to childcare or a latchkey experience for their children.

Student Groupings: It is the intention of The Bertha B. Williams Academy Public Charter School to group students in a variety of different ways to serve the diverse academic and social needs of the students. The variety of methods includes grade-level, mixed grade-levels, age, gender, academic ability, academic interest, elective preference, volunteer interest, sports team interest, and other groupings as determined by the school. Because each student has his or her own Personalized Student Education Program, the groupings will vary during the school day, and will be based on the best learning environment for each student within the scheduling opportunities provided by the school.

School Goals:

Goal 1: All Students Will Achieve a Minimum of One Year's Growth in Reading and Math: The Bertha B. Williams Academy Public Charter School will have a minimum of 90% of its students demonstrate at least one-year's growth in both reading and math using the assessments identified in the Mission Accomplishment Plan in Part D of this application. Tests will be administered three times a year (at the beginning, middle and end), to create a baseline, to check progress, and to determine the academic growth each student has made in both reading and math. The school will measure its success by increasing the number of proficient students in both reading and math by a minimum of 10% annually.

Goal 2: Every Student Will Have a Personalized Student Education Program Identifying His or Her Specific Academic and Nonacademic Learning Goals in All Curricular and Extracurricular Areas: The school will use a performance-based measurement by creating the Personalized Student Education Program for every student. This individualized learning plan will be created collaboratively with the teachers, parents, and student. A student's strengths and challenges will be identified by using the assessments identified in the Mission Accomplishment Plan in Part D, and through teacher/parent/student conferences. Goals and objectives will be determined and written into a plan by teachers and parents to ensure academic and social growth for each student. A twice-annual (mid-year and end of year) written evaluation will be prepared by the teacher and shared with parents and students to communicate each student's attainment of their individual goals and objectives. The school will determine its success by the number of students meeting or exceeding goal outcomes.

Goal 3: The School Will Effectively Engage Parents and the Community in School Activities: The school will use the talents of families and community members to enhance the educational experience. To achieve this goal, the school will develop

multiple opportunities to promote family and community involvement. Primarily, the school will invite parents and community members to teach 30-minute classes to small groups of students several times each week. These classes will be based on the special interests of the adults volunteering to teach the students. Classes could be on crafts, music, public speaking, juggling, chess, photography, and other options as noted above in the section entitled “The Special and Promising Ways Our School Will Meet Student Needs”.

We will conduct parent meetings and encourage parents to participate in planned activities and continuing committees. Parents will also have access, upon request, to meet with their child’s teacher. Parent teacher conferences will be held after the issuance of each report card.

The Bertha B. Williams Academy Public Charter School will establish interactive participation in Ward 8 with the ANC commissioners, and related youth organizations. There will also be open house sessions planned for parents and interested organizations. We will seek partnerships with Greater South East Hospital, Howard University Dental School, the University of the District of Columbia, and American University “Teach for America Corps” interns. We will establish continued communications through mailers and flyers to businesses, fraternal organizations, public libraries, the Boys and Girls Club, and recreational facilities.

The school will measure its success by having families and community members contribute at least 10% of the total annual instructional hours. Volunteers will track their hours by noting their contribution on time logs.

Goal 4: The School Will Communicate Effectively with Parents and the Community:

The Bertha B. Williams Academy Public Charter School will provide continuous student, teacher, parent, and community communication. A welcome letter, information packet, school calendar, and school policy packet will be distributed at the beginning of each school year. The staff will communicate weekly with families to keep families informed of all school and classroom related information, as well as individual student progress. An annual open house will be held to allow the parents and community the opportunity to meet the entire staff and tour the school. There will be a Family Center in the school to facilitate and welcome communication among families and to build relationships between families and the school. Parent/teacher conferences will be held three times annually and also whenever needed. In the early spring, a community meeting will be held to inform the public about the progress of the school in meeting its goals, and to gather community input. Family and community surveys will be distributed, collected, and reviewed. These surveys will request observations about student achievement, staff performance, educational programs, school safety, and an assessment of the school’s contribution to the community.

The school will develop a network by which to connect students, families, community members in a variety of ways, such as developing effective assignments that encourage family support, supplementing curriculum projects that utilize community resources, and inviting participation in concerts, recitals, talent shows, family nights,

school expos, parent meetings, newsletters, and community and classroom plays, and exhibitions of student work. A Family Center will be set up in the school to ensure all families and community members can participate and feel welcome. This center will be used for planning and creating literacy centers, math centers, art projects, science projects, and other classroom related projects. Family and community members will be invited to assist in the classroom. Such opportunities include reading to students, listening to them read, reviewing math and science facts, career presentations, cultural demonstrations, and international travel presentations. A newsletter will be developed featuring special events and on-going programs. Newsletters will be distributed weekly to parents and community members.

The Academy will advertise in local newspapers and local community newsletters. Registration will be open to District of Columbia residents with priority for Ward 8 families. Ads will be distributed in English and Spanish. There will also be a posting on community websites.

The Academy will measure its success based on survey results.

Goal 5: All Students Will Contribute to Building a Socially Responsible Community:

The school will improve student performance in social responsibility by building student leadership. Our students will value respect and caring for self and others through activities that are personal, school based, and community based. By the end of the first year of operation, 70% of students will fully meet expectations as measured by the Social Responsibility Performance Scales: Contributing to Classroom and School Community and Solving Problems in peaceful ways. 90% of our students will be engaged in at least one leadership activity challenge. When incidents arise, 70% of our students will demonstrate the ability to solve conflicts using either a socially acceptable strategy such as talking it out or seeing an adult.

The Academy will measure its effectiveness by documenting the success of its students meeting the above percentages.

Goal 6: The Faculty and Staff Will Collaborate to Ensure Individual Student Success:

The principal will lead faculty discussions and meet with teachers individually as often as required to ensure that key curriculum alignment and concepts are implemented with consistency, and that the assessment of each student's learning, as established by each child's Personalized Student Education Program, is showing steady progress toward the achievement of each student's proscribed learning goals.

The Academy will measure success based on learning goals met or not met per child.

2. Charter School Curriculum

Student Learning Standards: The Bertha B. Williams Academy Public Charter School will adopt the standards of the District of Columbia Public Schools. These

standards for Reading/English Language Arts, Mathematics, Science, Social Studies, Arts, Health, and Physical Education are available at the DC Public Schools website: <http://dcps.dc.gov/DCPS/Teaching+and+Learning/Academics/Learning+Standards> , which define the knowledge, concepts and skills that students are expected to acquire at each grade level.

This set of standards was selected because it is already in place in the DC public school system and our board reviews them as excellent standards. Our board further believes that our students can achieve these standards. The selection process was simple. Under the direction of Dr. Lois Williams, one of the founders, board members reviewed the DC standards as well as commentary on other districts' standards. After review, the DC standards were selected.

Because the DC Public Schools' educational leaders and curriculum experts developed these standards, the standards cover academic and non-academic areas in the curriculum and equip all students, including limited English proficient students and students with disabilities, to meet the DC district's standards. Our faculty will work with students to achieve these grade level standards, and exceed them when possible with our Personalized Student Education Program.

Furthermore, since our school is adopting the DC Public School standards, our students will have the educational experience, knowledge, and skills necessary for success in postsecondary education and in the workplace.

In recent years several non-academic educational skills have been determined as critical to the educational and workplace success of students. Among the skills identified is critical thinking, logical reasoning, peer communication, and peer collaboration. The development of these skills is critical to high academic achievement because they are the key elements of a reasoning mind and necessary for the success of personal development and teamwork, which is essential for healthy performance in postsecondary studies and the workplace. Our faculty and parent/community volunteers will receive professional development classes in these areas so students can be trained and better prepared for higher levels of learning and quality performance in their careers. In addition, the school will teach character and leadership education, which focuses on the elements of good character and leadership, the values of having good character and leadership, personal responsibility, cooperation, teamwork, demonstrating kindness and compassion, and serving a cause greater than self.

Resources and Instructional Materials: The primary criterion our school will use to select instructional materials in all the core subject areas and for each grade level is the materials' alignment with the DCPS learning standards. The importance of providing effective instructional materials that are well aligned to the DCPS standards cannot be overstated. It can be assumed that most published instructional materials will not align completely with the identified standards. It is likely that the instructional materials will include content, activities and lessons that are more inclusive than the DCPS standards. This requires the school to review the chosen instructional materials by identifying the content to be taught and the content to be

omitted from the selected materials. In some cases there might be curricular content not included in the chosen materials, thus requiring supplemental instructional materials to be identified.

Instructional materials should relate directly to the purpose(s) and objective(s) of the lesson; extend content or provide for remediation, reinforcement or enrichment. The materials should be appropriate to student differences such as ability, achievement, interests, and learning styles. The lessons' objectives must specify the skills/concepts intended for mastery, and materials selected for student use should be consistent with the students' levels of comprehension, ability and responsibility. The instructional materials should assist the teachers with formative and summative assessments, should stimulate children and teachers' thinking, and should be equity balanced. In all cases, the instructional materials are to meet the requirements of serving the school's goals, such that each child's Personalized Student Education Program has the learning resources needed to serve the child in achieving the skills and abilities identified in his or her program, and in assisting each child with increasing his or her reading and math abilities by at least one grade level annually. Teachers will work with the principal in reviewing, identifying, and acquiring the materials necessary for achieving the goals and objectives of each child's learning program.

The Bertha B. Williams Academy Public Charter School is charged to create a curriculum that meets the needs of the whole child. We will utilize DC standards to develop a seamless standards-based instructional program. It is our belief children come to school with diverse backgrounds and abilities. Our intention is to build a curriculum that is individualized and will allow each student to reach his or her full academic potential. The pedagogical approach will vary from direct instruction to exploratory holistic learning opportunities. Teachers will plan lessons ensuring that the needs of each child is being met at his or her academic level of development, and accommodating for students who may be at risk (those with learning disabilities, English language learners) as well as challenging lessons for the gifted and talented. The curriculum will be segmented into school or grade level thematic units that will include experiential learning opportunities. This will allow students to take part in a multi-dimensional scaffolded approach to ensure the mastery of skills.

The following table outlines the school curriculum and the approach our school will use to teach different subject areas.

School Curriculum	Approach
Reading and Language Arts	To use readers and writers workshop and word study.
Mathematics	To allow students the opportunity to explore math concepts through the use of manipulatives and real world exemplars.
Science	Experiential and exploratory.
Social Studies	Humanities focused.
Arts Education	To include performing, visual and the

	dramatic arts.
Physical Education/Health	To include intramural team sports, dance and martial arts.
Electives	To be created based on student's interest and parent/community resources.

Students will constantly be assessed to ensure that academic decisions are data driven. Teachers will utilize progress-monitoring opportunities such as Dibels and benchmark assessments to tailor the instructional programs to meet the needs of our students. Curriculum resources such as America's Choice, the Waterford Early Reading program, Fountas and Pinnell literacy framework, the Houghton Mifflin Reading Program, Macmillan McGraw Hill Connects Math program, and Singapore Math will be adapted to meet the math and literacy needs of the Bertha B. Williams Academy Public Charter School.

Instructional Methods: A variety of instructional methods will be used so each student is guided toward achieving his or her full potential. Often, students are grouped without regard for their individual learning styles or needs. In this school, each student will have a Personalized Student Education Program based on his or her learning style and ability level in each of the subject areas.

Instructional strategies include one-on-one teacher/student instruction, guided practice, small group instruction with students grouped by learning style and learning need, and whole class instruction. Students will develop and maintain portfolios of their work to demonstrate progression and skill advancement while building pride of performance. Students will also teach other students, i.e. a second grade student leading a reading group of first grade students, or a second grader helping in the kindergarten class. Our school supports multi-age classrooms, with tutoring and mentoring among the different ages.

Online instruction and software programs designed to tutor and practice students on appropriate material will be available. This instructional method will be used in every classroom so teachers can be freed from rote and repetitive instruction, and can instead work closely with individual students and small groups.

Another instructional strategy is that the school will remain open from 7:00 a.m. to 6:00 p.m. The extended hours of operation will provide additional opportunities for tutorials, mentoring, completing homework and other learning activities as described in the "Electives" section, following. This strategy will also support those families needing to start their workday very early, or stay at work until late in the afternoon. With the school's extended hours, families will not need to worry about adequate and meaningful child care, knowing their child is safe in a healthy and nurturing environment. This is a tremendous relief to parents, and reduces family stress.

The founders believe that with the combined use of a Personalized Student Education Program, computer instructional programs, an extended school day, a year-round school program, and a motivational elective program, the outcome will be accelerated and inspired learning and higher assessment results.

Formative and Summative Assessments: Assessment is an extremely critical activity for the BBW Academy for two primary reasons: (1) a major goal is to increase each student's reading and math abilities by a minimum of one year annually; therefore, planned scheduled assessments are key to monitoring student progress; and, (2) the Personalized Student Education Program requires regular assessments to determine appropriateness of goals (child readiness) and to track each child's progress toward achieving those individual goals. For both reasons, an ongoing structured assessment program is key to adjusting learning plans to ensure student success. Intense training in assessment systems and instruments as well as briefings on related instructional tools will be provided for both teachers and administrators.

Formative assessment will be planned throughout the year for teachers to verify that each student is absorbing the information necessary to advance toward selected skill outcomes. Assessment data will be used to determine the additional instruction each child needs, and to guide teachers' decisions on what to teach sequentially and how to do so. Classroom-based assessment will include age-appropriate homework, class participation, oral presentations, projects, written reports, quizzes, and tests. Teachers will use a wide variety of internal assessment mechanisms to allow all children to demonstrate what they have learned across their range of learning styles. Constant data collection on student progress will assist teachers in pinpointing academic strengths and deficits which is fundamental to modifying curriculum and teaching strategies to meet individual student needs. The school believes that assessment, which clarifies necessary adjustments in the teaching process and instructional materials, followed by a time-specific reassessment is the key to successful teaching and successful learning.

Summative assessment will occur as students reach a culminating point in their development such as at the end of units, end of terms, and at the end of the year. Students will be assessed to determine the full breadth and depth of their learning. At the end of the year, students in grades pre-kindergarten and kindergarten will be assessed for growth in reading with the Early Literacy Skills Assessment (ELSA); the Clinical Evaluation of Language Fundamentals: Preschool, Second Edition (CELF-2); the Dynamic Indicators of Basic Early Literacy Skills (DIBELS); and the Observation Survey from the Reading Recovery Council of North America. They will be assessed in mathematics with the Pearson Children's Progress Academic Assessment.

Students in grades 1 – 6 will be tested with the Iowa Test of Basic Skills (ITBS), and additionally, grades 3 – 6 will be assessed using the District of Columbia Comprehensive Assessment System (DC-CAS).

New students will be assessed before the start of the school year to preserve

instructional time. Based on assessment results, teachers will develop the student's Personalized Student Education Program (PSEP) and share the results with all the teachers who will instruct the child. The principal will review and approve all PSEPs. During weekly staff meetings, individual student updates, based on assessment data, will be reviewed, analyzed, and discussed. Teachers will share their experiences and best practices in working with each child. The faculty will benefit from these professional exchanges, and will participate in the modification of assessment procedures to continually improve the assessment program as experiential refinements lead to a more sophisticated understanding of how to more effectively apply assessments for the purpose of accelerating student achievement. At least three times a year teachers will meet with parents to discuss their child's progress, and preview further learning expectations.

Parents will have daily online access to some of the assessment data through a special password-protected section on the school's website. Parents who do not have access to the Internet at home can use the computers in the Family Center, or receive a printed report (in English or Spanish) once a week by mail or personal pick-up in the school office. Such reporting will be provided to parents as part of an on-going monitoring of student achievement. Cumulative test results will be reported to DCPS as required; and as appropriate, will be available to the public as part of the Academy's accountability obligation.

Special Needs Students:

Identification Steps of a Student with Disabilities:

1. The classroom teacher notices and observes the signs of academic difficulty.
2. The teacher independently puts at least two classroom interventions into place and monitors/documents the student's performance to attempt to resolve learning or behavioral problems.
3. If the student is not adequately assisted, the teacher refers the student to the Student Assistance Team (SAT) for advice on more precise interventions. The SAT is composed of the special education teacher, the school counselor, and learning specialists in the areas of concern. The SAT leader is the principal.
4. The SAT Team starts collecting data and meets with the teacher to brainstorm about interventions, which must be scientific, research-based interventions that are likely to meet the needs of the referred student.
5. The student is observed and monitored by the SAT Team for a reasonable period of time. If the student continues to require more assistance, further intervention becomes necessary.
6. A student who continues to show chronic and significant academic deficits despite a history of intervention attempts may need to be found eligible for special education, and the special education teacher may refer the child for an evaluation for special education services.
7. A parent may directly ask for an evaluation for special education services. A parent may begin this process of referral by indicating in writing to the teacher or administrator that he or she believes the child is in need of special education services.
8. During the initial referral process, notice of procedural safeguards will be provided to the parent.

Evaluation and Decision-Making Process:

1. The school asks for consent from the parent to conduct a special education evaluation.
2. The SAT team reviews observations and pertinent data collected from teachers and parent.
3. Within 60 calendar days from the date of parental consent, necessary evaluations will be completed.
4. If no disability is identified, then this process is complete. If a disability is identified, an IEP will be drafted and the student will begin to receive special education services as soon as the parent signature is obtained.
5. An IEP initiation meeting will be conducted after the evaluation in order to discuss child's eligibility for special education and the provision of appropriate instructional and/or related services. The meeting committee includes the following members:
 - a. The parents of the child;
 - b. Not less than one regular education teacher of the child (if the child is, or may be, participating in the regular education environment);
 - c. Not less than one special education teacher of the child or when appropriate, not less than one special education provider of the child;
 - d. A representative of the public agency (LEA) who:
 - (i) is qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of children with disabilities;
 - (ii) is knowledgeable about the general education curriculum; and
 - (iii) is knowledgeable about the availability of resources of the public agency (LEA);
 - e. An individual who can interpret the instructional implications of evaluation results;
 - f. At the discretion of the parent or the agency (LEA), other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate; and
 - g. Whenever appropriate, the child with the disability.
6. Parental consent to initiate special education and related services will be separately obtained from the parent. If parent refuses consent, no special education and related services will be provided.

SAT team collects the following data before evaluation:

- a. Parent Consent for Evaluation
- b. Oral Language Rating Scale
- c. Behavior Rating Scale
- d. Vision and Hearing Screening
- e. Sociological Data
- f. Classroom Observation Form
- g. Classroom Based Assessment
- h. Referral Letter to the Parent (for initial evaluation only)
- i. Physical examination with clinical screening

Delivery of Special Education and Related Services: The school will hire a Special Education Coordinator who is trained and experienced in the legal aspects of special

education law to protect the rights of the children and parents, and to safeguard the school from all liability issues. The school will hire its own staff to provide special education services for children with a wide variety of learning disabilities, and so different education plans can be available as needed. These services will include:

1. General Education Classroom Placement: The needs of the students with learning disabilities are met in a general education classroom with no additional outside help. The special education teacher monitors the performance of students periodically and supports the teacher outside the classroom.
2. Resource Room Placement: Special education students spend most of their day in general education classrooms but also participate in resource room programs for the other part of their day. Resource room placement is a model in which a small number of students work with a special education teacher in reading, language, and math.
3. Special Education Placement with Part Time Inclusion: Special education students are taught by a special education teacher for most of their day, and join their peers for subjects such as physical education, art, and music.

The school will have policies and procedures ensuring that all enrolled children with disabilities, regardless of the severity of their disability, and who are in need of special education and related services, are identified, located, and evaluated in compliance with IDEA, Section 504 of the Rehabilitation Act of 1973, and Title II of the ADA of 1990 as applicable to LEAs.

The school ensures that a free appropriate public education is provided to all individuals with disabilities, ages 3-21. Though the school may not serve all students in this range, as a local education agency the school will meet its responsibilities to locate such students and direct them to relevant agencies. To meet these responsibilities, the school will implement: a comprehensive system of "Child Find" in which school personnel actively search for all individuals with disabilities or developmental delay who are 3-21 years of age.

The school will regularly inform the community about programs available for students who are eligible for special education services by means of public announcements at school events. The school's newsletters will be sent to parents to inform parents about special education services. In addition, the school will explain the services that are available during parent evening meetings. The school will maintain a list of its resources including community agencies, facilities, and licensed individuals, as well as evidence of the school's continual communication.

As determined by the IEP meeting, students may be served in a combination of appropriate instructional arrangements during any given semester. Some of these arrangements are: Mainstream, Resource Room, Self-contained, Mild and Moderate, Severe, Vocational Adjustment Class, Homebound, and Speech Therapy. In addition to these arrangements, the school will provide direct services such as

inclusive support, instructional modifications, content mastery support, physical and occupational therapy, and consultation with special education staff.

English Language Learners (ELL): It is the school's policy that every enrolled student with a home language other than English, and identified as limited English proficient (LEP), shall be provided the opportunity to participate in an English as a Second Language (ESL) program, as required by law. To ensure equal educational opportunity, the school will:

- Identify limited English proficient students based on criteria established by the state
- Provide English as a Second Language programs, as integral parts of the regular program
- Seek certified teaching personnel to ensure that limited English proficient students are afforded full opportunity to master the essential skills and knowledge
- Assess student achievement of essential skills and knowledge to ensure accountability for limited English proficient students

The English Language Learner Program:

The school affirms that all students, regardless of language proficiency, will be provided the necessary curriculum and instruction to allow them to achieve to the high standards set for all students in the school. The services provided in instructional program will ensure that ELLs learn English in a timely manner, learn the same content as their English-speaking peers, and have equal access to all educational programs that the school provides.

The school affirms that LEP students will not be excluded from curricular and extra-curricular activities because of an inability to speak and understand English. The programs will be regularly evaluated, modified, and replaced as needed in order to meet legal requirements. Program evaluation will be implemented on an annual basis. Data on academic achievement and retention, dropout, and graduation rates of exited ELLs will be compared against the data for their English-speaking peers.

The school will provide information regarding important policy, school activities, programs, and services to the parents of ELLs in a language they can understand. Students will not be used as translators or messengers for this information. The school ensures quality education for every student enrolled. To accomplish this objective, the school will develop and maintain partnerships with parent/guardians, and maintain open communication with everyone involved.

Identification of English Language Learners:

Identification will be the first part of the school's program of services available to ELLs.

All students entering the school for the first time will complete the Home Language Survey (HLS), which will be included in the permanent record of every student enrolled in school. The survey will elicit the following information:

1. First language learned by the student
2. Language other than English used at home
3. Language student uses most often

Any student who's completed HLS indicates use of a home language other than English is considered a language minority student and will be screened for English language proficiency. Students who first learned a language other than English or who speak another language most of the time will be screened for English Language proficiency.

The school will place students identified as limited English proficient (LEP) based on the results obtained through the screening instrument. The goal of English as a Second Language programs is to enable limited English proficient students to become competent in the comprehension, speaking, reading, and composition of the English language through the integrated use of second language methods. The English as a Second Language program shall emphasize the mastery of English language skills, as well as mathematics, science and social studies as integral parts of the academic goals for all students, enabling limited English proficient students to participate equitably in school.

ELL Support Services Offered:

1. Collaboration: The ELL teacher and the regular classroom teacher work together to assess and teach students. The school's standards drive the planning and instruction in this collaborative effort. ELL students and native English-speaking students work to achieve the same standards in every discipline. ELL teachers, mainstream teachers, and specialists in content areas collaborate using these standards to plan the most effective methods for meeting the needs of the ELL students. Once planned, the ELL teacher often takes the lead in giving additional support through small group instruction or one-on-one conferring.

2. Reader's Workshop: Students learning English benefit from small-group instruction during the Reader's Workshop. The workshop begins with a short lesson. The whole class, including the ELL students, participates in the opening lesson each day. Following the whole-class instruction, students break into stations for individualized learning. The core instructional mode during this workshop time is "Guided Oral Reading". In Guided Oral Reading students are placed in small flexible groups based on their needs and/or interests. A teacher then guides the group in practicing oral reading skills and comprehension strategies. The ELL teacher often works with the English language learners during this guided reading time.

ELL groups meet from 2-5 times each week depending on the needs of the students. Students may be regrouped several times throughout the year. When students are not receiving small group guided reading instruction, they are either reading independently or participating in literacy center work with other students in the mainstream classroom. The ELL teacher may use this independent work time to confer with ELL students individually. In conference with students, teachers often formally and informally assess the students' reading skills and comprehension

strategies. Conferencing also allows teachers to address the individual language needs of students learning English.

3. Writer's Workshop: ELL teachers may also provide support for students during the Writer's Workshop. Writer's Workshop, like Reader's Workshop, begins with a short mini-lesson taught by the classroom teacher. ELL students participate fully during the lesson. Then students work independently on their writing pieces while teachers, both classroom and ELL, confer with individuals about their ideas for the piece and skills for writing it. ELL students participate in the same units of study as their classmates and work toward the same standards for completing their pieces. ELL teachers offer additional support to language learners throughout the writing process through conferences with students and collaboration with the classroom teachers.

4. Content-Area Support: ELL students may receive content-area support in the classroom or in the Guided Oral Reading group. In the classroom, students work toward the same learning and performance standards as their classmates. The classroom teacher plans according to these standards. Within the classroom, the ELL teacher or teaching assistant assists individual or small groups of ELL students in their comprehension of concepts and specialized vocabulary.

Students might also receive support in learning more about content topics within their Guided Oral Reading groups. ELL teachers integrate content into Reader's Workshop by choosing related texts for reading practice. For example, if the science teacher is teaching a unit on water, an ELL teacher might choose a nonfiction book on the water cycle for the guided reading group work. Content and ELL teachers collaborate to understand which standards need to be met and how best to guide ELL students in reaching those goals. ELL teachers make use of language arts time to either reinforce previously learned content-related concepts and vocabulary, or pre-teach concepts in preparation for upcoming material. ELL students maintain a focus on language development through their work with content-related texts.

5. Additional Services: The ELL teacher will work closely with our second language-speaking families. The teacher (and/or teacher's aide) will translate the school's and teachers' weekly newsletters and other written notices, interpret at parent-teacher conferences and family nights, and maintain open communication with the second language community in the school. In the role as home-school liaison, the ELL teacher will often visit families at home and refer families to community organizations for additional social or economic assistance.

Instructional Arrangements for ELL:

The approaches to English Language Learner (ELL) programs are multifaceted due to diverse student populations and the variety of languages represented by culturally diverse communities. Services provided for second language learners should be addressed as an instructional continuum and delivery should be dependent on the students' needs. The school's ELL program focuses on assisting the student with learning content area vocabulary and subject matter. The following ELL instructional arrangements offered by the school are varied, depending on the needs of the students:

1. Structured pairing: This method enhances instruction by increasing students' practice with the language associated with content area instruction, encourages students to read and work together in an interactive and motivating structure for learning, and provides English language learners with the opportunity to participate in class discussions by providing modeling and practice.
2. Peer mediated learning: This method has the potential to actively engage students, and can provide more opportunities to respond to meaningful academic content.
3. Specific vocabulary instruction: Key content-area vocabulary words are selected to build the students' academic language. New words are encountered in texts and/or videos after receiving explicit instruction of word meanings.
4. Media to build comprehension. Instruction is enhanced with the use of visuals. Vocabulary and content instruction is facilitated with video and graphic images. Numerous illustrations help ELL students with limited word knowledge figure out the meaning of what they are trying to read, helping them read independently and improve their confidence.
5. Sheltered English. This is an instructional approach that engages ELLs above the beginner level in developing grade-level content-area knowledge, academic skills, and increased English proficiency. In sheltered English classes, teachers use clear, direct, simple English and a wide range of scaffolding strategies to communicate meaningful input in the content area to students. Learning activities that connect new content to students' prior knowledge, that require collaboration among students, and that spiral through curriculum material, offer ELL students the grade-level content instruction of their English-speaking peers, while adapting lesson delivery to suit their English proficiency level.
6. Address multiple intelligences and learning styles. Focus is placed on the student as an individual.
7. Small group or individualized instruction. Grouping arrangements can enhance outcomes. By personalizing instruction for each individual student, learning can be accelerated.
8. Authentic context. ELL students have great cognitive demands as they try to learn English and content quickly. Materials must include key vocabulary about day-to-day activities and topics that students new to their surroundings need to learn.
9. A positive and productive classroom environment. Students must feel that they are progressing in their language acquisition, as a positive attitude always builds confidence and helps achieve goals.
10. Examples of instructional programs. Our staff will use the Scholastic READ 180 program, the Rosetta Stone model for beginners, and the SIOP Model. Our school's

language arts and reading teachers will have experience using these materials to help our ESL students learn English and develop reading skills.

Assessing English Proficiency: For students identified as ELL, the school will use a standard, objective screening instrument to assess for English proficiency in order to determine whether the student is “limited English proficient” and, therefore, to be offered a specialized language program(s). The instrument will measure proficiency levels in each of the four language domains: listening, speaking, reading, and writing. The designated school staff members will be trained in the administration of the screening instrument in order to place ELL students in a specialized language program.

Exiting the ELL Program: The English as a Second Language program shall use instructional approaches designed to meet the special needs of limited English proficient students. An ELL student may exit from the ELL program when s/he attains satisfactory assessment levels of English proficiency in speaking, reading, writing, and comprehension such that the student is able to meaningfully participate in general education classes and reach levels of academic achievement commensurate with English-speaking peers. If an ELL student scores full English proficiency on the English Language Development Assessment (ELDA) in listening, speaking, reading, and writing, the school will no longer be required to provide a specialized language program or services to that student.

Responsibility for Delivering Services: Staff working with ELL students will be appropriately trained and available in sufficient numbers to effectively implement the school’s ELL program. ELL teachers will be proficient in both oral and written communication in the language of instruction. The quantity and quality of available instructional materials will be adequate for the effective implementation of the school’s educational program. Resources provided for specialized language programs will be comparable to those provided to students in general education. ELL students will be provided with classroom facilities comparable to those provided to their English-speaking peers.

Service Models: Educational programs provided by the school for English Language Learners will be based on sound theory, ensure that ELL students will learn English in a timely manner, and provide students with equal access to the full range of the school’s academic programs and content that other students have. When developing a specialized language program for ELL students, the school will foster collaboration among administrators, teachers, educational assistants, school counselors, and other staff who work with the school’s ELL population. The school will include parents and community members in the planning and evaluation of the program.

1. The ELL Class Period: Students receive ELL instruction during a regular class period as well as in general education classrooms. Students may be grouped for instruction according to their second language proficiency level.
2. The ELL Resource Center: The resource center is available for bringing students from several classrooms to a single school location for instruction as needed. The

resource center will also provide services for recent arrivals, such as school and community orientation for new students and their parents.

Ensuring Effective Communication: The school will make a priority of communicating with the parents of ELL children because this relationship is essential to meeting our ELL students' educational needs. Our school will establish a climate that encourages growth in cultural responsiveness, sensitivity, and appreciation that will welcome ELL parent and student participation in important school functions. The school will create a reliable and effective means of communication for English Language Learners through interpreters, as bilingual children may not be an appropriate long-term solution for working with families. The interpreter will be available to the school and parents, providing immediate communication and reducing misunderstanding. In addition, documents such as newsletters, notices, and forms will be translated to keep parents adequately informed. A Saturday English language class for parents will be available because helping parents speak English will lead to more academic and social success for our students. The school will ask its teachers and staff to learn a few basic words and expressions in the languages of our ELL students because this will be regarded as a sign of respect by the ELL parents. The school will support cultural diversity by learning more about our ELL students' language, culture, values, family expectations, and home environment. This knowledge will help our teachers better support our students in the classroom and will result in more support from home. Our efforts will make our ELL students and their families feel more welcome while broadening our mainstream student and community population's understanding of the value of cultural diversity.

Gifted and Talented Students:

Identification of Gifted and Talented Learners: Gifted and talented students will be identified through any one of the following six criteria:

1. Test scores: Any child who scores above the 92nd percentile on a standardized test in any content area (using local norms) is a candidate. Any regularly administered standardized test (e.g., intelligence, achievement, aptitude) can be used for this purpose. The school recognizes that there are students whose potentials may not be reflected in standardized tests.
2. Teacher nominations: This step allows teachers to nominate students who did not qualify on the basis of standardized test scores, but who display characteristics that are not easily determined by tests (e.g., high levels of creativity, task commitment, unusual interest, talents, or special areas of superior performance or potential). A teacher nomination form and rating scales are used for this procedure. The rating scales are used to provide a composite profile of the nominated students.
3. Special nominations: Any adult affiliated with the school, whether staff, parent, or community member, can nominate a student for the gifted and talented program based on their personal experiences and documentation of working with the child and having an appreciation for the abilities, style, or even the personality of a particular student. This nomination category helps pick up students that may have been "turned-off" to school or developed patterns of underachievement as a result of

personal or family problems. Special nominations are not automatic. A screening committee will review these nominations and make a decision based on a case-by-case analysis.

Aptitude Assessment and Measurements of Progress: The best form of assessment combines data analysis with knowing the students and fully understanding their educational needs. Assessment that acknowledges the full range of learning styles, the learners' competencies, and individual student interests and parent expectations will enable a greater range of abilities to be revealed, e.g. an oral presentation allows learners with underdeveloped writing skills to show their abilities. Students must know their learning objectives, and understand that there is a progression for continual improvement that results in an attainable goal. The teacher and student should agree on the learning targets together. Over-testing can be harmful and causes stress among students; our school values the quality of learning, not the quantity of assessments. Assessment must be continual, using a wide range of techniques, such as the following:

1. Day-to-day (formative) assessment is a powerful tool for providing feedback to learners and helping students reflect on their learning. Students benefit from gaining insights into the way in which they learn. Feedback on how to improve work and being informed about the assessment objectives provide gifted students with an agenda for progress. Positive and constructive feedback also has a major role in affirming self-esteem and increasing motivation. Feedback should identify what has been done well and which areas still need improvement. The feedback should then provide guidance on how to achieve the improvement.
2. Gifted and talented students benefit from peer assessment. With peer assessment, identifying criteria in the work of others and expressing and analyzing learned outcomes helps enhance a student's understanding of the learning process and the subject. Students might be asked to work in small groups and critically assess work completed by an (anonymous) student in a previous year, or work from a 'portfolio of excellence' collected over a number of years. By seeing a range of responses to a question, students can begin to see what makes a strong and interesting answer, as opposed to a typical answer.
3. Multiple forms of performance-based assessment, such as portfolios and other products, will be employed to provide measurable data and document learning.
4. The analysis of assessment will recognize differentiated learning styles.
5. Self-assessment will be part of the process, as it allows students to have ownership of their own learning. Students will be invited, in accordance with their grade level, to give their opinions on the assessment methods, and on their personal performance.

Our school will use assessment to give students feedback about their accomplishments while posing new challenges, consistent with our curriculum, for students to aspire toward achieving. This encourages students to take charge of

their own learning and exploration of new intellectual challenges. The appropriate use of a wide range of formal, informal, and alternative assessments (e.g. standardized assessment, observational assessment, authentic assessment, portfolio assessment, environmental assessment, performance assessment) is valued.

Students in the gifted and talented program will be measured in the core subject areas through the variety of assessment techniques just described. In addition, because Goal 1 of the Bertha B. Williams Academy Public Charter School is a minimum of one year's growth in reading and math as measured by the DC-CAS, gifted and talented students will have an instructional emphasis in these two core areas to assure significant gains in reading and math proficiency.

Responsibility for Delivering Services:

The responsibility for delivering gifted and talented services to qualified students belongs to the school principal and the teacher of the gifted and talented students. The qualifications for being the teacher of the gifted and talented students are as follows:

1. A documented track record for engaging students in high level learning activities
2. Enjoy working with challenging and innovative students
3. Prepare instruction for unusual levels of ability, differences in learning style, mode of expression, student interest, and meeting expectations of the school, parents, and students
4. Seek out advanced learning materials and unusual interactive and collaborative learning opportunities for students
5. Possess a broad repertoire of teaching skills and techniques
6. Work closely with other teachers to ensure that teaching and learning methods ensure work is sufficiently challenging to meet the needs of all gifted and talented students on a day-to-day basis
7. Possess a minimum of 30 hours of staff development that includes the nature and needs of gifted/talented students, assessing student needs, performance-based assessment, curriculum and instruction for gifted students, and resources that can extend, enrich, and augment implementation efforts. Additionally, teachers should receive training on ways to advocate meaningful curriculum to parents, other educators (e.g., school counselors), school board members
8. Teachers without 30 hours of training are required to complete the 30-hour training requirement within one semester
9. Teachers who provide instruction and services that are a part of the program for gifted students receive a minimum of six hours annually of current trends and methodology of professional development in gifted education
10. Administrators and counselors who have authority for program decisions have a minimum of six hours of professional development that includes the nature and needs of gifted/talented students and program options

Instructional Models:

The school will establish two instructional models for gifted and talented students.

1. The first model will consist of grouping gifted students by subject area for advanced curriculum work that is flexibly organized and implemented based on students' documented level of learning within the subject area. The classes will be held in the school's gifted and talented learning center, meeting at least once daily. These special classes in core academic areas will provide subject matter acceleration at the appropriate level of challenge. Eliminating portions of previously mastered content will modify the regular curriculum, and alternative work will be substituted. Emphasizing higher-level skills, tailored to the subject areas being taught, enhances student learning. Instruction that provides multiple approaches for applying higher-level thinking requires carefully designed units of study and targeted teacher training.

2. The second model will consist of the heterogeneous grouping of gifted and talented students with students in general education classes. It is important that all students have the opportunity to work together to develop relationships and build school spirit. General education teachers with gifted and talented students in their classrooms will receive instructional guidance and materials from the gifted and talented program teacher so that students are challenged at their ability level.

Instruction: Depending on the abilities of the students, a hierarchy of learning will be implemented. The initial level of enrichment is composed of general exploratory experiences such as high-achieving and extraordinary guest speakers, summer camp, field trips, demonstrations, interest centers such as the Kennedy Space Center and NASA, and the use of audiovisual materials designed to expose students to new and exciting topics, ideas, and fields of knowledge not ordinarily covered in the regular curriculum. At the second level, instructional methods and materials purposefully designed to promote the development of thinking, feeling, research, inventions, communication, and methodological processes will be employed. In the third and most advanced level of the model, investigative activities and artistic productions will be promulgated in which the student assumes the role of a first-hand inquirer by thinking, feeling, and acting like a practicing professional, with involvement pursued at a level as advanced or professional as possible, given the student's level of development and age. The use of inquiry-based strategies that invite student engagement in making choices that involve complex creative problem solving and decision-making is a central strategy to promoting gifted student learning in multiple modalities. Emphasis on the use of student-centered learning opportunities that are issue or problem-based and relevant to the student's world will result in greater growth gains as the motivation of the student escalates.

Strategies for Providing Intensive Academic Support: The school will initiate the following strategies if large numbers of students arrive with reading and other basic skills substantially below grade level. As mentioned previously, all students with the indicated low basic skills will be informally assessed weekly, and formally assessed monthly, to determine skill acquisition and to target areas needing further improvement. This data will become integral to the student's Personalized Student Education Program. In addition, we will conduct the following activities:

1. Offer additional professional development in areas of need to insure high quality instruction
2. Employ an active librarian who helps students choose motivating, engaging reading-level appropriate books
3. Incorporate a pullout structure so students can work directly with reading and math specialists
4. Infuse Reading Recovery or a 1-1 tutorial program to meet the needs of struggling readers
5. The school will hire additional professionals to assure the primary goal of the school, which is a minimum of one year's growth in reading and math.
6. The school will secure college students from nearby campuses to tutor our students on a constant basis in the curricular areas needed to assure that low basic skills are developed to a minimum of grade level ability.
7. The school will also invite parents, grandparents, and community members to tutor our students daily to assure that students achieve grade level ability.
8. All students with indicated low basic skills will be informally assessed weekly and formally assessed monthly to determine skill acquisition and to target areas needing further improvement. This data will become integral to the development and/or adjustment of the student's Personalized Student Education Program.

3. Student Performance

Methods for Assessing Student Progress and Achievement: Students in all grade levels will be assessed before or at the beginning of the school year, and upon entry if they are enrolled after the start of the school year. This initial assessment is to determine the proficiencies and deficiencies of each child in all academic and social areas so the school can create the child's individual Personalized Student Education Program (PSEP). The PSEP is the child's educational roadmap, identifying the goals and objectives the child is reasonably expected to achieve. Inherent in each child's PSEP is the intention that each child will achieve a minimum of one year's growth in both reading and math. Once the PSEP has been formulated in concert with the parents/guardians, the school will work with the child and family in achieving the learning objectives. Students will have formative assessment on a daily basis, as the teachers consider each child's daily progress, and there will also be periodic summative assessments at the end of teaching units and school terms. Teachers will be expected to assess student progress on a regular and ongoing basis, particularly in regard to the relationship between individual student achievement and the accomplishment of the school's academic goals. Baseline standards are defined as each child's individual assessed abilities in all core subject areas at the start of the school year. The outcomes are based on the PSEP's assessment of reasonable expectations for each individual child. The measurements that will be employed

have been described previously in the section: “1. Formative and Summative Assessments.”

District-Wide Assessments: The school will participate in any district-wide assessments conducted by the District of Columbia Public Schools.

Assessments Tailored to Student Needs: In terms of academics, the PSEP is based on assessments that pinpoint the proficiencies and deficiencies of each child’s academic abilities. Once the child’s academic skills and abilities are identified, as well as those areas in his or her education that need concept introduction or strengthening, the teachers then establish the precise learning goals and objectives for each child in the child’s individual PSEP. Therefore, it is clear that the assessment process tailors instruction to the exact learning needs of each child. The assessment methods align with the curriculum because the school is adopting the DCPS learning standards, and selecting assessment tools that measure student achievement of those standards.

Gateway Measures:

Policies and Standards for Promotion: Promotion to the next grade or retention in the same grade will follow the procedures established by the school’s accountability plan.

Pre-Kindergarten and Kindergarten: Students in these grades shall be promoted to the next grade level based on the child’s ability to satisfactorily engage, at varying levels, in most of the following activities: listen to stories without interrupting, pay attention for short periods of time to adult-directed tasks, understand actions have both causes and effects, begin to share with others, start to follow rules, be able to recognize authority, manage bathroom needs, begin to control oneself, separate from parents without being upset, speak understandably, talk in complete sentences of five to six words, look at pictures and then tell stories, identify rhyming words and the beginning sound of some words, identify alphabet letters, sort similar objects by color, size, and shape, and count to ten.

Grades 1-6: Students will be promoted based on successful completion of grade level reading and math skills, or significant improvement in reading and math of at least one grade level based on objective measures.

In addition to meeting the mastery criteria for reading and mathematics in grades 1-6, a student must also pass at least two of the three academic courses (language arts, science, and social studies). The promotion or retention of a student in grades one through six should be determined on a case-by-case basis with input from teachers, parents, principal, and appropriate school personnel in accordance with the local accountability plan. Written documentation must be provided when other factors override academic standards. When a student is administratively assigned and has not met standards appropriate for his/her grade level, a document will be signed and dated by the parent/guardian and the principal, and made a part of the student’s cumulative record. The Student Assessment Team will evaluate data for any student who is not meeting promotion requirements. During the school year,

when a student is identified as functioning below the level required for promotion, remediation will begin immediately. Remediation measures for students who are not promoted will be addressed in the Personalized Student Education Program. The school principal and other appropriate school personnel will jointly make the recommendation for retention.

Students with Disabilities: The student's Individualized Education Program (IEP) will govern promotion or retention of identified students with disabilities. If objectives in the IEP are not met, the student will be considered for retention. The IEP team will make retention decisions.

Instruments to Determine Promotion: Completion of the pre-kindergarten and kindergarten program will be based on an evaluation of the child as indicated by formal and informal instruments, with input from the teachers, principal, parents, and other appropriate school personnel. The criteria for promotion for students in grades one through six is reading and math proficiency as determined by the DC-CAS, the Iowa Test of Basic Skills, mastery tests, teacher-made tests, and samples of assigned work. In addition, other objective measures may be utilized. Other factors may also be considered with regard to the child's ability to succeed at the next higher grade. These factors may be health, social and emotional maturity, chronological age, physical development, and mental maturity.

Leading Indicators: The school will establish an attendance policy with the input from the attendance officer on procedures that promote high school-wide student attendance. The following strategies and activities will have a positive effect in encouraging students to regularly attend. The school will:

- Clarify school standards related to attendance
- Publicize the consequences of absenteeism
- Monitor student attendance and absence
- Keep accurate attendance records
- Make phone calls to parents/guardians in the evening or at work to verify absences
- Bilingual aides will contact parents with limited English-speaking ability and send out school attendance notification letters in the language appropriate to the family
- Make home visits concerning student absences if parents/guardians cannot be reached by telephone the morning of the student's absence
- Install a telephone-recording unit to record absence excuses before school opens and to reduce the workload of the office staff in the morning
- Advertise the importance of attendance at school gatherings, and in the school newsletter to all parents
- Refer students with frequent absences to a counselor, administrator, guardian, or school social worker to diagnose the problem and recommend solutions to alleviate the circumstances that are contributing to the truancy. Parent conferences will be held to discuss the absences
- Post the names of perfect attendees in a highly visible place, possibly on a

school “Attendance Wall”, and in the classroom

- Display positive banners in the main activity room promoting attendance.
- Give commendation letters/certificate to students and parents for perfect attendance and for improved attendance at assembly
- Spin a prize wheel for students with perfect attendance to be rewarded with prizes during the assembly
- Hold a drawing for special prizes donated by local businesses. Perfect attendance will be the eligibility requirement for the drawing
- Financial incentives from the business community will be awarded to the classroom with the best attendance record. Teachers may spend these awards for any purpose selected by the class members or the teacher
- Other awards might include lining up first for lunch or at class dismissal; receiving token rewards like pencils, stickers, posters; lunch with the principal; an ice cream/pizza party for the class with the highest attendance average; or a traveling trophy for each grade level homeroom with the highest attendance each month
- Include large incentive items for an entire semester’s perfect attendance such as a bicycle, I-Pod, or DVD player. These incentive items will be on display in the school's main activity area for all to see and admire
- Students with persistent attendance problems will be referred to a Student Success Team (SST) or a School Attendance Review Team (SART), which will include teachers, administrators, counselors, and a school psychologist. The parent/guardian and the student must both attend the SST or SART meeting

The best way for the school to retain eligible students and families is when the school does what it promises to do. Specifically, our school will meet its goals of having each student achieve a minimum of one year’s growth in reading and math, establish an effective Personalized Student Education Program, require a high degree of faculty collaboration, develop and maintain strong parent and community communication and involvement, and contribute to building a socially responsible community through student interaction. When parents choose to enroll their children in a school that promises to be a servant and advocate for their children, and when the school produces the results that were promised and grows more effective in serving children, families, and the community, parents/guardians will gladly place their continuing trust in the school and keep their children enrolled.

4. Support for Learning

Parent Involvement and Building Family-School Partnerships: Family involvement is a powerful influence on children. When parents recognize the success of their child in school and are actively involved in their children’s education, children achieve more readily. Our school will welcome parents and community involvement, and will develop family-school partnerships through three main strategies. First, our school will let parents/guardians know that they are an important and welcome part of our school community. We will invite parents to observe and assist in the school at every opportunity. Parents will know that our school exists to serve their children and

families in every way we possibly can. Parents will be surveyed twice each year about school performance and program needs. This information will be reviewed by the School Site Council, and provided to the school board for review and consideration in a timely way for possible action in the following school year.

As mentioned previously, parents are an important factor in the development of their child's Personalized Student Education Program, contributing important information about their child that will further the school's understanding of how best to work with each individual student. In addition, parents will be asked to contribute to the school's instructional program through elective classes, contributing 30 minutes or more several times a week to teach high-interest activity lessons with small groups of children in such areas as chess, baking, gardening, computers, etc. Parents will be asked to support the school by attending school functions (Open House, student award programs, assembly presentations, chaperoning field trips, and other activities), serving on school committees focused on pertinent school issues such as curriculum review and school facilities, attending and contributing to board meetings, establishing a Parent Student Teacher Association, and serving as volunteers in the office, library, hallway, or field trip aides. Of course, family and community members will be invited to assist in the classroom by reading to students, listening to students read, reviewing math facts, and other assistant duties as designed by the teachers. Two parents at a time will be invited to serve for one week each week of the year to welcome students in the morning and direct them to their classrooms or the library. When parents become involved in the life of their children's school and see the joyous effort that creates positive change in the lives of their children, successes such as parent support for learning, improved communication, and parental involvement will increase.

Parent/Family Information and Training: Parents must support the on-site learning experience by providing a continuum of intellectual inquiry in the home. Our school's unusual and challenging academic program requires the parents' full understanding and support so the school's mission of high academic achievement can be realized. The school will continuously explain our mission and philosophy to parents so parents can understand our school's intentions and support our program to ensure their children's success. There are several strategies and activities the school will conduct to engage parents/guardians in becoming informed and active program supporters.

Parents must support the school's learning process by providing adequate conditions at home. A Saturday School will be held once a month for 90 minutes on Saturday mornings. Parents will receive information on the school's teaching philosophy and taught how best to work with their children at home. Classes will address homework and its importance for successful learning. Parents will be advised on the best ways to structure their children's time and learning spaces in the home to assist in homework preparation. Topics for discussion will be the best ways to read with your child, math practice, vocabulary acquisition, doing homework, assessments, decision-making, educational play, building character, and developing interests and good study habits. A book list of suggested readings, both for parents and students, will be compiled and supplied to parents. Many of these books will be

available in the Family Center. An education center with age appropriate activities and a healthy snack will be available for children who accompany their parents to the monthly Saturday School.

Another strategy to support the development of parent support in the learning process is the Family Center. A family center will be established that provides a comfortable space for parents to feel welcome, meet and discuss school issues with other parents, and access a library of books about parenting, teaching children, family issues, and promoting good educational support in the home. This center will also serve as a work space for parents assisting with the development of curriculum projects, concerts, talent shows, community and classroom plays, planning and creating literacy and math centers, art projects, bulletin boards, and other classroom projects.

Other strategies for developing parent understanding and support of the learning process includes publishing articles in the school newsletter about student success stories and tips to help parents help their children succeed academically. In addition, individual report cards will include detailed explanations of each child's performance in achieving the learning goals established by the child's Personalized Student Education Program as well as DC Public Schools grade level expectations. The report card will clearly indicate the child's next steps for further improving achievement in all curricular areas. Finally, parent surveys on student academic learning will be reviewed by the School Site Council and considered for improving both the curriculum and the faculty's professional development program. The Saturday School program will also be surveyed as a way of evaluating the parent education component. Parental survey data will be published in the newsletter, on the school's parent bulletin board, the school's web site (www.berthabwilliams.org), in parent classes/meetings, and in the school's annual reports.

Welcoming Parents in the Decision-Making Process: All members of the faculty and staff understand that our school exists to serve our enrolled children and their families. We are customer-service oriented, realizing that without our parents' satisfaction, our school's charter will be revoked. We have indicated previously that parents will attend the Personalized Student Education Program meetings, and are invited to the Saturday School. Parents know they can be seated as members on school committees like the School Site Council, the Facilities Committee, and the Curriculum Committee. Parents are welcome for election to school board seats reserved for parents. Parent comments and suggestions are welcome, and the results of parent surveys will be seriously considered. Teachers know they must constantly network with their children's parents, keeping them informed of class activities, homework assignments, and child performance. Parent conferences are encouraged. The administrators know that good communication with parents and the community leads to the strong support of the school, that parents and community members are welcome at the school, and must be invited to participate in any way possible that contributes to student growth and the school's well being. Support staff will always interact in a friendly and supportive manner with parents and community members.

Communicating AYP and Teacher Qualifications to Parents:

Every year, upon the publication of the Adequate Yearly Progress report, the school will conduct a parent and community meeting dedicated to an explanation of the AYP report, our school's progress in achieving higher scores, and our plans for continued AYP improvement. A summary of this information will be transmitted to all parents by the school newsletter, and will be posted on the parent bulletin board. In addition, the qualifications of the school's teachers will be presented in this meeting, and published as indicated above so parents are informed of the professional quality of the teachers educating their children.

Community Participation: Our school intends to build significant and solid relationships with all child-appropriate elements of our community. We have reviewed youth organizations in SE and bordering communities that serve children within our age levels. We contacted over 20 non-profit organizations to establish a working relationship that will benefit our students and their parents.

The mission of the youth organizations with whom we will partner are designed to develop character, instill values, teach respect for authority and society, develop confidence and a positive self image, and help young learners reach their full potential in life. We will employ these organizations' services as one of the ways to support our Academy in achieving its mission and vision.

Among the agencies we've contacted are Mentors Incorporated, and Howard University's Department of Education, because of their unique tutoring services for our students, and to engage our students in intellectual and abstract activities. Because of our personal contacts with Howard University's Medical College, the college administrators were contacted and are supportive of assisting us with providing voluntary monthly medical services to our students and their families.

We have received positive communications from the following organizations, and have been invited to continue our correspondence and develop a working relationship with them once our school's charter is approved.

DC Department of Recreation
DC Commission for the Arts
Washington National Opera
African American Music Association
African American Historical Association
YMCA/YWCA
The Anacostia Coordinating Council
Parents of Ward 8 Family Resource Center
The Boys and Girls Club
The ARC
DC Figure Skating Club
The Big Chair Chess Club
Southeast Tennis and Learning Center
Langston Junior Boys and Girls Golf Club
Public libraries in Southeast

We will seek partnerships with Greater South East Hospital, Howard University Dental School, the University of the District of Columbia, and American University “Teach for America Corps” interns. We will also seek to engage the support of local businesses, fraternal organizations, public libraries, and the community’s many recreational facilities. Teamwork is the heartbeat of our school, and police officers, ministers, politicians, professionals, business people and more are all regarded as partners by our administration and staff. Outreach programs and partnerships that assist children who need help will be contacted and invited to support our common cause.

School Organization: The school will be organized in the traditional manner, with the school board providing the vision that contains the core values and beliefs which guide the school in the pursuit of its stated goals. The board will provide governance, accountability, and alignment, establish standards of excellence, ensure continuous student improvement, and form collaborative relationships within the school and in the community, thereby building a positive and exciting climate for learning. Additionally, the board will adopt operating policies and procedures, provide financial oversight, conduct systematic reviews and evaluations of all areas of the school’s programs, and advocate on behalf of the students, school, and community.

The principal will act on board policies and procedures as the school’s executive officer, and the faculty and staff following the directives of the principal. The school board will be composed of individuals with extensive experience in various categories, including academic leadership and charter school experience, law, business, finance, fundraising, real estate, community networking, serving special needs children, and real estate/facilities. No less than two board members will be parents with children enrolled in the school.

In addition, shared decision-making will be established through the activities of school committees composed of teachers, parents, staff members, community members, and students as appropriate. The school board will authorize the formation, membership, purpose, and dissolution of school committees on an as needed basis. Such committees will include school committees focused on facilities, budget, curriculum, and special services. Committees will review their mandated purpose, conduct appropriate research, and make recommendations to the board for the board’s approval. The board makes all final decisions, and may choose to accept, modify, or decline committee recommendations.

School Culture and Climate: Climate is an essential aspect of a school’s culture, with a powerful effect on the behavior and performance of the school’s participants. The board will give priority attention to the climate of the school and how climate is affecting students, teachers, parents, and the community.

The school’s culture is based on all participants understanding and supporting the school’s mission and philosophy. Our school supports disciplined effort resulting in significant achievement. The school’s curriculum, modes of instruction, learning opportunities, and assessments are clearly linked to the mission and tailored to the needs and interests of the students. The focus is on student and teacher learning,

coupled with a continual, school-wide conversation about the quality of everyone's work. Our school supports close, supportive teacher-student, teacher-teacher, and student-student relationships. Our school creates opportunities for discussing fundamental values, taking responsibility, coming together as a community, and celebrating individual and group success. Our school's leaders encourage and protect trust, on-the-job learning, flexibility, risk-taking, innovation, adaptation to change, kindness, compassion, and service to a cause greater than self. Our school uses data-driven decision-making systems that draw on timely, accurate, qualitative and quantitative information about progress toward achieving the mission. There is unwavering support from parents and the community.

Our school creates an environment in which everyone is learning; everyone expects to learn and expects everyone else to learn; classrooms and school halls contain numerous examples of high quality student work and achievement; there are multiple opportunities to learn in multiple ways; each student has productive relationships with many other students and with many teachers and adults in the community; great learners are celebrated and modeled; people work together on interesting projects in small and large groups; the school is actively engaged with conversations about interesting and important matters; a language of inquiry and thoughtfulness is evident; people listen to one another; everyone feels safe enough to take risks, and to try something exciting and new; widespread trust is evident; strangers are welcomed; diversity is welcomed as a strength; and it feels good to be in our school. Everyone feels recognized and respected, and in the company of people who will help when needed.

Extracurricular Activities: This topic was elaborated upon in detail previously, but in brief review, the extracurricular activities will consist of three main elements:

1. Classes and activities that are taught by parents and community members, drawing upon the rich variety of personal interests of the individuals living in the community
2. A mentoring and tutoring program staffed voluntarily by college students from the local area.
3. The school's teachers will offer electives based on their personal interests as determined during the interview process.

This extracurricular program will be blended into the extended school day, so that throughout the day there will be a mix of core subject area classes and high interest extracurricular activities. Athletic involvement is very important as well, and team sports will be offered for all children with such sports as soccer, softball, basketball, etc. as based on available resources.

Collaboration with Community Organizations: As mentioned previously, our school will establish relationships with the YMCA, YWCA, Boys and Girls Club, the DC Department of Recreation, the DC Figure Skating Club, the Big Chair Chess Club, and the Southeast Tennis and Learning Center, among others, so our students can experience the variety of opportunities for personal and social growth.

Procedures Ensuring a Safe, Orderly, and Drug Free Environment: The school's

primary responsibility is to provide our children with a safe, secure, and peaceful environment in which learning can occur. A school safety plan will be developed. This plan will be established through a detailed school safety assessment, which includes a survey of school facilities and school resources for supervision. The assessment will include a survey of staff, parents, and older students to determine their views and recommendations regarding school safety. A system will be established for tracking and recording school crime and violence, with reporting procedures for teachers and other staff. This system will include regular checking of the National Sex Offender Registry to identify sex offenders in the community and notify parents so they can protect their children from these offenders.

Policies and procedures will be established regarding a school discipline code and a means to implement, evaluate, and supervise the code; sexual and racial harassment policies; staff in-service training for cultural and ethnic sensitivity and conflict resolution; comprehensive crime- and violence-prevention approaches; and procedures for operating interagency partnerships. The plan will include procedures for emergency evacuation and crisis management. A school safety council with representatives from school staff, older students, parents, and community representatives will be responsible for providing advice and making decisions about critically important cases of violence and crime, evaluating the state of school safety, and proposing revisions to the school discipline code and school safety plan as deemed necessary.

The principal will work with all school personnel to create a climate of school ownership and pride. All individuals and agencies responsible for school order and safety know and understand current state and federal laws affecting school crime and violence. All people involved with the school will be carefully screened and selected and receive training on intervention in bullying behavior as well as racial and sexual harassment, addressing of student discipline issues in a non-shaming but firm manner that does not incite violent behavior, and development of interagency partnerships directed at creating a safe school within a safe community. Particular attention will be given to the recommendations of the National School Safety Center (<http://www.schoolsafety.us/Schools-amp-Readiness-p-11.html>).

Our School's Philosophy regarding Student Behavior, Discipline and Participation for All Students: The Bertha B. Williams Academy Public Charter School is committed to maintaining a safe and supportive environment for everyone in our school community. Every community member is expected to act with integrity in accordance with the principles of responsibility and respect. The focus of our student behavior system is on teaching sound decision making and promoting positive behavior, not on punishing wrongdoers. We highly value truthfulness, taking responsibility for one's actions, and learning from one's mistakes. Our vision is of a caring community of self-disciplined students whose words and actions consistently reflect the values of our school by showing kindness and compassion to others.

Three basic ideas guide all we do and say:

- We respect and care for ourselves

- We respect and care for others
- We respect and care for our environment

The Role of Teachers, Administrators, and Staff in Maintaining an Orderly School:

All school staff members have a primary obligation to assure student safety in the school. Safety comes first. Therefore, given the expectations for having a safe, secure, and orderly school environment, every staff member observing a breach in safety is required to take immediate steps to remedy the situation. All staff members are responsible for monitoring, advising and mentoring students with regard to student behavior. Behavior issues will be referred to teachers and administrators so parents can be informed and steps taken collaboratively to prevent further concerns.

Teachers, administrators and staff:

- Respond to students in a caring and respectful manner
- Provide consistent and firm guidelines and rules regarding student behavior
- Regard the teaching and modeling of pro-social behavior to be as important as the teaching of academic subjects.
- Display diligent and impartial behavior when supervising students
- Use a consistent and prompt manner to grant rewards for good behavior and sanctions for unacceptable behavior

The Professional Development Program: The school has established its mission, philosophy, and school goals, and to successfully support these foundational elements, teachers, administrators and applicable staff members will require professional training so that everyone is versed in the concepts, the plan of action, and in being a supportive team member. During the hiring process, teachers, administrators, and support staff will be informed of the indicated foundational elements and asked to pledge their commitment to supporting the school in achieving them. At a later date, as the school achieves its goals and considers new ones, the process will be more organic by welcoming discussion among the faculty and staff for recommending new school goals to the board.

Current professional development topics include providing individualized instruction for each child, understanding and employing assessment results, reading literacy and math literacy, teaching inner-urban minority children, and character development. These topics precisely serve the school's mission and goals.

Plans for Providing Access to Professional Development Workshops: Teachers, administrators, and applicable staff members will be required, as part of their contract, to attend professional development workshops on one Saturday per month. In-service will begin at 8:00 a.m. and conclude at 4:30 p.m., with 30 minutes for lunch. Funds will be secured in the school budget to provide for workshop costs. Professional development activities will be selected on the basis of their ability to expand the knowledge, skills, and other competencies required by the faculty and selected staff in serving students well, and developing confidence in exceptional performance in the public charter school environment.

Structure of the School Day: Each day will begin with the staff and volunteers

greeting students as they arrive at school. Students will be served a breakfast, and then will engage in educational tasks until academic classes begin at 8:00 a.m. The academic and extracurricular program will be scheduled so that it provides the most effective time for instruction of core skills and student interests as based upon the Personalized Student Education Program requirements for each child. Grouping and scheduling depends on the developmental needs of the students in the school. Academic and extracurricular lessons will be scheduled until 4:00 p.m. with the exception of a 30-minute lunch period and two short recess periods. A nutritious lunch will be provided to all students. At 4:00, teachers will dismiss students, and senior citizens will be available to converse with students, asking how students fared during the school day, about homework, etc., and assuring that parents are picking up their children. Parents/guardians are welcome to allow their children to stay at school longer, either because the parents are still at work, or so students can extend their daily educational experience. From 4:00 to 6:00 p.m. the school will provide meaningful educational activities staffed by adults. Children will be served a nutritious snack at 4:15 p.m. Children still at school until 5:30 p.m. will receive additional nutrition.

Structure of the School Year: The school will be open 230 days. The founders are aware that current research indicates additional time alone does not result in improved academic achievement. However, the founders affirm that the combination of improved quality instructional time with increased quantity of learning time will result in significant student achievement.

“Students in the U.S. receive 10 percent fewer instructional hours per year than students in other OECD (Organization for Economic Cooperation and Development) nations” (Silva, 2007). Elena Silva, a senior policy analyst at Education Sector, an independent education policy think tank, conducted research on instructional time, concluding: “Research reveals a complicated relationship between time and learning and suggests that improving the quality of instructional time is at least as important as increasing the quantity of time in school.”

In our school, students will receive 20 percent more instructional time than their counterparts in surrounding schools. School will be conducted Monday through Friday. The school will be closed for all Federal holidays. There will be two two-week vacations, one in July, and the other in December. It is our expectation that quality instructional time as well as additional time on task, combined with a stimulating learning environment with motivated teachers, parents and community members will result in exceptional gains in all areas of our students’ endeavors.

B. Business Plan

1. Planning and Establishment

The Profile of the Founding Group: The founding group of The Bertha B. Williams Academy Public Charter School consists of 11 individuals, all of whom have an inner desire and commitment to address the educational needs of the socially disadvantaged, and the “unreachable” and struggling youth in Ward 8 of the District of Columbia. The current board of directors contains five Doctors of Education, an attorney, a real estate broker, a minister who is also a certified public manager, a school business services accountant, and two parents.

The founders view the future of The Bertha B. Williams Academy Public Charter School within the broader movement of school reform in America, and we confirm that our purpose is to build a charter school that will thrive and contribute significantly to the health and vibrancy of its community. Our founders’ commitment to community service is based on our values, vision, and strategic leadership.

The founders’ believe that every child deserves access to a quality outcome-based education, that parents and the community must be involved in the school, and that every child can become successful in school, work and in life.

Listed alphabetically:

Founding Member of the Board of Trustees:
Cecelia Brady-Hudley, M.Ed. in Child Development Counseling

Cecelia Brady-Hudley has a Masters of Education in Child Development Counseling, and an administrative certificate from Trinity College. Cecelia is currently the Director of Guidance for Friendship Academy Charter Schools in DC, and has served the DC Public Schools for the last 30 years as a Leadership Coach with New Leaders for New Schools and DCPS, and for eight years as a principal in three different DCPS elementary schools. Cecelia has been a nominee for the Teacher of the Year Award, and a member of the DCPS Superintendent Instructional Cabinet. Cecelia has supervised and evaluated more than 200 certified and classified personnel, conducted ongoing assessments of students, and developed curriculum in the components of instructional responsiveness. Cecelia is very excited about the prospects for the children attending our proposed charter school.

Founding Member of the Board of Trustees:
Roberta Butler, Minister and Certified Public Manager

Roberta Butler is also a resident and minister in Ward 8, serving the community through the Independent Church of God. In addition to her current strong community relationship, Ms. Butler previously had a career as a Housing Community Developer with the Fairfax County Department of Housing and Community Development in Fairfax, Virginia. In this position, Ms. Butler developed her expertise in real estate and grant writing. Ms. Butler is a Certified Public Manager (CPM). Now, as a minister

of the Independent Church of God, Minister Butler serves her community through ministering and advocacy to the families of Ward 8, and contributes her community relationships and career expertise to the founding board.

Founding Member of the Board of Trustees:
Darrin Davis, Real Estate Broker

Mr. Davis is a licensed real estate broker and real estate agent, and the owner of Anacostia River Realty, LLC located in Ward 8. Mr. Davis has been successfully active in the DC real estate market since 1997, and was selected for the Prudential's Sales Honor Society in 2006. Mr. Davis has a firm knowledge of the real estate market in Wards 7 and 8. Mr. Davis is also an active member of the community, recognized by DC's former mayor, Anthony Williams, as Main Street Anacostia's Volunteer of the Year in 2004. Mr. Davis is affiliated with River East Emerging Leaders (R.E.E.L.), is a board member of the Anacostia Coordinating Committee, and a member of the Ward 8 Democrats. Mr. Davis will contribute his expertise of Ward 8 real estate properties, real estate issues, knowledge about leases and facilities, as well as his well-developed community relationships in his service as a member of the founding board. Mr. Davis is seriously committed to active support of the Academy.

Founding Member of the Board of Trustees:
James Delsordo, Attorney

Mr. Delsordo is the owner of the law firm Argus Legal, LLC, which focuses on procurement law and commercial litigation. Prior legal practice, for a period of 16 years, focused on federal government contracts, and working for a large general practice law firm. Jim is a member of the District of Columbia Bar, in addition to others. Jim earned his law degree from George Washington University, and will devote his time and expertise as a board member to reviewing and advising on the legal matters for which the board will need guidance.

Founding Member of the Board of Trustees:
Dr. Marcal Graham, Ed.D. in Educational Administration

Dr. Graham is a resident of Silver Spring, MD. In 2004 Dr. Graham completed his Ed.D. in Educational Administration from Temple University, Philadelphia. Dr. Graham's dissertation was an examination of the effectiveness of charter school boards. Previously, Dr. Graham earned a Master of Arts in Urban Studies, also from Temple University. Dr. Graham's expertise is in student assessment. He is presently the Director of Assessment for the Community Academy Public Charter Schools in DC. Prior to this assignment, Dr. Graham has been the Assessment Program Analyst for the Charlotte-Mecklenburg School District in North Carolina, and the Director of Research and Evaluation for the Hyde Leadership Public Charter School in DC. Dr. Graham's expertise in student assessment will be a major supporting factor in guiding the faculty of BBW in precision interpretation of assessment data for continued refinement of each student's learning goals and objectives as described in the Personalized Student Education Programs. Dr. Graham anticipates serving the

BBW in this capacity for many years to come.

Founding Member of the Board of Trustees:

Dr. Leah Humphrey

Ed.D. in Educational Administration with Expertise in Special Education

Dr. Humphrey has over 40 years of service in public education, earning an Ed.D. in Educational Administration from Nova Southeastern University in Ft. Lauderdale, and an M.Ed. in Urban Education from Federal City College in DC.

Currently the president of LHConsult Educational Services, Dr. Humphrey has consulted with the National Association of State Directors of Special Education, and as a monitor for DC Public Charter Schools. Dr. Humphrey also served for four years as the Project Director for the National Alliance of Black School Educators (NABSE), and has consulted for school boards and superintendents in over 20 states to help implement the precepts of IDEA. Previously, Dr. Humphrey served DC Public Schools for over 30 years as a teacher (pre-K through grade 6), as a Supervisor of Special Education, and as the Area B Associate Director of Special Education and Pupil Personnel Services. In addition to her many other duties, Dr. Humphrey was responsible for the development of parent involvement and participation in special education due process.

Dr. Humphrey lives in Upper Marlboro, MD, and is excited about being on the BBW board of directors where she can assure the quality of education for special education students, and all the students of our school.

Founding Member of the Board of Trustees:

Dr. Daniel Levine, Ed.D. in Leadership and Organization

Dr. Levine is a lifelong professional educator with an earned Doctorate in Education (Ed. D.) in Leadership and Organization from the University of San Francisco, CA, a Master of Arts in Education (M.Ed.) from the University of San Francisco, CA, a Master of Arts in Humanities (M.A.) from San Francisco State University, CA, and a Bachelor of Arts in English (B.A.) from San Francisco State University, CA. In addition, Dr. Levine is a former public school teacher with credentials for multiple grades through college. Dr. Levine taught middle school language arts and mathematics in the San Francisco Unified School District, CA, and the Upper Lake Elementary School District, CA. Dr. Levine served as the principal/superintendent of two grade K – 6 elementary public school districts, and was also the Special Education Director and Director of ELL (English Language Learners) for the Fort Ross School District, CA, and the West Side Union School District, CA. Additionally, Dr. Levine served as the superintendent of the K – 12 Lopez Island School District, WA, for 10 years. Dr. Levine is also a published classroom author and editor of 21 student workbooks in mathematics, science, vocabulary development, physical education/health, and character development.

Dr. Levine is a resident of DC, and contributes his expertise in the charter school areas of administration, special education and second language learners, teacher and program evaluation, school budgets and business, curriculum development,

facilities, student assessment, and student development. Dr. Levine's family was affected by the Holocaust, and he has a professional and personal interest in continuing his work with minority, low income and disadvantaged youth. Dr. Levine seeks to become a cornerstone for the children of Ward 8 by helping them achieve an excellent education as the preliminary step toward living healthy and productive lives through quality education.

Founding Member of the Board of Trustees:

Eric Ouedraogo

Mr. Ouedraogo is the assistant business manager at Ideal Academy Public Charter School, where he has worked for the last year. Before acquiring this position, Eric worked as a financial assistant and bookkeeper for four years. Eric recently completed his Bachelor in Business Arts at Cleveland State University. Because of his experience working under the direction of a charter school business manager, Eric will be able to advise the directors on accounting and finance matters, and will be an important participant on the school's budget advisory committee. Eric is a strong supporter of quality education, and is anticipating his role as a board member so he can contribute to an effective and progressive school.

Founding Member of the Board of Trustees:

Donna Wagner Barr, Parent of Attending Children

Ms. Wagner Barr lives in Southeast and is the grandparent and guardian of a child who will be attending the Bertha B. Williams Academy Public Charter School. Ms. Wagner Barr has a strong interest in assuring that the school creates and maintains programs that advance student performance so students develop the skills they need to be successful in the higher grades, graduate high school, and go on to college. Donna will be a strong advocate for children and families, and will represent the parents' perspectives on the board.

Founding Member of the Board of Trustees:

Dr. Lois S. Williams,

Ph.D. in Psychology and Higher Education Administration

Dr. Williams is the founding leader of The Bertha B. Williams Academy Public Charter School. This school is posthumously named after her mother-in-law, a distinguished African American educator. Dr. Williams earned a Ph.D. in Higher Education/Instructional Development from the University of Connecticut, a Master of Arts in Counseling and Psychology from Loyola College in Baltimore, MD, and a Bachelor of Science from Morgan State University in Baltimore, MD. Dr. Williams is the CEO of Wiltex Incorporated, a company that specializes in acquiring federal contracts in education, healthcare, and information technology, with expertise in training and assessment. Previously, Dr. Williams served as a member of the School Board of the City of Virginia Beach, with approximately 69,000 students in grades K-12, composed of 56 elementary schools, 14 middle schools, and 11 high schools. Prior to being elected to the school board, Dr. Williams served as the President of Knoxville College, Knoxville, TN. In addition, Dr. Williams has served variously as

the Dean of Instruction at Passaic County Community College, Passaic, NJ, a Professor of Education and Director of Faculty Development at Hampton University, Hampton, VA, and an Associate Professor of Psychology at Norfolk State University, Norfolk, VA. In addition to her background as a lifelong educator, Dr. Williams founded Vista Vision 2000, the 501(c)3 nonprofit company that is applying for the charter with the DC Public Charter School Board. Dr. Williams has led and managed this 501(c)3 company for 11 years.

Dr. Williams is a resident of DC, and humbly contributes her expertise in the charter school areas of administration, business, policy and procedures, student assessment, and student and parent advocacy.

Dr. Williams is an African American who is a product of a segregated school system in North Carolina, and a participant in the struggle for Brown v. Board of Education and in the Civil Rights Movement. Dr. Williams possesses unique insights, historical perspectives and a clear vision of the strengths and needs of African American children and families residing in Ward 8 of the District of Columbia.

Founding Member of the Board of Trustees:
Kaleema D. Yound, Parent of an Attending Child

Ms. Yound lives in Southeast and is the parent of a child who will be attending the Bertha B. Williams Academy Public Charter School. Kaleema is interested in serving on the board as a child and parent advocate assuring that the voices of parents are heard in the decisions the board will make.

Name and Address of Entity Submitting the Petition.

Vista Vision 2000 Incorporated (A Nonprofit 501(c)3 Company)
Trade Name: Bertha B. Williams Academy Public Charter School
Dr. Lois S. Williams, CEO

Graves & Horton, LLC
1750 K Street
Suite 200
Washington, DC 20006

Names of Organizations and Corporations of Which Individual Founding Group Members are Directors or Officers.

Cecelia Brady-Hudley
None.

Roberta Butler
None.

Darrin Davis

Anacostia River Realty, LLC

James Delsordo
Argus Legal, LLC

Dr. Marcal Graham
None.

Dr. Leah Humphrey
None.

Dr. Daniel Levine
None.

Eric Ouedraogo
None.

Donna Wagner Barr
None.

Dr. Lois S. Williams
Vista Vision 2000 (Operations begin late 2009)
Wiltex Incorporated (Operations ceased 2009)

Kaleema Yound
None.

Names, and Roles/Resources Contributed by Partner Organizations and Agencies.

Accounting Advisor: Kim Griffin, CPA, MBA

Kim Griffin is a practicing CPA living in DC. Currently the Chief Operation Officer for Women's Voices. Women Vote, Ms. Griffin writes accounting policies and procedures, designed and manages the accounting and budgeting systems, and coordinates annual audit requirements. Ms. Griffin also coordinates the fundraising and grant funding financial reporting. Previously, Ms. Griffin was the Senior Manager for Contracts and Compliance with America Online. Kim Griffin earned her MBA from Wake Forest University, and her B.S. in Accounting from Babson College. Ms. Griffin contributes her expertise in accounting and budgeting to the founding board.

Audit Advisor: Ronald P. Walker, CPA

Mr. Walker is a practicing CPA and the Managing Partner of Walker & Company, LLP. Mr. Walker established Walker & Company, LLP, in 1985, after serving as the Partner in Charge of the Washington, DC, office of Mitchell and Titus, CPAs. Prior to this he served the Ford Foundation as an international financial adviser. He began his career as a senior accountant at Arthur Andersen in New York City. Mr. Walker's professional success stories are numerous, from leading a 20-person team in the

audit of major oil refiners for compliance with the U.S. Department of Energy's pricing regulations, to developing a national training and technical assistance resource for the Corporation for National and Community Service.

Mr. Walker holds a Masters in Business Administration from Stanford Graduate School of Business and a Bachelor of Science in Accounting from New York University. He is a certified public accountant in the District of Columbia. He is past president and a member of the Greater Washington Society of Certified Public Accountants, member of the American Institute of Certified Public Accountants, and the National Association of Black Accountants.

Business Community Advisor: Albert Hopkins, Jr.

As the President and CEO of the Anacostia Economic Development Cooperative (AEDC), Mr. Hopkins is an expert on both the community and business activity in Ward 8. Mr. Hopkins has served the AEDC for 34 of its 40 years, initially as its attorney, and now as CEO and President. Mr. Hopkins directs the AEDC, which over the years has developed single and multi-family housing, neighborhood retail office projects and a shopping center to serve residents who live east of the Anacostia River in Washington, DC. Mr. Hopkins earned his JD from Howard University's School of Law, and a B.S. in Mathematics, also from Howard University. Mr. Hopkins is a member of the Bar of the United States District Court for the District of Columbia, the United States Court of Appeals, United States Court of Military Appeals, the United States Tax Court, the District of Columbia Court of Appeals, the National Bar Association, and the Bar Association of the District of Columbia.

Community Advisor: Lois A. Void, Minister

Lois Void is the Founder and Director of Outreach Ministry in Ward 8. As a minister, Pastor Void has been very active in the Ward 8 community, establishing a resource center for families needing spiritual guidance, and starting numerous programs that educate and inspire youth. The minister encourages the hopeless, visits the sick, and feeds the hungry. Minister Void is also the lead teacher at the Center for Youth and Family Investment where she supports and mentors students and families, and assists middle school students in the independent study program. Minister Void previously served as the resource teacher at Friendship Public Charter School in DC. Minister Void contributes her strong community relationships to the founding board.

Curriculum Advisor: Anne Arnold, M.A.

Ms. Arnold is an instructor and educational consultant with nine years' experience in the not-for-profit, public and corporate sectors. Ms. Arnold is skilled in instructional systems design and curriculum coordination. A resident of DC, Ms. Arnold has used her expertise in education for training teachers and developing curriculum. Ms. Arnold has designed language arts curricula for client schools, taught ESL enrichment and language arts classes using differentiated learning and multiple intelligence factors, taught high school in Michigan, and served as an Americorps

Vista Program Coordinator focused on a literacy project to improve third and fourth grade students' reading skills. Ms. Arnold earned her Master of Arts in Curriculum and Teaching from Michigan State University, and a B.A. in English from the University of Michigan.

Grant Writing Advisor: Joni Berman

Ms. Berman is charter schools advocate and grant writer. Ms. Berman was the President of the Maryland Charter School Network and has assisted in the establishment of the first 30 operating charter schools throughout that state. Ms. Berman was also the Director of Communications and Development for the Friends of Choice in Urban Schools (FOCUS) in Washington, D.C., and during that time she wrote grant proposals for the organization. Ms. Berman will be a consultant to the founding board, contributing her expertise in writing grant proposals for charter schools.

Grant Writing Advisor: Michael G. Meyer, Ph.D.

Michael G. Meyer, Ph.D., of Washington, D.C. has worked with and consulted for community health, social services, and research firms in Washington, D.C. and around the nation since 1985. Dr. Meyer has assisted in the conceptualization, planning and implementation of community service projects. His specializations include problems associated with alcohol, tobacco, drug abuse, and issues associated with high-risk youth. Dr. Meyer has worked with inner city African Americans, the National Institute of Health, the Global Children's Organization, the Latin American Youth Center, and many non-profit organizations around the United States. Dr. Meyer is an expert grant writer, having written many successful grants since 1986 for social service agencies. Michael believes in the mission of the BBW and plans to assist in ensuring that high standards of learning are available to all students.

Medical Resources Advisor: Dr. Anderson Williams

Dr. Williams is a retired medical doctor and the husband of the founding leader, Dr. Lois Williams. Dr. Williams served as Chief Pathologist at Norfolk Community Hospital, Norfolk, Virginia for over 42 years. Dr. Williams was offered a position at Sinai Hospital in New York City, but declined because of his deep and abiding desire to serve the disenfranchised members of the African American community residing in an enterprise zone in Norfolk, very similar to Wards 7 and 8 in Washington, DC. Dr. Williams presently serves on the board of several prestigious medical organizations, and dedicates his expertise to mentoring medical students and conducting research. Dr. Williams is a graduate of Johnson C. Smith University, Biology; University of Pittsburgh, Zoology; and Meharry Medical College, Pathology. The Bertha B. Williams Academy Charter School is named in honor of his mother. Dr. Williams's passion for serving underprivileged students and his commitment to inspiring others with the desire for learning assures his welcome contributions as an advisor. Dr. Williams will procure students from local colleges to serve as mentors and tutors for our students.

Social Work Advisor: Dr. Darrell Nearon, Ph.D., JD, LICSW, LCSW-C

Dr. Nearon is a licensed clinical social worker and a child and family services specialist. Currently Dr. Nearon is the Director of the Resident Grievance Department for the Department of Mental Health and Hygiene in Baltimore, MD. Until recently, Dr. Nearon was an administrative review specialist for the Child and Family Services Agency (CFSA) in Washington, DC. Prior to that, Dr. Nearon served as the supervisor for 28 therapists at the National Children's Center in Washington, DC. As a founding board member, Dr. Nearon will contribute his expertise in child and family psychology, mental health, and grant writing. Dr. Nearon is a DC resident. He received his Ph.D. from Clark-Atlanta University, his JD from the Antioch School of Law, his MSW from Atlanta University, and his BSW from New York University. Dr. Nearon is dedicated to the welfare and education of the children in the community and will remain active as an advisor for years to come.

How the Founding Group Reflects Community, Parent, and Teacher Interests:

The Bertha B. Williams Academy Public Charter School founders and future Board of Trustees consists of eleven members who reflect community, parent and teacher interests through common interests, core values, philosophy, diversity, and desire to effectuate positive change by fulfilling the unmet needs and opportunities for each child in Ward 8's community, beginning with pre-K, kindergarten, and first and second grade students.

The founders join parents in eradicating patterns of ignorance, mediocrity, social injustice and joblessness. The founders serve as a bridge to a better quality of life for children as well as a voice for parents and the community. The founders are interested in aiding parents in a dynamic growing community by developing the potential within their community that in turn will effectuate social change through education.

Based on parent input, the founders are committed to providing a high quality educational and interactive program for the children in this community, in a safe, nurturing, academically rigorous and intellectually challenging learning environ that reflects the ideals and values of thriving communities across America.

Nine of the eleven founders are African American, six are residents of Washington, D.C., and of those six, six founders reside within the Ward 8 community. Five of the founding members are professional educators. The founding group has a particular interest in serving the needs of disadvantaged children. Noteworthy is the fact that every founder has experienced the difficulties faced by ethnic groups, and has struggled to rise above the challenges of acquiring a quality education, economic security, academic fulfillment, social acceptance, and professional and workplace honors.

How the Efforts of the Founding Group and Partners Have Contributed to the Quality of the School Plan and How Their Continued Involvement will Contribute to the

Long-term Success of the School:

Each of the founders have contributed ideas about how to make The Bertha B. Williams Academy Public Charter School successful through high expectations for all students, parent involvement, effective leadership, accountability, quality teaching, appropriate methods and materials for learning, and a rigorous curriculum relevant to current life skills and work in the global community. Three of the eleven founders are professional educators and represent practical experience in education, ranging from teaching in multicultural classrooms, multiracial communities, multilingual schools, and serving as administrators and teachers in public urban and rural school systems. The wealth of experience, years of advanced education (four of the five doctors of education have decades-long experience as school administrators, and five of the founders have advanced college degrees), and careful review regarding the best programs and methods to accelerate student learning and achieve the desired outcomes of student academic and personal development is represented in our educational program, designed to result in exceptional student achievement.

The founders and community of learners have a shared interest, enthusiasm and support for the development of the Bertha B. Williams Academy Public Charter School. The founders have created a partnership aimed at increasing academic achievement and high school graduation rates in Ward 8. Our academy will provide leading models of educational practice, and advancing student achievements while providing hands-on stimulating collaboration to parents leading to continued growth in the school and community.

Our charter school meets the needs of our students and provides an academically challenging individualized inclusive education program with rigorous standards designed for student success, transitioning confident learners into adulthood, advanced educational programs, and career achievement. The founders' continued involvement will contribute to the long-term success of The Bertha B. Williams Academy Public Charter School because of the sincere interest, passion, loyalty, integrity, and commitment of the founders to meet every challenge, work collaboratively for solutions, and resolve all issues in favor of making decisions that are in the best interests of the students and their families.

Our Plans for Recruiting Additional Founders or Organizers:

We seek high-level advisors whose skills provide solutions to the needs of the students of the Bertha B. Williams Academy Public Charter School. Networking will be ongoing to solicit a corps of advisors, either individuals or organizations, to be available as needs arise. In the short term, our school will be recruiting people and companies that can assist with the marketing, mentoring, tutoring, identifying parents whose children may attend our school, and community members that can help us enhance our school's elective program. We will also be seeking advice from the corporate community. Future board members will be selected on the basis of the quality of services they can offer the school, and on their ability to challenge the

school to perform at a higher caliber level for the best interests of the students and community.

The Planning Process That Led to Our Decision to Apply for a Charter:

The founders made the decision to apply for a charter school after months of deliberation, visitations to charter schools, reviewing research on charter schools and successful programs on the East Coast, studying curriculum and state standards, and considering options for issues such as class sizes and assessment tools. The founders also assessed the founders' educational training, practical experience, and skill sets in determining that the founders are exceptionally qualified to develop, manage, and lead a new model public charter school.

The founders recognize that the current educational system is in need of reform and is inconsistent in producing graduates with the qualities and skill sets essential for success in the 21st Century workforce. We believe our educational program is composed of the elements necessary to achieve the desired outcomes to build a stronger America and a healthy democracy. In discussions, we have resolved that we strongly desire the opportunity to make a significant difference in the lives of the children and families residing in Ward 8 of the District of Columbia. The socially disadvantaged youth living in Ward 8 are in serious need of a high quality education consisting of quality academic instruction, and moral and ethical development that leads to economic self-sufficiency, pride, and honorable lives as contributing citizens to their community and country.

Therefore, we are applying for a charter because our vision and commitment for sharing our wisdom, talents and skills with youth in a caring collaborative environment is the founders' sincere motivation, and because we believe our teaching and service will have life-changing positive effects on the children and families residing in DC's Ward 8.

Some of the activities in which our founders have been engaged led us to conclude a new model charter school is needed for the children of Ward 8. The activities were:

- One of our founders wrote a book in 2008 titled "Wisdom is Greater than Strength". The book details the need for educational reform.
- Research was conducted on charter schools in Virginia, DC, Florida, and New Jersey. Student achievement data for charter school students in well-performing charter schools was highly significant, indicating the promise of effective school programs. In addition, data for charter school outcomes in areas like discipline, improved student behavior, and student self-esteem attitudes were statistically significant as well.
- A consultant conducted a community survey of Ward 8 to assess the community's need and receptivity for a new charter school.

- The DC Public Charter School Board was contacted, and several meetings were held with their representatives. Subsequently, meetings were held with Friends of Choice in Urban Schools (FOCUS), and our founders were represented at a series of informative workshops that explained the preparations necessary for initiating a charter school in DC.
- A team was gathered to investigate DC charter school laws and policies.
- The founding group and specialists with expertise in the following areas was assembled:
 - Community relations
 - Curriculum and instruction
 - School governance
 - Education marketing
 - Finance, funding, accounting, and grant writing
 - Student assessment
 - Teacher accountability
 - Charter school legal issues
 - Real estate and school facilities
 - Special education
 - Business management of a 501(c)3 company
- An advisory team was organized to serve as a networking organization to help founders and future board members convey the school's vision and mission to the community of Ward 8.
- Selected DC charter schools were visited by the founders to observe charter school operations and interview the administration and faculty.

After these experiences and a review of the data, the founders met with interested parents, educators, and community members to develop a vision for the school. Essentially, these people agreed on the need to establish a charter school that provides an alternative vision for educating youth who do not perform well in the present educational environment. The participants agreed to create a school with high standards using programs and methodology that teaches critical thinking, problem solving, peer collaboration, progressive learning strategies, and cooperative learning skills in a safe, supportive learning environment with small classes so individual attention can be provided for every student.

How the School Engaged Committed People with the Necessary Skills for the Founding Group: Dr. Lois Williams of Vista Vision 2000, a 501(C)3 company registered in Washington, DC, originally became interested in starting a charter school in DC because of an invitation to submit an RFP to Bolling Air Force Base to develop a charter school. The base wished to start a charter school to serve the military families living there.

After writing the RFP, other options for serving the DC educational community

became evident. After meeting leaders in the area, it quickly became apparent that there was an urgent need to make a difference in the lives of the children and families residing in DC's Ward 8. Dr. Williams and her associates possess numerous education and business skills for starting, developing, operating and leading a new charter school.

Through networking with community, business, and education leaders living in DC and Ward 8, the other ten founding members were recruited. Dr. Williams was advised by the Friends of Choice in Urban Schools to name founding members representing the key areas of academic instruction, real estate, law, accounting, community involvement, grant writing, parents, and non-profit company management. Over time, and through referrals, founding member candidates were contacted and interviewed for their abilities and their willingness to serve the Ward 8 community by being a member of this new charter school's board. Each of the founding members have expressed their sincere interest in serving the community of Ward 8 by establishing an academically strong charter school that will focus on reading and math and a personalized, differentiated and inclusive approach to education.

How Parents, Teachers, and Community Members were Involved in Designing the School's Mission, Philosophy, and Program: Four community meetings were advertised through Ward 8's ministers, schools, business organizations, school advocates, and key communicators. A tremendous effort was organized to reach as many parents in the ward as possible. Over 400 flyers announcing the community meetings were posted in stores, restaurants, clubs, churches, and other local organizations. Ministers read the flyer to their congregations. The flyer and other printed material referenced the school's web site, which contained detailed information about the school's design.

At these introductory meetings, the intent of the founders to start a new charter school in the Ward 8 community was presented and discussed. Interested parents, teachers, and community members were invited to participate in subsequent community meetings to review the founders' intentions, and discuss community values, the new school's philosophy and mission, the need for a responsive public charter school that focuses on reading, math, and rigorous academics, special needs students, the extended school day and extended school year, student achievement, the personalized student education program, family benefits, parent and community involvement, school leadership, curriculum, funding, and facilities.

The presentations drew considerable interest from local parents. Parents in the Ward 8 community have demonstrated support for the proposed school in multiple ways. The founding group received about two dozen calls from parents requesting information, about a dozen volunteered to help, and 102 parents signed a statement of support for the school, including electronically signed letters of support through the school's web site.

A number of people had previously served on charter school boards or had worked with charter schools as a teacher or parent volunteer. Teachers, parents, and

business leaders shared their stories, and helped the founders understand both the positive and negative features of their charter school experiences. Parents talked to the founders about the failure of their child's charter school. Discussion of these issues led community leaders to support the Bertha B. Williams Academy Public Charter School because of the gross unmet needs of children in the community, and the perception that the proposed charter school would be better at meeting the academic needs of their children. During the course of these meetings, consensus was reached on the school's mission, philosophy and program. There is a high degree of support for the Bertha B. Williams Academy Public Charter School within the community of Ward 8.

Among the community organizations the founders contacted were the Anacostia Coordinating Council, The Anacostia Coordinating Commissioners for Ward 8, the Advisory Neighborhood Commissioners, over 30 churches, Ward 8 realtors, retired teachers, principals, and many non-profit and for-profit businesses. The founders consulted with elected officials, the Community Parent and Family Resource Center, TANF Moms, members of the State Board of Education, and the DC Association of Chartered Public Schools. In addition, we attended meetings at the District of Columbia Public Charter School Board and the Office of the State Superintendent of Education.

Our founders were invited to give a presentation at the Anacostia Coordinating Council, and the Anacostia Coordinating Commissioners for Ward 8. At these meetings, questions were answered and support for the proposed school was garnered.

How Teachers, Parents, and Community Members will Continue to be Involved in the School's Implementation: Our school will solicit ongoing feedback, both qualitative and quantitative, from the parents and community. Written parent and community surveys will be used to gauge parental and community attitudes and satisfaction. Some parents or community members might provide valuable comments in conversation, so an administrative assistant will regularly interview parents and community members to obtain qualitative feedback about the school. The results of the survey will be available to the public and will be disseminated to parents, staff, and in community reports about the school.

In addition, the parents and community will be regularly asked to provide volunteer services in the school. Such services include leading an extracurricular class, helping students in the classroom under the teacher's direction, providing clerical support in the main office, monitoring school hallways and yard areas, decorating bulletin boards, serving as aides on field trips, being active as committee members, and becoming school board members.

Another significant means for community involvement is the school's collaboration with human service agencies, health care providers, educational institutions, community groups, arts organizations, religious bodies, and government departments. The school anticipates establishing relationships that support our educational program, as described in Part A.

Continuing Communication: The founding members have established a communications network through the churches, community organizations, community advocates, community leaders, and parent advocates in Ward 8 through the Internet, community meetings, community leaders, interested parents, teachers, and business leaders to keep parents, community members, and teachers informed as developments occur. The founders intend to hold regular monthly community meetings to present new information, gather community opinion, refine educational programs and procedures, and engage community debate so the Bertha B. Williams Academy Public Charter School is a vibrant and effective participant in the lives of the children, families, and community members residing in Ward 8. Press releases in the local newspapers will contain information about the proposed school, the dates and times of the public meetings, and references to the school's web site. New flyers will be posted at the same locations with information about the public meetings. In particular, we will target organizations where parents congregate: after-school programs, shopping centers, pediatricians' offices, etc. In order to work with parents in a personal, informal manner, we will establish a place or places (in the Founding Group members' offices if available, or their homes) and hours when interested parents can meet for one-on-one consultations about their children's needs, and a personal question/answer session about the school.

No School Management Company: The school has no plans to contract with a school management company.

A Description of the School's Corporate Status: The Bertha B. Williams Academy Public Charter School is incorporated in the district as a not-for-profit organization, and has received 501(c)3 tax-exempt status from the Internal Revenue Service. Articles of Incorporation, bylaws, and a conflict of interest policy will soon be adopted. The Certificate of Registration stating that the Bertha B. Williams Academy Public Charter School is licensed in the District of Columbia, and a letter from the Internal Revenue Service stating 501(c)3 status are available for review in E. Certifications.

2. Governance and Management

Board of Directors Selection Process and Terms of Office: The school board will establish a board development committee. This committee has the responsibility for recruiting prospective board members based on the perceived needs of the school. The committee will be familiar with the bylaws for being a board member, which includes requirements regarding the composition of the board, length of terms, and the process by which vacancies must be filled. The committee will develop a profile of the current school board to more clearly identify the strengths and weaknesses of the board's composition. Also, the school's strategic plan will be reviewed to identify governance issues that may require resolution. Once the review of the current board and related issues is concluded, a list of prospective board directors will be developed, and subsequently these individuals will be approached to consider candidacy. For those prospects that express interest, a series of orientation sessions will be scheduled to familiarize the prospects with the culture, challenges, and

successes of the school. Prospective board directors must be committed to the mission and educational philosophy of the school, able to commit sufficient time to be an effective board director, possess the skills and knowledge required by the board's recruiting priorities, and be capable of making difficult decisions in the best interests of the children and the school without regard to personal biases. The final selection of the new board members will be by ballot election of all parents/guardians, faculty, and staff. The board development committee will develop ballots and other election materials as required.

The bylaws shall state that the term of office for board members is three years. Initially, directors will serve either two or three-year terms from the date of appointment, or until their successors are sworn as replacements. Subsequent to the initial seating of the first board of directors, directors will serve staggered three-year terms so the school can benefit from experienced directors while also welcoming new directors with fresh ideas. A full three-year term is measured by having served until the first regular board meeting in January of the third year of service. Directors may serve as many terms as they are elected to serve.

Parent Selection of Board of Directors Parent Members: The bylaws shall state that no less than two board directors shall be parents whose children are enrolled in the school. Parents, whether as members of the board development committee or not, may take an active role in soliciting parents to serve as board member prospects. Thereafter, parents are welcome to support the election of the parent candidates they think will best serve the children's and school's interests.

Composition, Roles, and Responsibilities of the Board: The board of directors shall consist of 11 members. No less than two board directors shall be parents. In addition, the board shall consist of educators, business leaders, and community members. Board directors must possess a skill of value to the board and school such that the board is composed of directors with significant experience in parenting, academic oversight, finance, facilities, law, governance and organization, fund raising, community connections, human resources and personnel.

- The board has many roles and responsibilities. The board's premier responsibility is making decisions based on the best interests of the students and the school. The board does this by:
- Setting the direction of the school through the development of the school's strategic plan with its school goals, faculty and staff objectives, allocated resources, and timeline
- Setting policies and procedures to guide the board in its decision-making process
- Establishing committees to gather information on special issues and make recommendations to the board; disbanding the committees when the work is considered finished

- Hiring, advising, supporting, evaluating and dismissing the school's chief executive, and holding that person accountable for the achievement of the school's strategic plan, and the faculty's, staff's and students' performance
- Actively assessing the school's progress in achieving its goals, and providing guidance for solutions to challenges
- Providing the means for the continuation of strong board leadership by supporting the work of the board development committee and being available to counsel prospective and new board members
- Communicating effectively with the staff, school-community, and the general public, and being a link between the school and the community
- Supporting the school's positive image in the community by interpreting the schools to the public, and the public to the schools, such that the community's support of the school is profound, and student enrollment is desired
- Reviewing and approving the annual budget, participating in fundraising, and securing the school's financial well-being
- Securing compliance with all legal requirements including conformity to the charter

The Board's Executive Decision-Making in School Operations: The school board will hold a regular meeting no less than once a month to consider school business. The executive director of the school will prepare a draft board agenda in consort with the board chairperson. Upon approval of the draft, the executive director will prepare documents for the board members to review prior to the board meeting. Documentation will include the executive director's review of each agenda item accompanied by the executive director's recommendation for action. The board will follow Robert's Rules of Order, Tenth Edition (2000).

The school board will have two officers: the chairperson and vice chairperson. The chairperson has all the usual responsibilities of a board member plus the following additional responsibilities: (1) provide leadership in creating the school's strategic goals; (2) communicate frequently with the executive director about governance issues; and (3) direct the board's work by establishing agendas and facilitating meetings. In the absence of either officer, the next most senior board member by length of term will act as the chairperson. Each agenda item will be discussed, and either tabled or moved. If moved, a majority vote will carry. The board is the final authority in determining the action of an agenda item. The board will always obey federal and state laws, and all local ordinances.

The Relationship of the Board of Directors and the Administrators, Faculty, Staff, Parents and Students: The board of directors holds the charter, and has the legal,

fiscal, and moral responsibility for the school. The board of directors is the final authority on school-related decisions. The board is the sole authority for hiring and dismissing school employees. The board of directors will hire a school leader as executive director who possesses a heartfelt commitment to the mission of the Bertha B. Williams Academy Public Charter School. The board will seek an individual with proven leadership ability. A job description will identify desired skills including managerial skill and experience; ability to self-start and work well with others; a record of community involvement; demonstrated strategic thinking; familiarity with educational, financial, and personnel issues; and a history of academic and professional accomplishment.

The executive director is the employee responsible for the overall management of the school. The executive director's role includes final accountability with regard to student achievement, personnel, financial management, and operations. The executive director will report to the board and serve at the behest of the board. All other employees, through chains of supervision, will report to the executive director and will serve at the behest of the executive director.

In our school's first year of operation, we envision a school board of 11 directors, one executive director, one principal, six classroom teachers, one reading literacy specialist, one mathematics literacy specialist, one gifted and talented specialist, one special education teacher, one ELL teacher, one school counselor, and classroom assistants. Business services will be contracted with Josh Marks, founder and president of Goldstar, Inc. Building maintenance and custodian services will be contracted with Best Custodians. Food services will be contracted with Graceful Affairs Catering Company. Technology services will be contracted with Hopkins & Associates IT Services. Parents will provide transportation to and from the school. The school will lease vans for special outings.

The board recognizes the premier importance of the students. All decisions will be based on making the best choices for the well-being of students. The board is grateful that parents/guardians have selected the Bertha B. Williams Academy Public Charter School as their preferred choice for the education, personal growth, and safety of their children.

Rules and Policies for Governance: The rules and policies for governance have not yet been submitted for approval to the board of directors. The executive director will present proposed governance policies to the board for the board's review, discussion, and adoption upon approval of our proposed school's charter. The board of directors will adopt policies by June 2010. The adopted policies will provide a stable, effective governance model that is capable of providing a strong vision and continuity of leadership; clearly define the role of the proposed board of directors; define a viable administrative structure capable of providing strong leadership for the school and making adequate provision for teacher, student, and parent input to decisions that affect the school; and create effective written policies, rules, and bylaws needed to ensure the viability of the governance and administrative structures.

The following list represents our school's current thoughts about what the rules and policies for governance by the board of directors should be:

Organization

1. Legal Status and Operation
2. Mission and Educational Philosophy
3. Role and Responsibilities of the School Board
4. Number
5. Qualifications
6. Selection Process
7. Election
8. Oath of Office
9. Term Limits
10. Director Orientation
11. Job Descriptions
12. Board Member Resignation
13. Vacancies
14. Powers
15. Fees and compensation

Duties of Officers and Members

1. Annual Organizational Meeting, Election of Officers
2. Board Officers and Duties of Board Members
3. Committees: Purpose, Rules, Procedure for Creating

Methods of Governance

1. Policy Adoption, Manuals, and Administrative Procedures
2. Suspension of a Policy
3. Administration in the Absence of Policy or Procedure

Meetings

1. Location
2. Number of Meetings per Year
3. Meeting Conduct, Order of Business, and Quorum
4. Rules of Order
5. Policy for Special Meetings
6. Compliance with Open Meeting Laws
7. Executive or Closed Sessions
8. Quorum and voting rules
9. Minutes
10. School Board Meeting Audience Participation
11. Public Complaints
12. Absence of a Board Member
13. The Board-Executive Director Relationship
14. Evaluation of the Executive Director
15. Annual Goals and Objectives
16. Evaluation of the Board
17. Training for Board Members

Code of Ethics, and Conflict of Interest Statement: The Code of Ethics statement is in J. Required Documents. The board will develop and adopt the Conflict of Interest Statement by June 2010.

The Administrative Structure of the School: Our school will have few layers of management. Authority is vested in the board of directors, and through the board authority is extended to the executive director/principal. The executive director/principal is the key individual responsible for the school's management. The executive director/principal leads and manages all the teachers. Also reporting to the principal is the school's office secretary, who manages school volunteers working in the office. The business, custodial, maintenance, and food services are all contracted with privately owned companies. The business services provider is responsible to the principal, while the custodial, maintenance and food services providers report to the school secretary. Transportation is provided by parents/guardians, and the school secretary monitors this activity with support from volunteers. Teachers manage their assigned classroom assistants and classroom parent/community volunteers. The principal is responsible for acquiring and leading the parent and community volunteers in the extracurricular program.

Teachers, Parents, and Student Participation in Decision-Making: It is critically important that teachers, parents and students participate in the school's decision-making process. Teachers will have the opportunity to guide school operational decisions in the weekly faculty meetings led by the principal. Both teachers and parents will be welcome to participate on school committees that make recommendations to the school board, such as the budget, facilities, technology, and strategic planning committees. An active PTA/PTO will be able to express its interests and goals to the teachers and to the board, and a network linking all families to parent representatives will keep parents informed of opportunities to become involved in decisions. The school will actively solicit parent/guardian opinions for advice on school issues. Students will participate in school decisions at the classroom level when opportunities are presented. Student representatives will be selected to attend occasional school board meetings to express and request the satisfaction of student interests. Schools are successful when all the participants feel their ideas are valued, and they were part of the decision-making process affecting the quality of the school.

No School Management Company Contracts: The school has no plans to contract with a school management company.

3. Finance

Anticipated Sources of Funding: The school anticipates the following level of funding if our school is awarded a charter:

1. Per Pupil Charter Payments:	\$	1,767,826
2. Facilities: Non-residential:	\$	420,000
3. Federal Entitlements:	\$	360,000

4. Other Govt. Funding/Grants:	\$	65,407
5. Activity Fees:	\$	138,600
6. Other Income (Paid meals, student uniforms):	\$	70,381
TOTAL:	\$	2,822,214

Additional Amounts and Sources of Funding: Additional sums will be acquired through grants and donations. As soon as our charter is approved, we will conduct a series of fundraising activities to gather tax-deductible donations that will be used to fund school programs. Monies raised through fundraising will also be used to hire grant writers to identify and apply for funds that can augment our school’s program budget.

Contingencies for Decreased Funding: In the event of reduced funding, the school will make the cuts necessary to balance the budget. The school will make every effort to retain its low teacher: student ratio, knowing that instructional positions will be maintained based on student enrollment. The counselor’s position will be reduced or deleted. Benefits for faculty and staff will be correspondingly reduced as jobs are reduced. Contract services for custodians/maintenance, business, and food services will be downsized. The executive director will make a proposal to the board for reducing instructional materials and travel expenditures.

Financial Goals and Objectives for the Five-Year Budget: Our five-year budget is largely a wish list at this point. Once our charter is granted, the board will discuss and formulate a five-year plan of financial goals and objectives. Several of the items that have been discussed so far are the purchase of a school site and building a new school or renovating a building that could accommodate our increasing student population; increased instructional and staffing expenditures so we can hire a librarian; we would like to equip a library; purchase technology for the students to accelerate student achievement and technical proficiency; purchase additional software programs for distance learning opportunities; build a science lab, and a woodshop or repair center.

Fundraising Plans: The founding board has planned and created a 15-second and 30-second fundraising video for broadcast on TV stations nationwide as a public service announcement. The two videos explain the need for improved educational services in DC, and solicit tax-deductible funds in support of the school. In addition, a 15-second public service announcement has been created for release to radio stations nationwide. The announcements lead interested parties to the school’s website, which offers more information about the school, its mission, and the need for funding. Guests are invited to send their tax-deductible checks to the school.

The founding members also have a network of wealthy friends and associates, and a fund raising campaign is currently being planned. A \$1,000/plate banquet will feature several high-level guest speakers, accompanied by a silent auction of desirable memorabilia. A golf tournament with celebrities is also being planned for the summer. Similar fundraising events are being considered as a regular feature of the school’s consistent effort to raise funds in support of our school’s quality education programs. In addition, funds will be solicited from corporations and

foundations. Members of the board will also make individual donations.

Funds from these activities will provide the monies necessary for the school's planning and development expenses, as well as augmenting the school's maintenance of current programs and the development of more new and effective programs.

Financial Management, Internal Accounting Procedures, and Fiscal Controls:

The school recognizes it must comply with established protocols of financial control. The school's board of directors will establish policies and procedures that provide: the allocation of resources to run the school within funding limits; detailed records to ensure that spending follows the approved budgets and gives an early warning to avoid overspending problems; monitoring of all transactions to ensure that charges are correct and match school records; a review of spending patterns and adjusting budgets where necessary; a method for placing and receiving orders; and for accepting bids and contracts.

The board of directors has the overall responsibility for compliance with financial regulations and will approve the annual budget, oversee financial procedures, approve all expenditures including payroll, approve all contracts, and select the school's auditing company and approve the annual audit.

The budget committee reports to the board of directors on a regular basis throughout the year. It has delegated powers and recommends the annual budget to the board of directors, receives regular updates from the school's business manager to monitor performance against the budget's allocations and receive adequate explanation of variances, ensures that systems are in place to restrict budget activity in problem areas, and conducts an annual self assessment to determine areas of improvement for better future performance.

The executive director/principal has the delegated authority to prepare the annual budget, approve discretionary purchases by the teachers and staff from their pre-approved board allocated funds, be responsible for the day to day financial matters of the school, regularly update the budget committee with respect to the school's budgetary position, produce an annual income and expenditure report on the school's finances for approval by the board and publish this document in the annual report to parents. The executive director/principal has the ultimate responsibility for the safety and control of cash and property.

The members of the school's staff that have financial responsibilities shall assist in providing a strategic view of their funding obligations, ensure accountability in all areas of financial management and administration, facilitate the effective operation of all financial processes, and may serve on the budget committee. It is the responsibility of all members of the staff to ensure that property is kept safe and secure at all times. Any items of school equipment taken off site must be signed out in the "Property Off Site Register".

A licensed accounting firm experienced with school fiscal policies and procedures

shall be contracted to assist the executive director/principal in the development of the annual budget, and also monitor accounting and banking procedures, monitors budgets, prepare and reconcile orders and invoices, reconcile all accounts on a monthly basis, prepare accounts and records for the annual external audit, prepare financial forms, maintain an up-to-date record of inventory in the assets register, prepare monthly payroll, log employees' absences due to vacation, illness, or family leave, monitor all school bank accounts, account for the deposit of all revenues.

Cash Flow Management Plan: The board of directors shall establish policies and procedures to ensure adequate cash flow that allows the timely payment of all monthly expenditures. Goldstar, Inc., the contracted business services company, shall prepare cash flow forecasts to ensure that the school will have sufficient funds available to pay for the school's operations from day to day, month to month, and year to year. The cash flow forecasts will be updated monthly and reviewed by the board of directors and the budget committee. If cash flow is projected to be too low during a certain time of year, the board of directors may choose to acquire a short-term business loan, which will be paid as soon as funds become available. However, the board of directors recognizes this as an undesirable event, and prefers good fiscal management as the best choice for maintaining financial well-being. A review of the cash flow projections budget in F. Budget reveals that cash flow is positive except in October 2011. To overcome this shortfall, the board will authorize a short term loan from a local bank at reasonable interest rates for a one month period so sufficient funds are available for all obligations. In some instances, vendors may also be asked to invoice the school a month later when positive cash flow has been restored.

Civil Liability and Insurance: We have contacted our school's future insurer, Alliance Insurance Services, Inc., and conveyed to them our interest in being insured for the coverage indicated below, which is the recommended minimum. Their review stated that they would insure our school's personnel and facility at the minimum or better. The letter from Alliance Insurance Services is presented in E. Certifications.

Recommended Minimum Insurance Coverage Levels (000):

General Liability	\$1000 per occurrence, \$2000 aggregate
Directors and Officers Liability	\$1000
Educators Legal Liability	\$1000
Umbrella Coverage	\$3000; \$5000 if providing transportation
Property/Lease Insurance	100 percent of replacement cost
Boiler and Machinery Insurance	\$1000 (if appropriate actual loss sustained)
Auto Liability Insurance	\$1000
Workers Compensation	As required by law

Provision for Audit: An independent auditor shall be contracted by the board to audit all funds and accounts of the school. Audits shall follow acceptable auditing procedures. It shall be the responsibility of the executive director to furnish the auditor with all information required for the completion of the audit. The audit shall be completed by November 15 of each year for the preceding year. The audit shall be submitted for acceptance by the board no later than December 15 of each year.

4. Facilities

Future School Location, Terms of Tenancy, Description of Facilities: The school will be located at the Garden Memorial Presbyterian Church at 1720 Minnesota Avenue SE, Washington, DC 20020. This site was previously occupied by the Kipp LEAP Public Charter School several years ago, and housed approximately 250 students at the time. The Letter of Intent to lease the property to our school is available in J. Required Documents. The term is for five (5) years, with an option to renew for an additional five (5) years. Once our charter is granted, the school administrators will follow the process for acquiring an occupancy permit, as well as acquiring all necessary permits.

The school will occupy the lower level of the “Education Building”, and also several classrooms and activity areas under the church. These areas are described as follows: The lower level of the Education Building is composed of classrooms, bathrooms, and storage rooms. The classrooms vary in size from 15’ x 18’ (270 square feet) to 25’ x 28’ (700 sq. ft.). Both bathrooms are each 10’ x 12’. There is also a commercial quality kitchen, and a 60’ x 35’ recreation/dining area (2,100 sq. ft.). There is also an outside play area that can accommodate several classes at one time.

Site Renovation: At this time there is no perceived need for any site renovation.

Financing Plan: Our school has sufficient space for our student population for the first three years, based on projected enrollment increases. As we do not intend to move until the fourth year, our long term plan is to set aside funds from the annual Facilities Allowance for the purchase of property that will house our future school site. Several board members and advisors have suggested the possibility that we raise funds by selling tax-exempt bonds, should we need more funds than we have saved.

Building Maintenance: The school will hire a professional maintenance and custodial company called Best Custodians to provide both maintenance and janitorial services. A School Safety Committee will be established to review the school site monthly for hazards that need elimination. Priority repairs will be completed immediately. The school will find a contractor in the community willing to volunteer some time every month to serve on the safety committee to ensure that codes and standards are continually met.

5. Recruiting and Marketing

Publicizing the School: The founding group will actively publicize and promote our school and the many benefits for children attending the first year’s pre-kindergarten through grade 2 program. Advertisements will be placed in newspapers serving the community, and public service announcements will be broadcast on radio and television. Local businesses have agreed to place recruitment posters in their store windows and community bulletin boards. Community meetings will be held at

churches and meeting halls to inform the public, win support, and recruit students. A brochure will be created that explains the mission and vision of the school. The school's website will be used to promote the school, and newsletters will be transmitted regularly to supporters and interested parties. Mailings will be distributed to families in the community showing why the school is a superior choice. The school will also align itself with advertisers and community organizations so our school's name and contact information is widely disseminated. Continuing research will be conducted to determine new effective ways to promote the school. Our school will be a strong community resource through teaching children to become eager learners with good character, offering special education, ESL and gifted and talented services, having an extended school day and school year to support working parents, involving parents and community members with the opportunity to participate in school activities such as the extracurricular program and the Family Center, and providing medical checkups, nutritious food, counseling to children and their families, and jobs.

Outreach Efforts: Recruitment and further publicity will begin as soon as the Public Charter School Board approves our school's charter application. The school will host community informational meetings at a variety of times and locations throughout Ward 8. Application forms will be made available both at these informational sessions as well as in various community locations. We will publicize our information widely by utilizing local newspapers, radio and television, as well as various community newsletters. In addition, we will continue to canvass neighborhoods, attend community functions, post informational flyers, and continually update our school's website.

Founding Group and Parent Involvement: The founding group will build parent interest in the school by word-of-mouth communication about the benefits of attending our school. The benefits that will be advertised include the individualized instruction, small class sizes, highly qualified teachers, the tutorial program, longer school hours, the strong focus on academic preparation, medical attention, the community environment of the school, and the enrichment programs offered. Parents will also like being able to have a voice in how the school is shaped (e.g., serve on committees, volunteer in the school, etc.). Once parents begin to realize that the opportunity exists to send their children to a high quality school, we will ask the interested parents to tell other parents and community members about our school so the information is well disseminated throughout the community. In addition, community meetings will be held to introduce the executive director, principal and the teaching staff, and provide information about the curriculum. The school will conduct several open house meetings on campus during Spring 2011 so parents and students can tour the school facility. Teachers will be on site to guide students and parents through classrooms and help prospective parents see the preparations and enthusiasm, and learn more about how the school's services will help their children. Word of mouth is a key factor in communicating the unique opportunity available to the families in Ward 8.

Recruiting From the General Community: One of the most important activities our school can do is begin communicating our interest in recruiting students as soon as

the school's charter is authorized, allowing sufficient time to reach the parents that wouldn't normally hear about our school, its programs, and the valuable services the school will provide. In addition to actively communicating information about our school at every opportunity as described above, our school brochure will be available at doctor and dentist offices, child care centers, churches, laundromats, community recreation centers, barber and beauty shops, libraries, and locations where mothers and fathers of young children are likely to go. The brochure will state our mission and focus on our program's strengths, and provide contact information so parents can follow-up. In addition, the strategies of distributing flyers door-to-door, contacting real estate agents with information, and participating in local street fairs will be conducted. A mass mailing campaign targeting parents with children in our school's grade range will also be considered.

Recruiting Homeless Students and Wards of the State: The school will contact and provide information to social workers, welfare officials, and people in similar occupations so they can inform the families with whom they work.

Enrollment Lottery and Provisions for Sibling Enrollment: The school will follow the Public Charter School Board's policies regarding the lottery and waiting list procedures. The school board of directors will determine the enrollment period and publicly announce the enrollment deadline. A written announcement will be posted in local papers, community fliers, bulletins, websites, etc. Applications will be accepted up to the published date. If the school is over-subscribed at the end of the enrollment period, then all the applications go into the lottery. The lottery is a system of random selection of applications that identifies students for enrollment and generates the school's waiting list. During the lottery process all completed and accepted applications submitted during the enrollment period are publicly drawn in random order until capacity is reached and the remainder is placed on the waiting list. The public lottery will occur soon after the closure of the enrollment period, and will be conducted at a school board of directors meeting. The waiting list ranks applications that were submitted during the enrollment period. These applicants will be identified by number and by grade. As spaces become available at the school, they should be offered to the applicants in the order of placement on the waiting list. Our school will place those applications received by the deadline in order of their submission on a waiting list and then all other applications will be placed after them in order of their submission on that waiting list. The school will continue to develop its waiting list (organized by grade level) based on submission dates of the applications throughout the school year. Our school will maintain a current waiting list in the main office. The school will include special needs students in its regular lottery. Our school may limit enrollment to specific grade levels but will consistently enforce this practice. The school will grant enrollment preference to siblings of current students during the enrollment period. If a parent submits applications for siblings within the enrollment period, if one of the siblings is chosen in the lottery, the other siblings may be enrolled as long as a slot is available in the siblings' grade levels. To comply with the NCLB Act, "No weighted preference must be given to students coming from school 'identified' as not meeting AYP for two consecutive years." The lottery will be conducted for every grade and for every space available during the enrollment period. The waiting list is only valid for one school year, and our school will begin a

new "enrollment-lottery-waiting list" process each school year. Our school's description of its enrollment process will include its policy for accepting transfer students during the school year. The school will report the number of spaces available (if any), and the number of applications received by the end of the enrollment period organized by grade level. If the school is under-enrolled, we will report the number of spaces still available organized by grade level to the Public Charter School Board as required.

Recruitment Timeframe: The timeframe for the process of recruitment, applications, lottery, admissions, notification, and related matters is proposed as follows:

January 1 to March 18, 2011: The school will disseminate accurate and up-to-date information about the school's educational program, services, amenities, application procedure, and the admissions process through a variety of sources that may include, but are not limited to local newspapers, local radio stations, local public television, open houses at the school, the school website, direct mail to parents, and community fliers.

During this time applications will be reviewed for completeness and eligibility of students (e.g. appropriate grade levels, non-district applicants, etc.) Parents will be advised of the status of their child's application, student eligibility, date of lottery, and date of final notification.

Friday, March 18, 2011: March 18 at 5:00 p.m. is the deadline for receiving enrollment applications for the 2011 – 2012 school year. If applications exceed capacity, a lottery will be held at a school board meeting on March 24, 2011 to determine admission, and a list maintained by grade level in the order of the lottery. Should more applicants apply for any grade level, that grade will be decided by lottery. Preference will be given to a sibling of a student already enrolled. Parents will be notified by letter of a child's admission to the school, or placement on a waiting list. Parents will be notified that they have four weeks to complete formal registration. Any student not fully registered within the four weeks gives up their seat to the next student on the waiting list at that grade level.

March 21, 2011 to the Opening Day: The ongoing enrollment of students continues. If no lottery is needed, registration will continue throughout the spring and summer until all seats are filled. Registrations for grade levels with no available space will be put on a waiting list ordered by date and grade.

Enrollment Impact on Other Schools: Ward 8 contains 15 elementary schools, three middle schools, two high schools, and two multigrade specialized schools, all operated by DC Public Schools. In addition, there are nine public charter schools, and several private schools. In the area of Ward 8 where our school will be located, only three schools are close enough to be impacted. As the Garden Memorial Presbyterian Church at 1720 Minnesota Avenue SE houses our school, we are five blocks from Orr Elementary School at 2200 Minnesota Avenue SE, and about six blocks from Ketcham Elementary School at 1919 15th Street SE. The Naylor Road School, a privately operated K – 8 school, is about four blocks away at 2403 Naylor

Road SE. The only other nearby school is Kramer Middle School, about three blocks distant. The nearest public charter school is the Thurgood Marshall Academy at 421 Alabama Avenue SE, which is many blocks away and serves grades 9 – 12.

Ketcham and Orr elementary schools have a combined population of pre-school to grade 5 students approximating 670 students. It is highly likely that our school will draw many of our students from these two schools, and unlikely to attract students from the private Naylor Road School.

If Too Few Students Are Enrolled: Should our school’s enrollment be significantly less than the anticipated first year population, our school will continue to be viable and will serve enrolled students. We will reduce in force the number of teachers and classroom aides if necessary, but our educational program will be implemented. Because our school will conduct regular fundraising events involving local celebrities, we anticipate acquiring the funds our school will need to operate its quality programs and ensure a strong educational experience for all our students.

Targeting a Specific Population: The specific population our school seeks to attract is children in pre-kindergarten through second grade, approximately ages 4 – 7. Our school will recruit students by working with media outlets to spread the word about our high-quality program and its benefits.

School Enrollment Targets: Opening year enrollment targets are 50 students for each of the four grade levels, pre-kindergarten – grade 2. Opening enrollment is anticipated to be 150.

Five Year Enrollment Projections

	2011-12	2012-13	2013-14	2014-15	2015-16
Grade Level	Pre-K, K, 1 st , and 2 nd .	Pre-K through 3 rd .	Pre-K through 4 th .	Pre-K through 5 th .	Pre-K through 6 th .
Enrollment and Increases	150	50	50	50	50
Total Enrollment	150	200	250	300	350

Our projected enrollment for students needing special education and limited or non-English proficient (LEP/NEP) services is as follows:

Special Education and LEP/NEP Enrollment Projections

	2011-12	2012-13	2013-14	2014-15	2015-16
Special Needs Students	Pre-K, K, 1 st , and 2 nd .	Pre-K through 3 rd .	Pre-K through 4 th .	Pre-K through 5 th .	Pre-K through 6 th .
Special Education	21	29	36	43	51
LEP and NEP	3	5	6	7	8

Expansion Plans: The school anticipates growing one grade per year to grade 6 in the fifth year. Our present facility easily houses the four-grade range from pre-K to grade 2, as there are 13 classrooms to accommodate our first-year student population projected at 150. Based on the board’s studied review, the current facility is sufficiently adequate for the first three years of operation. As our student population expands to an eight-grade range from pre-K to grade 6, the board will consider leasing an additional facility by the fourth year to accommodate the student increases. The board will also be setting aside capital funds and monies raised through state revenues, donations and fundraisers for the purpose of buying property and building a new school when capital funds are large enough to invest. We anticipate the early and continued success of our school, and are confident our school will attract the highly qualified teachers and personnel we need to continue achieving the school’s mission. Careful fiscal management, state apportionment for new students, and regularly scheduled fundraising programs will provide the funds needed to acquire the resources for serving a larger student population.

C. Plan of Operation

1. Student Policies and Procedures

Timetable for Registering and Enrolling: The timeframe for the process of recruitment, applications, lottery, admissions, notification, and related matters is proposed as follows:

January 1 to March 18, 2011: The school will disseminate accurate and up-to-date information about the school's educational program, services, amenities, application procedure, and the admissions process through a variety of sources that may include, but are not limited to local newspapers, local radio stations, local public television, open houses at the school, the school website, direct mail to parents, and community fliers.

During this time applications will be reviewed for completeness and eligibility of students (e.g. appropriate grade levels, non-district applicants, etc.) Parents will be advised of the status of their child's application, student eligibility, date of lottery, and date of final notification.

Friday, March 18, 2011: March 18 at 5:00 p.m. is the deadline for receiving enrollment applications for the 2011 – 2012 school year. If applications exceed capacity, a lottery will be held at a school board meeting on March 24, 2011 to determine admission, and a list maintained by grade level in the order of the lottery. Should more applicants apply for any grade level, that grade will be decided by lottery. Preference will be given to a sibling of a student already enrolled. Parents will be notified by letter of a child's admission to the school, or placement on a waiting list. Parents will be notified they have four weeks to complete formal registration. Any student not fully registered within the four weeks releases their seat to the next student on the waiting list at that grade level.

March 21, 2011 to the Opening Day: The ongoing enrollment of students continues. If no lottery is needed, registration will continue throughout the spring and summer until all seats are filled. Registrations for grade levels with no available space will be put on a waiting list ordered by date and grade.

Enrollment and Withdrawal Policies and Procedures: Parents who wish to enroll their children in the school shall contact the school and submit a completed enrollment application, which shall be time and date stamped and marked with an enrollment lottery number. If admitted, parents are to complete and submit all forms and provide all required documents, including but not limited to the student's original birth certificate, student's immunization records, student's complete physical examination report, proof of DC residency, and, if applicable, a copy of the student's IEP (if the student qualifies for special education services), or a copy of the student's 504 Plan if the student is eligible, and a copy of the student's most recent report card from their current school. New parents will attend a new parent orientation, and continued enrollment forms must be completed each year.

All parents who choose to withdraw their students from the school are encouraged to give advance notice so the school can make preparations for the return of loaned books and materials and maintain accurate school enrollment reports.

Suspension, Expulsion, and Disciplinary Policies and Procedures: The school board will approve policy and procedures for school discipline, and for student suspension and expulsion.

The school believes every student has the right to learn skills and values that are necessary for personal development. In order to achieve this goal, it is necessary for students to behave in a safe and orderly manner so an effective learning environment can be attained.

The teacher is trusted with the responsibility of classroom discipline. The teacher shall determine individual classroom rules and consequences with student input prior to implementation. Experience indicates that a positive approach to discipline is effective. Early intervention in attempting to improve a student's behavior is strongly encouraged, paired with the early involvement of parents or guardians. Staff members will utilize their classroom management system and give verbal warnings prior to progressing through the consequences.

Suspension is short-term exclusion, not to exceed five days per incident. The principal, upon review of the circumstances, has the delegated authority to suspend a child for bringing alcohol, drugs or weapons to school, or for conducting him/herself in a violent or disrespectful manner. The student, at home, shall complete all written schoolwork assigned. Assignments may be obtained from the school office.

Expulsion is an action taken by the school board to prohibit an enrolled student from further attendance for a period that shall not extend beyond the existing school year. Expulsion shall be ordered for continued suspendible actions, and for activities that pose extreme immediate harm to the safety of the students and school.

Enrollment and Tuition Policy for Non-Resident Students: According to the School Reform Act (Sec 38-1802.06), enrollment in public charter schools is open to all students who are residents of the District of Columbia, and if space is available, to non-resident students who pay tuition at the rate established by the State Education Agency. A public charter school may not limit enrollment based on student's race, color, religion, national origin, language spoken, intellectual, or athletic ability.

2. Human Resource Information

Key Leadership Roles:

Executive Director: Interviews are now being conducted. In the interim, Dr. Daniel Levine, a founding board member residing in DC, is acting as the Executive Director and Principal. Dr. Levine is a lifelong educator, and earned a Doctorate in Education

(Ed.D.) in Leadership and Organization. Dr. Levine has served 16 years as a public school superintendent in California and Washington. Dr. Levine is providing leadership in this area during the planning period until an executive director is hired. Dr. Levine's resume is included in the appendices with the resumes of the other board members.

Principal and Curriculum Leader: Interviews are now being conducted. Dr. Levine is providing leadership in this area during the planning period until a principal is hired. We are interviewing several excellent candidates who are retiring from DCPS at the end of this current school year, and are excited about continuing their career as a charter school principal.

Business Officer: Josh Marks, the executive director of Goldstar, Inc., will conduct our business services. Mr. Marks has an MBA from the University of Virginia, and has served DC charter schools as a business services provider for the last seven years. Goldstar, Inc. currently has 10 charter school clients.

Legal Counsel: Earle C. Horton, III, Esq., is our school's counsel. Mr. Horton's experience as legal counsel is extensive. Mr. Horton is a partner of the firm Graves, Horton, Askew, & Johns, LLC, and serves as a lead attorney. Among Mr. Horton's clients is a public charter school located in the District of Columbia. For that entity, Mr. Horton has served as Bond Counsel, provided counsel on legal aspects of the financial decision-making of the school, as well as litigated issues pertaining to several aspects of the operation of the school. Mr. Horton has helped to ensure the school continues to fulfill its mission while operating within the parameters of its legal mandate. Mr. Horton earned his B.S. in Political Science from Morehouse College and his J.D. from Howard University School of Law (J.D.). He is a member of the following professional affiliations: American College of Bond Counsel, National Association of Bond Lawyers; District of Columbia Bar Association; Maryland Bar Association, National Bar Association, American Bar Association, and the National Association of Securities Professionals.

Standards for Employment: Teachers hired by the school shall meet the criteria for being "highly qualified" as defined by the No Child Left Behind Act, as well as meet all state qualification and licensing criteria for the grade levels and subject areas in which they provide instruction. Paraprofessionals hired by the school to provide instructional support for the teachers in the classrooms shall have completed two years of college or pass a test that assesses their ability to support teachers in reading, writing and math instruction. Administrators hired by the school shall be required to complete a professional development plan negotiated with and approved by the board of directors based on an assessment of the administrators' qualifications and skills. In each of these three instances, the requirements of the NCLB are met or exceeded.

Professional Background, Experience, Personal Qualities of Teachers and Staff: In all cases when hiring teachers, administrators, paraprofessionals, and support staff, we will employ the best-qualified candidates. Our interview process will identify

candidates who possess acceptable credentials and demonstrate evidence of professional success. We want all our employees to have high expectations of success for each child, a determined sense of purpose, a willingness to adapt and change to better serve our students, a cooperative nature to be an effective team player, and enjoy working with students. Our administrators need to be strong leaders while being flexible and open-minded in considering new ideas. Our teachers need to motivate their students to be excited about learning, encouraging, challenging, and inspiring them to want to learn. Every member of our staff must be kind, compassionate, flexible, imaginative, open minded, and eager to contribute to our school's focus of serving our children and their families. A supportive and nurturing environment that shows respect for everyone and encourages healthy communication will create an atmosphere for the positive intellectual, social, and personal growth of our students, and the achievement of our school's goals.

Teacher and Staff Recruitment Strategies: Our school will develop attractive and informative publicity materials, and advertise available positions in a range of education papers, journals, and periodicals, as well as online job information services such as local university and college placement centers. The Washington Post, Education Week, Simply Hired, Job Circle, Teachers Support Network, and Teachers – Teachers are some of the resources we will use. In addition, we will contact historically African-American teacher preparation colleges and universities, and attend education job fairs. When hiring our paraprofessionals and office staff, we would like to employ qualified people from the community, and our school will rely on local newspaper advertising and word of mouth.

Background Checks on School Personnel and Volunteers: Title II of D.C. Law 15-353 requires that criminal background checks be obtained for new hires (appointees) and persons providing unsupervised voluntary services in, and employees of, District government agencies that provide direct services to children and youth. Therefore, the school board of directors will adopt policies and procedures to accommodate this requirement. Prior to being employed or serving as a volunteer at the school, employee and volunteer candidates will be required to complete a signed affirmation before a criminal background check is conducted. Upon completion of the background check, any employee or volunteer candidate that has been convicted of, has pleaded *nolo contendere* to, is on probation before judgment or placement of a case upon a stet docket because of, or has been found not guilty by reason of insanity for any sexual offenses involving a minor shall not be employed or permitted to serve. The school will also conduct more detailed background checks that check into employment history, past work performance, educational credential verification, and similar more detailed personal histories.

However, Title II of D.C. Law 15-353 further provides that information obtained from a criminal background check will not automatically disqualify or create a presumption against new/continued employment or unsupervised volunteer status of an appointee, employee, or volunteer subject to a criminal background check, unless the Mayor determines that the appointee, employee, or volunteer poses a present danger to children or youth. Seven factors identified in Title II of D.C. Law 15-353

determine such a threat. Our school will rely on legal counsel for advice before proceeding further with a request for hire or volunteer service.

In addition, Title II of D.C. Law 15-353 requires the Mayor and other personnel authorities to conduct a periodic criminal background. School board policy will state the frequency of random periodic criminal background checks for all employees and school volunteers during the course of their employment or volunteer service. The board will also establish policies requiring school employees and volunteers to report any arrests for crimes to the school within 24 hours of such arrests.

Finally, Title II of D.C. Law 15-353 also requires that traffic record checks be conducted on new hires (appointees), employees, and supervised and unsupervised volunteers in child or youth services provider agencies required to drive motor vehicles to transport children or youth in the course of performing their duties. Board policy will direct the principal to make the final determination of whether or not record checks indicate safe student transport by employees and volunteers.

Staffing Plan: In the school's first year we plan to have the following faculty and staff:

Certificated Staff:

- Executive Director
- Principal: The principal will also act as the curriculum director, with support from the reading literacy specialist and the math literacy specialist
- 6 Teachers: Two each per grade level, pre-K and K, and one each grade 1 and grade 2
- 1 Reading Literacy Specialist
- 1 Mathematics Literacy Specialist
- 1 Gifted and Talented Specialist
- 1 Special Education Coordinator
- 1 Special Education Teacher
- 1 ESL Teacher, part time depending on need
- 1 Counselor

Classified Staff:

- 1 Office Manager
- 1 Receptionist
- 1 Before Care/After Care Director
- 6 Classroom Instructional Assistants, assisting each of the 6 teachers.

With nine teachers for 150 students, the teacher:student ratio is 1:16. With the support of the six classroom instructional assistants, the ratio of instructional staff to students is 10:1. In addition, the school intends to use trained volunteers in the classrooms as reading and math tutors, and to provide high-interest enrichment classes, which will lower the instructor:student ratio even further. With a very low ratio, the school becomes ever more capable of achieving its mission and goals. All instructional staff will work together under the coordinated direction of the principal. The principal will lead and direct the teachers and the counselor, and the teachers

will lead and direct their classroom aides and classroom volunteers. The principal also directs all enrichment class volunteers, custodians, food service contractors, and assigned office personnel. The executive director leads and directs the principal and other assigned personnel.

Employment Policies:

Salaries: Our school wants to attract the best teachers and staff members available, so the school's policy is to provide very competitive salaries with a strongly appealing benefits package. Teachers and staff will be awarded annual incentive bonuses based on student achievement and the school's progress toward meeting its performance goals. Professional development opportunities based on individual and school needs and the opportunity to work in a cutting edge school environment will also be attractive features of our employment offer to exceptionally qualified educators.

Contracts: Our school policy is to offer one year, two year, or three year contracts. One year contracts may be offered to new personnel, while two and three year contracts may be offered to more experienced personnel. Contracts with out-sourced services such as business, food, transportation and custodial services will have negotiated terms with termination for unsatisfactory performance.

Hiring: Our school's policy is to be an equal opportunity employer to all regardless of race, color, creed, national origin, ancestry, sex, marital status, disability, religious or political affiliation, age, or sexual orientation.

Dismissal: The school's policy on staff dismissal provides that a staff member may be dismissed for non-performance of duties, or for behavior that poses a threat to students, staff, or the public welfare. Staff members may only be dismissed for cause, and only after a hearing as provided by board policy. Dismissal will be based on evidence supporting a consistent lack of cooperation with staff and parents, lack of interest in working with students, neglect of responsibilities, and inability to contribute to the achievement of the school's goals, the No Child Left Behind Act, and generally accepted standards of good teaching practice based on the qualities of strong character and personal integrity.

Staff Evaluation: The policy of our school on staff evaluation is based on the achievement of individual professional goals aligned with the school's goals, performance assessment based on the principal's formal and informal observations, the quality of relationships with other staff members and volunteers, and the measured success of students under the employee's authority.

Benefit Plans: Our school knows that a quality benefits package will attract and retain highly capable teachers and staff. Therefore, our school will develop and recommend to the board of directors a benefit plan that includes health and life insurance, contributions to retirement plans, budgeted funds for professional development, and other benefits that will appeal to the high level of faculty and staff we want employed at our school.

Competitive Salaries and Benefits: The Bertha B. Williams Academy Public Charter School will be an equal opportunity employer providing salaries and benefits with a competitive advantage to secure the best teachers and staff. Any teachers choosing to join our school from the District of Columbia Public Schools (DCPS) may continue to participate in their existing retirement program if they choose. In addition, any other rights or benefits currently granted to DCPS employees who are chosen for employment at our school will be allowed to retain those rights and benefits.

Equal Opportunity Employer, Drug-Free Workplace: Our school will be an equal opportunity employer, and will conduct a drug-free workplace with a policy of zero tolerance.

Use of Volunteers: Volunteers are an important element to the school's educational program, as volunteers will be needed in the classrooms as reading and math tutors, and for leading extracurricular classes based on age-appropriate personal interests (yoga, chess, baking...) that motivate students' interest in learning. All volunteers will be required to pass a background check before being permitted to work with children. Volunteers will receive mandatory research-based training by the school on how to work effectively with students. We anticipate welcoming parent and community members, as well as tutor volunteers from local universities.

3. Arrangements for Meeting District and Federal Requirements

Health and Safety: Our school will abide by all applicable health and safety laws. All teachers will be certified in First Aid and CPR. In addition, the school will have volunteer medical doctors on site part-time to conduct medical examinations of children, recommend nutritional foods on a student-by-student basis, and ensure the school populations' health and safety. Medical records will be reviewed for all children to ensure that vaccinations and other required information is current. Students will receive screening, with parent permission, for hearing, vision, and dental. Children will be examined for weight, height, bone density, head lice, colds, flu symptoms, pertussis, scoliosis and other common childhood illnesses. Health, safety, and security presentations will be made to parents and staff. Students will be counseled on how to maintain good health habits, and protect themselves from common colds and other contagious diseases. Additionally, an emergency preparedness plan will be developed for the school by the Department of Health prior to the opening of school, and all teachers and staff will know their expected response in the event of an emergency. The National Sex Offender Registry will be checked regularly, and staff and parents will be advised of all offenders living in the neighborhood.

Safety and Fire Codes: The school's facility is located at 1720 Minnesota Avenue SE, which is the current site of the Garden Memorial Presbyterian Church, and the previous site of the Kipp LEAP Public Charter School. The facility is compliant with all fire codes, and will be reviewed again by the D.C. fire inspector's office once the school is granted its charter. The facilities will be compliant with all DC fire codes, as well as the requirements of the Americans with Disabilities Act.

Transportation: In our first year, parents and guardians will need to bring their children to our school because of the young age of our students. However, as parents/guardians decide that their children can take public transportation, the school will assist parents in knowing the appropriate bus routes for student transportation. The school will inform parents of the discounts available to students through Metro, and that charter school students are eligible for the same discounts as the students of DC Public Schools. For those families unable to afford Metro passes, the school will assist with their purchase. The school will also arrange for the transportation of students with disabilities through the DC Public Schools. School field trips may be conducted with leased vans.

Enrollment Data: The school will maintain accurate records of student enrollment and attendance according to the requirements of the DC School Reform Act. Our school will keep a separate file for each student's enrollment and daily attendance. These files will be kept in a safe location at the school, and electronically recorded at an off-site location for assurance. Records will be made available for review by the DC Public Charter School Board or any other qualified authority upon request.

Maintenance and Dissemination of Student Records: The school will maintain both on-site and off-site electronic records in a student information system for expeditious access and transference when asked to respond to requests for review, and to report information required by the District of Columbia School Reform Act, Parts B and D, and other applicable Laws, including D.C. Code sec. 31-401 et seq. (Compulsory School Attendance); D.C. Code sec. 31-501 et seq. (Immunization of School Students); D.C. Code sec. 31-601 et seq. (Tuition of Nonresidents); D.C. Code sec. 29-501 et seq. (Non-profit Corporations), and others.

Compulsory Attendance Laws: Our school acknowledges the importance of daily attendance at school, and will maintain accurate records of each student's attendance. Every day each student will be noted as being in attendance, tardy, or absent, and if absent the reason for the absence will be noted as well. If a student is absent without prior parent contact, the school will call the parents/guardians to determine the reason for the absence, and a record kept in the child's attendance files. The school will also work closely with the parents to ensure that repeated attendance violations of the school and district are remedied immediately.

Subchapter B of the Individuals with Disabilities Education Act: The special education program will be developed under the direction of the principal and the special education teacher, with oversight by Dr. Leah Humphrey, one of our school's board members and a former consultant to the National Association of State Directors of Special Education for the implementation of the Individuals with Disabilities Education Act. Dr. Humphrey also served as the DC Area B Associate Director of Special Education and Pupil Personnel Services.

Title I of the Improving America's Schools Act: Our school anticipates receiving Title I funding for eligible students so we may provide critical academic support. Our school will use these funds in accordance with all district and federal requirements for the application of Title I funds.

Compliance with Civil Rights Statutes and Regulations of the Federal Government and the District of Columbia: Our school will comply with all civil rights statutes and regulations of the federal government and the District of Columbia. Our school will publish a statement of nondiscrimination in the annual announcement of the school's policies.

4. Implementation of the Charter

Timetable and Tasks for Implementation of the Charter:

Pre-Approval Tasks	Begun	6/10-8/10	9/10-12/10	1/11-3/11	4/11-8/11
A. Accountability					
1. Develop Year 1 – 5 academic and nonacademic goals and outcomes	√	√			
2. Identify data collection needs and reporting requirements		√	√		
3. Research and choose software to manage student records	√	√			
B. Admissions					
1. Finish enrollment packet		√	√		
2. Define student application period	√				
3. Develop lottery process for selecting students if more applicants than availability	√				
4. Research best practices, develop parent handbook	√	√	√		
C. Marketing and Recruitment					
1. Develop brochures/fliers about school, benefits to students and community	√	√			
2. Conduct meetings with key community leaders, general public, potential parents	√	√	√	√	√
3. Implement community outreach plans and distribute information about school		√	√	√	
D. Budget Augmentation					
1. Conduct fundraising program		√	√	√	√
2. Apply for grants: private, corporate, foundation, government		√	√	√	√
E. Facilities					
1. Secure multi-year lease	√				
2. Review facilities for minor improvements	√	√			
3. Make minor repairs as needed.			√	√	
4. Schedule required facility inspections (fire, etc.)			√		
5. Obtain occupancy permits				√	
F. Personnel					
1. Design employee benefit package	√	√	√		
2. Develop personnel policies and procedures		√	√	√	
3. Develop employee handbook		√	√	√	
4. Develop job descriptions and timeline for hiring faculty and staff		√	√		
5. Develop school employment policies, procedures, applications, and contracts		√	√	√	
6. Prepare for background check procedures with Metro			√	√	

Police Department.					
Post-Approval Activities					
A. Accountability					
1. Identify and acquire student, staff, and school assessment instruments			√	√	
2. Design measurements for student, parent, community, staff opinion surveys			√	√	√
3. Purchase software for organizing student, personnel, and financial information				√	
4. Finalize student record templates			√		
B. Admissions					
1. Begin accepting student applications				√	√
2. Continue advertising application deadline				√	√
3. Conduct lottery and establish waiting list if applicable					√
4. Send admission confirmations / wait list status to parents					√
5. Conduct student registration with checklist to confirm receipt of required documents					√
6. Ensure that parents receive all school info					√
7. Conduct parent and student orientation					√
C. Board of Directors Organization					
1. Conduct school board workshops on governance		√	√	√	√
2. Board retreat for orientation and responsibilities		√			
3. Finalize bylaws		√			
4. Review and approve remaining policies/procedures		√	√		
D. Marketing and Recruiting					
1. Announce school opening date			√	√	
2. Begin hiring process for faculty and staff				√	
3. Conduct open houses and parent/community meetings			√	√	√
4. Conduct advertising campaign, distribute brochures and fliers, place notices in local newspapers			√	√	√
5. Acquire parent, community, college student volunteers			√	√	√
E. Development					
1. Refine fundraising strategies for long term support		√	√	√	√
2. Continue grant acquisition		√	√	√	√
F. Educational Program Development					
1. Conduct summer in-service for faculty and staff					√
2. Review/finalize plans for summer school, 2012					√
G. Facilities					
1. Complete all inspections			√	√	
2. Acquire certificate of occupancy				√	
3. Procure and install furniture and materials				√	√
4. Phone/computer installation				√	√
5. Finalize all punch list items				√	
6. Begin custodian services					√
H. Financial Management					
1. Establish school bank accounts			√		
2. Develop financial management systems, policies, and internal controls				√	√
3. Obtain insurance policies				√	

4. Select a third party payroll system				√	
5. Establish accounting, receivables, expenditures, budget monitoring and reporting procedures				√	
6. Acquire software for financial management and report generation				√	
7. Select independent auditor	√				
I. Food Services					
1. Select food services provider		√			
2. Approve food services contract			√		
J. School Governance					
1. Establish School Site Council					√
2. Establish Community Advisory Council				√	
K. Health and Safety					
1. Parents complete medical information forms				√	√
2. Check student files to confirm they are complete				√	√
3. Establish policy for noncompliance			√		
4. Provide in-services for staff to receive CPR and First Aid certification				√	√
5. Determine fire drill procedures, evacuation routes, and a fire drill schedule				√	
6. Disseminate information re: behavior requirements, suspension, expulsion, and code of conduct to parents and staff				√	√
7. Update risk management plan for all emergencies				√	√
8. Review emergency plans with staff and families				√	√
L. Legal and Organization					
1. Receive charter approval		√	√		
2. Negotiate and sign contract with PCSB			√	√	
M. Parent Involvement					
1. Conduct parent interviews using the Edwards-Pleasants Parent Stories Questionnaire				√	√
2. Encourage participation on school committees				√	√
N. Procurement					
1. Order and distribute textbooks and instructional materials				√	√
2. Order and distribute classroom furniture and equipment				√	√
3. Order and distribute office furniture and equipment				√	√
4. Order, distribute, and set-up computers				√	√
O. Special Education					
1. Identify students requiring IEPs				√	√
2. Obtain existing special education student files				√	√
3. Finalize special education record keeping process, including protocols for confidential files			√		
4. Hire special education staff, finalize special education policies and procedures, establish agreement with school district for special ed services as needed				√	√
5. Finalize description of special education program and services for parents and external agencies (DCPCSB)				√	√
6. Establish pre-referral process for students with special needs			√		
P. Personnel					
1. Finalize personnel policies, procedures, and staff handbook			√		

2. Finalize professional development plan for the year, including the summer 2011 workshops			√		
3. Advertise staff openings, conduct interviews, and hire staff			√	√	
4. File contracts and sign-off by staff on important documents like the staff handbook			√	√	
5. Finalize salary schedule and benefits packages			√		
6. Conduct background checks			√		
7. Create personnel files			√		
8. Assign classrooms			√		
9. Conduct employee orientation				√	√
10. Finalize staff evaluation process and forms		√	√		
11. Confirm staff representation on key committees				√	√
12. Distribute class lists and relevant student information to teachers					√

Maintenance and Reporting of Academic and Non-academic Performance Data: Our school will establish a computer network that links all parties with each other. The principal, teachers, parents, and community members will be able to communicate with each other through the Internet by email and through the school's website at www.bbvacademy.org. Newsletters, forms, and access to school policies and procedures will be available online. T-1 technology will also be employed that connects the school with all the agencies requiring performance data, such as DCPS. The principal will be responsible for collecting, maintaining, and reporting data to all stakeholders.

Major Contracts Planned: At this time, there are only six planned major contracts with a value over \$25,000:

- Our school will need a contract with Goldstar Inc., the budget and business services provider.
- A contract will be required with Graceful Affairs Catering Company for food services.
- Best Custodians will provide custodial and maintenance services.
- The Garden Memorial Presbyterian Church is leasing their building and grounds for the school's housing.
- The school may decide to lease vans for student transportation. This option will be analyzed at a later date.
- School liability insurance with Alliance Insurance Services, Inc.

Teacher Orientation: Teacher orientation is a process that begins as soon as the teacher has signed the contract. The principal will require teachers to attend workshops and complete readings relevant to the school's goals. In addition, the principal will discuss the school's goals, policies, and procedures with all teachers and staff. During the summer, the staff will engage in training and activities focused on early literacy, curriculum, behavior management, understanding and working with assessment results, building good communication with students, their families, and the community, working effectively with volunteers, and other topics that build a

strong team that serves the academic and nonacademic needs of our students.

Parent and Community Member Orientation: Starting in March 2011 there will be a series of monthly meetings to inform parents and community members about the mission and philosophy of our school, to introduce new teachers and staff members, discuss the curriculum and the critical importance of early literacy, and invite parents and community members to become school volunteers. In addition, workshops will be conducted prior to the start of the school year to train instructional volunteers for service in the classrooms. Parenting workshops will also be held to teach parents methods for helping their children study at home. At every opportunity, parents and community members will be assured that their participation in the school is a positive and welcome factor in the development of our students and the success of our school. After the school year has begun, a “Back to School” night will be held so parents and community members can learn how they can support student learning. Teachers will maintain office hours for parents, and will schedule meetings with parents to discuss their child’s development and share the good news.

Services Sought from DCPS: At this time, our school has no plans to seek services from the District of Columbia Public Schools.

D. Public Charter School Mission Accomplishment Plan

Goals Against Which the School's Success Will be Judged: The school has selected six goals against which our school's success will be judged. In measuring the performance of our school, three key elements must consistently be foremost: It is imperative that students are learning, that our school is an effective and efficient organization, and that our school is meeting or exceeding the terms of our charter.

Our school is an academic success when students are deeply engaged in their work and achieving the learning outcomes identified in their Personalized Student Education Program, and the parents, teachers and school board all express their sincere satisfaction and pride in the children's achievements as learners and good citizens. The school is an effective and efficient organization when the class work and break times are orderly and everyone knows their schedule and routine, parents understand the operations of the school and confirm they are an important factor in the school's operations and student learning, the staff is happy with the structure and procedures of the school and feel supported, and the board and its committees make progress in achieving school-level goals. The school meets or exceeds the terms of its charter when class work reflects the charter application's descriptions, parents and staff confirm that the promises made to them in the charter are being fulfilled, and the board demonstrates full understanding of the school's mission, philosophy, and goals for the future.

The school will regularly report to parents and the community on our progress toward achieving these three elements through conferences, public meetings, and newsletters, and to the DCPCS Board as required by the Annual Report.

Here are the six goals our school will achieve:

	The mission of the Bertha B. Williams Academy Public Charter School is to ensure that all students achieve steady growth in academics and character through its personalized student education program in a safe and child-centered environment free of violence, drugs and fear.
	Goals for the Bertha B. Williams PCS Academy
1	All students will achieve a minimum of one year's growth in reading and math
2	Every student will have a personalized student education program identifying his or her specific academic and nonacademic learning goals in all curricular and extracurricular areas
3	The school will effectively engage parents and the community in school activities
4	The school will communicate effectively with parents and the community

5	All students will contribute to building a socially responsible community
6	The faculty and staff will collaborate to ensure individual student success

Assessment Measures: Our school's mission, goals, objectives, and measures of assessing school success are cohesive and clear. We are confident our team of professionals will achieve the goals we have selected, and our students will benefit academically, socially, and physically from our instructional program. The principal will be the person responsible for the school's evaluation and assessment planning. One of our board members, Dr. Marcal Graham, is a student assessment expert, and Dr. Graham will share his experience and knowledge with the principal and faculty in determining the best assessment practices for our students. The following chart identifies each of the goals with their key objectives, baseline measurements, the one- and five-year performance targets, the tools that will measure success, and strategies that will be employed to achieve the desired results.

**The Bertha B. Williams Academy Public Charter School
School Accountability Plan, 2011 – 2016**

The mission of the Bertha B. Williams Academy Public Charter School is to ensure that all students achieve steady growth in academics and character through its personalized student education program in a safe and child-centered environment free of violence, drugs and fear.

Academic Performance Objectives

Goals	Performance Indicators	Baseline Measurement	1-Year Performance Target	5-Year Performance Target	Measurement Tools	Strategies For Achieving Goals
1. All students will achieve a minimum of one year's growth in reading and math.	<p><u>PRE-SCHOOL and KINDERGARTEN READING:</u></p> <p>-----</p> <p>Speaking/Listening</p> <p>-----</p> <p>Vocabulary and Concept</p>	<p>-----</p> <p>Early Literary Skills Assessment (ELSA)¹</p> <p>-----</p> <p>CELF Preschool-2²</p>	<p>-----</p> <p>By the end of pre-K and kindergarten, 70% of students will be at age appropriate literacy, 20% of</p>	<p>-----</p> <p>By the end of pre-K and kindergarten, 90% of students will be at age appropriate literacy, 5% of</p>	<p>-----</p> <p>Early Literary Skills Assessment (ELSA)</p> <p>CELF Preschool-2</p>	<p>Every student will be assessed three times per year in reading and mathematics.</p>

	<p>vocabulary, listening.</p> <p>-----</p> <p><u>PRE-SCHOOL and KINDERGARTEN MATHEMATICS:</u></p> <p>Numbers and operations, geometry, algebra, measurement, data analysis and probability, logical reasoning, critical thinking, peer communication, resourcing skills, problem-solving strategies.</p> <p>-----</p> <p><u>GRADES 1 – 6 MATHEMATICS:</u></p>	<p>-----</p> <p>The Pearson Children’s Progress Academic Assessment (CPAA)</p> <p>-----</p> <p>-----</p> <p>Iowa Test of Basic</p>	<p>will be 6 months below reading grade level, 10% of students will be one year below reading grade level.</p> <p>-----</p> <p>By the end of pre-K and kindergarten, 70% of students will be at age appropriate math literacy, 20% of students will be 6 months below age appropriate math literacy, 10% of students will be 12 months below age appropriate math literacy.</p> <p>-----</p> <p>By the end of</p>	<p>be 6 months below reading grade level, 5% of students will be one year below reading grade level.</p> <p>-----</p> <p>By the end of pre-K and kindergarten, 90% of students will be at age appropriate math literacy, 5% of students will be 6 months below age appropriate math literacy, 5% of students will be 12 months below age appropriate math literacy.</p> <p>-----</p> <p>By the end of each</p>	<p>-----</p> <p>Pearson Pre-K and Kindergarten Mathematics Curriculum and Assessment</p> <p>-----</p> <p>Iowa Test of Basic</p>	
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	(Same categories as above.)	Skills (ITBS).	each grade 1-6, 70% of students will be at grade level in math, 20% of students will be 6 months below math grade level, 10% of students will be one year below math grade level. -----	grade 1-6, 90% of students will be at grade level in math, 5% of students will be 6 months below math grade level, 5% of students will be one year below math grade level.	Skills (ITBS).	
2. Every student will have a personalized student education program (PSEP) identifying his or her specific academic and nonacademic learning goals in all curricular and extracurricular areas.	<p>Assessment materials are available.</p> <p>Each student is comprehensively assessed prior to formation of the PSEP.</p> <p>Parents are involved in the assessment process.</p> <p>Each student has a personally challenging</p>	<p>All teachers participate in the development of their students' PSEPs.</p> <p>All parents participate in the development of their child's PSEP.</p> <p>All PSEPs are completed by the end of the second week of school, except for late enrollees whose PSEPs will be completed not more than two weeks after enrollment.</p>	100% of students meet or exceed 100% of their PSEP learning outcomes.	100% of students meet or exceed 100% of their PSEP learning outcomes.	<p>Parent survey is conducted to indicate satisfaction of the PSEP process and their child's learning achievements.</p> <p>Teachers are surveyed on their opinion of the PSEP process.</p> <p>The principal keeps accurate and detailed records of his or</p>	<p>Teachers receive training on the PSEP assessment tools.</p> <p>Parents are informed of the PSEP process and its value in challenging their child.</p> <p>The principal reviews each PSEP to confirm challenging objectives, and to support the</p>

	PSEP. The learning outcomes of the PSEP are specifically stated.				her review of each child's PSEP, and adds comments to those of the child's teachers.	teachers in the achievement of each child's learning goals.
3. The school will effectively engage parents and the community in school activities.	<u>Parent and Community Members:</u> 1. Attend public information meetings 2. Attend school board meetings 3. Join committees 4. Volunteer at the school <u>Parents:</u> 1. Attend PSEP conferences 2. Attend teacher-parent conferences 3. Attend Open House and Back	Attendance logs will be kept for all public meetings. An attendance log will be kept for all school volunteers. Teachers will keep parent attendance reports for all classroom-level meetings. A log will be kept for recording the dates and times when parents stay at school to help their child do homework. A fundraising log will be kept to record the names and activities of parents helping with raising funds. Interviews with	70% of parents attend at least one public information meeting or school board meeting. Parents serve on 100% of all school committees. Volunteers serve at least 10% of the total of the school's annual instructional time. 70% of all parents attend every classroom or evening school event. 20% of all	90% of parents attend at least one public information meeting or school board meeting. Parents serve on 100% of all school committees. Volunteers serve at least 20% of the total of the school's annual instructional time. 80% of all parents attend every classroom or evening school event. 30% of all parents stay with their child after school at least once a week to help their child with homework.	Attendance logs will be kept at all public information meetings. School board and committee meeting minutes will record attendees. Faculty reports will identify the names and frequency of parents attending school events. A log will be kept of parents staying to assist their child with homework. Records will be kept of funds raised by parents.	The school will thoroughly advertise the value of serving on school committees. Board agendas will be advertised at the school and in key community locations. The principal and staff will make personal contact to solicit volunteers for extracurricular classes. The importance of parent attendance at school events will be repeatedly advertised. Research info on the value of parents assisting

	<p>to School Night</p> <p>4. Stay to do homework with their child at the end of the school day</p> <p>5. Assist in fundraising events</p>	<p>parents will elicit other ways to engage parent participation.</p>	<p>parents stay with their child after school at least once a week to help their child with homework.</p> <p>80% of all parents assist with fundraising projects at least once annually.</p>	<p>90% of all parents assist with fundraising projects at least once annually.</p>		<p>with homework will be widely and often distributed.</p> <p>Cocoa and snacks will be provided for parent/child homework studies.</p> <p>Link specific school activities to specific fundraisers.</p>
<p>4. The school will communicate effectively with parents and the community.</p>	<p>A weekly newsletter for parents. (Email and paper version.)</p> <p>A bi-weekly newsletter for community members. (Email and paper version.)</p> <p>Open House and Back To School Night will both present info on school progress toward achieving</p>	<p>A calendar of planned newsletter publications will be created.</p> <p>The school calendar and the Principal's welcoming notes will document.</p> <p>School board agendas will show parent/community report presentations are welcomed.</p> <p>Committee minutes show member attendance.</p>	<p>100% of all parents receive the weekly school newsletter.</p> <p>A minimum of 100 community members receive the biweekly newsletter.</p> <p>80% of all parents attend both the Open House and Back To School Night events.</p>	<p>100% of all parents receive the weekly school newsletter.</p> <p>A minimum of 300 community members receive the biweekly newsletter.</p> <p>90% of all parents attend both the Open House and Back To School Night events.</p> <p>A parent spokesperson and</p>	<p>A school newsletter archive will be kept.</p> <p>A calendar and attendance log will be kept for Open House and Back To School Night.</p> <p>Board agendas and meeting minutes will record the parent and the community reports.</p> <p>Committee meeting minutes</p>	<p>Parents and community members will be asked if they prefer the school newsletter by email or on paper.</p> <p>The newsletter will be "to the point" and be interesting for its two different audiences.</p> <p>Open House and Back To School Night will be advertised well in advance.</p>

	<p>goals, volunteer opportunities, and fundraising information.</p> <p>The school board will welcome a parent report and community report at every regular board meeting.</p> <p>Parents and community members are encouraged to serve on all school committees.</p> <p>Public information meetings will be held throughout the year.</p> <p>The Annual Report.</p>	<p>A calendar and printed fliers will document public meetings. An attendance log will be kept.</p> <p>The Annual Report.</p>	<p>A parent spokesperson and a community spokesperson deliver reports at the board meeting 70% of all regular board meetings.</p> <p>100% of every school committee has a parent and a community member.</p> <p>Six public meetings will be scheduled per year.</p> <p>The Annual Report is available for public review.</p>	<p>a community spokesperson deliver reports at the board meeting 90% of all regular board meetings.</p> <p>100% of every school committee has a parent and a community member.</p> <p>Six public meetings will be scheduled per year.</p> <p>The Annual Report is available for public review.</p>	<p>will record attendance of parent and community members.</p> <p>Public info meeting announcements, agendas, and attendance logs will be kept.</p> <p>A parent and a community satisfaction survey will be conducted to determine support and opinions re: the Annual Report's content and reported results.</p>	<p>A student performance at Open House and Back To School Night may increase attendance.</p> <p>Public meetings will also be advertised well in advance, and coffee/snacks can be offered.</p> <p>Distribution of surveys about the Annual Report will be preceded by public info meetings to explain the contents and results.</p>
<p>5. All students will contribute to building a socially responsible</p>	<p>Teachers teach character education.</p> <p>Teachers lead a</p>	<p>Students take a pretest on the elements of good character and leadership.</p>	<p>70% of all students can define the elements of good character</p>	<p>90% of all students can define the elements of good character and leadership.</p>	<p>Teacher lesson plans.</p> <p>Student post-test on the elements of</p>	<p>Teachers receive training on implementing a character education program.</p>

<p>community.</p>	<p>class project in community service.</p> <p>Students learn to resolve interpersonal conflicts by themselves.</p> <p>Students volunteer to help out at home.</p> <p>Students independently choose to help at a community event.</p>	<p>The principal reports the number and type of student conflicts during the first month of school.</p> <p>Parent survey on student help at home and service in the community, completed in the first month of school.</p>	<p>and leadership.</p> <p>Teachers lead their classes in a one-month community service project twice a year.</p> <p>By year-end, there are 50% less student conflicts requiring adult intervention than were in the first month of school.</p> <p>Students volunteer to help at home at least once a day.</p> <p>30% of students independently volunteer in at least one community event.</p> <p>70% of students “fully meet expectations” as measured by the “Social Responsibility Performance</p>	<p>Teachers lead their classes in a one-month community service project four times a year.</p> <p>By year-end, there are 80% less student conflicts requiring adult intervention than were in the first month of school.</p> <p>Students volunteer to help at home at least twice a day.</p> <p>50% of students independently volunteer in at least one community event.</p> <p>90% of students “fully meet expectations” as measured by the “Social Responsibility Performance Scales”.</p> <p>90% of students</p>	<p>good character and leadership.</p> <p>Student character education portfolios.</p> <p>Teachers report on outcomes.</p> <p>Teacher reports and letters of appreciation from the community.</p> <p>School board reports.</p> <p>Student anecdotal stories of their service experiences.</p> <p>Teacher and parent anecdotal reports.</p> <p>Principal reports on the number and types of conflict requiring adult resolution.</p> <p>Parent surveys and anecdotal reports.</p>	<p>Students choose their class project From several choices.</p> <p>Principal and teachers teach children the value of developing and maintaining good social and working relationships.</p> <p>Rewards/awards for good behavior to individuals and classrooms.</p> <p>Information and instruction provided to parents to show how to guide children and what to watch for.</p> <p>Students and parents are informed of opportunities in the community for service.</p> <p>Faculty and staff receive in-service on the criteria used</p>
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			<p>Scales”.</p> <p>90% of students will be engaged in at least one leadership activity challenge.</p> <p>70% of students will resolve conflicts using a socially acceptable strategy.</p>	<p>will be engaged in at least one leadership activity challenge.</p> <p>90% of students will resolve conflicts using a socially acceptable strategy.</p>	<p>Interviews with parents and community activity leaders.</p>	<p>in the “Social Responsibility Performance Scales”.</p>
<p>6. The faculty and staff will collaborate to ensure individual student success.</p>	<p>Weekly meetings between the principal and faculty members on individual student performance.</p> <p>Weekly meetings between the reading/math specialists and faculty members on individual student performance.</p> <p>Weekly meetings between the teachers and their</p>	<p>The principal's , reading/math specialists', and faculty calendars as documentation of on-going collaborative meetings.</p> <p>Faculty assessment of the collaborative process.</p>	<p>The principal will review each child's progress on the PSEP with the teachers a minimum of five times per year.</p> <p>The reading/math specialists will review each child's progress on the PSEP with the teachers a minimum of once a month.</p>	<p>The principal will review each child's progress on the PSEP with the teachers a minimum of five times per year.</p> <p>The reading/math specialists will review each child's progress on the PSEP with the teachers a minimum of once a month.</p> <p>The teachers will review each child's progress on the</p>	<p>Progress toward achievement of learning objectives.</p>	<p>Meeting times will be scheduled into every day.</p>

	classroom aides on individual student performance.		The teachers will review each child's progress on the PSEP with their classroom aides a minimum of once a month.	PSEP with their classroom aides a minimum of once a month.		
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¹ ELSA: Early Literacy Skills Assessment

² CELF-2: Clinical Evaluation of Language Fundamentals: Preschool, Second Edition

³ DIBELS: Dynamic Indicators of Basic Early Literacy Skills

⁴ Observation Survey: Reading Recovery Council of North America

Performance Indicators:

Goal #1. All students will achieve a minimum of one year's growth in reading and math.

Pre-K and Kindergarten Reading:

- The ELSA is an authentic assessment in the form of a children's storybook. It is a generic instrument designed to measure the emerging literacy skills of children attending early childhood programs.
- The CELF Preschool-2 language assessment is specifically designed for preschool aged children and includes a variety of subtests that provide in-depth assessment of a child's language skills, a pre-literacy scale and phonological awareness subtest, and a pragmatics profile that helps describe the child's language use at school or at home.
- The DIBELS is an indicator of early reading ability in a class of assessments known as General Outcome Measures.
- The Observation Survey of Early Literacy Achievement provides a systematic way of capturing early reading and writing behaviors.

Performance in Year One: By the end of pre-K and kindergarten, 70% of students will be at age appropriate literacy, 20% of students will be 6 months below age appropriate literacy, 10% of students will be 12 months below age appropriate literacy. It's incredibly important that we help young students achieve success in reading at the earliest possible age. Our school will place a significant focus here.

Pre-K and Kindergarten Math: The Pearson Children's Progress Academic Assessment (CPAA) is a dynamic, interactive assessment focusing on mathematics for children in Pre-K through second grade. Designed to be used 3-5 times a year, the CPAA helps teachers monitor and track a child's progress throughout the school year.

Performance in Year One: By the end of pre-K and kindergarten, 70% of students will be at age appropriate math literacy, 20% of students will be 6 months below age appropriate math literacy, 10% of students will be 12 months below age appropriate math literacy. Math literacy is just as important at the younger ages as reading. The school will focus heavily on early literacy in math.

Grades 1 – 6 Reading and Math: The ITBS assessments generally correspond with grade levels, administered in content sections with each section designed to measure specific skills. Our school will employ this test to gain information about students for instructional planning, to supplement teacher observations regarding student abilities, and to establish a basis for subsequent annual evaluation of student progress. Teachers will use the testing batteries to suggest areas where the skills of individual students are most and least developed.

Performance in Year One:

- By the end of each grade 1-6, 70% of students will be at grade level in reading, 20% of students will be 6 months below reading grade level, 10% of students will be one year below reading grade level. The school is dedicating its resources to grade level proficiency in reading and math. When students are proficient in these key academic areas, student success carries over to all other endeavors.
- By the end of each grade 1-6, 70% of students will be at grade level in math, 20% of students will be 6 months below math grade level, 10% of students will be one year below math grade level. (Same as above.)

Goal #2. Every student will have a personalized student education program (PSEP) identifying his or her specific academic and nonacademic learning goals in all curricular and extracurricular areas.

1. Assessment materials are available: Teachers will have the materials they need to conduct the PSEP assessments.
2. Each student is comprehensively assessed prior to formation of the PSEP: Each student will be assessed sufficiently so that the PSEP can be a challenging yet reasonable and complete representation of what each student will be expected to learn during the year.
3. Parents are involved in the assessment process: Parents/guardians are an essential part of the assessment process because of the history they can relate about their child.
4. Each student has a personally challenging PSEP: We intend to challenge each child to grow as much and as rapidly as is reasonable.
5. The learning outcomes of the PSEP are specifically stated: Every learning target will be specific and clear so that the student, teacher, and parents know the planned expectation.

Performance in Year One: 100% of students meet or exceed 100% of their PSEP learning outcomes. Our school leadership believes that every child in our school can achieve the challenging learning outcomes identified for them. The key will be an accurate assessment of the skills students know, and need to learn, as well as recognizing the potential each child has for learning growth.

Goal #3. The school will effectively engage parents and the community in school activities.

Parent and Community Members:

1. Attend public information meetings: Public meetings will be scheduled to

inform the parents and community about the purpose, operations, and achievements of the school.

2. Attend school board meetings: The public will be invited to attend board meetings to observe the school's governance and participate as invited.
3. Join committees: Parent and community members can contribute to the school in a meaningful way by being on a school committee and help formulate recommendations to the board.
4. Volunteer at the school: Parents and community members are encouraged to actively volunteer at the school in many capacities, particularly as tutors and for leading extracurricular classes.

Parents:

1. Attend PSEP conferences: Parents must attend their child's PSEP conference to provide important information about their child that will help construct an effective PSEP.
2. Attend teacher -parent conferences: Parents are expected to attend their child's review conferences.
3. Attend Open House and Back to School Night: Parents must contribute to the life of the school by being present at these important school events, to learn more about the school's effectiveness and show support for all the students and teachers.
4. Stay to do homework with their child at the end of the school day: Research shows that parents who help their children do homework strengthen their child's interest and abilities.
5. Assist in fundraising events: The school needs additional funding, and parents are needed to help raise these funds.

Performance in Year One: Each of the following bullets represents an important activity that will serve to further bond parents to the school, provides a personal sense of knowledge about their child's school, and creates a sense of belonging and ownership, which is critical to parent support.

- 70% of parents attend at least one public information meeting or school board meeting.
- Parents serve on 100% of all school committees.
- Volunteers serve at least 10% of the total of the school's annual instructional time.

- 70% of all parents attend every classroom or evening school event.
- 20% of all parents stay with their child after school at least once a week to help their child with homework.
- 80% of all parents assist with fundraising projects at least once annually.

Goal #4. The school will communicate effectively with parents and the community.

1. A weekly newsletter for parents. (Email and paper version.) : Parents will receive weekly news about the coming week, newsworthy events, information that improves their ability to support their child at home, and the upcoming calendar.
2. A bi-weekly newsletter for community members. (Email and paper version.) : The community will receive information about the school's progress in achieving its goals, newsworthy items about school developments, and invitations to upcoming school events.
3. Open House and Back To School Night will both present info on school progress toward achieving goals, volunteer opportunities, and fundraising information: The school will regularly communicate with the public on these three items.
4. The school board will welcome a parent report and community report at every regular board meeting: The board will hear a report from the parent group, and the community group, on items of interest that will help the school deepen its relationship with parents and the community.
5. Parents and community members are encouraged to serve on all school committees: School committees serve an important review and recommendation function, and parent and community members' opinions are valued.
6. Public information meetings will be held throughout the year: The school will hold public meetings regularly to keep the public informed about the developments and achievements of the school.
7. The Annual Report: The Annual Report will convey to the public the details of the School's progress and attainments.

Performance in Year One: The school regards the following activities as a means for keeping parents and community members informed about events and issues at the school. An informed parent and community circle builds support and ownership of the school, and contributes to better education of the children.

- 100% of all parents receive the weekly school newsletter.
- A minimum of 100 community members receive the biweekly newsletter.
- 80% of all parents attend both the Open House and Back To School Night events.
- A parent spokesperson and a community spokesperson deliver reports at the board meeting 70% of all regular board meetings.
- 100% of every school committee has a parent and a community member.
- Six public meetings will be scheduled per year.
- The Annual Report is available for public review.

Goal #5. All students will contribute to building a socially responsible community.

1. Teachers teach character education: The character education program will instruct on the elements of good character and good leadership, will teach children the value of showing kindness and compassion, and guide students toward serving a cause greater than self.

2. Teachers lead a class project in community service: Teachers will lead their students in performing a project of community service so students can learn the practice of helping others.

3. Students learn to resolve interpersonal conflicts by themselves: Students will learn the skills needed to successfully interact with each other without conflict.

4. Students volunteer to help out at home: Part of the intention of the character education program is to teach children to volunteer and help others, so we expect students to demonstrate their support of their family by helping at home.

5. Students independently choose to help at a community event: We also expect students to develop sufficiently that they will choose to help out at community events.

Performance in Year One: We will teach our students the importance of helping others in their home, school, and community. By teaching our students to act with good character, to help those less fortunate, to serve a cause greater than self, we are building a better future for our people, our country, and our world.

- 70% of all students can define the elements of good character and leadership.
- Teachers lead their classes in a one-month community service project

twice a year.

- By year-end, there are 50% less student conflicts requiring adult intervention than were in the first month of school.
- Students volunteer to help at home at least once a day.
- 30% of students independently volunteer in at least one community event.
- 70% of students “fully meet expectations” as measured by the “Social Responsibility Performance Scales”.
- 90% of students will be engaged in at least one leadership activity challenge.
- 70% of students will resolve conflicts using a socially acceptable strategy.

Goal #6. The faculty and staff will collaborate to ensure individual student success.

1. Weekly meetings between the principal and faculty members on individual student performance: Weekly collaboration between the principal and the teachers will keep the focus on the students’ PSEPs.

2. Weekly meetings between the reading/math specialists and faculty members on individual student performance: Weekly collaboration between the reading and math specialists with the teachers will strengthen the productivity of the teachers focus on the students’ PSEPs.

3. Weekly meetings between the teachers and their classroom aides on individual student performance: Weekly collaboration between the teachers and their classroom aides will help guide the support the aides will provide on the students’ PSEPs.

Performance in Year One: Communication and coordination among the teachers, administration, and instructional staff will reinforce the expectations our school has for each child, and will build the repertoire of instructional strategies appropriate to motivate each child to succeed in achieving 100% of the individual learning goals identified in their Personalized Student Education Program.

- The principal will review each child’s progress on the PSEP with the teachers a minimum of five times per year.
- The reading/math specialists will review each child’s progress on the PSEP with the teachers a minimum of once a month.
- The teachers will review each child’s progress on the PSEP with their

classroom aides a minimum of once a month.

Collecting, Storing, and Reporting Data: As indicated in the School Accountability Plan, a number of documents will be produced during the course of the Plan's implementation. Every time a document is produced that serves as evidence of performance, it will be added to the school's Accountability Evidence file. In addition, the school secretary will electronically enter data from the various logbooks on a weekly basis so that the file is current and so a work backlog doesn't interfere with data availability. This file will exist in two formats: a print version and an electronic version for convenient replication and dissemination. In all cases, technology will be used in collecting, storing, and reporting. The file will be aligned with the structure of the School Accountability Plan for facile reference when needed. The latest official version will be housed on site at the school, with a back-up file housed on a separate server off-campus for safekeeping. Performance and progress data will be available for review and for public dissemination as needed. As indicated, the principal will make frequent reports to the school board and the community, and the DCPCSB shall have access to this file at any time.

Adequate Yearly Progress (AYP) Reporting: In its initial year, the Bertha B. Williams Academy Public Charter School will serve children in grades pre-kindergarten through grade 2, so AYP reporting will not be conducted. However, in subsequent years the school will have grades 3 through 6, and AYP reporting will be required. Therefore, in its second year and beyond, the school will report Adequate Yearly Progress as required by law.

Timeline for Implementation: As much as can be accomplished before the start of school in 2011 will be done. PSEP assessment materials will be ordered and available before school begins so teachers can start assessing as many students as soon as possible prior to the new school year. A comprehensive school calendar will identify the dates of board meetings, Open House, Back To School Night, and the six public information meetings. Volunteer assignments will be identified and made public so that parents and community members can make their selections early, and so the school's volunteer extracurricular program can be scheduled into the school's calendar. All logbooks for attendance recording will be prepared in advance, and the School Accountability Plan file will be set up and ready for entries, and the parent and community newsletter templates will be readied. Teachers and staff will be trained on PSEP assessment tools, and receive training in teaching character education.

Thereafter, the only remaining tasks will be finishing the uncompleted student PSEPs by the second week of school, and conducting school operations as outlined in the Mission Accomplishment Plan so the indicated objectives can be achieved as the year matures.

E. Certifications

Assurances Form

(This form must be submitted with the application)

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

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

[Redacted Signature]	CEO
Signature of Authorized Certifying Official	Title
[Redacted Organization]	12-9-09
Applicant Organization <i>School Academy</i>	Date Submitted



January 14, 2010

To whom it may concern,

We will be able to write all coverages requested by the DC Public Charter School board closer to the time the school will open.

Please contact me with any questions.

Regards,
Ken Daveler

Ken Daveler, [CIC](#) [CISR](#)
President
Alliance Insurance Services, Inc.
1660 L Street, NW Suite 308
Washington, DC 20036
Direct [REDACTED]
P 202.638.1010 x13
F 202.638.1247

GOVERNMENT OF THE DISTRICT OF COLUMBIA
Department of Consumer and Regulatory Affairs

Business License Center - Room 1100
941 North Capitol Street, N.E.
Washington D.C. 20002

Unique Business ID# 54180XXXX-125360

Adrian Fenty, Mayor

CERTIFICATE of REGISTRATION

THIS IS TO CERTIFY that all applicable Trade Name requirements of the Omnibus Regulatory Reform Act of 1998 have been complied with and accordingly, this **CERTIFICATE OF REGISTRATION** is hereby issued to:
VISTA VISION 2000, INC.

Trade Name: **THE BERTHA B. WILLIAMS PUBLIC CHARTER SCHOOL ACADEMY**

As of: **December 18, 2009**

Linda Argo
Director

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



CERTIFICATE

THIS IS TO CERTIFY that all applicable provisions of the District of Columbia Business Corporation Act have been complied with and accordingly, this **CERTIFICATE OF AUTHORITY** is hereby issued to:
VISTA VISION 2000, INC.

IN WITNESS WHEREOF I have hereunto set my hand and caused the seal of this office to be affixed as of the **18th** day of **December, 2009**.

LINDA K. ARGO
Director

Business and Professional Licensing Administration

PATRICIA E. GRAYS
Superintendent of Corporations
Corporations Division

Adrian M.
Fenty Mayor

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: NOV 13 2009

VISTAVISION 2000 INCORPORATED
1012 OAKLAWN AVE
NORFOLK, VA 23504-3606

Employer Identification Number:
54-1802018
DLN:
209296016
Contact Person:
GARY L BOTKINS ID# 31463
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
April 30
Public Charity Status:
170(b)(1)(A)(vi)
Form 990 Required:
Yes
Effective Date of Exemption:
March 29, 1996
Contribution Deductibility:
Yes
Addendum Applies:
No

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Publication 4221-FC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

Letter 947 (DO/CG)

-2-

VISTAVISION 2000 INCORPORATED

Sincerely,

Robert Choi
Director, Exempt Organizations
Rulings and Agreements

Enclosure: Publication 4221-FC

Letter 947 (DO/CG)

F. Budget

Budget Display Information

We were unable to insert the budget excel files into the application's Word file, so we have included the excel spreadsheets as a separate file on the CD.

However, as we wish the application review team to have hard copies of the requested budgets, we have reproduced a paper version of each on the following pages.

The next pages will present the following excel spreadsheets and associated narratives as requested:

- Pre-Opening Expenses Budget
- Two-Year Operating Budget
- Five-Year Budget
- Capital Budget
- Cash Flow Projections for Year 1

In the CD, please use the following tabs to locate the excel spreadsheet you wish to view:

Year ONE
Year TWO
5 Year
CF0
CF1

There is no tab for the Capital Budget. Please refer to tabs 'Year ONE' and 'Year TWO'.

Pre-Opening Expenses Budget And Cash Flow Projection

In the spread sheet that follows is described the revenues and expenses related to anticipated early planning and implementation costs that are expected to be incurred between the time our charter is granted and July 1, 2011, the start-up year.

If a charter is awarded to the Bertha B. Williams Academy Public Charter School, our school will receive \$190,000 in startup funding from Title V-B, the federal charter school startup grant program. These funds will not be apportioned until March 2011, so the school will assume a \$100,000 line of credit to cover expenses until the funds are distributed.

The only early expense will be the purchase of insurance in July 2010.

By January 2011, an executive director and principal will be hired. Their salaries appear on row "Contract Staff". Some staff development costs will be incurred, as will miscellaneous student costs (recruiting students) and a variety of office expenses, all itemized by line item category.

Two-Year Operating Budget

In the spread sheet that follows is described the revenues and expenditures related to the first two years of operation of the Bertha B. Williams Academy Public Charter School.

Year One

Revenue: Looking at the spreadsheet labeled “Two-Year Operating Worksheet: Year ONE”, revenues are explained in rows 1 – 14. Different levels of funding are apportioned for different grade levels in the Per Pupil Charter Payments, and as we are proposing a pre-kindergarten through grade 2 opening year population, we will receive two per-pupil funding amounts based on grade level. Pre-K and kindergarten students represent \$11,401 per student, and grade 1 and 2 students represent \$8,770 per student. Special education and ELL students represent varying amounts of revenue. We anticipate having 50 pre-kindergarteners, 50 kindergarteners, 25 first graders, and 25 second graders for a total school population of 150 in Year One.

The Per Pupil Facilities Allowance is apportioned at \$2,800 per student resulting in \$420,000 in facilities funds. Federal Entitlements of \$360,000 are from NCLB and Title V-B grants. Other Government Funding/Grants for \$65,407 is from the national food program for free and reduced breakfast and lunch reimbursements. Activity Fees for \$138,600 are from student activity fees for the before and after school programs. Other Income for \$79,381 is paid meals sales (breakfast and lunch paid by parents), and school uniform purchases. Total revenues from these sources are projected at \$2,822,214.

Expenditures:

Personnel Salaries and Benefits: Row 15 is the salary for the principal and the executive director. Row 16 represents six classroom teachers, and specialist teachers in reading, math, and gifted/talented. Row 17 is six classroom instructional aides. Other Education Professionals Salaries is the special education coordinator, ELL teacher, and school counselor. Row 19 is blank because we are outsourcing business services to Goldstar, Inc. Row 20, Clerical Salaries, is our full-time office manager and full-time receptionist. Other Staff Salaries is the Before Care and After Care Program Director. Contracted Staff is providers who will teach the enrichment classes before, during, and after the school day, and also substitute teachers. Staff Development Costs are calculated at \$1,000 per faculty member, \$2,000 for the principal, \$500 per teacher aide, and \$10,000 for the board of directors strategic planning retreat.

Direct Student Costs: As itemized. Because this is the start-up year, costs are large in the categories of Textbooks and Classroom Furnishings. These initial costs will diminish in Year Two. Computers and Materials is for teachers' classroom computers. Because student assessment is such a critical part of our program, we have allocated what we believe is an appropriate amount of funds.

Contracted Student Services is additional special education expenses for specialists serving our special education students.

Occupancy Expenses: As itemized.

Office Expenses: These amounts are typical for an operating school. Again, the expenditure for office furnishings is large because these are first year costs. The expenditure is greatly diminished in Year Two. Row 60 accommodates the business services expenditure with Goldstar, Inc., our business services provider.

General Expenses: Again, these are typical expenditures for an operating school. Transportation expenses relate to the school's occasional leasing of vans for field trips. Food Service is the school's breakfast and lunch program. The fee to the Public Charter School Board (PCSB) is noted. Unforeseen Expenses is funds available for costs that are unexpected; these funds will become reserve funds if left unused by year-end.

Total projected expenses are \$2,727,346, leaving a proposed excess of \$94,868 at year-end.

Year Two

Year One and Year Two are largely the same, except with the following differences:

Revenues: Per Pupil Charter Payments show increased revenue due to the addition of 50 additional students. Facilities Allowance shows a corresponding increase, as do the other revenue amounts. Year Two revenues are projected at \$\$\$3,768,721.

Expenditures: Aside from budgeted salary COLA increases, salaries are similar except row 16 now shows the addition of two new teachers to accommodate the increased student population. We will also hire two additional classroom teacher aides. Also, Year Two is the first fiscal year in which the school will operate a summer school, so there are additional salary/benefits costs for this purpose. As you can see, furnishings expenditures for both students and the office have diminished dramatically, allowing now only the purchase of new furnishings for the new students. Transportation cost estimates has increased because of the addition of new students and plans to increase student field trips.

Total projected expenses are \$3,293,621, leaving a proposed excess of \$475,100 at year-end.

Five Year Budget Projections

In the spread sheet that follows is described the projected revenues for the first five years of operation of the Bertha B. Williams Academy Public Charter School.

- The Per Pupil Charter Payments show a projected and assumed 3% increase each year over the course of the five years.
- The spreadsheet shows the assumed increase in student population, starting in 2011-12 with 150 students in pre-K to grade 2, and reaching 350 students in 2015-16 with pre-K to grade 6.
- The spreadsheet also portrays an assumed increase in special education and ELL students.
- The summer school population is assumed to grow over the course of the five-year projection as well.
- The facilities allowance is assumed to remain constant at \$2,800 per student.
- Total DC revenue is assumed to range from \$2,187,826 in Year One to an assumed and projected \$5,439,234 in Year Five.

Capital Budget

Here is a description of the capital budget expenditures for the Bertha B. Williams Academy Public Charter School in the first two years of operation. These items are referenced by the line numbers along the left margin of the “Two-Year Operating Budget Worksheet: Year ONE” and “Two-Year Operating Budget Worksheet: Year TWO”, which precede this page in F. Budget.

Year One:

- Line 33: \$11,250: Computers and Materials: Classroom computers and printers for each of the six classroom teachers, and the two literacy (reading, math) specialist teachers.
- Line 35: \$48,000: Classroom Furnishings: This includes desks and chairs for the six classrooms of students, a teacher desk/chair for each of the six classrooms, and a smaller number of student desks/chairs with a desk/chair for the two literacy (reading, math) specialists and the gifted and talented teacher. The special education coordinator, the ELL teacher, and their students, also require furnishings. The before care and after care director’s furnishings are included as well.
- Line 57: \$76,238: Office Furnishings and Equipment: This includes furniture and computers for the administration and office staff. Please note that \$60,000 of these dollars is NOT capital funds, but is intended for a student data-tracking program to assist the faculty with assessment data for our school’s focus in individualized student instruction. So, only approximately \$16,000 is a capital expense marked for office furniture and office computers.

There are no other capital expenditures planned for Year One.

Year Two:

- Line 33: \$3,863: Computers and Materials: Classroom computers and printers for each of the two new classroom teachers.
- Line 35: \$16,480: Classroom Furnishings: This includes desks and chairs for the two new classrooms of students, and a teacher desk/chair for the two new classrooms. A special ed teacher will be hired in Year Two.
- Line 57: \$4,426: Office Furnishings and Equipment: Possible additional furniture and computers for the office.

There are no other capital expenditures planned for Year Two.

Cash Flow Projections for Year 1

The following spreadsheet shows the Bertha B. Williams Academy Public Charter School monthly cash flow projections for Year 1.

Our budget and fiscal expert, Mr. Josh Marks of Goldstar, Inc., has counseled us that there is a projected cash flow deficit in Month 4, October 2011, and that we can cover this brief deficit with a short term loan from a local bank.

Otherwise, our school's cash flow projection indicates that we will be able to have sufficient cash in our school accounts to meet payroll and other monthly expenses.

G. Resumes, Board Member Agreements, and Statements of Interest and Qualifications.

Cecelia Brady-Hudley

Cecelia D. Brady-Hudley



QUALIFICATIONS SUMMARY

Professional Educator with more than 25 years of experience in curriculum and instruction, assessment and accountability, family and community participation, operation of a public charter or independent school, business and financial management, school governance, organization, management, applications and administration.

Skilled in the development and implementation of educational theories and principles. Noted reputation as a leader, coalition and consensus builder. Adept in understanding and utilizing current computer hardware and software. Ability to create and manage multiple simultaneous projects, programs, systems and budgets to assure fiscal responsibility and integrity.

EDUCATIONAL BACKGROUND

Certificate of Administration

Trinity College, Washington, DC, 1999

Master of Education in Child Development Counseling

Bowie State University, Bowie, Maryland, 1983

Bachelor of Science in Education

DC Teachers College, Washington, DC, 1973

PROFESSIONAL COMPETENCY

Instructional Competence

- .. *Developed and implemented* an Integrated Thematic Curriculum, planned and developed curriculum to train staff in the components of instructional responsiveness and participated in whole language training.
- .. *Coordinated test taking and study skills programs* incorporating educational theories and instructional principals. Conducted ongoing assessments of students and staff for the purpose of improving instruction.
- .. *Organized a program of instruction* to meet the needs of all levels of students' abilities.
- .. *Reviewed charter school applications* for District of Columbia Public Charter School Board to identify a portfolio of schools.
- .. *Recruited, selected, coached and mentored*, new and senior principals for the New Leaders for New Schools aspiring principal's program.
- .. *Performed School Quality Reviews* to collect and analyze data about school performance and provided written and verbal feedback.

Personnel and Fiscal Management

- .. *Supervised and evaluated* more than 200 certified and classified personnel.
- .. *Planned, coordinated, and implemented* staff development programs such as in-service training, professional conferences, workshops, technology training and instructional demonstrations.
- .. *Developed, analyzed and efficiently managed* building and educational operations budgets, including federal and grant funds for special programs for more than \$1,000,000. Also created collaboration with schools to maximize limited funds to achieve educational objectives and school related priorities.
- .. *Created strategic plans, organizational and management systems* to assure effective teacher-classroom coverage, student activities, special programs and events and overall academic and facility management operation.
- .. *Hired highly qualified staff and restructured school* to create a school of quality and excellence.

EMPLOYMENT HISTORY

District of Columbia Public Schools, Washington, DC, 1973-present

- .. ***Leadership Coach, New Leaders for New Schools and DCPS***, 2005-Present
- .. ***Principal, Gage-Eckington Elementary School***, 1999-2005
- .. ***Co-Principal, Malcolm X Elementary School***, 1997-1999
- .. ***Coordinator, Non-Graded Program, School-Within-School Charter Schools***, 1996-1997
- .. ***Principal, Noyes Elementary School***, 1994-1996
- .. ***Coordinator, Walker Jones Elementary School***, Summer School, 1993
- .. ***Assistant-Principal, Hendley Elementary School***, 1992-1994
- .. ***Coordinator, Summer Enrichment Program***, Chapter I, 1991
- .. ***Director, Hart Junior High School***, Summer Enrichment Program, 1990
- .. ***Counselor, Stevens Elementary School***, 1988-1992
- .. ***Teacher, McGogney Elementary School***, 1973-1988

HONORS, AWARDS, and CERTIFICATES

- .. Participation in The Principals' Center Harvard Graduate School of Education, 2001
- .. Context for Learning Summer Institute for Local School Restructuring Team, 1993
- .. Excellent Director of Summer Enrichment Program, 1990
- .. Outstanding Summer Enrichment Site, 1989
- .. Associates of Renewal in Education, Incorporated, 1987
- .. Demonstration Teacher, 1985
- .. Sigma Iota Honor Society Chapter, Bowie State University, 1988
- .. Nominee for Teacher of the Year Award, 1986-1987

PROFESSIONAL AFFILIATIONS

- .. Member DCPS Superintendent Instructional Cabinet, 2005- Present
- .. DCPS Division III Effective Schools Model Planning Committee
- .. Member DCPS Superintendent Search Committee, 2004
- .. DCPS Principals' Advisory Committee for the Superintendent, 2003
- .. DCPS Stakeholders Budget Committee, 2003

- .. Task Force to Revise the Evaluation for Principals, 2002-Present
- .. Principals' Center, Harvard University, 2001
- .. DC Voice Principals' Group, 2000-Present
- .. *D.C. Association of Elementary School Principals*, 1995-Present
- .. *D.C. School Counselor's Association*, 1990-1993
- .. *Elementary School Division President*, 1992-1993
- .. *Vice President, Elementary Division*, 1991-1992
- .. *Phi Delta Kappa*, 1989-Present

COMMUNITY LEADERSHIP

- .. New Leaders New Schools Mentor, 2004-05
- .. MayerBrown&Rowe Law Firm School Partnership Advisory Committee, 2003-Present
- .. DCPS Opening of Schools Task Force, 2001-2003
- .. Secretary, St. Georges Church School Partnership, 1999-Present
- .. DC Voice, Leadership Committee 1999-Present
- .. Seniors Fundraising Committee, Bishop McNamara Senior High School, 1992-1994
- .. PTA Secretary, LaReine Senior High School, 1990-1991
- .. Vice President, Sigma Iota Honor Society, 1988-1989

PROFESSIONAL REFERENCES

Dr. Nancy Shannon

Principal

Merritt Elementary School
50th and Hayes Streets, NE
Washington, DC 20019

██████████

Katie Jones

Principal

LaSalle Elementary School
501 Riggs Road, NE
Washington, DC 20011

██████████

Clara T. Whitley-Canty

Principal

Edison-Friendship Public Charter School
2959 Carlton Avenue, NE
Washington, DC 20018

Dr. Audrey Donaldson

Assistant Superintendent of Staff Development

Chicago, Illinois

██████████

Constant G. Hollingsworth

Education Research Program Manger

NASA Headquarters, Code EU
Washington, DC 20546

██████████

Dr. John Sparrow
Principal

Marie Reed Learning Center
2200 Champlain Street, NW
Washington, DC 20009



Dr. Kaye Williams

Assistant Superintendent
DC Public Schools
825 North Capitol Street, NE
Washington, DC 20004



Roberta Butler, CPM

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

As a minister in good standing at the Independent Church of God located on Ainger Place SE

butler.roberta@yahoo.com

Employment History

September 1979 – October 1983

Housing Development Officer/Planner
Fairfax County Department of Housing and
Community Development
Fairfax, Virginia

Developed and implemented Fairfax County's first homebuyers program. The development of this program required obtaining financing through federal grants and state low interest home loans programs, obtained FHA project approvals, ensured land proffers were honored, negotiated housing contracts, developed marketing plans, and acted as liaison between purchasers, developers, attorneys and lending agents for the sell and purchase of affordable housing units. Sold 249 units in this program.

September 1983 – July 2008

Housing Community Developer III
Fairfax County Department of Housing and
Community Development
3700 Pender Drive
Fairfax, Virginia

Coordinated all phases of the housing development process. This included, but was not limited to, selecting development sites; obtaining rezoning and land proffers; negotiating land contracts and assembling land for development; selecting, monitoring and coordinating activities of a development team and identifying lines of responsibility for each team member; serving as a meeting facilitator for the selection of builders, architects, engineers, various consultants, management and marketing agents; negotiated consultant contracts; participated in liaison activities with various non-profit agencies, providing technical support and information for the non-profit organizations; assembled and appraised data to determine project feasibility; developed project budgets and identified sources of financing and served as contract administrator for professional services contracts.

Wrote reports for and made presentations to the Board of Supervisors and Fairfax County Redevelopment and Housing Authority. Worked closely with community groups, business organizations and county officials, federal officials and other county agencies on project related matters.

Served as a housing resource person on the Springfield Revitalization Program Team.

Skills and Knowledge

Good verbal and writing skills

Familiar with the following:

1. Federal, state and local housing programs and regulations
2. Real estate and land-use laws
3. Grant Writing
4. Research
5. Contract negotiations
6. Computer – Microsoft Word, Excel, PowerPoint

Education/Certifications

BS – Urban Planning

American University

Washington, DC

Graduated – December 1975

Graduate Study

Urban and Regional Planning

University of Virginia

Fall Church, Virginia Region

January 1979 – ay 1980

Certified Public Manager

School of Business and Public Management

The George Washington University in association with

The Metropolitan Washington Council of Governments

Institute for Regional Excellence, Executive Development Program

Washington, DC

August 2002 – August 2003

Darrin D. Davis

2412 Minnesota Ave. SE

Washington, DC 20020



I am a licensed real estate agent and the Principal Broker and Owner of Anacostia River Realty, LLC. I have been successfully active in the Washington Metropolitan real estate market since 1997. I was a top producing Realtor with Capitol Hill's Prudential Carruthers Realtors. I was selected to be in Prudential's Sales Honor Society in 2006. I have a firm knowledge of the real estate market in both the Southeast and Northeast areas of Washington, DC.

I have lived and sold real estate in River East since 2002. I conduct a Homeowner's Walking Tour of the area every Spring & Fall. The tour showcases the housing opportunities available in Wards 7 and 8 to potential residents.

I am a vocal and active member of the community. I was recognized by Washington, DC's former mayor, Anthony Williams as Main Street Anacostia's Volunteer of the year in 2004. I am affiliated with R.E.E.L. (River East Emerging Leaders), a member of Main Street Anacostia, a board member of the Anacostia Coordinating Committee and a member of Ward 8 Democrats.

For the past 11 years I have worked as a substitute teacher in the Washington, DC's public school system. I have primarily taught at Anacostia's Orr Elementary and Capitol Hill's Maury Elementary School.

I took a break from Real Estate in late 2007 and 2008 to become politically active in the Democratic Party. I worked for

both Democratic U.S. Presidential candidates, Hillary Clinton and Barack Obama. I also, spent the summer of 2008 in Alaska working on a winning U.S. Senate race.

Inspired by Secretary of State Clinton's superior work ethic and President Obama's historic win, I returned to Washington after the 2008 election and fulfilled a long held dream of opening my own realty company.

My company is a limited liability full-service real estate brokerage company located in the District of Columbia.

We officially opened our doors for operation in January of 2009. Our office is located at, 2412 Minnesota Avenue SE, Suite 204 in the Anacostia neighborhood of Washington, DC. We formalize real estate transactions in Wards 7 and 8.

We provide much needed personal and quality real estate services that has not been provided to Wards 7 and 8 in the River East (also known as East of the River) areas of Washington, DC until now.

Darrin D. Davis, Principal Broker/Owner

At Anacostia River Realty Our Sales Are Flying High!

ANACOSTIA RIVER REALTY
2412 Minnesota Avenue SE, Suite 204
Washington, DC 20020

[REDACTED]
[REDACTED]

email: [REDACTED]
www.AnacostiaRiverRealty.com
<http://AnacostiaNews.blogspot.com>

James S. DelSordo, Esq.
Admitted in Virginia and
The District of Columbia

dsordo@arguslawfirm.com

ARGUS LEGAL_{LLC}

9255 Center Street - Suite 307
Manassas, Virginia 20110

JAMES S. DELSORDO

Jim DelSordo is the owner of the firm. He concentrates his practice on all aspects of federal and state procurement law and commercial litigation, including bid protests, claims, terminations, and unfair trade and data rights disputes.

Prior to starting his own firm, Mr. DelSordo practiced for sixteen years in the federal Government, with Government contracts boutiques, and a large, regional general practice firm. Before entering private practice Mr. DelSordo was on active duty in the U.S. Army Judge Advocate General Corps, where he served as a Special Assistant U.S. Attorney, an administrative law attorney, a procurement fraud advisor, and a trial attorney with the U.S. Army's Contract Appeals Division.

In private practice Mr. DelSordo has represented businesses concerning all aspects of Government contracts including formation and administration disputes, fraud prevention and compliance, schedule contracts, 8(a) and other small business issues, data rights, and business to Government e-commerce. He has litigated procurement and commercial disputes in all federal and state *fora*. Mr. DelSordo's clientele includes businesses involved in the manufacture of sophisticated electronics hardware and munitions, construction, logistics and personal services, and information technology. His clients are located worldwide.

Mr. DelSordo is a member of the Virginia State Bar, the Pennsylvania Bar, The District of Columbia Bar, and the American Bar Association where he is a member of the Public Contract Law Section. He is very active with the National Defense Industrial Association, has lectured for Mealey's Publications on Government contract issues, at the National Science Foundation's Annual Small Business Innovative Research Conference, and been published in the Intellectual Property & Technology Journal.

A 1987 *cum laude* graduate of Dickinson College, Mr. DelSordo earned his law degree in 1990 from George Washington University.

Marcal Graham,
Educational Administration, Ed.D

9039 Sligo Creek Pkwy #509
Silver Spring, MD 20901



Objective: *To utilize my experience in leadership, data analysis, and school systems to promote positive and lasting organizational change.*

PROFESSIONAL PREPARATION

- 2004** Temple University,
Philadelphia, PA,
Ed.D., Educational Administration, May 2004
Department of Educational Leadership & Policy Studies
Additional coursework has been done in Urban Education.
Dissertation: Leadership From Above: An Examination of the
Board of Directors of Charter Schools
- 1997-1998 Graduate Coursework done towards a Masters in Public
Administration, University of Delaware, Newark, Delaware,
Department of Education, Urban Affairs, & Public Policy,
- 1994-1997 **Temple University,**
Philadelphia, PA,
Masters of Arts, Urban Studies, May 1997
Department of Geography & Urban Studies
Masters Thesis Completed: Community Reinvestment
- 1987-1991 **La Salle University,**
Philadelphia, Pennsylvania.
B.A., Political Science, May 1991

ACADEMIC ADMINISTRATION

September 2009 to Present

Community Academy Public Charter School

Director of Assessment

- Responsible for assessment and data analysis and disaggregation for 5 Campuses for Community Academy Public Charter School.
- Provide leadership for the administration, collection, capacity-building and trouble-shooting of data for all campuses.
- Work closely with Academy leaders, assistant academy leaders, and teachers in the development of ways to better assist them in accurately addressing student learning and deficits.
- Disaggregated data for the Vice-President of Education and work closely with the Director of Curriculum and previous Director of Assessment.
- Conducted site visits of all campuses in order to provide school leaders with status report of teaching and learning in the classroom and the overall climate of the building.
- Helped campuses prepare for DC-BAS Benchmark testing and Terra Nova testing. I monitored two (2) of the campuses to ensure that testing policies and procedures were being followed.
- Presented AYP data to Board of Directors on the charter school.
- Presented 4-5 times to Academy Leaders at the Leadership Series which our VP of Education.
- Trained teachers on all campuses on the use of DC-BAS data and how to gather and utilize data to inform instruction.
- Attended Saturday trainings on the development of math assessments for grades 1-5.
- Participated in grade-level-meetings for RAND and AMOS 1, AMOS 3 campuses.
- Actively engaged teachers with Academy Leaders during data presentations concerning lesson plan development.
- Implementing the Harvard University DATA WISE Process throughout all campuses to help schools fully utilize data for teaching and learning.
- Disaggregated DC CAS data for all subgroups (ELL, Special Education, Ethnicity, & Economically Disadvantaged) for Board of Directors and VP of Education.

January 2008 to September 2009

Charlotte-Mecklenburg School District (CMS)

Assessment Program Analyst for Local and State Testing

- Project Manager of District-Wide Data Initiative
- Worked closely with (Harvard University Consultant) throughout the summer with Data Wise Core Team training along with training of Title 1 schools in the Data Wise process. Assumed project management of the entire District-

Wide Data Wise Process during the summer with logistics, organization, management, planning, administrative support (i.e. copying, attendance records, and workshop facilitation), and communication between stakeholders (i.e. consultants, principals, curriculum and instruction, assessment, and district administrators).

- Assisted in the development and editing of benchmark assessments for grades 3-8 in Mathematics and Reading.
- Conducting Data Wise Training for Piedmont Middle School with principal and instructional team. (February & March 2009)
- Attended (2) day Data Wise Core Training of CMS administrators for implementation into two professional learning communities. (February 2009)
- Worked directly with the CMS Curriculum and Instruction in the development of Formative and Mid-term Assessments in Middle School Reading, High School English I, US History, Civics & Economics, and Biology.
- (Associate Strategic Research Fellow) Attended 5 day (September 14-19th) data training as first cohort for Center for Educational Policy at Harvard University in conjunction with the Bill Gates Foundation. Attended (2) day data training in Charlotte, North Carolina in December 2008, Washington DC (2) day data training (2009). Gained experience using STATA quantitative software at Harvard University.
- Piloting a Research Study of 9th/10th grade Emerging Leaders at West Charlotte High School on the impact of student leadership and its impact on student achievement.
- Assisted in training Middle and High Schools for End-of-Course Examinations.
- Assisted in the review of K-2 Assessment for Quarter 4 Assessment for Reading.
- Assumed responsibility over K-3 DIBELS Intensive Reading Assessment.
- Analyzed Advanced Placement student data with Director of local team for the Superintendent of Charlotte Mecklenburg Schools.
- Attended SAS/EVAAS one-day training on how to best use predictive data to chart teacher and school effectiveness.
- Trained CMS principals on the various data reports for SAS-EVAAS.
- Provided assistance to area superintendents, principals, and teachers on item-review workshops on formative assessments.
- Disaggregated and analyzed student assessment data for Charlotte-Mecklenburg School District CMS school district.
- Attended North Carolina Statewide Accountability Conference (February 2008).
- Attended IPT and (North Carolina Checklist of Academic Standards (NCCLASS), NCEXTEND1& 2 Alternate Assessments for school-wide professional development training.
- Attended administrative meetings on the development of alternate assessments (CMS CLAS) for ESL students.
- Enrolled in DATAWISE on-line class working West Charlotte High School to see the impact and implementation of data at the school level. I attend all bi-

weekly instructional team meetings with the Principal and his various department team members.

- Completed Data District Reports for the various learning communities in the Charlotte-Mecklenburg School District.
- Assumed responsibility over training all k-12 schools in SAS/EVAAS Software which predicts student performance on standardized test based on past performance.
- Assisted State Testing Team in Writing Assessment Check-in with Elementary and Middle Schools.
- Have become proficient with Classroom Manager and Clarity Software.
- Attended Classcape Item-Bank Analysis Workshop.
- Participated in Web seminar of SAS-EVASS training.
- Attended Half-Day T-Sparta Database Workshop at CMS.
- Attended Half-Day DATAWISE Workshop which will become CMS Initiative.
- Scanned test answer sheets for analysis for various CMS schools.
- Conducted an inventory of testing materials to make sure schools received them in a timely fashion for the upcoming testing cycle at Data Warehouse.
- Attended 2-day DATAWISE Conference on understanding the data process from a Central Office and Learning Community, and School-Level perspective. July 2008

March 2005 to September 2007

Hyde Leadership Public Charter School, Washington DC

Director of Research and Evaluation-

Assumed an Effective Leadership Role in the following job related responsibilities.

Data & Testing Responsibilities (Year 1)

- Responsible for data-driven analysis and research for K-12 charter school in an urban setting.
- Administered diagnostic Reading and Mathematics Assessment to 6th grade students at South Bronx Hyde Leadership School and Hyde Leadership Public Charter Washington DC.
- Utilizing data-driven decision making to inform instructional decisions and practices in the classroom at the k-12 level.
- Coordinated and administered the District of Columbia Comprehensive Assessment System (DC CAS) Reading, Mathematics, & Writing Sections to Grades 3-8, and 10 Spring 2006.
- Provided detailed school-wide SAT-9 data sets for Head of School and Founder of School.
- Presented and interpreted NCLB data to incoming parents at school-wide meeting in August 2005.
- Analyzed 2004 and 2005 SAT-9 Cohort data for Elementary, Middle, and High School.
- Provided major data and technical assistance to the Assistant Head of School on all major State and Federal Reports on all Educational Programs.

- Compiled NCE and Percentile Rank data for all grades from grades 1st through 11th Grade.
- Disaggregated data in order to examine if the Reading Acceleration Program (RAP) was effective in demonstrating academic gains of students at the middle school level.
- Compiled and provided extensive data for Title 1 Grant Submission 2005-06.
- Disaggregated cohort data that helped in the opening of another Hyde Charter School in Washington DC.
- Administered and coordinated the AGS Math and Reading Inventory Screener to incoming and returning middle and high school students.
- Administered paper and pencil MCAS (Massachusetts) English Language Arts Composition Section Pilot Study to the High School.
- Gained extensive knowledge of test development, administration procedures and guidelines, along with data interpretation.
- Provided PowerPoint Data Presentation to returning and new Elementary, Middle, and High school administration and teachers August 2005
- Worked on curriculum, assessment, professional development and after school programs impacting student achievement.
- Provided continued administrative data support for teachers and administration at the Elementary, Middle, and High School.
- Worked directly with the Assistant Head and Head of Schools on Special Research Projects (Recess Policy, Data Interpretation, and Admissions)
- Revised Data Intake Forms in an effort to compile statistically relevant information for admissions.
- Earned on-line certification for ACCESS for English Language Learners.
- Administered ACCESS for English Language Learners Test under NCLB in 2006 at the high school level.
- Worked closely with Reading Specialist in the development of various Reading Assessments for middle and high school.
- Compiled school-wide NCLB data for submission to District of Columbia Public Schools (DCPS).
- Provided test data and cohort data for Hyde Leadership Public Charter Annual Report 2004-2005.
- Currently assisting the completion of the school's Accreditation Self-Study.

Grant Responsibilities

- Worked on instructional (Reading, Math, and Technology) areas of NCLB LEA Application for submission to District of Columbia Public Schools 2005-2006.
- Submitted 21st Century Community Learning Centers Grant 2006.
- Attended Grant Writing Seminar at The Foundation Center, provided by the District of Columbia Office of Grants, Washington DC. 2006.
- Provided data to support submission of Charter School Growth Fund Grant 2006.
- Acted as the liaison between the Head of School and Coordinator of the After School Program for the entire charter school.

Professional Development

- Attended Monthly DCPS Superintendent Meetings and Professional Workshops.
- Attended various DCPS In-Service training session (Special Education).
- Attended DCPS In-Service training sessions on Constructed Response Items in preparation for the District of Columbia Comprehensive Assessment System 2006.
- Attended 2005 District of Columbia Public Schools (DCPS) Data Conference. Washington DC 2005.
- Attended International Reading Conference, 2005 (San Antonio).
- Attended ASCD Conference, 2005 (Orlando).
- Attended A (Plus) Administrative Database Training at Hyde DC February 2006.
- Attended 3rd Annual Casey Jumpstart Training (2005) Training for new teachers, English Language Learners, and Special Education teachers
- Helped in the completion of the School Improvement Plan and Annual Report 2005-2006.
- Provided information for the Compliance and Monitoring: Management Self-Assessment for District of Columbia Public Schools (DCPS) and Charter Schools (Spring 2005-2006).
- Acted as a liaison and oversaw the program management of the After School Program and the Head of School Office.
- Attended Professional Development Workshop on English Language Learners given District of Columbia Public Schools (DCPS) 2005-2006.
- Assumed additional administrative and programmatic duties and responsibilities given my multi-tasked background.
- Active Member of the Hyde Leadership's School Improvement Team 2005-06.
- Attended Neighborhood Tutoring Program External Management Training
- Extensive data entry and analysis performed.
- Attended District of Columbia Public School (DCPS) In-Service on "Approaches to Constructed Response Questions" for upcoming High-Stake State testing (March) 2006.
- Attended Hyde Leadership PCS Weekend Leadership Retreat (July 2006).

Curriculum Experience

- Provided teachers at Elementary, Middle, and High data analysis of District of Columbia Curriculum in preparation for state testing.
- Analyzed data and coordinated efforts to provide teachers with the curriculum materials for student test preparation.
- Continuous examination of data to demonstrate if curriculum Reading materials were having the desired impact.
- Coordinated the implementation of Atlas Curriculum Mapping Software at all grade K-12.

- Utilize data to drive instructional practices and approaches at Elementary, Middle, and High School level.
 -
 - Currently compiling data on middle and high school students in order to coordinate the administer Supplemental Educational Services (SES) as required under (No Child Left Behind) *NCLB* legislation.
-

Data & Testing Responsibilities (Year 2 at Hyde)

- Compiled and completed all comprehensive data requirements under No Child Left Behind LEA 2006-2007 Application Submission and Re-Submission.
- Provided data charts on student performance on District of Columbia Comprehensive Assessment System (DC CAS) at the Elementary and Middle School level.
- Disaggregated data for high and low performing students to better understand their areas of academic weakness in Reading and Mathematics.
- Was awarded 64K NCLB Grant from the District of Columbia Comprehensive Assessment System.
- Administered and analyzed District of Columbia Benchmark Assessment System (DC BAS) for grades 3-8.
- Worked on and compiled data for technology needs in preparation for E-Rate Grant.
- Completed District of Columbia Benchmark Assessment System (DC BAS) Administration for Elementary and Middle School.
- Scanned Group Reading Assessment Diagnostic Evaluation (GRADE) and Group Mathematics Assessment Diagnostic (GMADE) Quarterly Assessments for Elementary and Middle School.
- Disaggregating data for District of Columbia Comprehensive Assessment System (DC CAS) 2006 Spring Testing.
- Disaggregated data for Middle and Elementary School for Special Education Students in Reading and Mathematics.
- Coordinated Professional Development and provided a school-wide plan for how to utilize PLATO Learning Technologies.
- Worked closely with School Directors and Academic Deans in disaggregating 2006 District of Columbia Assessment System (DC CAS) data.
- Contracted with Supplemental Educational Services (SES) to provide educational services to students who are low performing students eligible under NCLB.
- Examined data on students receiving free and reduced lunch for SES purposes.
- Attended District of Columbia Public Schools (DCPS) Professional Development training for English Language Learners December 2006.
- Working on Hyde Leadership Public Charter School Improvement Plan for 2006-07.
- GMADE and GRADE Quarterly Benchmark Testing at Elementary, Middle, and High School.

- Scanned GRADE and GMADE testing materials for Turning Point Charter School.
- Disaggregating data for District of Columbia Comprehensive Assessment System (DC CAS) 2006 spring testing.
- Disaggregated data for Middle and Elementary School in Reading and Mathematics.
- Compiled data for school climate survey for incoming Hyde Students at Middle and High school.
- Analyzed multiple educational software programs in order to determine school-wide academic effectiveness.
- Examined existing school-wide programs to determine if they were demonstrating measurable student growth overtime.
- Analyzed Language (Reading Acceleration Program) to see if students were making measurable gains with regard to Reading Comprehension, Vocabulary, and Sentence Completion.
- Worked with Directors and Academic Deans in disaggregating 2006 DC CAS data.
- Analyzed student data for Hyde Leadership Charter School (New York).
- Analyzed school level Special Education data for 2006 DC CAS.
- Scanned student data for Hyde Leadership Charter School (New York).
- Analyzed Administrator's Plus Management of Database User's.
- Presented AYP data during Back to School Night for parents at the Elementary, Middle, and High School.
- Coordinated the administration of for 2007 NAEP testing (National Assessment for Educational Progress) to Elementary and Middle School.

Data & Testing Responsibilities Expanded (Year 3 at Hyde)

- Worked with School Directors for K-12 Curriculum, Assessment, and Standards alignment for all three schools.
- Disaggregation of NCLB AYP 2006-2007 (Reading and Mathematics) data for analysis.
- Coordination of Supplemental Educational Services for entire school.
- Attended the Reaching At-Promise Students Conference, San Diego, CA, July 2007.
- Attended District of Columbia Comprehensive Assessment System (DC CAS) Data Interpretation Workshop, Washington DC.
- Completed LEA (Title 1) Application Part1 & 2 School year (2007-08).
- Attended and Completed the "Youth Services Summit Workshop," September 26, 2007, Arlington, VA. By the Performance Institute.

October 2004 to March 2005 Program Developer & Assumed Chief Academic Officer

Position, 1 Room Schoolhouse, LLC

- Oversaw the daily operation, supervision, and management of Supplemental Education Provider.

- Supervised and hired academic coaches/teachers for classroom instruction for the organization.
- Provided weekly budgeting and financial reports on all sites within the organization.
- Coordinated meetings with the various site directors and the recruitment team in order to target areas of organizational need.
- Responsible for providing administrative support and clarification to parents on grants such as: *No Child Left Behind* (NCLB) and PA Classroom Plus Program.
- Identifying additional Reading and Math Assessment tools for K-12 students in the Philadelphia School District.
- Collected accreditation data for licensure through the PA Department of Education.
- Developed and researching innovative learning programs from Philadelphia School District's core curriculum.
- Reviewed the School District's core curriculum so that it reflects the instructional goals and content standards of academic coaches within out organization.
- Worked and providing assistance directly to the Director of Educational Programs regarding program quality and delivery.
- Was head of the leadership team and addressed all managerial aspects of the organization.
- Worked with retired master teachers on lesson plans and course content.

**2002-2004 Assistant to the Coordinator of Educational Administration Program,
Temple University Educational Leadership & Policy Studies Department**

- Assisting the Coordinator in the day-to-day administrative functions of the Educational Administration Program.
- Compiling and collecting statistical data and trends on Masters and Doctoral Students within the Program.
- Building and coordinating strategies to build alumni connections between past and present students in Certification, Masters, and Doctoral programs.
- Extensive communication, troubleshooting, and scheduling of meetings for students who have questions regarding registration, enrollment, and course offerings.
- ListServ Manager for communicating programmatic information and responding to Masters, Certification, and Doctoral students in the Educational Administration Program.
- Working closely with various faculty members within the Educational Administration Program, attending and note-taking during meetings.
- Collected graduation and enrollment data on Masters, Certification, Masters, & Doctoral students for budget submission.

**2001-2002 Assistant to the Coordinator, Temple University Professional
Development**

Leadership Center

- Coordinated the “Bullies to Bullets” Conference on school violence for school leaders.
- Helped to develop leadership workshops for principals and superintendents.
- Process Pennsylvania Act 48 Professional Development hours for educators and administrators with the Pennsylvania and New Jersey Department of Education.
- Collected qualitative data on high school students related to academic achievement.
- Worked closely with teachers and college faculty in program development and analysis.
- Assisted in the creation of budgets for various workshops given in the PDLC.
- Provide assistance to individuals and groups that may want to utilize the innovative learning strategies of the Professional Development Center.
- Attend advisory board meetings and administrative staff support.

**2000-2001 Workshop Facilitator, Counselor, & Instructor, Temple University
ACT 101 Program**

- Provided administrative support to instructors during the Summer Bridge Component by addressing and trouble-shooting student, teaching, and counseling areas of concern.
- Observed class lectures and acted as a liaison between instructors and the Director of the ACT 101 Program.
- Taught two classes of Math and Academic Skills during Summer Bridge 2000.
- Was responsible for setting up tutoring and scheduling for ACT 101 students in the spring 2001 semester.
- Worked on setting up site visits for students to various organizations and businesses in the Philadelphia region.
- Registered incoming undergraduate students for classes and conducted extensive counseling on-on-one sessions with students.
- Functioned as a Counselor and Instructor in ACT 101 Summer Bridge Component 2001.
- Developing strategies to improve the level of involvement of students in the tutorial component.
- Matched the academic needs of students with tutors in the program.
- **Conducted weekly scheduling of tutors for workshops.**

February 1999- 2001 Program Assistant, Temple University Ronald McNair Post-Baccalaureate Program

- *Counseled, mentored, and taught* undergraduate low-income students on the graduate school process.
- Gained exposure to the various aspects of federally funded grant programs.
- Worked on developing recruitment and retention strategies.
- Exposed and coached students on study skills, academic preparation, data collection, PowerPoint, qualitative, and quantitative methodologies.

- Handled administrative duties and programmatic elements of the program.
- Conducted counseling sessions that helped to identify underlying academic, personal, and career challenges that impacted student retention.
- Processed travel reimbursement, petty cash, budgetary, and other grant related paperwork.

November 1999-2000 Program Assistant, University of Pennsylvania Talent Search Program

- Federally funded Grant program to help low-income minority student's gain access to higher education.
- Counseled, recruited, and developed strategies in the retention and achievement of high school students from Overbrook High School.
- Helped to coordinate workshops on college admissions, tutoring, academic counseling, career, and financial aid opportunities.
- Counseled students on ways to increase their self-esteem and motivation toward academic achievement.
- Provided administrative and office support.

Evaluation Research Experience

Summer 2003 Research Assistant, *Charter School Evaluation Project*,
Temple University Research Team

- Collected qualitative data for charter school evaluation project.
- Examined issues of leadership, governance, and management within the charter school.
- Interviewed charter school board members and staff regarding underlying governance issues plaguing the charter school.
- Transcribed minutes and attended charter school board meetings.

UNIVERSITY LEVEL TEACHING EXPERIENCE

Teaching

Courses Taught as an Adjunct Instructor and Graduate Assistant at Temple University:

- Ed Admin 500 Introduction to Educational Administration & Supervision (Graduate Level)
- Ed Admin 600 Analytical Studies (Graduate Level)
- ED X060 Education Schools & Individuals in U.S. Society (Undergraduate Level)
- RO55 Urban Society: Race & Class (Undergraduate Level)

Service

- Served on Dissertation Committee at Howard University, Washington DC

(Spring 2007)

Skills

Microsoft Word, Excel, Publisher, PowerPoint, FrontPage, ISIS Experience, Dream Weaver, A+ Database Software, Budgeting, Grant Writing, Interpersonal skills, detail-oriented, team-focused, multi-tasked, self-starter, agent of change, and committed to seeing projects to their completion.

Dr. Leah S. Humphrey

[REDACTED] [REDACTED]
[REDACTED] [REDACTED]

B.S. Elementary Education-DC Teachers College Washington, DC
M.Ed. Urban Education-Federal City College-Washington DC
Ed. D. Educational Administration-Nova Southeastern University, Ft. Lauderdale
FL

Dr. Humphrey is the President of LHConsult Educational Services. She has consulted with the National Association of State Directors of Special Education on their Federal Grant for the implementation of IDEA. She is also participating as a monitor for the DC Public Charter Schools. She offers consulting to Masters and Doctoral candidates, guidance to parents on planning for higher education, desktop publishing of resumes and development of proposals for educational programs.

Dr. Humphrey worked for 4 years as the Project Director for the National Alliance of Black School Educators, (NABSE), ILIAD Project, through a grant sponsored by the US Department of Education and the Council for Exceptional Children, (CEC). She worked collaboratively with 30 non-profit Partners in dissemination of information and strategies for implementation of the special education Individuals with Disabilities Act (IDEA), to Local School Administrators, School Boards, and Superintendents Dr. Humphrey established and coordinated the NABSE National Cadre of Trainers, developing publications and workshops designed to implement the goals of the partnership. In order to implement the precepts of IDEA, Dr. Humphrey has traveled to over 20 states, providing onsite staff development for Administrators, Teachers, and School Board members.

Dr. Humphrey retired in 1992 from the District of Columbia Public Schools. During 33 years of service she taught grades Pre-Kindergarten through 6. She served as a Supervisor of Special Education and then was appointed Area B Associate Director of Special Education and Pupil Personnel Services. She was responsible for the supervision of the evaluation and placement process, educational program supervision and implementation the Special Education Public Law, including, monitoring and compliance of local school programs and coordination of interagency resources from 0-21. She was responsible for the development of parent involvement and awareness and participation in special education due process.

As an instructor Graduate/In-service coursework she designed and taught courses at the University of the District of Columbia and Howard University, and Bowie State University. Courses were targeted to enable mainstream educators to improve teaching methods for all students. General education teachers were provided instruction in Behavior Management Techniques, Diagnostic Prescriptive Teaching, Student Assessment, and Program/Organizational Management. Teachers were evaluated with reports, quizzes and on-site classroom visitations by the instructors. Grades were given based on predefined goals and objectives.

Dr. Humphrey is actively involved in New Mount Olive Baptist Church. She serves as the Director of Christian Education, Dean of The Bible Institute, Chairperson of the Scholarship Fund, Teacher in the Bible Institute, and Chancellor of New Mount Olive Community College.

Member:

New Mount Olive Baptist Church

Council for Exceptional Children (CEC)
National Alliance of Black School Educators (NABSE)
Association for Supervision and Curriculum Development (ASCD)
National Black Child Development Institute (NBCDI)
Socitas Docta Inc. UDC Alumni Association
National Association of Pupil Personnel Administrators

RESUME

DR. DANIEL LEVINE

[REDACTED]
[REDACTED]
[REDACTED]

EDUCATION HISTORY

Doctor of Education: Ed.D., 1991; University of San Francisco
Master of Arts: Education, 1984; University of San Francisco
Master of Arts: Humanities, 1976; San Francisco State University
Teaching Credential: English, 1974; San Francisco State University
Bachelor of Arts: English, 1971; San Francisco State University

EMPLOYMENT HISTORY

2006 – Present: Educational consultant, Bellingham, WA
3/2004 – Present: Writer, editor and publisher of educational materials, Bellingham, WA
7/2000 – 3/2004: Self-employed owner of an Internet marketing company, Bellingham, WA
7/1990 – 6/2000: Public School Superintendent; Lopez Island School District; Lopez Island, WA
7/1986 – 6/1990: Public School Principal/Superintendent; West Side School District; Healdsburg, CA
7/1984 – 6/1986: Public School Principal/Superintendent; Fort Ross School District; Cazadero, CA
8/1978 – 6/1984: English Teacher; Upper Lake Elementary School; Upper Lake, CA
1975 – 6/1978: Substitute teacher, San Francisco Unified School District, CA

ABILITIES and EXPERIENCE

Education:

1. I earned an education doctorate in Leadership and Organization.
2. I served 16 years as a public school superintendent; 10 of those years were in a K-12 system.
3. I have served 14 years as the Director of Special Education and English Language Learners (ELL).
4. I have extensive experience in teaching students, school leadership, curriculum, teaching methodology, evaluating teachers and staff, leading teachers, school politics, finance and budget, school law, school policy and procedures, passing bonds, school construction and renovation, real estate purchasing, and developing community support.

Business:

1. As a school superintendent, I managed multi-million dollar budgets.
2. I have started and managed several businesses and a 501(c)(3).
3. I have 9 years experience in business management and leadership.

Writing:

1. I have written, edited and self-published 20+ workbooks for children ages 6 – 18.
2. As an editor, I've managed a staff of 15 writers.
3. I've published two sets of instructional high school classroom materials with J. Weston Walch of Portland, Maine.

Arts, Literature, and the Humanities:

1. I am well read in each subject area.
2. I have a Master of Arts in the Humanities.
3. I was trained in interdisciplinary studies in the Master's program.

OTHER DATA

All other requested data, including professional and personal references, will be submitted for your review upon request.

Summer 2009

LANGUAGES

French, Spanish

DESCRIPTIVE

- Goal oriented and self starter
- Committed to hard work and discipline
- Punctual and stress manager

[REDACTED]

[REDACTED]

[REDACTED]

Resume: Dr. Lois S. Williams

Dr. Lois Stovall Williams

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

Summary:

Quality education is vital to the economic strength of America and to the well being of its residents. My focus is building dynamic organizational strength, vitality and engagement that must be the hallmarks of education to meet today's challenges. My colleagues believe I possess exceptional vision and leadership ability. I am thoroughly familiar with the diverse interests and needs of secondary and postsecondary education. I provide strong, effective advocacy at the national level on the key issues affecting the future of education and educational institutions. I have a respectable command of local, regional, national and international education issues and a demonstrated record in policy analysis and formulation.

EDUCATION:

- Doctor of Philosophy (PhD) Psychology and Higher Education Administration, University of Connecticut, Storrs, CT, June 1980.
- Masters of Arts (MA) Counseling & Psychology, Loyola College, Baltimore, MD June 1963.
- Bachelor of Health Sciences (BS), Morgan State University, Baltimore, June 1956.
- Further study: Howard University, Washington DC in Africa: Social, Political and Economic Structure.

Professional Experience:

COO, Wiltex Incorporated, a certified SDB, HUB Zone and minority owned company. (1996 - 2009)

President, Knoxville College. Responsible for all operational and academic programs / activities. (1994-1996).

Dean of Instruction, Passaic County Community College. Designed, developed, and implemented a university wide course for more than 1,000 faculty members spanning 14 national campuses focusing on assessment procedures and accreditation-based outcomes resulting in the school's passing national accreditation. (1992-4).

Professor of Education/Director of Faculty Development, Hampton University. Faculty Development and Professor of Education. Developed curricula for and delivered masters and doctorate-level courses. (1988-1992).

Associate Professor of Psychology, Norfolk State University. Conducted cutting-edge research on a variety of topics in areas such as Social Psychology, Cognitive and Psychology, Developmental Psychology, and Biology and Behavior. Taught classes, academic advisement of student majors, and assisted in planning and the development of the new programs and enhancing the existing curriculum based on assessment data. (1972-1988).

Skills:

- § Written and verbal communications with high level government officials
- § Applied statistical analysis and analytical skills in quantitative research
- § Background in monitoring and evaluations of education systems
- § Understanding of current research on education policy and school reform
- § Thirty years teaching, counseling, and administration in education
- § Native English speaker with oral competency in Spanish

Professional Certifications:

Teacher Certification
Health Care Administration
Psychologist

* References available on request.

Resume

Donna Wagner Barr
[REDACTED]
[REDACTED]

I have lived in SE all my life and attended the DC Public Schools (1975). I attended ACT College from 2004-2005 where I learned skills and knowledge that has helped me advance my career goals. In March 31, 2010 I will have served the Department of Defense for 30 years. At which time I will retire and move on to other opportunities awaiting me.

I am a proponent of a high quality education for all children. As the guardian of my grandchild, I am teaching her the alphabet, to recognize numbers and symbols, and we read books each night before going to bed. I take Kai to the library once weekly for two hours.

In addition to my duties as a guardian and full time employee, I volunteer in the community to help others that can't help themselves. I work with senior citizens at a center close to the church I attend. I am an active member of the Independent Church of God. At church I serve as an usher, and help prepare and serve meals to the congregation after services. We have a nursery at church for children while their parents are in service where we play games with children and allow them to display artistic and other talents of interest. Once a month, I work with the children in the nursery.

I enjoy reading, watching old movies and spending time with family and my granddaughter Kai.

RESUME

KALEEMA D. YOUND

[REDACTED]
[REDACTED]

I was born in Washington DC and have lived in SE most of my life. I attended the DC Public Schools. I have worked in low-level jobs to earn money to help support my children. I worked for seven years as a dental assistant. I enjoyed working with the patients that came to us for care. Now, most of the time I stay home and look after my children and volunteer at my church community.

I did not have the opportunity to pursue advanced education to improve the quality of my life. I want to serve on the Bertha B. Williams School Board to be a voice for parents and to make sure that my children and other children learn their lessons well. I do not want other children to make the same mistake I made. I had no one to encourage me and help me to become a better person. It is my prayer that this generation of children attending the BBW Academy will be able to live the American dream and extend themselves to help others achieve the same goals.

I also want to volunteer at the school by distributing the school newsletter and speaking to community groups to tell them about the vision of the BBW Charter School.

Board Member Agreement
The Bertha B. Williams Public Charter School Academy

I, [REDACTED], understand that as a member of the Board of Directors of the Bertha B. Williams Public Charter School Academy, I have a legal and moral responsibility to ensure that the organization does the best work possible in pursuit of its goals. I believe in the purpose and the mission of the organization, and I will act responsibly and prudently as its steward. I understand that my duties and responsibilities include the following:

1. I am fully committed and dedicated to the school's mission.
2. I will interpret the organization's work and values to the community, represent the organization, and act as a spokesperson.
3. I will attend at least 75% of board meetings, my assigned committee meetings, and special events, and be available for phone consultation.
4. I am fiscally responsible, with the other board members, for this organization. It is my duty to know what our budget is and to take an active part in planning the budget and implementing the fundraising to meet it.
5. I will make a personal financial contribution at a level that is meaningful to me.
6. I will act in the best interests of the organization, and excuse myself from discussions and votes where I have a conflict of interest.
7. I will stay informed about what's going on in the school. I will ask questions and request information. I will participate in and take responsibility for making decisions on issues, policies, and other board matters.
8. I will work in good faith with staff and other board members as partners toward achievement of our goals.
9. If I don't fulfill these commitments to the organization, I will expect the board chairperson to call and discuss my responsibilities with me.

In its turn, this organization is responsible to me in a number of ways:

- A. Opportunities will be offered to me to discuss with the executive director and the board president the organization's programs, goals, activities, and status; additionally, I can request such opportunities.
- B. The organization will help me perform my duties by keeping me informed about issues on which we are working, and by offering me opportunities for professional development as a board member.
- C. Board members and staff will respond in a straightforward fashion to questions I have that I feel are necessary to carry out my fiscal, legal and moral responsibilities to this organization. Board members and staff will work in good faith with me towards achievement of our goals.

Board Member Signature: [REDACTED]

Date: 12-06-09 LOIS WILLIAMS

Board Chairperson Signature: [REDACTED]

Date: 2/1/10

Board Member Agreement
The Bertha B. Williams Public Charter School Academy

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Board Member Signature: _____

Date: January 11, 2010

Board Chairperson Signature: _____

Date: 2/1/10

Board Member Agreement
The Bertha B. Williams Public Charter School Academy

I, DANIEL LEVINE, understand that as a member of the Board of Directors of the Bertha B. Williams Public Charter School Academy, I have a legal and moral responsibility to ensure that the organization does the best work possible in pursuit of its goals. I believe in the purpose and the mission of the organization, and I will act responsibly and prudently as its steward. I understand that my duties and responsibilities include the following:

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- C. Board members and staff will respond in a straightforward fashion to questions I have that I feel are necessary to carry out my fiscal, legal and moral responsibilities to this organization. Board members and staff will work in good faith with me towards achievement of our goals.

Board Member Signature: _____

Date: 1/20/10

Board Chairperson Signature: _____

Date: 1/20/10

**Board Member Agreement
The Bertha B. Williams Public Charter School Academy**

I, DANNA LO BART, understand that as a member of the Board of Directors of the Bertha B. Williams Public Charter School Academy, I have a legal and moral responsibility to ensure that the organization does the best work possible in pursuit of its goals. I believe in the purpose and the mission of the organization, and I will act responsibly and prudently as its steward. I understand that my duties and responsibilities include the following:

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Board Member Signature: _____

Date: 19 January 2010

Board Chairperson Signature: _____

Date: 1/20/10

**Board Member Agreement
The Bertha B. Williams Public Charter School Academy**

I, Kaleema D. Young, understand that as a member of the Board of Directors of the Bertha B. Williams Public Charter School Academy, I have a legal and moral responsibility to ensure that the organization does the best work possible in pursuit of its goals. I believe in the purpose and the mission of the organization, and I will act responsibly and prudently as its steward. I understand that my duties and responsibilities include the following:

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Board Member Signature: _____

Date: 1-19-2010

Board Chairperson Signature: _____

Date: 1/20/10

Board Member Agreement
The Bertha B. Williams Public Charter School Academy

I, Leah S. Humphrey, understand that as a member of the Board of Directors of the Bertha B. Williams Public Charter School Academy, I have a legal and moral responsibility to ensure that the organization does the best work possible in pursuit of its goals. I believe in the purpose and the mission of the organization, and I will act responsibly and prudently as its steward. I understand that my duties and responsibilities include the following:

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Board Member Signature: _____

Date: 12-23-09

Board Chairperson Signature: _____

Date: 2/1/10

Board Member Agreement
The Bertha B. Williams Public Charter School Academy

Cecelia Brady Hadley, understand that as a member of the Board of Directors of the Bertha B. Williams Public Charter School Academy, I have a legal and moral responsibility to ensure that the organization does the best work possible in pursuit of its goals. I believe in the purpose and the mission of the organization, and I will act responsibly and prudently as its steward. I understand that my duties and responsibilities include the following:

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Board Member Signature: _____
Date: 1/26/10

*CECELIA
BRADY-HADLEY*

Board Chairperson Signature: _____
Date: 2/1/10

Board Member Agreement
The Bertha B. Williams Public Charter School Academy

I, Maxwell Graham *MAXWELL GRAHAM*, understand that as a member of the Board of Directors of the Bertha B. Williams Public Charter School Academy, I have a legal and moral responsibility to ensure that the organization does the best work possible in pursuit of its goals. I believe in the purpose and the mission of the organization, and I will act responsibly and prudently as its steward. I understand that my duties and responsibilities include the following:

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Board Member Signature: _____ *MARCEL GRAMM*

Date: *January 13, 2010*

Board Chairperson Signature: _____

Date: *2/1/10*

Board Member Agreement
The Bertha B. Williams Public Charter School Academy

I, Eric K. Ouedraogo, understand that as a member of the Board of Directors of the Bertha B. Williams Public Charter School Academy, I have a legal and moral responsibility to ensure that the organization does the best work possible in pursuit of its goals. I believe in the purpose and the mission of the organization, and I will act responsibly and prudently as its steward. I understand that my duties and responsibilities include the following:

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Board Member Signature: _____

Date: 11/30/2009 / _____

Board Chairperson Signature: _____

Date: 11/7/10 / _____

**Board Member Agreement
The Bertha B. Williams Public Charter School Academy**

I, James DeSorbo, understand that as a member of the Board of Directors of the Bertha B. Williams Public Charter School Academy, I have a legal and moral responsibility to ensure that the organization does the best work possible in pursuit of its goals. I believe in the purpose and the mission of the organization, and I will act responsibly and prudently as its steward. I understand that my duties and responsibilities include the following:

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Board Member Signature: _____

Date: 12/28/09

Board Chairperson Signature: _____

Date: 1/7/10

**Board Member Agreement
The Bertha B. Williams Public Charter School Academy**

I, Darrin Davis, understand that as a member of the Board of Directors of the Bertha B. Williams Public Charter School Academy, I have a legal and moral responsibility to ensure that the organization does the best work possible in pursuit of its goals. I believe in the purpose and the mission of the organization, and I will act responsibly and prudently as its steward. I understand that my duties and responsibilities include the following:

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Board Member Signature: _____


Date: 1/20/10

Board Chairperson Signature: _____

Date: _____

Statement of Interest

I am extremely interested in serving on the board of the proposed Bertha B. Williams Public Charter School. I have not been a board member before, so being a board member is a new experience and a new way for me to express my professional talents. I am excited to be involved in the energy and growth of an Academy whose mission is to ensure that all students achieve steady growth in academics and character through a personalized, year-round educational program.

In the development of the application process, I have participated in numerous on-line and phone conversations with Dr. Lois Williams and Dr. Daniel Levine about the enrollment process. Most importantly, I have advised on the search for the school's principal. It is extremely important that we attract a masterful and effective leader who can develop a new school with high expectations and successful performance.

As a member of the board, my role would be to work collaboratively with all board members and stakeholders to ensure the success of the school. I will counsel the board on administrative and educational matters, attend fundraisers and speak in support of the school's need for additional funding sources. Owing to my 30 plus years as an educator, I have a unique understanding of board activity, so I will be able to guide the board in making policies and procedures. Moreover, I will serve the board in making educational decisions that are "BEST" for students and their success.

As an experienced professional educator, I would bring expertise and resources in establishing the proposed charter school. I would work collaboratively and effectively as a team member in governing a new school, advise the board and the administration in the areas of professional development, curriculum, instructional delivery, and assessment. I would also maintain a respectful and open relationship with resistant or oppositional team members. Furthermore, I am especially attuned to the needs of the parents, and will provide a clear perspective of how the school can be a better partner with parents.

Board Member Signature: 

Your Name: Cecelia Brady Hudley

Date: 1/20/10

James S. DeSordo, Esq.
Admitted in Virginia and
The District of Columbia
desordo@arguslawfirm.com

**ARGUS
LEGAL**
LLC

9255 Center Street - Suite 307
Manassas, Virginia 20110
T: (703) 368-8770
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Required Information for Charter School Board Members

JAMES S. DELSORDO
Home Address: 12612 Crabtree Falls Dr., Bristow, VA 20136

A brief resume is attached.

Statement of Interest and Qualifications: I am interested in joining the Board of your charter school in order to support your mission and goals as a member of the Bar of the District of Columbia, and to provide legal services that ensures quality education for children. My qualifications are:

I am the owner of Argus Legal, LLC. I concentrate my practice on all aspects of federal and state procurement law and commercial litigation, including bid protests, claims, terminations, and unfair trade and data rights disputes.

Prior to starting this firm, I practiced for sixteen years in the federal Government, with Government contracts boutiques, and a large, regional general practice firm. Before entering private practice I was on active duty in the U.S. Army Judge Advocate General Corps, where I served as a Special Assistant U.S. Attorney, an administrative law attorney, a procurement fraud advisor, and a trial attorney with the U.S. Army's Contract Appeals Division.

In private practice I have represented businesses concerning all aspects of Government contracts including formation and administration disputes, fraud prevention and compliance, schedule contracts, 8(a) and other small business issues, data rights, and business to Government e-commerce. I have litigated procurement and commercial disputes in all federal and state *fora*. My clientele includes businesses involved in the manufacture of sophisticated electronics hardware and munitions, construction, logistics and personal services, and information technology.

I am a member of the Virginia State Bar, the Pennsylvania Bar, and The District of Columbia Bar.

A 1987 *cum laude* graduate of Dickinson College, Mr. DeSordo earned his law degree in 1990 from George Washington University.

What role have you played in the development of the application? Legal

What role will you play when charter is awarded? Legal

What is your background for serving on the board? I have served as the Treasurer for Trinity Episcopal Church, Manassas, Virginia for the last three years. I previously served on the Vestry of that church. I manage a travel soccer for 16 year old boys in Haymarket, Virginia. I volunteer at least 20 hours per year at the Pennington School, Manassas, Virginia.

Respectfully submitted,


James S. DeSordo

Statement of Interest

My name is Donna W. Barr. I am the great grandmother and guardian of Kai N. Simmons. She will be attending the Bertha B. Williams Academy Public Charter School should it receive its charter.

I chose to be on the board so I can serve my community and guarantee that our neighborhood has a good school. We need a school that will help each child individually. Too often, children are put in groups that don't address each child's individual needs, so some children don't receive the attention they should. I like the concept of the Bertha B. Williams charter school, because I think its programs are needed here.

During the development of the application I read the drafts and discussed the details with other members of the board. I also attended several community meetings to hear presentations and listen to parent and community comments about what parents and community members think our children need. When the charter school is approved, I see myself being an advocate for students and parents, to make sure their voices are heard by the board. This way our community will have a school that listens to community needs. I think that I can contribute my good listening skills, my interest in seeing children grow up receiving a good education, and helping parents feel that this school is a good place for their children. I want parents and the community to feel that they belong to the school, and the school belongs to them. Please approve our charter school application!

Signed:  _____

Printed Name: DONNA W BARR

Date: 19 January 2010

Statement of Interest

I was invited to be a member of the board at one of the meetings that was held in my community. I met with Dr. Williams and Reverend Butler, and we discussed the proposed school. I learned about its programs and how it would serve the people of our community, so I thought this would be a good opportunity for me to help others. I know that parents want a good school so their children can learn the things they need to get into college and have a good job and a happier life.

I have three children, Lapri D. Simmons, Osaze J. Prister, and Folashade J. Priester. I intend to enroll them in the school when it opens in 2011. When I read the application drafts, I thought about how my children would feel in a school like this. My participation in discussions with other board members and teachers reflected my ideas from the viewpoint of parents. If the charter is granted, then I see my role as a board member being focused on the school's providing an excellent education for every child. I also know that I will represent the parents in the school, and communicate their concerns to the executive director and principal. I also plan to take an active role in fundraising activities so our school can provide the best experiences for our children. I think I will be a good board member because I'm a parent, and I know what parents want. I think I can make sure that the needs of the parents will be heard by the board and the administration. It is very important that our community has a great school, and I will be very honored to provide my time and dedication to making the Bertha B. Williams Academy Public Charter School the best school in Southeast.

Signed: Printed Name: KALEEMA D. YOUNGDate: 19 JANUARY 2010

**Statement of Interest
Dr. Lois S. Williams**

I want to serve on the Bertha B. Williams Academy Public Charter School Board of Directors because it is the ultimate sacrifice and commitment to African American and ethnic youth. In my older years I can look back and see the benefits of my labor to the future of youth.

I am a lifelong educator, retired, advancing in age and I want to leave a legacy in my community (African American), about the value of a quality education, and how education changes lives if you are determined, self confident, a critical thinker and willing to become a life long learner. I have served on school, college, federal and state boards, and I have reviewed data and various forms of assessment. I detailed the problems in teaching African American students in a book called 'Wisdom is Better Than Strength'. This book is based upon the analysis of research and calls for the reform of education in America. I have worked in public schools and colleges for over 30 years. I remain current on the issues in education. Further, I am a former elementary education teacher and former Professor of Early Childhood Development.

It saddens me to note that by the age of 20 over 90% of African Americans will be on food stamps. Literacy and a strong background in the common core subjects will enable us to assist youth in advancing their careers and passing on the cultural heritage with pride to others that are less fortunate.

My role in developing the application has been organization, coordination, public relations and community outreach, research, finance, collaborative board relationships, and reviewing and editing the application's essays.

My role, should the charter be granted, will be in the area of governance to ensure that our mission and vision, which guides our core values and beliefs, are being achieved, and that students are receiving the high quality education promised in our proposal. I will be monitoring standards, accountability, student assessment, alignment, continuous improvement, climate and culture, community engagement, and the ability of staff to inspire and motivate students to learn in pursuit of the stated aims and goals of the Bertha B. Williams Academy Public Charter School.

I will bring to the proposed charter school a wealth of professional and civic experiences in school leadership, school governance and knowledge of assessment. I am a lifelong nationally known educator and author, currently retired, and it is my desire to leave a legacy of the value of a quality education to my community. Likewise, I wish to convey to children how education will change their life if they are motivated, determined, self confident, a critical thinker and willing to become a life long learner.

Signed: _____

Printed Name: Lois S. Williams

Date: 11-20-07

Statement of Interest

Dr. Daniel Levine

I am interested in being a member of the Bertha B. Williams Academy Public Charter School board because I have a lifelong interest in teaching children. I am a professional educator with 25 years in public schools as a teacher, principal, and superintendent. I have also invested the last six years in writing and editing student instructional materials for grades K – 12 in math, science, vocabulary development, and PE/health. I am highly interested in starting a school that will be successful in a variety of new and exciting ways, such as our proposed school's Personalized Student Education Program.

My role in the development of the charter application was in meeting with other board members and discussing ideas that helped formulate the structure of our proposed school. I also served as one of the team of writers and editors that wrote the narrative and clarified our proposed school's concepts. I helped with research, and presented ideas and choices to our board for their consideration and decision. I attended community meetings and listened to the expressed needs of parents and community members for a school that would represent their interests and teach their children to succeed in the 21st Century. I believe our school will exceed the outcomes we outline in our application.

Should our charter be granted, I will dedicate my time and expertise to thoughtful governance, guiding discussion and decision-making for the best interests of our students in curriculum, instruction, finance, parent and community outreach, fundraising, and operations. I am eager to begin!

As mentioned, I have served several communities as a public school superintendent, and I have earned a Doctorate in Education in Leadership and Organization. I am well trained in school policy and procedure, and possess the maturity and experience of a strong and inclusive leader. Please grant our charter so we can take the next steps in creating a high quality model school that will influence and shape the future of education in DC and in our country. Thank you!

DR. DANIEL LEVINE
1/20/10



Statement of Interest and Qualifications

Given my doctoral dissertation on board membership of charter schools, I stand in an interesting place of knowing exactly kind of governance is effective at the board level. I strongly believe that we can have the greatest impact if students are exposed to a caring environment where academic excellence is not compromised, especially at an early age. In addition, the goal is to transform attitudes toward learning, because we believe that all students have the capacity to learn, assume leadership, and be prepared for the demands of the classroom, higher education, and the workplace.

I am guided by an educational vision and philosophy that seeks to inspire students to want to pursue leadership and heighten awareness about the proactive role they must have in their academic and personal success. Therefore, it is my belief that any attempt to create transformative and rigorous academic programs must challenge and dismantle negative attitudes that students bring into the classroom. Moreover, the desire to learn must be embedded into any curriculum that emphasizes student achievement and accountability. Moreover, I believe that every student has the capacity to learn, but many times they fail to demonstrate the courage to strive for excellence. In other words, the classroom is not just a place where students acquire knowledge, but also a place of intellectual discourse where community-building paradigms and self-empowerment concepts are taught and debated among students.

It is this grounding that drives me to want to actively seek representation on the Board of Directors of this proposed start-up charter school. Having been a former board member of charter school in Philadelphia and working with several charter schools in the District of Columbia has given me a unique perspective on the dedication, fiduciary responsibilities, programmatic oversight, and sacrifice needed in order to be successful given the nature of this important undertaking.



MARCEL GRAHAM

Roberta A. Butler

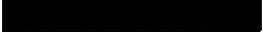
Statement of Interest

My interest in the proposed Bertha B. Williams Academy Public Charter School is as a concerned citizen eager to serve the people of my community. As a board member of the Bertha B. Williams Academy Public Charter School, I am seriously interested in improving the quality of life of disadvantaged young people in the Washington, D.C. area by providing quality educational opportunities to children of disadvantaged families. I wish to help establish and develop a school with a structured, diversified curriculum that provides a well-rounded and solid education for all its students, and stimulates their interest in higher learning.

As a board member, I will ensure that the faculty at the school will be one that is well-educated and cares about the students and their lifetime progress. I am interested in assuring the community that high standards and expectations are set for the student, and that these standards and expectations are achieved. I will ensure that the facility will be safe and sanitary. As a community representative, I will advocate that the community at large will be involved in the education and success of its youth.

I reviewed and provided input in the development of this charter school application. My involvement in the development of the application has been extensive. In addition to reviewing drafts of the application, I solicited parental interest and involvement, and solicited parents to serve on the board. I was instrumental in developing community relationships and scheduling community meetings to obtain public input on the proposed charter school. I provided research on the charter schools of the Ward 8 area. I was responsible for the researching and locating of a facility suitable to be used as a school. I assisted in locating a food service provider for the school should a charter be granted.

As a Certified Public Manager, I can serve as a volunteer administrator of the school. I would like to also volunteer time helping in the classrooms assisting the teachers with instructing reading and math, and with school fundraising projects. I look forward to my role as an active board member representing my community's educational interests.


Roberta A. Butler
January 11, 2010

STATEMENT
OF
INTEREST

Darrin D. Davis
2412 Minnesota Ave. SE Suite 204
Washington, DC 20020
202-285-7665

**ANACOSTIA RIVER
REALTY**
www.AnacostiaRiverRealty.com

Describe your interest in the proposed charter school

1. The District of Columbia is making gains with closing the achievement gap or that more students Ton graduation day, seeing the kids cross the stage is powerful medicine for the long nights and huge agenda briefing books. For me, It is kind of a family tradition. My dad had served for 10 years. My granddad had served for 12 years. I've always been interested in the schools and have supported the schools and the students. I want an opportunity to participate in the reform of education in America.

2. Your role in the development of the application

My role has been to search for available locations for the school, to assess the conditions of the buildings, lease, contracts, occupancy permits and related broker realty functions.

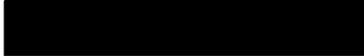
3. Your role should the charter be granted

I will be responsible for facilities management, school building conditions, building contracts, safety compliance and related broker functions. I will also be responsible for governance, accountability, security, safety, school climate, evaluations and other responsibilities assigned by the chair of the board.

4. The expertise and resources you will bring in establishing the proposed charter school.

I have worked with a number of charter schools in securing facilities. I own Anacostia River Realty and I am a licensed realtor and broker. I have served on a number of education committees and related boards. I am well known in Southeast Washington in the business community, in churches, banks, attorneys, accounting firms, several well managed charter schools and in local organizations.

Sincerely,



Darrin D. Davis

2/1/10

A Statement of Interest and Qualifications

1. **Describes your interest in being on the board of our proposed charter school.**

As a member of the Bertha B Williams Public Charter School Board, I will be bringing a well diversified and knowledgeable experience in the financial area. I have over fourteen years of experience in finance and one year working for Ideal Academy Public Charter School. I am committed to quality education for children. I also possess excellent technical knowledge and skills. I will bring my nonprofit and for profit achievements and all necessary effort in establishing a long lasting relationship with the Board members for the success of the Bertha B. Williams Public Charter School.

If I was to volunteer to teach at the school, I will allocate a few hours a week to teach French Lessons. I am of French origin. I am also fluent in Spanish.

2. **Your role in the development of the application**

I assisted in the development of the budget, provided financial information and other services as requested. I reviewed and edited the budget section of the proposal and made recommendations.

3. **your role should a charter be granted**

I will review all information for funding submitted to the board and make recommendations in accordance with regulations/laws governing Charter School funding as well as the needs of the school.

I will assist in reviewing, editing, and preparing financial records and audits. I will sign and date recommendations I make to the board.

4. **The expertise and resources that you will bring in establishing the proposed charter school**

I will bring expertise in finance and familiarly with financial regulations governing Charter Schools in the District. Likewise, a strong commitment in ensuring fiscal competence. Financial integrity.

Signature _____ Date 11/20/2009

Print Signature Eric Quedraogo

**BERTHA B. WILLIAMS PUBLIC CHARTER SCHOOL ACADEMY
BOARD MEMBER**

Dr. Leah S. Humphrey
12908 Fox Bow Drive Apt 308
Upper Marlboro MD 20774

*STATEMENT OF
INTEREST*

Dr. Humphrey retired from the DC Public Schools after 30 years of service. She lived in Washington DC from 1940-2006, in Ward 7 and Ward 5. She received her BS Degree in Elementary Education from DC Teachers College, M.Ed. from Federal City College and ED. D. from Nova University of Florida. During her career she worked as an elementary teacher, Kgn.-6th grade, Special Education Teacher, Special Education Supervisor and Regional Director of Special Education and Pupil Personnel Services. Responsibilities included supervision special evaluation teams and special education programs, provision of staff development, developing IEPs, student placement, parental conferences and oversight for maintenance of student records.

Upon retirement Dr. Humphrey was an Adjunct Professor at Bowie State University Masters in Teaching Program for 3-years. She has also worked as a consultant for the National Alliance of Black School Educators, NABSE, Council for Exceptional Children, CEC, and founding officer and Chancellor of New Mount Olive Community College, 1995-98, at her home church. She is not currently director or officer of any organization or corporation.

Statement of Interest and Qualifications

I am interested becoming a member of the Bertha B. Williams Charter School Board in order to continue using my administrative and educational knowledge and skills to assist in the development of our youth through planning and execution of a quality education. I want to continue to be a support to families in our community and assist teachers and administrators as they provide instruction that will enable attainment of functional skills. I would also want to encourage the school to plan instruction and holistic education that will help students choose positive paths in their own lives. I grew up not far from the prospective Charter School site and have had opportunities and educational experiences that enabled me to advance my education beyond my childish dreams. I want the same, and more, for the children and the families for which we provide educational services.

My Role in Development of the Charter School Application

My role has been in providing written expansion of the application. I developed three of the essays. I also provided feedback and on how the school might best serve the initial grade levels and procedures for expansion of the grades. I edited the existing work and provided statistical projections for possible levels of service for special education, English Language Learners, , ELL and the community we will serve. I have provided leads and initial interviews for prospective board members, administrators, employees, community resources, and organizations. I have met with interested parents.

H. 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.

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

[Redacted Signature]

BY: DANIEL BEWKE
1/20/10

Signature of Authorized Certifying Official [Redacted]	Title BOARD MEMBER
Applicant Organization BERTHA B. WILLIAMS ACADEMY PUBLIC CHARTER SCHOOL	Date Submitted 1/20/10

Conflict of Interest Form

(This form must be included in the application and completed by all founding and Board of Trustees 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 your spouse have any contractual agreements with the proposed charter school? Yes ___ No ✓
2. Do you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school? Yes ___ No ✓
3. Did or will you or your spouse lease or sell property to the proposed charter school? Yes ___ No ✓
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5. Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money? Yes ___ No ✓
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7. Did you or your spouse provide any start up funds to the proposed charter school? Yes ___ No ✓
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12. Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school? Yes ___ 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 of Authorized Certifying Official <u>DEWINE</u>	Title <u>BOE MEMBER</u>
Applicant Organization <u>BERTHA B. WILLIAMS ACADEMY PUBLIC CHARTER SCHOOL</u>	Date Submitted <u>4/20/10</u>

Your Name: Donna W Barr
 Your Signature: [Redacted Signature]
 Date: 19 January 2010

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 you or your spouse have any contractual agreements with the proposed charter school? | Yes ___ No <u>X</u> |
| 2. Do you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school? | Yes ___ No <u>X</u> |
| 3. Did or will you or your spouse lease or sell property to the proposed charter school? | Yes ___ No <u>X</u> |
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| 9. Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Directors? | Yes ___ No <u>X</u> |
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| 11. Do you currently serve as a public official? | Yes ___ No <u>X</u> |
| 12. Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school? | Yes ___ No <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> |

Signature of Authorized Certifying Official <u>DEVINE</u>	Title <u>Board Member</u>
Applicant Organization <u>RICARDO B. WILLIAMS ACADEMY PUBLIC CHARTER SCHOOL</u>	Date Submitted <u>1/20/10</u>

Your Name: Kaleema D. Young
 Your Signature: _____
 Date: 1-19-2010

Conflict of Interest Form

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

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

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13. To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently of behalf of the proposed charter school? Yes___ No_✓

ROBERTA BUTLER

Signature of Authorized Certifying Official <i>[Redacted]</i>	Title <i>CEO</i>
Applicant Organization <i>Dr. The B. W. Harris JHS</i>	Date Submitted <i>11-17-09</i>

Conflict of Interest Form

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

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13. To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently of behalf of the proposed charter school? Yes ___ No

Signature of Authorized Certifying Official 	Title <i>BOARD MEMBER</i>
Applicant Organization <i>BERTHA B. WILLIAMS ACADEMY PUBLIC CHARTER SCHOOL</i>	Date Submitted <i>2/1/10</i>

Dr. Leah S. Humphrey
12-24-09

Conflict of Interest Form

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

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

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8. Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association, or other legal entity which would answer "yes" to any of the questions 1-7? Yes ___ No
9. Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Directors? Yes ___ No
10. Do you currently serve as a member of the board of any public charter school? Yes ___ No
11. Do you currently serve as a public official? Yes ___ No
12. Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school? Yes ___ No
13. To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently of behalf of the proposed charter school? Yes ___ No

Signature: 	Employing Official	Title: <u>BOARD MEMBER</u>
Applicant Organization: <u>WILLIAM I ACADEMY</u>	<u>PEI</u>	Date Submitted: <u>2/1/10</u>

Your Name: Marcel Coraham

Your Signature: 

Date: 1/13/10

Conflict of Interest Form

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

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

1. Do or will you or your spouse have any contractual agreements with the proposed charter school? Yes ___ No
2. Do you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school? Yes ___ No
3. Did or will you or your spouse lease or sell property to the proposed charter school? Yes ___ No
4. Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school? Yes ___ No
5. Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money? Yes ___ No
6. Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors? Yes ___ No
7. Did you or your spouse provide any start up funds to the proposed charter school? Yes ___ No
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 Signature of Authorized Certifying Official	Title <u>BOARD MEMBER</u>
<u>BETHA B. WILLIAMS ACADEMY</u> Applicant Organization <u>PUBLIC CHARTER SCHOOL</u>	Date Submitted <u>2/1/10</u>

DARRIN DAVIS
2/1/10

Conflict of Interest Form

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

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

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13. To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently of behalf of the proposed charter school? Yes ___ No ___

[Redacted]	Title <u>CEO</u>
<u>Betha Bullman Herby</u> Applicant Organization	<u>12-09-09</u> Date Submitted

Your Name: Lois Williams - LOIS WILLIAMS

Your Signature: [Redacted]

Date: 12-09-09

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(s).

1. Do or will you or your spouse have any contractual agreements with the proposed charter school? Yes ___ No
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5. Have you or your spouse guaranteed any loans for the proposed charter school or borrowed it any money? Yes ___ No
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13. To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently of benefit of the proposed charter school? Yes ___ No

STEVE Secretary of Assessment, Certification Official	BOARD MEMBER Title
BERTHA B. WILLIAMS PROSENY Applicant Organization PUBLIC CHARTER SCHOOL	Date Submitted 1/20/10

Your Name: Cecelia Brady Hudley

Your Signature: [Redacted Signature]

Date: 1/20/10

Conflict of Interest Form

(This form must be included in the application and completed by all founding and Board of Trustee members.)
Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

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13. To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently of behalf of the proposed charter school? Yes ___ No

<u>D. LEVINE</u> Signature of Authorized Certifying Official	<u>BOARD MEMBER</u> Title
<u>BERTHA S. WILLIAMS ACADEMY</u> Applicant Organization	<u>12/28/09</u> Date Submitted
<u>PUBLIC CHARTER SCHOOL</u>	

Your Name: James DeSocdu JAMES DELSONDO

Your Signature: _____

Date: 12/28/09

Conflict of Interest Form

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

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

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DLEVINE Signature of Authorized Certifying Official	Title BOARD MEMBER
BERTHA B. WILLIAMS ACADEMY Applicant Organization PUBLIC CHARTER SCHOOL	Date Submitted 1/20/10

Your Name: Eric K. Ouedraogo

Your Signature: [Redacted]

Date: 11/26/2009 JDO

I. Demographic Analysis

District of Columbia Public Charter School Board

Demographic Analysis Form

2010 Application Review Process

Name of Proposed School: BERTHA B. WILLIAMS ACADEMY PUBLIC CHARTER SCHOOL Proposed Location: 1720 MINNESOTA AVE. SE, 20020
 (Address or general location—NE, SW, NW, SE. If no general location has been identified, provide information for top two options.)

Projected Age Range and Number of Students Expected to Enroll:
 a. In 2011-2012 From age/grade PreK to age/grade 2 Number of students 150
 b. At Full Capacity From age/grade PreK to age/grade 6 Number of students 350

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

Name	Projected Enrollment/ Capacity 2009-2010 ¹	Actual Enrollment 2009-2010	Type ²	% Low Income	DCCAS Performance (% Proficient) SY 2008-2009	Percentage of Highly Qualified Teachers ³
<u>KETCHAM</u>	<u>460</u>	<u>359</u>	<u>DCPS</u>	<u>90%+</u>	<u>20%</u>	<u>100%</u>
<u>ORR</u>	<u>387</u>	<u>284</u>	<u>DCPS</u>	<u>76%</u>	<u>32%</u>	<u>100%</u>
<u>NAYLOR</u>	<u>225</u>	<u>170</u>	<u>PRIVATE</u>	<u>51%</u>	<u>65%</u>	<u>N/A</u>

NOTES:

¹For charter schools, enter projected enrollment; for all other schools, enter capacity.

²Type = DCPS, public charter school, private, parochial, independent, other

³Not applicable to private, parochial, and independent schools

2. Please check the ONE statement that best describes your recruitment strategy and provide a rationale for the chosen strategy:

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

Rationale: WE ARE TOTALLY COMMITTED TO THE STUDENTS AND PARENTS IN SE.

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

- a. Describe how your proposed charter school will compete with existing schools as it relates to the recruitment of students and highly qualified teachers and securing an adequate facility.
WE HAVE SECURED AN ADEQUATE FACILITY. WE BELIEVE OUR SCHOOL WILL ATTRACT MANY PARENTS BECAUSE OF OUR UNIQUE PROGRAM AND HIGH EXPECTATIONS FOR STUDENTS. WE WILL HIRE HIGHLY QUALIFIED TEACHERS FROM ANY LOCATION IN OR OUTSIDE DC.
- b. Provide a description of the proposed charter school's student recruitment strategies should the school initially locate in an area other than the intended location. Specifically, explain if students will be recruited from the area where you intend to locate or where the school will initially be located, and the short- and long-term impact of such a strategy.
STUDENTS WILL BE RECRUITED FROM SE IN AND NEAR THE MINNESOTA AVENUE COMMUNITY. WE WILL THEN RECRUIT IN NEIGHBORHOODS OUTSIDE THIS AREA IF NECESSARY. THE IMPACT MAY DECREASE PUBLIC SCHOOL ENROLLMENT A LITTLE.
- c. Provide a justification for the intended location if a strong presence of charter schools currently exists or will do so in the future. Describe how your proposed charter school will be successful given the surrounding schools.
THERE ARE NO NEARBY CHARTER SCHOOLS WITH OUR GRADE RANGE. OUR SCHOOL WILL ATTRACT PARENTS BECAUSE OF OUR UNIQUE INDIVIDUALIZED AND DIFFERENTIATED PROGRAM CONCEPT.

J. Required Documents

Bertha B. Williams Academy Public Charter School School Board Director Job Description

Position: School Board Director

Purpose: To actively support a quality education for our students

Responsible to: The school board and the community

Duties:

- Promotes the success of all students by maintaining a culture that supports student achievement, high quality instruction, overall student growth and development, and professional development of staff.
- Ensures that the school meets or exceeds standards as mandated by the DC Public Schools
- Fosters innovation and improvements to the educational program and student growth by all members of the school community.
- Oversees outreach efforts to community organizations and institutions of higher education to identify potential partnerships, resources, and other opportunities of benefit to the students.
- Responsible for communication and coordination with the charter authorizer, the DC Public Charter School Board.
- Serves as a dynamic and informed leader, spokesperson, and advocate for the school with stakeholder groups including, but not limited to, parents and students, organizations at the local, regional, and state levels, the DC Public Charter School Board, businesses, and the community at large.
- Oversees all personnel decisions, the curriculum, and the finances of the school.
- Approves the annual budget submitted by the Budget Committee after deliberation with other members of the board.
- Provides operational oversight of CPS, including: facilities, technology, data management, testing, insurance/risk management, food services, attendance, safety, emergency planning, and compliance.
- Ensures compliance with applicable federal, state, and local laws and regulations.
- Oversees school accountability issues of compliance, application, reporting, etc.
- Ensures student progress, including being responsible for meeting academic and non-academic goals
- Works cooperatively to develop short and long term goals and priorities for the school, including the development of the strategic plan.
- Approves hiring and terminations of employees, and the employee evaluation process
- Implements data-driven school improvement processes that result in increased academic achievement and student growth and development.
- Responsible for developing a positive school culture focused on student achievement
- Responsible for developing and implementing community partnerships, general fundraising efforts, and grants

- Assesses the need for, authorizes, and maintains relationships with consultants
- Oversees maintenance of building and relationship with landlord
- Approves school calendar and schedule
- Provides leadership and support to staff and students
- Mediates concerns among staff
- Is visible in the classrooms, hallways, at school functions, etc.
- Attends regular and special board meetings
- Informs stakeholders of progress towards the vision and mission of the school and promotes parent and community partnerships.
- Is receptive to and communicates effectively with parent and community members
- Is involved with the school community
- Maintains files and preserves confidentiality at all times
- Assumes other responsibilities as deemed necessary

Performance Expectations for Board of Directors Members

The Bertha B. Williams Academy Public Charter School

The board of directors is the organized group of volunteers who, collectively, are legally and morally accountable to the community for the health, vitality, and effectiveness of the Bertha B. Williams Academy Public Charter School. The board's primary role is "governance", which encompasses legal responsibilities, general oversight, planning and policy-making, and meeting fiduciary requirements. The board only has authority when it votes as a group. The board must ensure the school's compliance with all applicable state and federal laws. It must also ensure that the board itself is operating in accordance with the rules set out by all applicable laws and regulations. The following principles should guide board members:

1. **Duty of Care:** The board member owes the duty to exercise reasonable care when he or she makes a decision as a steward of the Bertha B. Williams Academy Public Charter School.
2. **Duty of Loyalty:** A board member must give undivided allegiance when making decisions affecting the Bertha B. Williams Academy Public Charter School. This means that a board member can never use information obtained as a member for personal gain, but must act in the best interest of the organization.
3. **Duty of Obedience:** This requires a board member to be faithful to the school's mission. He/she must act in a way that is consistent with the central goals of the school. The basis of the rule lies in the public's trust that the school will manage funds to fulfill its mission.

Each board member of the Bertha B. Williams Academy Public Charter School affirms the expectations outlined below, and strives to perform accordingly. All board members are treated equally when it comes to these expectations. Board members are expected to:

1. Believe in and be an active advocate and ambassador for the mission and vision of the organization, and act in accordance with the values of the Bertha B. Williams Academy Public Charter School.
2. Work with fellow board members to fulfill the obligations of membership.
3. Contribute to the effective operation of the board, including but not limited to:
 - a. Focus on the good of the school and the group, not a personal agenda.
 - b. Support board decisions, once they are made.
 - c. Participate in the appraisal of his/her own performance and the performance of board committees.
 - d. Support the school's policies and procedures and support the board's ground rules for conducting business.
 - e. Work with fellow board members to assure that the board functions well.
4. Regularly attend and participate in board meetings of the school. Prepare for these meetings by reviewing materials and bringing the materials to the meetings. Challenge assumptions and ask questions during meetings.
5. Keep informed about the school and its issues by reviewing materials,

participating in discussion, and asking strategic questions.

6. Participate in the performance review of the school's executive director.
7. Participate in the activities of the school by attending programs and fundraising events.
8. Help support the charitable contributions of the school by:
 - a. Contributing financially to the best of personal ability.
 - b. Participate in a fundraising activity or carry out a fundraising task.
 - c. Help identify and cultivate relationships to support the school as donors, volunteers, and advocates.
9. As appropriate, use personal and professional contacts and expertise for the benefit of the school.
10. Be available to serve as a committee or task force chair or member. Be prepared and be an active participant.
11. Inform the board of directors of the school of any potential conflicts of interest, whether real or perceived, and abide by the decision of the board related to the situation.
12. Be very clear about the board and board members' relationship to the director and staff. Focus on governance rather than management.
13. Agree to step down from the board of directors if unable to fulfill these expectations.

Bertha B. Williams Academy Public Charter School

Board Member Code of Ethics

As a member of the board of directors, I will:

- Listen carefully to my fellow board members.
- Respect the opinion of my fellow board members.
- Respect and support the majority decisions of the board.
- Recognize all authority is vested in the full board only when it meets in legal session.
- Keep well-informed of developments related to issues which may come before the board.
- Participate actively in board meetings and actions.
- Bring to the attention of the board any issues I believe will have an adverse effect on our school or those we serve.
- Refer complaints to the proper level on the chain of command.
- Recognize my job is to ensure our school is well-managed, rather than attempt to directly manage the school myself.
- Represent all the people this school serves, and not a particular interest group.
- Consider myself a trustee of the Bertha B. Williams Academy Public Charter School and do my best to ensure it is well maintained, financially secure, and always operating in the best interests of our mission and those we serve.

Garden Memorial Presbyterian Church
1720 Minnesota Avenue, S.E.
Washington, D.C. 20020
Telephone 202 678-0772 - Fax 202 678-0360

January 19, 2010

VIA FAX 1 866-683-3219

**The Bertha B. Williams Public
Charter School Academy**

Gentlemen:

As per our conversation the lease has been drafted subject to final negotiation on a five year term and option to renew for another five year term.

We are prepared to complete the final draft and offer you this space per your schedule.

Sincerely,


Edward Kinemat, Sr.
Chair, Building and Grounds