

Renaissance



Math, Science, & Leadership Academy

Renaissance Math, Science, and Leadership Academy

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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 : **Renaissance Math, Science, and Leadership Academy**

Name of Entity Applying for Charter Status: **Renaissance Math, Science, and Leadership, Academy, Inc.**

Contact Person: **Dr. Sharon Anderson**

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Daytime Telephone: **202-561-0100/** E-mail: **banderson@renmath.com**

Fax: **202-561-0149**

Name of Person Authorized to Negotiate : **Dr. Sharon Anderson** *(Must be member of local founding group and not serving as a consultant or affiliated with an educational service provider.)*

Authorized Signature _____

Proposed Start Date: **August 2012** Proposed Year 1 Budget **\$4,124,000**

Start Up Information

First-Year Enrollment: From age/grade 9 to age/grade 10 Number of students **200**

Year Five Enrollment: From age/grade 9 to age/grade 12 Number of students **400**

Location of school (address or area of city) **885 Barnaby Street, SE Washington, DC 20032**

Names of Organizations Involved in Planning (if applicable):

Johenning Baptist Church dba Temple of Praise

Name of Educational Service Provider (if applicable): n/a

Type of Application (Check One)

Conversion of Existing Public School / Conversion of Existing Private School / **X New School**

If conversion, name the school being converted: n/a

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

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

RENAISSANCE MATH, SCIENCE, AND LEADERSHIP ACADEMY-“RMSLA”

Executive Summary

Urban students across America and here in the District of Columbia require a ***renaissance in the educational enterprise***, if the schools that serve them are to deliver on the too often denied promise of educational opportunities that prepare them to compete in a highly technical global society. ***Renaissance***, characterized as a movement or period of vigorous artistic and intellectual activity, is defined as a ***rebirth or revival of intellectualism***. An educational “***Renaissance***” will revitalize and renew an approach to teaching and learning that harnesses the power of thoughts, ideas, and creativity to expand our citizenry’s ability to reason and think abstractly or profoundly and enhances a capacity for knowledge and understanding.

Every student deserves the right to attend schools that inspire them to believe they have the capacity to be successful and the responsibility to use their intellectual and creative gifts and talents in support of self, family, community and society. In addition, schools should convey and command recognition that discipline, perseverance, an unrelenting work ethic and respect [for self and others] are keys to achieving success and greatness; they should instill in students a love for lifelong learning and for exploring the full range of academic fields and career possibilities at their disposal. This is especially true for high schools

In the 21st century, all students should expect to engage a challenging curriculum in an academic environment that develops the critical thinking, communication, social and academic skills necessary for them to compete on a sometimes un-level playing field and prepares them to become leaders in all sectors of the economy despite any personal or social challenges they face. Addressing a national need for expertise in the areas of Science, Technology, Engineering and Math (STEM), the Founders of **Renaissance Math, Science, and Leadership Academy (RMSLA)** are proposing a school designed to accomplish this vision.

The mission of the **Renaissance Math, Science, and Leadership Academy** (RMSLA) is to educate students for success in college and careers by (1) providing an innovative learning environment that is academically and developmentally responsive, (2) implementing programs that enhance student leadership and civic participation; (3) instilling a commitment of continuous improvement and assessment that promotes life-long learning; and (4) maintaining a responsive organizational culture based on a shared vision, empowerment, collaboration, and fiscal responsibility.

The following educational principles provide the foundation on which the charter school is based:

1. Students should develop the capacity to think critically, solve problems, and communicate effectively through a mastery of academic courses with emphasis on mathematics and science;
2. Students should develop leadership and entrepreneurial skills by fulfilling their civic obligations through school and community service;

3. Students learn best when they are actively engaged in rigorous and relevant curriculum during the learning process;
4. Students learn in different ways and should be provided with a variety of instructional approaches to support their learning style;
5. Students need to demonstrate their understanding of essential knowledge and skills through school-wide performance based assessments and producing quality work; and
6. Students, teachers, parents, administrators, and the community share the responsibility for advancing the school's mission and producing global learners.

The RMSLA program will prepare students in grades nine through twelve from all neighborhoods in D.C., with a focus on students east of the Anacostia River (Wards 7 and 8), to excel as high achieving scholars and future leaders through a comprehensive, rigorous, college preparatory curriculum, specializing in Math, Science, and Leadership development. With the challenging issues facing our environment the RMSLA program proposes an integrated academic program emphasizing environmental studies. The threefold approach includes (1) an environmental science curriculum; (2) "green construction" practices for the facility; and (3) entrepreneurial and leadership opportunities for students in the areas of advocacy, community awareness, and policy.

The curriculum is based upon the seven key competencies for the 21st century workforce as outlined by Wagner (2008) to include: (1) critical thinking and problem solving; (2) collaboration across networks; (3) leading by influence, agility, and adaptability; (4) initiative and entrepreneurialism; (5) effective oral and written communication, (6) accessing and analyzing information; and (7) curiosity and imagination. The comprehensive instructional program will employ strategies based upon the most innovative and proven standards-based pedagogy and best research practices to include but not limited to: individualized and learner centered instruction, experiential and project/problem-based learning; thematic and integrated instruction; use of technology; and inquiry-based approaches that foster critical thinking, questioning, and reasoning across all disciplines.

The major focus of the RMSLA program will be to close the achievement gap and increase the academic performance which is central to the current educational reforms. The high school dropout rate in Ward 8 (16%) is the highest in the District. School performance is marked below national and District averages. Effective charter high schools are mission-driven; focus on college preparation; teach for mastery; provide wraparound services; value professional learning; and hold themselves accountable (U.S. Department of Education, Charter High Schools Closing the Achievement Gap, 2006). These common themes provide the framework for RMSLA. We recognize that only through a comprehensive standards-based academic program that meets the educational, social, and emotional needs of our students and the community will we become the change agents for educational success.

“In a global economy where the most valuable skill you can sell is your knowledge, a good education is no longer just a pathway to opportunity, it is a prerequisite”.
President Barak Obama

A. Educational Plan

1. Mission and Purpose of the Proposed Public Charter School

The mission of the Renaissance Math, Science, and Leadership Academy (RMSLA) is to educate students for success in college and careers by (1) providing an innovative learning environment that is academically and developmentally responsive, (2) implementing programs enhancing student leadership and civic participation; (3) instilling a commitment of continuous improvement and assessment that promotes life-long learning; and (4) maintaining a responsive organizational culture based on a shared vision, empowerment, collaboration, and fiscal responsibility.

The purpose of the Renaissance Math, Science, and Leadership Academy (RMSLA) is to provide a standards-based comprehensive academic program that engages high school students in a pedagogical environment focusing on inquiry, discovery, collaboration, and “real life” experiences in preparation for post secondary choices. The college preparatory program will provide students an opportunity to value the attributes of learning while participating in a rigorous curriculum focusing on math, science, and leadership.

a. Educational Needs of the Target Population

Renaissance Math, Science, and Leadership Academy (RMSLA) will be located in Ward 8, in the Washington Highlands/Bellevue area of Washington, D.C. At full operation RMSLA, will serve grades 9-12. In its first year, the school will aim to serve 100 9th grade students and 100 10th grade students. Each year, another grade level of 100 students will be added until RMSLA reaches full capacity at a total of approximately 400 students in grades 9-12. RMSLA will serve students from all neighborhoods of Washington, DC, who seek an innovative and challenging educational environment. However, given the proposed location of RMSLA, we expect that we will primarily serve students from Wards 7 and 8.

Characteristics of Prospective Students

RMSLA will have a particular focus on serving students East of the River (Wards 7 and 8). Based upon the neighborhood demographic research for Wards 7 and 8, we anticipate that our prospective student population will be predominantly African-American, at least 75% will qualify for free or reduced-priced lunch and approximately 20-25% of the incoming students will be identified as having academic challenges.¹ Given the data of the local schools and the experience of other charter schools serving the same or similar populations, we anticipate serving students functioning at widely disparate academic performance levels.² Although some students will enter Renaissance Math, Science, and Leadership Academy at or above grade level, based upon current academic performance of high school students East

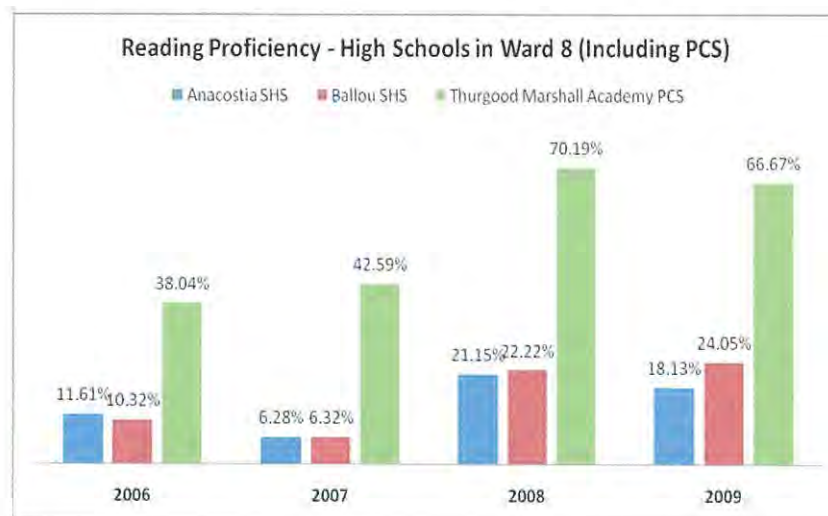
¹ www.neighborhoodinfodc.org

² Ibid.

of the River, we fully expect that a percentage of the prospective student body may enter one or more years below grade level in the core academic subjects. RMSLA will aspire to enable every student to reach his or her full potential through Socratic dialogue, interactive classrooms, project-based learning, and by putting in place an appropriate and effective organizational structure and teaching workforce (i.e. class size, support units and positions, and state-of-the-art resources).

The educational needs of the proposed student population will vary. In this new global economy, high school diplomas are expected and higher education is increasingly necessary for a promising career. However, less than half of the District's public school teenagers tested at the federally mandatory proficient or advanced level on the 2008 or 2009 D.C. Comprehensive Assessment System (DCCAS). Contributing to students' poor performance are higher rates of attention deficit hyperactivity disorder (ADHD) and slightly higher rates of socio-emotional or behavioral problems in District public high school students than the national average.³

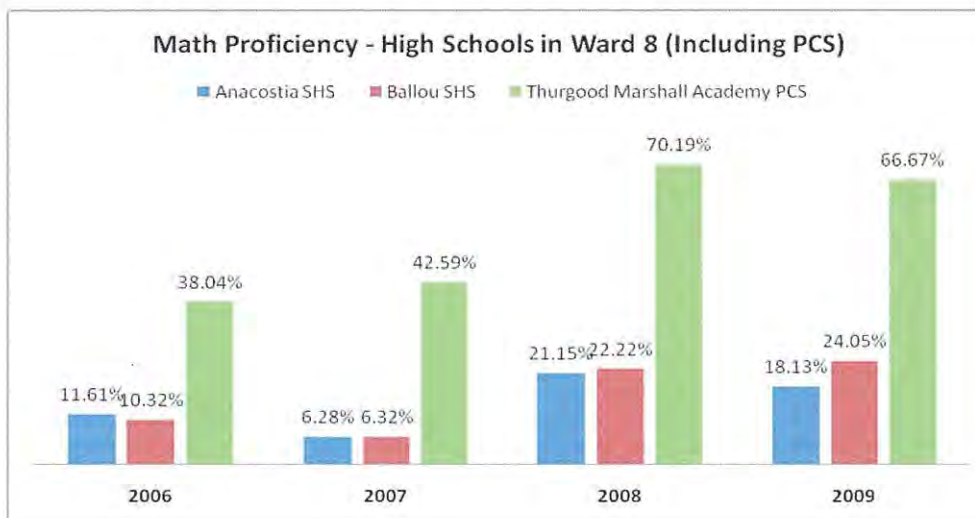
It goes without saying that is difficult to perform well in school when the school environment is unsafe. More District public school students report feeling unsafe in school or on their way to school than the national average (14 percent versus 6 percent).⁴ In addition, the share of District public high school students that have been in a fight on school property is almost double the national rate (20 percent versus 12 percent).⁵ The public high schools in Ward 7 and 8, (Ballou Senior High School, Anacostia Senior High School), have been plagued with violence, low performing test scores and poor facilities for many years. Thurgood Marshall Academy was the only high school in Ward 8 to meet AYP. Ballou and Anacostia Senior High Schools have not met AYP for many years as indicated in the charts below.



³ Ibid

⁴ Ibid.

⁵ Ibid.



Academically, black high school seniors living in the District are less competitive when applying to college than their white counterparts. White District students scored twice as high as black District students on the advanced placement exam, and whites scored 200 points higher than blacks on the SAT. The research report *Double the Numbers for College Success* states that only 9 percent of all incoming District public school 9th graders complete high school “on time” and 43 percent graduate within five years of entry, owing to the poor standardized test scores, and unsafe school environment. In fact, approximately 4,800 young adults in the District have dropped out of high school altogether. Wagner (2008) stated, “In today’s highly competitive global “knowledge economy,” *all students need new skills* for college, careers, and citizenship. The failure to give all students these new skills leaves today’s youth-and our country-at an alarming competitive disadvantage”.⁶

According to the 2010 data some changes occurred in the abovementioned schools achieving AYP. While Ballou SHS indicated an increase from 24% to 30% of its students meeting AYP, both Thurgood Marshall (from 66% to 62%) and Anacostia (from 18% to 16%) indicated a decline in AYP for Reading in 2010. In mathematics Thurgood Marshall demonstrated an increase from 66% to 71%; Ballou and Anacostia demonstrated minimal increases to 25% and 18.75% respectively. The results indicate the challenges under which schools face in attempting to meet their academic goals for AYP.

Relationship between student population to be served and geographic area

The Founders of RMSLA have chosen to locate a school in an area most in need of a “Renaissance” in secondary education. Recent studies have demonstrated that many high school aged youth, particularly those living in Ward 7 and 8, are failing to make a successful transition to adulthood. According to the 2005–06 American Community Survey approximately 100,742 teenagers and young adults (age 12 to 24 years) were living in the District, making up 17 percent of the entire population. Of those 12- to 24-year-olds, 38 percent were *teenagers* aged 12 to 17. Additionally, the report indicated that the majority of those young people were African Americans residing in Wards 7 and 8.

⁶ Wagner, T. (2008). *The Global Achievement Gap Why Even Our Best Schools Don't Teach the New Survival Skills Our Children Need-and What We Can Do About It*. New York, NY: Basic Books.

Moreover, while Wards 7 and 8 continue to be the home to most of the youth in the District of Columbia, these areas have the least amount of high schools proportionately. There are approximately 60 charter schools operating citywide serving close to 25,568 students.⁷ At first thought, one might assume that there is an oversaturation of charter schools in D.C. and that all children across the city have an equal opportunity to attend these schools, but this is not the case. Of the 60 charter schools in the District, only 27% (15) are located in Wards 7 and 8, and as the statistics above indicate, nearly 40% of the high school aged children in Washington, D.C., live in these wards.

Currently, Wards 7 and 8 are home to six public charter high schools. Thurgood Marshall Public Charter School, located about 5 miles from the proposed location of the Renaissance Math, Science, and Leadership Academy⁸ and the National Collegiate Preparatory Public Charter School are located in Ward 8. The additional closest public charter schools, Maya Angelou PCS (two campuses), Cesar Chavez, and IDEA PCS, are all located in Ward 7. As an aside, none of the public charter high schools specifically designed to focus on Math, Science, or Leadership, East of the River.

This state of affairs leaves many families of high school students without the choice for an educational option outside of the traditional public school system. This also leaves students who have attended high performing middle schools, East of the River, with limited options for attending a high school that optimizes and advances the students' educational foundation. Indeed, many students graduating from charter middle schools in Wards 8 have to travel outside of their neighborhood and Ward, in order to continue on an academic path that challenges and nurtures their intellectual capacity. For students and families, this can be costly and in some instances unsafe. The statistics make clear that high quality academic opportunities are not sufficiently available to older youth residing East of the River.

While recent District government efforts have centered on school reform, the concentration has been focused primarily on early childhood and elementary education. These efforts have not sufficiently improved the well-being of older youth.⁹ Unfortunately, the problems facing older youth in the District of Columbia have never been more pressing than they are today. Poverty among families with teens remains stubbornly high, and the District's public education system, which ranks among the poorest performing urban school systems nationwide, has been plagued with inadequately maintained facilities and low student achievement-particularly those schools serving high school aged children.¹⁰ In addition to the local statistical data, Wagner (2008) stated, "Only about a third of high school students in the nation graduate ready for college today, and the rates are much lower for poor and minority students. Forty percent of *all* students who enter college must take remedial courses. While

⁷ DC Public Charter School Board 2008-2009 Charter School Profile

⁸ The proposed location of RMSLA is 885 Barnaby Street SE, and is located in the Washington/Highland Bellevue area of Washington, DC.

⁹ **On the Road to Adulthood: A Databook about Teens and Young Adults in DC** -JENNIFER COMEY, ESHAUNA SMITH, PETER A. TATIAN-URBAN INSTITUTE 2009.

¹⁰ Ibid.

no hard data are readily available, it is estimated that one out of every two students who start college never complete any kind of postsecondary degree”.¹¹

Rationale for the Proposed Enrollment Level in 2012-2013 and Expectations for the Development of the School to Its Full Capacity and Potential

We recognize that the challenges of creating a new school and a new organization are great. We believe that a small initial operation of only two grades will allow us to grow strategically, increasing complexity and size only after firmly establishing our demanding culture of academic achievement and high behavioral expectations. Gradual growth is also important to successfully implement the business functions of the entity especially in those areas critical to the long-term viability of the school like financial management, fundraising, and governance that are all a part of the entity we are creating.

When at full capacity Renaissance Academy will still be a relatively small school allowing for personalized targeted instruction. Studies have shown conclusively that once a school reaches a certain size, generally *over* 400 students, its effectiveness is diminished.¹² Findings have shown that academic achievement and safety are negatively impacted as schools increase in size.¹³ Smaller schools are more likely to lead to lower school violence, increase academic engagement and achievement, and better attendance and graduation rates--the very issues schools in urban settings across the nation are grappling.¹⁴ D.C. like many other large urban districts has large middle and high schools. Within these large environments, administrators and teachers know less about their students and the family members that shape and influence them. And as a result, embracing the school culture can be difficult for students to do, carry out, and/or maintain. In a smaller school, students more readily feel a sense of belonging instead of alienation.

As a result of our desire to replicate the success of smaller schools across the country, RMSLA will open in August 2012 with 100 ninth graders and 100 tenth graders for an initial student enrollment of 200 students. Each year, thereafter, RMSLA will enroll 100 new students in grade nine, and fill any open seats in grade 10. Based upon the experience of charter schools serving similar populations, we have planned for a 10% student attrition rate per year as shown on the table.¹⁵ At full grade enrollment, we estimate that we will serve a total of 370 students through grade twelve in 2015. In future years and under special circumstances (e.g. a family is relocating to the District), we will consider enrolling a handful of highly-qualified students as juniors or seniors. At maximum, the Academy will accommodate 400 students.

¹¹ Ibid.

¹² Kappner, Augusta, S. “Small Schools Offer Real Hope For Communities Of Color.” 2004 www.smallschools.org

¹³ Ibid.

¹⁴ A study by Bank Street College of Education states that “small schools established between 1990 and 1997 in the Chicago area found that students in these schools had lower dropout rates, made higher grades and showed some improvement in test scores.” Education Commission of the States.

¹⁵ Thurgood Marshall HS.

	2012-2013	2013-2014	2014-2015
9 th Grade	100	100	100
10 th Grade	100	100	100
11 th Grade		90	90
12 th Grade			80
TOTAL	200	290	370

We have also created a budget and designed a program that absorbs the anticipated attrition (see Budget in Section F).

In order to keep the school on firm financial footing and ensure we fulfill our mission, we are prepared to review our enrollment policy as necessary. We will, however, work diligently as a school to avoid attrition, and believe review of our policy would be necessary under the following circumstances.

- The actual rate of attrition surpasses our estimates and such attrition negatively impacts our programming and fiscal viability; and/or
- We are unable to raise the necessary non-governmental funds called for in our budget projections, or the level of our government funding changes dramatically and such events negatively impact our programming and fiscal viability.

b. Mission and Philosophy

The mission of the Renaissance Math, Science, and Leadership Academy (RMSLA) is to educate students for success in college and careers by (1) providing an innovative learning environment that is academically and developmentally responsive, (2) implementing programs enhancing student leadership and civic participation; (3) instilling a commitment of continuous improvement and assessment that promotes life-long learning; and (4) maintaining a responsive organizational culture based on a shared vision, empowerment, collaboration, and fiscal responsibility.

At RSMLA we believe that all students, regardless of race or socio-economic status, deserve a top quality, rigorous college preparatory education. We believe that when students are provided with a standards-based, innovative, safe, and supportive learning environment along with care and support they will become productive leaders in today's global and technological driven community.

c. Educational Focus

Areas of Concentration

RMSLA's academic program rests upon a rigorous curriculum focused on mathematics, science, and leadership. We believe that the pedagogy of teaching math, science, and leadership, employs strategies that promote fair and cooperative learning, student centered classrooms, engaged participation, experiential learning, and learning labs. RMSLA has chosen math, science, and leadership as an educational focus, because the founders want to

ensure that RMSLA students are prepared to perform and compete academically and professionally in their communities, in the nation, and even globally.

Through a concentration on the disciplines of math, science, and leadership, it is our belief that we can adequately prepare our students to excel in a “high tech” modern world. Furthermore, the curriculum has designed elements to equip our students with twenty-first century workforce skills such as critical thinking and problem solving, collaboration across networks and leading by influence, agility and adaptability, initiative and entrepreneurialism, effective oral and written communication, accessing and analyzing information, intercultural competence, and curiosity and imagination.¹⁶

With the challenging issues facing our environment and relevancy of the content and pedagogical approach to teaching math, science and leadership, the RMSLA program proposes an integrated academic program emphasizing environmental studies. “Growing concerns in society and especially among students, about global warming and the long-term future of the planet tip the scales even more in the direction of environmentally conscious strategies and systems on school and university campuses”¹⁷.

The ‘environmental movement’ provides a platform for studying conservation and green politics in a diverse, scientific, and political arena. Because the educational focus will include the natural environment, the urban environment, and environment ethics, we are able to propose a robust “green” component will also be interwoven into several dimensions of the learning opportunities for students. The threefold approach we envision includes (1) an environmental science curriculum; (2) “green construction” practices for the facility; and (3) entrepreneurial and leadership opportunities for students in the areas of advocacy, community awareness, and policy.

The theory and practice of leadership studies will also be integrated into all subjects including world history and language arts, as well as into after school, extracurricular activities, and summer programming. In addition, we believe it is essential that students poised to become leaders in a global society be taught that they are expected to “learn from and work collaboratively with individuals representing diverse cultures, religions, and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts.”¹⁸ To accomplish this goal, students will have opportunities to apply leadership principles in a variety of reality-based learning experiences and integrated student projects. RMSLA’s unique community resources will enable it to make the learning process relevant, experiential, and interactive.

d. Goals

The major goals of RMSLA can be broken down into three broad categories that flow from its Mission and Philosophy:

➤ Academic Achievement

¹⁶ Wagner (2008) p 25

¹⁷ Kennedy 2007-page 40

¹⁸ Wagner (2008) p. 35

➤ **Leadership and Civic Participation**

➤ **Institutional Excellence**

RMSLA has thought extensively about (and outlines here) the overarching academic goals for the student body as a whole. That being said, RMSLA expects to set individualized performance goals for every student who is attending the school and anticipate formulating secondary goals for each grade that will evolve as the school expands to full capacity. RMSLA will set the following performance goals for the student body:

Academic Achievement

Our academic performance goals are:

- Over 50 percent of all students testing below basic on the DC-CAS administered in the eighth grade will be at or above basic by the end of the tenth grade.
- Over 25 percent of all students will score above the national average on the PSAT and SAT or ACT, and at least 50 percent will score at the national average.
- Over 75 percent of the students entering RMSLA will graduate in four years or less.
- Nearly 100% of graduates who want to continue their education will have at least one option available to enroll in a post secondary institution after graduation, including at a two-or four year college, trade school, technical college, or conservatory.
- Graduating students will have achieved proficiency or mastery in all subject areas proven by meeting national performance standard, as determined by reference exams developed from the curriculum.
- On average, 80% of the students will attend school each month, demonstrating an appreciation for the value of education, including the motivation and desire to better oneself through learning.
- Approximately 90% of students will re-enroll at RMSLA.

Leadership and Civic Participation

Our non-academic goals are:

- All students will spend at least one month each year in an internship or externship with a mission related community organization.
- Students will demonstrate active participation in their community by completing 100 hours through community service and team service projects.

Institutional Excellence

Our organizational goals are:

- RMSLA will achieve on-going viability in terms of fundraising, cash flow, number of students, and attraction of high quality faculty.
- RMSLA will implement a four year curriculum with a comprehensive focus on math, science and leadership, with high academic standards to serve as a national model.
- RMSLA will attract committed faculty members and volunteers from a variety of backgrounds to foster the educational mission of the school, including locally and nationally renowned educators, scientists, and professionals.
- Parents, students, and community members will participate in informational forums, monthly community meetings, and on the RMSLA Board.

2. Charter School Curriculum

a. Student Learning Standards

The student learning standards at RMSLA define the knowledge, concepts, and skills that students should acquire at each grade level. Our academic and performance standards are largely based upon the new more challenging D.C. standards, and those established and approved by the Office of State Superintendent for Education to include the newly adopted Common Core State Standards. We have also adopted standards from the Massachusetts Curriculum Framework that covers all core academic subjects (reading/English language arts, mathematics, science and social studies, art, music, health and physical education, and world languages).¹⁹ The Massachusetts High School Program of Studies (MassCore) offers a comprehensive college and career readiness initiative to ensure that students are prepared for successful postsecondary experiences.

Our standards show what the students should know, and what the students should be able to do in each subject, and at each grade level. We share in the philosophy that when children know what we expect them to do well, they will believe in themselves and work harder to achieve their goals. Our standards inform all students that we at RMSLA expect our students to succeed in school, and members of the RMSLA community will do whatever it takes to ensure that upon graduation, all of our students, regardless of their level of proficiency upon entry, are academically prepared to apply and be accepted into college. The hallmark of RMSLA's standards is built directly on the content standards developed by the national professional organizations (i.e. National Council of Teachers of Mathematics, North American Association for Environmental Education, National Council for the Teachers of English, American Association for the Advancement of Science, and National Council for Social Studies).

The D.C. and Massachusetts standards are built on the following concepts:

¹⁹ See Student Learning Standards Chart-Appendix 2

- All students are capable of achieving high standards
- Standards should be rigorous and world class
- Standards should be useful, developing what is needed for citizenship, employment, and life-long learning
- Standards should be adaptable to the local culture
- Standards should be reflective of broad consensus and the product of thorough research by educators

After extensive research, the founders of RMSLA decided that the focus which the District of Columbia and Massachusetts places on high standards, quality assessment, innovative curricular materials, instructional methods, and community engagement was best aligned with the vision for RMSLA.

The RMSLA academic program will reflect the understanding that teaching and learning are not distinct—“what to teach”, “who is being taught”, and “how to teach it” are inextricably linked. The circumstances in which students learn affect what is learned. The needs of both students and teachers are considered in the development of the RMSLA curriculum which will be aligned to and support the National and District Standards in all content areas. The curriculum will help teachers and those who work to support teachers examine expectations for students and analyze the extent to which classroom learning tasks and teaching practices align with their goals and expectations. Standards will be consistently re-developed through a collaborative process that involves teachers, content area experts, community representatives and nationally recognized educational leaders.

The curriculum will also impart an environmental science and environmental global perspective, and connect with local community-based lab opportunities. Environmental science is a curriculum designed to introduce students to major environmental problems that impact the world in which we live. These concepts are real issues. While the D.C. and Massachusetts learning standards provide an emphasis on environmental education, the RMSLA program will also adopt the learning guidelines for environmental studies as proposed by the North American Association for Environmental Education (NAAEE). These guidelines, organized into four strands, set a standard for high-quality environmental education in schools across the country, based on what an environmentally literate person should know and be able to do. The four strands include (1) questioning, analysis and interpretation skills; (2) knowledge of environmental processes and systems; (3) skills for understanding and addressing environmental issues; and (4) personal and civic responsibility. The NAAEE learning guidelines are described as a thematic approach to integrating subject areas that lends itself to inquiry based learning and team teaching. This approach models the notable success that has been achieved at the High School for Environmental Studies (New York).

Additionally, RMSLA will implement the Environment for Integrating Context for Learning (EIC) model developed by the State Education and Environment Roundtable (SEER). The model is a pedagogical approach that uses natural and socio-cultural environments as the

context for learning. EIC-based learning is not primarily focused on learning about the environment, nor is it limited to developing environmental awareness. The model uses a school's surroundings and community as a framework within which students can construct their own learning, guided by teachers and administrators using proven educational practices. EIC-based programs typically employ the environment as a comprehensive focus and framework for learning in all areas: general and disciplinary knowledge; thinking and problem-solving skills; basic life skills, such as cooperation and interpersonal communications; and, last but not least, understanding of one's relationship to the environment - community and natural surroundings.

The observed benefits of EIC-based programs are both broad ranging and encouraging. They include:

- better performance on standardized measures of academic achievement in reading, writing, math, science, and social studies;
- reduced discipline and classroom management problems;
- increased engagement and enthusiasm for learning; and,
- greater pride and ownership in accomplishments.

The proposed location of the RMSLA will allow students to effectively engage in an academic environment that supports community awareness of the environmental issues impacting their community (i.e. Anacostia Restoration Watershed Project, recycling efforts). The students of today will become leaders for tomorrow. The role of leadership has been vital to the development of our nation and will be critical in meeting emerging and future challenges. The RSMLA program will prepare students to meet the challenges of becoming informed citizens and effective world leaders for positive change in their lives and in the community.

In an effort to provide an integrated approach to developing potential leadership skills, the RSMLA has adopted the Linking Leadership to Instruction standards developed by the Virginia State Board of Education. The leadership development curriculum addresses four standards: (1) developing knowledge of self and others; (2) defining leadership; (3) developing leadership skills and practices; and (4) practicing leadership through service. The program is unique in that it was not written as an add-on curriculum. Rather the curriculum identifies important processes, skills, and opportunities that promote leadership in all students in grades 9 – 12 through an interdisciplinary approach. Leadership training through an interdisciplinary approach teaches students how to facilitate and participate in groups; to present themselves professionally; to execute personal and social responsibility; and to use critical thinking and effective communication to understand and analyze issues.

How the standards will equip all students, including limited English proficient students, and those with minor or moderate (as opposed to acute or severe) disabilities to meet or exceed standards adopted by OSSE.

Students with limited English proficiency, disabilities, and grade-level deficits can aspire to high expectations, as long as their unique needs are being met inside and outside the classroom. The adopted state standards (D.C. and Massachusetts) provide a hands-on, practical, integrated, and reality-based approach to the teaching and learning process that can

be adapted to meet the needs of all students. The additional standards and learning models, focusing on environmental studies and leadership, are based on creating active and engaged students through real world problem solving activities. This approach will allow all students to develop the ability to make connections and transfer their knowledge from familiar to unfamiliar contexts regardless of ability levels. Additionally, the instructional activities associated with the standards can be modified to meet the various academic needs of students. The standards support RMSLA's mission of ensuring that all students are given the opportunity to experience academic success.

How the standards will provide all students with the knowledge (content) and skills needed for postsecondary education and the future workforce

The purpose of a high quality education is to prepare students for success in postsecondary opportunities including college readiness and workforce development. At RMSLA, we recognize that not all students will attend college immediately after graduation. Indeed, certain students may decide never to attend. The unconditional nature of our college preparation comes from a belief that all students must at least have the chance. We lament over the familiar refrain, 'college isn't for everybody'. More than ever before, fewer intellectually challenging jobs are available to those without college diplomas. RMSLA graduates may decide to forgo a college degree. Yet we hope that every student who makes this decision will do so with the self-assurance that only a college acceptance letter in hand can provide.

Whether students elect to attend college directly upon graduation or not, it is the responsibility of RMSLA to prepare them for all postsecondary opportunities including workforce development. The adopted standards (D.C., Massachusetts, Common Core State Standards) and learning models (Environment for Integrating Context for Learning, Linking Leadership to Instruction) are research-based and focus on those life long skills needed for postsecondary success: critical thinking and problem solving, social and personal responsibility, and effective oral and written communication. Additionally, the standards and chosen models represent an integration of learning concepts based on real life experiences that will better prepare students for the future ahead.

b. Resources and Instructional Materials

The Founders of RMSLA recognize that the primary objective of resources and instructional materials is to support the curriculum. Quality instructional materials are essential to student learning. In preparing students to meet the content standards of the Learning Results, in supporting the achievement of RMSLA's educational goals and objectives, and in providing enrichment opportunities that expand students' interests and contribute to a desire for lifelong learning, it is the responsibility of the instructional program to provide a wide range of materials on all levels of difficulty, with diversity of appeal and the presentation of different points of view. The instructional staff will also have responsibility for customizing the content to achieve our goals in the areas of leadership and environmental studies.

Mathematics

The Mathematics program emphasizes that learning with understanding is essential for developing mathematical proficiency. According to the National Research Council's report *Adding It Up*, mathematical proficiency implies expertise in handling mathematical ideas. Students with mathematical proficiency understand basic concepts, are fluent in performing basic operations, reason clearly, formulate, represent, and solve mathematical problems, and maintain a positive outlook toward mathematics. (Kilpatrick, 2001) These components of mathematical proficiency are interwoven and interdependent. Instruction in mathematics must help students refine and extend previously learned strategies for working with numbers and operations to more complex operations and concepts. The interdependence and connections among the mathematical strands fosters the development of mathematical proficiency.

Students must be actively engaged in learning experiences that are designed to deepen, connect, and build on students' knowledge. Communication is an essential part of mathematics education. Mathematics has many words and symbols that are unique to the discipline. Instruction must provide students with opportunities for speaking, reading, writing, representing, and listening in mathematics classrooms so that they will learn to communicate mathematically. (Principles and Standards for School Mathematics, 2000) Technology is a tool for investigation and problem solving that enhances learning of mathematics and actively engages students. The use of technology should support the development of mathematical proficiency. The curriculum and instructional materials we have selected makes a distinction between problem solving as a general process and the solution of specific word problems that demonstrate application of mathematical skills.

Science

The science program at RMSLA embraces an educational pedagogy that enables students to achieve scientific literacy through exploration and inquiry, and increases their interest in science, mathematics, and technology knowledge. Our goal is to create a learner-centered academic environment that provides the experiences and materials needed to support students in learning and applying science content knowledge within meaningful and motivational contexts.

A key feature of the RMSLA science program is the focus on environmental science. Students will apply classroom knowledge from all subjects to complete hands on activities that are focused on and beneficial to the D.C. community. This approach will provide urban students with learning experiences that make connections between their personal actions and the health of their natural surroundings in the Chesapeake Bay Watershed.

Textbooks and other instructional materials greatly influence how content is delivered (Association for Supervision and Curriculum Development, 1997). Schmidt, McKnight, and Raizen (1997) identified these materials as a means for making content available, organizing it, and setting out learning tasks in a form designed to be appealing to students and appropriate for the needs of the teacher. Critical to the selection of effective instructional materials is the availability and usage of accompanying student and teacher resources. Such resources include (but are not limited to) internet companion sites, interactive textbooks and

materials, web-based homework and progress tracking activities and information, and sustained professional development for teachers.

Instructional materials for RMSLA's science program will be evaluated using the research based list of criteria developed by the American Association for the Advancement of Science, Project 2061, Curriculum Materials Center. Project 2061's evaluation organizes the instructional characteristics of effective materials into seven broad categories: (1) providing a sense of purpose; (2) taking account of student ideas; (3) engaging students with relevant content, experiences, and phenomena; (4) promoting student thinking about phenomena, experiences, and knowledge; (5) developing and using scientific ideas; (6) assessing progress; and (7) enhancing the science learning environment.

English

The English/language arts program is designed to allow students the opportunity to develop effective communication and literacy skills through rigorous units of instruction while establishing accommodations for a range of academic abilities including gifted and talented as well as special needs students. Teachers will provide instructional activities that (1) spark student interest; (2) are content focused but also relevant to the changing world; and (3) allow for transferability of knowledge. Students are actively engaged in a meaningful and balanced literacy program of reading, writing, speaking and listening, and cross-cultural communication skills while developing an appreciation of literature and culture through broad reading experiences to include various literary (fiction, non-fiction, informational/media) texts.

The teaching of English for the 21st century requires courses that expand the students' writing, literary analysis, and literary appreciation ability. To be successful members of our society students will need a wide repertoire of communication strategies and skills. Although the communication skills of reading, writing, and speaking form the core of language and literacy, new modes of communication and technologies have integrated the process for which those basic skills are transformed. In addition to the traditional courses, English/language arts teachers now need an integrated approach to prepare students for this technological-driven and diverse world with problem solving, collaboration, and analysis – as well as skills with word processing, hypertext, LCD's, Web cams digital streaming podcasts, smartboards, and social networking software—central to individual and community success (Kist, 2005).

Social Studies

The Social Studies program provides an integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies is a coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, as well as appropriate content from the humanities, mathematics, and natural sciences. In essence, social studies promote knowledge of and involvement in civic affairs. Since civic issues—such as health care, crime, and foreign policy—are multidisciplinary in nature, understanding these issues and developing resolutions to them require multidisciplinary education. These characteristics are the key defining aspects of social studies.

Leadership

The Leadership Program is designed to assist young people in developing essential leadership skills that will enable them to act responsibly in all aspects of their lives; to develop citizens who possess the leadership abilities to meet present and future challenges in a global society; and to provide students with opportunities to learn and practice essential leadership skills within a learning community.

The role of leadership has been vital to the development of our nation and will be critical in meeting emerging and future challenges. American society requires that students become informed and active participants in every aspect of their lives. In recognition of the important role that effective leadership skills play in providing today's students an advantage in tomorrow's competitive world, RMSLA has adopted a leadership development curriculum to use in preparing students for their individual and group leadership responsibilities. RMSLA has reviewed this curriculum, drafted and utilized by the Virginia Board of Education. This program will be implemented as an integral part of our academic program. The materials selected in teaching the Leadership Development Curriculum identify important processes, skills, and opportunities that promote leadership in all students at all grade levels (9-12). The program is unique in that it was not written as an add-on curriculum. Rather, it suggests ways that content and activities that are currently being taught in other subjects can support the development and practice of leadership skills for students. The Leadership Program will allow students to experience entrepreneurial and leadership opportunities in the areas of advocacy, community awareness, and policy.

World Languages

The World Languages program will prepare students to be linguistically and culturally competent in languages other than English. The ability to communicate in a culturally appropriate manner with speakers of other languages is the key to success in the increasingly diverse global community of the 21st century. According to Draper and Hicks (1996) 42.2% of high school students were enrolled in foreign languages in 1994. Of those students enrolled in a foreign language class, 64.3% took Spanish, 22.1% took French, 6.5% were enrolled in German, 3.7% were enrolled in Latin, 0.87% were enrolled in Italian, 0.84% were enrolled in Japanese, and 1.69% were studying other languages.²⁰

Technology and modern life in general have transformed once isolated countries into a truly global community. Foreign language acquisition (1) broadens one's understanding of the cultures; (2) deepens the understanding of one's own language; (3) and affords the student a greater context for understanding other academic subjects such as classical and modern history, literature, and science.

At RMSLA we believe that students should graduate from high school able to read, write, and converse in a second language in order to participate in the multilingual, multicultural interdependent communities of the twenty-first century. To this end our instructional program has adopted the national standards which include the 5-Cs: Communication,

²⁰ Draper, J. B., & Hicks, J. H. (1996). Foreign language enrollments in public secondary schools, fall 1994. *Foreign Language Annals*, 29(3), 304-306.

Cultures, Connections, Comparisons, and Communities as proposed by the American Council on the Teaching of Foreign Languages. Students will be provided the opportunity to complete world language studies in areas (i.e. Chinese, Japanese) other than the traditional foreign language courses of French and Spanish. RMSLA students will be required to successfully pass a world language assessment prior to graduation.

Instructional Resources

The instructional resources and objectives make the learning standards operational and are linked to assessment. To this end, RMSLA has identified several key components in selecting the appropriate instructional materials to support the school's mission and goals. It is our belief that the instructional materials selected should:

1. Support achievement of the content standards;
2. Support the goals and objectives of RMSLA's educational program;
3. Enrich and support the curriculum;
4. Take into consideration the varied interests, abilities, and maturity levels of the students served;
5. Foster respect and appreciation for cultural diversity and varied opinions;
6. Give comprehensive, accurate and balanced representation to minorities and women in history, science, leadership and the arts and acknowledge the contributions of ethnic, religious and cultural groups to our American heritage;
7. Present a balance of opposing sides of controversial issues to enable students to develop a capability for critical analysis;
8. Stimulate growth in factual knowledge, literary appreciation, aesthetic values and ethical standards;
9. Provide a background of information that will enable students to make intelligent decisions in their daily lives; and
10. Respect the constraints of RMSLA's budget.

Other factors that should be considered are accuracy and currency of material; importance of the subject matter; scholarship; quality of writing and production; and reputation and significance of the author, artist or composer. In evaluating software, multimedia materials and online/Internet resources, additional factors that should be considered include purpose for use; content; format (degree of interactivity or student involvement); appropriate use of graphics, sound and animation; feedback provided; and ease of use.

Whenever possible, purchase of non-print materials and multimedia, Internet and technology resources will be made only after personal evaluation by the librarian/media specialist and/or other appropriate professional staff. When we choose instructional materials, they will be chosen on the basis of their contributions to the learning outcomes rather than solely on the basis of availability or ease of use. Instructional materials will relate directly to the purpose(s) and objective(s) of the lesson; extend content or provide for remediation, reinforcement or enrichment. They will be appropriate to student differences such as ability, achievement, interests, and learning styles. Materials selected for student use will be consistent with the students' levels of comprehension, ability and responsibility.

Instructional materials will be technologically supported. The goal of RSMLA will be for every student to have access to laptop computers. Additionally, RMSLA will include a minimum of two smart classrooms (Promethean) that foster technology and enhance an integrated curriculum. Other resources for students include study guides, bibliographies, project guideline sheets, text books, workbooks and resource materials; computers and software; other technology such as printers, scanners, calculators, PDAs, and various other items or equipment specific to a subject area. Teachers will gather and prepare resource materials for themselves that will help them prepare for instruction or for use during instruction. These could include transparencies and overhead projector, notes, texts or other printed resource materials, pictures, posters, charts, maps, globes, computer and computer programs/software, smart board, films, projection equipment, audio tapes, video taping, DVD, television, tape player, laboratory equipment, and supplies.

For all core subject areas, instructional materials will also be evaluated so that they meet the needs for all students. Teachers will look for materials that allow for accommodations, or support components that are needed to help special education and ELL students. Similarly, resources selected will also support the acceleration and enrichment of gifted and talented students. In all aspects the resources and instructional resources will be aligned with the RSMLA learning standards.

c. Methods of Instruction

RMSLA will use a variety of instructional strategies to teach its students with a particular focus on getting students to participate actively in their own learning. The school will be founded on the belief that all students can learn albeit in different ways: therefore teachers must be given the flexibility to devise and use instructional methods that bring the highest level of student achievement. The underlying goal of all the instructional methods is to ensure that all students reach their highest academic potential. Instructional strategies will emphasize the seven key competencies for the twenty-first century workforce including critical thinking and problem solving, collaboration across networks and leading by influence, agility and adaptability, initiative and entrepreneurialism, effective oral and written communication, accessing and analyzing information, and curiosity and imagination (Wagner, 2008). RMSLA's instructional methodology will be primarily based upon interactive pedagogy in which classrooms are student-centered, and where teachers serve as coaches to facilitate student learning.

Supporting the conclusions of other researchers, the Association for Supervision and Curriculum Development (ASCD) in its report *Educating Everybody's Children*, stated that U.S. schools functioning with routine textbook-dominated instruction, lecture-dominated teaching, and short-answer evaluations will not work any longer (ASCD, 1995). This report avowed that if the United States is to educate all of its students at high levels of achievement, the country's educators, schools, public, and politicians must shift their beliefs about how students learn and stop requiring students to adapt to ineffective teaching practices and instructional materials.

RMSLA recognizes that every child learns differently and is committed to ensuring that every teacher uses whatever method most promotes their learning. Each class, regardless of the academic content, will provide instruction via visual, auditory, reading, and kinesthetic means, and will present concepts in a variety of different ways to reach different students'

learning modalities. RMSLA will be committed to challenging every student to grow intellectually and personally and will encourage all students to achieve their potential at all times, ultimately preparing them for college and other postsecondary opportunities. The ASCD (1995) through its Improving Student Achievement Research Panel, which reviewed more than 900 research studies, suggested the following instructional strategies which will be prevalent at RMSLA:

Individualized and Student Centered Instruction

At RMSLA teachers will consider students' individual learning preferences in designing and recommending complementary instructional methods and materials. Teachers will recognize and base instruction on the fact that accelerated learning techniques can be effective with students at every level of ability and performance. Teachers will develop programs and techniques that build on the full and complex functional capabilities of the human brain. Every RMSLA teacher will make their classroom a forum where students can openly discuss fundamental concepts and conflicting ideas and express different opinions and perspectives on issues. Teachers will encourage students to generate their own questions and to lead their own discussions. Students will be encouraged to bring their existent knowledge and experience to bear in both designing the classroom and participating in discussion, showing that not only do teachers come to school with knowledge. Teachers will provide young people with purposes and audiences for reading, writing, speaking, and presenting mathematical and scientific hypotheses or calculations. When students write and speak for a purpose and intended audience, they are more likely to be motivated and to obtain valuable feedback on their efforts. This model of instruction aims to get students to invest in their own learning and achievement.

Experiential and Project/Problem-Based Learning

RMSLA will utilize an experiential learning model in which students will enhance their knowledge and experience with the opportunity to immediately apply what they have learned in classroom. By participating in class projects, fieldwork, and community service, students will be engaged in real life studies both inside and outside of the school. This type of hands-on learning is geared to inspire critical thinking and other essential skills such as personal development, cooperative learning, leadership, and confidence in a student's ability to learn and achieve.

The experiential learning approach entails students' taking on responsibility for their own learning. Students will be encouraged to inquire into and collectively deliberate over controversial issues and then demonstrate their knowledge through individual and group performances. Our science, mathematics, and leadership focused curriculum will include research based experiences regarding such venues as the Chesapeake Bay, Anacostia River, area businesses, and other locations to help students synthesize and analyze information relative to their community and beyond. It strives to engage students in high-level and critical thinking skills, as well as, to empower them with the confidence to own solutions to problems and "brainstorm" rather than simply regurgitating stated facts. One culminating activity to demonstrate mastery will be the student development of the College Preparation Portfolio (CPP).

The experiential learning model will be implemented largely through project/problem based learning, where students will learn to work in a variety of flexible social configurations and

settings (in cooperative learning groups, in pairs, and alone) thus developing proficiencies, skills, and knowledge while at the same time being accommodated for individual differences in strengths, backgrounds, and interests. Students will be required to participate in all phases of the project including defining objectives, methodology, and writing. Students will also share responsibility for organizing and collecting the resources necessary to accomplish the research and to develop the final product. When a project is completed, students will present their projects to a panel of teachers, students, and the community, as well as have it put on display at a public exhibition where parents and other community members can observe and learn from students' work. This will inspire students to reach their highest level of academic performance and meet the schools standards of excellence.

Thematic and Integrated Instruction

RMSLA academic content will be taught through interdisciplinary projects and integrated teaching. RMSLA will make efforts to integrate the content and key components of different academic subject areas to enable students to see and identify the interconnectedness of various disciplines. As stated in the curriculum section, RMSLA will integrate Mathematics, Science, and Leadership throughout its core curriculum. For example, while students are studying a given topic in their English classes, they will also be examining some aspect of leadership principles. The focus of environmental studies serves as the interwoven theme requiring an integrated approach to the teaching and learning process. Teachers will be given time in common to plan together and develop thematic units to fully integrating leadership principles throughout the curricula. In fact, teachers of interdisciplinary teams will share a common prep/professional development period allowing for the planning of lessons that connect across the disciplines. The integrated curriculum design model will support the student-centered and project/problem-based model giving students authentic opportunities to incorporate mathematic and scientific reasoning, written and oral language skills, and leadership skills.

Use of Technology

“The incorporation of information technology in the education sector is important to meet the challenges presented by new trends, especially with the global communication of knowledge. It is essential that students become that students become familiar with the concept and use of information technology in order to equip them for future job market. Similar the faculty can achieve better quality teaching methodology”-Unknown^x

All RMSLA students will become proficient in the use of computers and applicable software programs. Students will have the opportunity to learn how to use word processing, graphic designs, graphing, statistical analysis and spreadsheet software, and will be required to utilize these skills in their course work throughout the year. Computers will also be utilized as learning tools. All students will be taught and required to use the internet as a means for enhancing their research skills. They will learn how to effectively utilize search engines and information-gathering tools to enhance critical thinking and analytical skills. To support this utilization of technology in learning, all RMSLA faculty will be computer literate, and professional development training will include the most current uses of educational technology that support student achievement.

Inquiry Based Instruction

Scientific inquiry refers to the diverse ways in which scientists study the natural world and propose explanations based on the evidence derived from their work (National Research Council, 1996, p.23). Project 2061 of the American Association for the Advancement of Science (AAAS, 1990) states that teaching science should be consistent with the nature of scientific inquiry. Teachers can achieve this in the classroom by having students learn the important concepts of natural phenomena as they incorporate into lesson activities the ways and means that are used by scientists to arrive at various understanding.

Various models of instruction will also be used to accommodate all students including those with special needs and limited English proficiency. Examples of inquiry-based methods of instruction include:

Effective Questioning. Teachers will use effective questioning techniques. Research highlights the fact that teachers “frequently use few higher order questions to all students, especially to those for whom they had low expectations” (Jackson, 1993, p. 55). Higher-order questions promote analytical and evaluative thinking, affirm students’ self perceptions as learners, and support students to think of themselves as knowledge producers rather than knowledge consumers (Jackson, 1993).

Cooperative Groups. Research evidence demonstrates that cooperative group work can have a “strong positive impact on language and literacy development and on achievement in content areas” (Richard-Amato & Snow, 2005, p. 190).

Active Participation. Teachers will create opportunities for students to participate with teachers, each other, and the subject matter. For ELL students, active participation provides students with opportunities to learn both mathematics and English.

Brainstorming. Teachers will use class brainstorms, predictions, quick writes, and outlines as ways to access students’ prior knowledge. Brainstorming allows students the opportunity to gather factual data as the initial process for effective thinking and writing strategies.

Prior Knowledge. Teachers will encourage students to consider the context of the problem. Context is meant to support students’ entry into a problem by connecting to their prior knowledge and preparing them for what lies ahead. The use of prior knowledge strategies allows for students to transition from the familiar to the unfamiliar in learning new concepts.

Journal Writing. Teachers will use journals and quick writes to provide students with opportunities to write in the classroom. Journal writing allows for student expression of ideas and opportunities for self-reflection.

All of the above listed instructional strategies have been proven successful for special needs students, and ELL students, but can also be effective strategies for the gifted and talented. RMSLA’s instructional program will incorporate a curriculum that provides challenges appropriate for every student including the gifted child. The curriculum will give all students

the opportunity to learn key concepts in depth and to make valuable connections that will benefit them in the future.

For example, the National Council of Teachers of Mathematics made suggestions on how to provide opportunities for the mathematically gifted in the publication *Providing Opportunities for the Mathematically Gifted K-12* (NCTM, 1987). They proposed 16 essential components for programs for the mathematically gifted, a subset of these sixteen components that directly relate to the RMSLA's curriculum are listed below. Our program will:

- Contain good, high quality instruction in all content areas which is challenging, broad, and deep
- Nurture higher-order thinking processes and open-ended investigations
- Prompt students to communicate effectively by reading, writing, listening, speaking, and thinking
- Have problem solving and projects as a major focus and include applications of all content areas integrated and applied to real situations
- Encourage students to experiment, explore, conjecture, and even guess
- Provide opportunities to use learning resources (texts, calculators and computers, concrete manipulatives)

Teachers will employ differentiated instruction and accelerated learning strategies for gifted and talented students. The varied methods of instruction outlined at RSMLA support student growth and achievement while preparing students through an integrated and reality-based approach to learning.

d. Students with Exceptional Needs

We recognize that students will come to RMSLA with varying needs and accommodations. We have been purposeful in creating a school that values and supports every child who enrolls, regardless of any special needs. RMSLA is committed to supporting all of its students and providing them with a quality, college-preparatory education.

RMSLA will provide students with disabilities with a Free and Appropriate Public Education (FAPE) with the least restrictive environment (LRE) possible. RMSLA's instructional program will provide all students, even those with special needs, with opportunities to engage in cooperative learning, to take leadership roles, and to enhance self-esteem and self-acceptance. Suggestions by researchers in the field of special education for assisting in making content accessible to special needs students will be incorporated throughout the curriculum. Additional accommodations will come from each student's Individual Education Program (IEP). As RMSLA's teachers and staff research the suggestions for meeting needs of individual students we will keep in mind that not all suggestions are applicable for every student, nor will every suggestion work for all students. It is important to have good communication with the students' special education teachers and other providers, as well as his/her parents to enable that the maximum benefit from learning is being carried through. As an option special needs students can earn an alternative Certificate of Completion if this is outlined in the IEP or if they do not meet the course requirements.

Prior to opening, RMSLA administrators and faculty will be trained and informed about the various types of disabilities and about how to identify students in need of special care. They will be informed of school evaluation and service provision procedures and applicable laws such as the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, Title II of the American Disabilities Act, and any other civilian rights enforced by the U.S. Department of Education Office of Civil Rights. Likewise we will fully comply with regulations and policies of D.C., as RMSLA will operate as a Local Educating Agency (LEA) and will not contract with the D.C. Public School System for special needs services. RMSLA will submit an annual report to the DCPCSB and the District of Columbia detailing the number of students with disabilities it serves; the nature of each student's disability; and each student's educational placement and setting.

Section 504

Section 504 requires schools receiving federal funds to provide students with disabilities appropriate educational services designed to meet the individual needs of such students to the same extent as the needs of the students without disabilities are met. Section 504 prohibits discrimination on the basis of disability. RMSLA will adhere to all obligations under IDEA and Section 504. We will immediately evaluate and identify any students protected under section 504. This includes any student determined to: 1) have a physical or mental impairment that substantially limits one or more major life activities, 2) have a record of such impairment, or 3) be regarded as having such impairment. The Special Education Coordinator will serve as the Section 504 Coordinator to ensure that the legal rights of such students are met and their special needs are effectively served.

Identifying Students with Special Needs

When students are admitted to the school, we will follow up with sending schools to determine whether the students have IEP's and ensure these records are transferred to RMSLA prior to the beginning of the school year. Parents and teachers of students with special needs will attend a meeting led by our Special Education Coordinator to determine the appropriate services to be delivered at RMSLA. We will comply with all laws and provisions regarding students with IEP's. We will implement IEP's as written, and if a child's IEP needs to be reviewed for updated goals and services or to determine continued eligibility for special education, the IEP team will convene for a review of the IEP.

Throughout the school year, RMSLA's frequent internal assessment program provides an efficient means to identify students who are struggling academically. Teachers will regularly review the progress of his/her students based upon their performance on homework, class work, tests, quizzes and projects. The Executive Director and the Director of Curriculum and Instruction will monitor student assessment data at regular intervals. This will allow students who are struggling with the course material to be identified quickly. If a student is not making sufficient academic progress, the Special Education strategy may include tutoring and/or other supports. The effectiveness of the pre-referral strategy on the student's progress will be carefully monitored for up to six weeks. In addition, other information will be gathered to determine if a student may have a learning disability, such as parent questionnaires, classroom observations, analysis of work samples, and teachers' anecdotal data.

Evaluating Students with Special Needs

If pre-referral strategies are unsuccessful, the student is not progressing academically, and classrooms teachers or special education faculty believe a disability may exist, the student will be referred, in writing, to the Special Education Coordinator for individual evaluation and determination of eligibility for special education programs and services. Referrals may be made by any professional faculty member of RMSLA. Such referrals will 1) state the reasons for the referral and include any test results, records or reports upon which the referral is based; 2) describe any attempts to remediate the student's performance prior to the referral, including any supplementary aides or support services provided for this purpose; and 3) describe the extent of parental contact or involvement prior to the referral. A copy of such referral along with the procedural safeguards described in 34 CFR § 300.501 will be sent to the student's parents.

The Special Education Coordinator and the Director of Curriculum and Instruction will convene a meeting with the student's parents to discuss the option of psycho-educational testing to determine a child's special education eligibility and to secure written parental consent to conduct such testing. RMSLA will then conduct such testing, either in-house or via the services of an expert consultant. Once the tests have been conducted and the results are received, an eligibility meeting will be reconvened with the parents, the Special Education Coordinator, the student's advisor, and other appropriate faculty. At that time, a decision will be made as to the student's eligibility for special education services. If the student is eligible for special education services, and IEP for that student will be developed. All IEP's will be evaluated and revised as needed at least annually. All assessments and evaluations will be repeated at least once every three years.

Our special education program will be spearheaded by a certified Special Education Coordinator, who will be directly responsible for ensuring that RMSLA is in compliance with applicable special education laws and requirements. Experienced and certified special education teachers will be employed to ensure that the unique needs and learning styles of all students are being met. Whenever possible, we will educate all students within the regular classroom, unless the nature of the disability requires an alternative. In exceptional circumstances, when it is critical to a student's academic progress, the school may utilize pull-out services to aid the student's academic success. Special education teachers will coordinate with direct instruction and inclusion of Special Education students. Classroom teachers will be informed of their responsibilities for particular students, trained and guided by the Special Education Coordinator, teachers and academic coordinator.

As required, tutoring, counseling, physical, occupational, speech and language therapy services will be provided, either by RMSLA staff or specially contracted expert professionals. Our special education staffing structure through full enrollment is outlined below.

OPERATIONAL YEAR	ANTICIPATED SPECIAL ED POPULATION	PROJECTED STAFFING NEEDS
2012-2013	22	1 Coordinator and 2 Teachers
2013-2014	25	1 Coordinator and 2 Teachers
2014-2015	28	1 Coordinator and 2 Teachers
2015-2016	30	1 Coordinator and 2 Teachers

Given the challenges that other charter schools have faced, we have identified specific resources in the community for technical assistance in the implementation of systems and training for all teaching faculty, particularly in regards to the successful implementation of accommodations and modifications in a strong inclusion model with pull-outs as needed. These resources include 1) Special Education Cooperative; and 2) End to End Solutions for Special Education in DC. Such organizations will allow RMSLA access to special education service providers such as speech and language therapists, occupational therapists, and counselors as needed.

Gifted and Talented Students

According to the National Association for Gifted Children gifted individuals are those who demonstrate outstanding levels of aptitude (defined as an exceptional ability to reason and learn) or competence (documented performance or achievement in top 10% or rarer) in one or more domains. Domains include any structured area of activity with its own symbol system (e.g., mathematics, music, language) and/or set of sensor motor skills (e.g., painting, dance, sports). Appropriate instructional strategies for gifted learners include all of the strategies deemed appropriate for other learners as well and teachers of the gifted should be comfortable using inquiry, discussion, small group, project-based learning strategies, and problem solving approaches. Good instruction for gifted learners must include: (1) good curriculum and instruction; (2) teaching is paced in response to the students' individual needs; (3) teaching happens at a higher degree of difficulty than many students their age; and (4) teaching requires an understanding of supported risks (Tomlinson, *What It Means to Teach Gifted Learners Well*).

Based upon those outlining factors RMSLA's instructional program will incorporate a curriculum that provides academic challenges appropriate for those students identified as 'gifted'. Assessment data (i.e. DC-CAS results, school transcripts) will be used in determining the criteria for accelerated instruction. Teachers will employ differentiated instruction and accelerated learning strategies. Gifted students can benefit from the school's integrated curriculum, extended instructional times, and supportive relationships that are the frameworks to the RMSLA program.

e. English Language Learners

While we do not anticipate a large population of non-English speakers because of our proposed location, we are committed to providing a challenging and high quality education for all of our students. Therefore, if we have one student with limited proficiency, we will support that student in moving towards reaching and surpassing our high standards. We will equip him/her with the individualized support necessary for his or her academic success. We will serve any and all students with limited English proficiency (English language learners

“ELL”). We understand that these students, if they come into our school, will come from a variety of countries with a diverse set of experiences. They face the daunting tasks of adjusting to a new home and cultural environment, learning a new language, making new friends, and making sense of the rules, appropriate behaviors, and mechanics of a new school. Simultaneously, ELL students are experiencing many losses and trying to “fit in” with their new surroundings.

RMSLA teachers, will work successfully with ELL students by doing more than just teaching the content of courses. RMSLA teachers and staff realize that for language learners to achieve academic success, we must also support language goals and general learning strategies in the classroom (Richard-Amato & Snow, 2005). As we serve students with limited English proficiency, we will use English language immersion so that they receive appropriate support and achieve proficiency in the academic English language as quickly as possible. Our ELL program is designed exclusively to meet our mission. If students are to leave our school or enter, excel in, and graduate to then matriculate to college, they must read, write, and speak English fluently.

Students with limited proficiency in English will achieve proficiency in the English language through the use of RMSLA services and teaching methods. We will ensure that ELL students are not excluded from curricular and extracurricular activities based on an inability to speak and understand the language of instruction, and that ELL students are not assigned to special education because of their lack of English proficiency. Parents whose English proficiency is limited will receive notices and information from RMSLA in their native languages. Parental outreach may also be conducted through home visit by a school representative or an interpreter.

Identification of ELL

We will use the following process for identifying students who are ELL: 1) Home Language Questionnaires will be used to screen all new enrollees for potential limited English proficiency; 2) If the home language is other than English or the student’s native language is other than English, appropriate RMSLA faculty or a hired interpreter will conduct an informed interview in the student’s native language and English; and/or 3) If the student speaks a language other than English and the student speaks little or no English, we will administer the Language Assessment Battery-Revise (LAB-R). Results from these assessments will be used to inform instruction and ensure all students are able to access the academic content and master performance content standards.

Teachers will be responsible for observing each student throughout the class day with an eye toward detecting limited English proficiency. All teachers will receive professional development training in techniques for detecting whether a student has English language deficiencies and in communicating with students designated as ELL students. Any student suspected of having limited English proficiency will be tested to determine what level of services, if any are necessary.

English Immersion Program and Services

All ELL students will receive the same academic content as those who are native English speakers. All instruction at RMSLA will be in English. However, the level of English used for instruction-both oral and written- will be modified appropriately for each ELL student. Students will never be prevented from speaking in their native language, either inside or outside of the classroom. We will create the most accepting cultural atmosphere possible, such that students of all backgrounds and languages feel welcome and valued.

We plan to provide all necessary faculty and specialized curricular material to enable ELL students to achieve proficiency and attain the high standards established for all students. We will directly provide or outsource appropriate support services that may be needed by ELL students in order to achieve and maintain a satisfactory level of academic performance. RMSLA will be prepared to address the needs of students who are struggling with the structured English immersion program by providing the best course of action to include pull-out instruction and/or assignments of a certified aide, teacher or qualified consultant under contract who speaks that child's native language. Pull-out instruction will focus on increasing basic English-including vocabulary, grammar, and reading and writing-so that students can perform and participate in their regular classes. When possible, in order to minimize disruption to the student daily schedule, these services will take place outside of normal class time. Our extended day schedule provides ample time that can be used for additional intensive English language instruction. During the planning year, we will secure ELL experts to help design and review our ELL services.

Exit Criteria

The proficiency of an identified ELL student receiving pull out services will be measured at least twice a year to determine whether continued special services are warranted. All pull-out and special services will continue until the results from the LAB-R indicate whether he/she no longer requires such services. In addition, we will evaluate each student's performance in academic content areas to measure the student's progress in core subjects. If an ELL student continues to struggle in these academic areas, modifications to the instructional program may be made. Any student classified and receiving educational services as an ELL student who subsequently test high enough to exit the program will be deemed to be no longer in need of ELL services. No students will exit the program unless they can read, write, and comprehend English well enough to fully participate in RMSLA's program.

Accountability and Evaluation of the ELL Program

In order to ensure that the ELL program is achieving the desired results (students are making progress in the acquisition of the English language and making progress academically), an annual evaluation will occur. To determine the need for programmatic modifications, RMSLA will evaluate the progressive growth of its ELL students on standardized assessments and non-standardized assessments in comparison to that of non-ELL students. RMSLA will also track students longitudinally throughout their matriculation to determine if there is significant variation in the academic achievement of students who were once classified ELL and non-ELL students as measured by standardized assessments and non-

standardized assessments. RMSLA will track how many students are declassified as ELL and the number of instructional years it takes for this declassification to occur.²¹

f. Strategies for Providing Intensive Academic Support

The Founders of RMSLA are well aware of the hard work and dedication that achieving a high level of academic achievement will require. RMSLA will be utilizing a collaborative approach including community partnerships, in-kind services, and volunteers to support us in this effort. We believe that success is a direct result of hard work and effort and that hard work and effort must be developed and supported through all components of the school's academic program and student support systems.

Simultaneously, we realize that a large percentage of students who enroll in our school may enter with skills that are substantially below grade level. Our focus on core mastery of skills in the Empowerment Academy, a longer school day and year, and emphasis on structure and organizational skills is a direct response to this reality. Our Empowerment Academy²² is structured so that students in need of intensive remediation in core subjects and skills may receive it. This school design is modeled after highly successful inner city and urban schools²³, and serves as a long term solution to an immediate problem.

Consequently, our program incorporates several additional academic supports for such students. All students are expected to achieve on a high level, and our responsibility is to give them the supports and maintain the requirements that they will need to succeed in school and in life. There will be no stigma to such support, but rather we will work to ensure that this is seen as part of the path to college. Those supports include:

- ❖ Longer school day and year
- ❖ Literacy interventions and remediation
- ❖ Homework and Homework Center
- ❖ Tutorials
- ❖ Saturday Academy
- ❖ Empowerment Academy (summer program)
- ❖ Parent-Involved Strategy Sessions
- ❖ Universal Breakfast and Lunch

Longer School Day and Year

RMSLA will have a school day that is two hours longer than the traditional D.C. Public School, and a school year that is 15 days longer than the traditional 180 day school year of DCPS. An extended school day and year are critical to strengthening academic weaknesses, accelerating student performance and providing the time necessary to successfully meet the school's mission with all students. This extended instructional time provides an opportunity

²¹ Teaching and learning with English language learners is a "lifelong process of learning, discovering, accepting, and trying" (Carger, 1997,p.45).

²² Empowerment Academy is RMSLA's –Summer Academy

²³ See Thurgood Marshall Academy in Washington, DC and Roxbury Public Charter School in Boston, MA. See also the Promise Program, Bowie Senior High School, Bowie, Maryland.

for our intensive focus around mathematics, science and leadership and provides additional opportunities for providing students with academic support.

Tutorials

At the end of the school day, a tutoring session will be held to assist students with basic reading, math, and other academic skills. Tutoring will run from 5:30 to 6:15pm. Tutoring services will be provided by school staff, well-established volunteer organizations, and from affiliated faith based organizational volunteer pools.

Determining the instructional programs for the tutorial sessions will be based upon student needs. For example we may use The Wilson Reading Systems with our struggling readers. Wilson Reading System is a highly structured reading and writing program that helps struggling readers learn the structure of words and language by directly instructing students to decode (spell) fluently. Originally developed for students who have dyslexia, the program has been used by successful charter schools and has been expanded to target the needs of students who are below grade level in reading.

Saturday Academy

The RMSLA Saturday academy will support students functioning at all levels of achievement. Students who are achieving substantially below grade level will be identified by teachers, using standardized testing and multiple measure assessments and will be referred to the Student Study Team (SST). For students achieving substantially below grade level, state-adopted curriculum provides review and re-teach programs. Edusoft software will assist teachers to monitor the progress of students who are achieving below grade levels and provide software generated tests and instruction based on DC framework/content standards which have not been achieved. Individual and small group tutoring as well as homework clubs will be available during Saturday Academy to those students who are not achieving at grade levels, and provide extra support. Students that are performing at or above proficiency will also participate in Saturday Academy once per quarter. They will develop technology, professional development, and leadership skills via workshops, seminars, field trips, quest speakers, role-play exercises, distance learning, and specialized projects. They will also receive standardized test preparation, and career readiness skills such as resume writing and job searching/interviewing techniques. Saturday Academy will operate from 10:00 am until 4:00 pm throughout the academic year.

Empowerment Academy

Empowerment Academy is a summer program that will take place at the end of the year. Students scoring below 70% in any one or two core academic class (es) will be required to attend Empowerment Academy. During Empowerment Academy, students will review the subject area(s) in which they struggle. At the end of the Empowerment Academy, students will be re-tested on the comprehensive assessment(s) in the appropriate subject area(s). If a student scores below 70%, he/she will not be promoted to the next grade. Families who believe that their students require additional support, regardless of their end of the year academic performance, may self-select to attend Empowerment Academy for any course offered with the prior approval of the Director of Curriculum and Instruction.

In the event permission is granted and a student self-selects to enroll in Empowerment Academy, he/she will be held to the same academic and behavioral standards as a student's required to attend, except that he/she will not receive a formal grade or be required to take the comprehensive assessment. The Empowerment Academy will be offered starting the summer after the first year of operation. Attendance is mandatory for students enrolled in Empowerment Academy, even students who self-select to enroll. Absences will be counted the same as absences during the regular school year.²⁴ As stated above, the Empowerment Academy will also provide a venue for gifted and talented students to achieve accelerated learning opportunities.

Parental-Involved Strategy Sessions

At RMSLA we understand that families and the school must work in concert in order for students to learn and grow. As such, parents will be required to commit to working closely with their child and teachers to ensure their academic success. Parents will agree to shadow their child at least once per year. We believe that this model will best allow parents to effectively engage with their child's teachers and the staff at RMSLA in order to understand what their child is learning. Each family at the school will receive a home visit from their child's advisor in the summer or fall each year.

Academic performance will be communicated to families on a weekly basis via progress reports. Each student's advisor will communicate with his or her family on a bi-monthly basis to discuss more qualitative aspects of the student's week: observations made by faculty members, significant academic hurdles, or relevant events at home. Twice each quarter, Saturday Academy will host a "Parents' Day". These events will provide an opportunity for teachers and parents to examine issues pertinent to the students, discuss larger issues pertinent to the RMSLA community, and/or interact more informally with parents. In addition, strategy sessions will be called for students who are achieving below their full potential by averaging a C+ or lower. Parents, teachers, student advisors, the Head of School, and the student will meet in order to brainstorm any other possible methods of improving their performance.

Universal Breakfast and Lunch

Studies have shown a relationship between hunger and behavior problems and obstacles to learning.²⁵ Hence, RMSLA will provide a nutritious breakfast and lunch to all students. At the beginning of the school year, we will collect applications from families to determine eligibility for Reduced Price or Free Lunch. Breakfast will be provided to all students free of charge. The appropriate amount of money will be collected from families of students ineligible for free lunch. RMSLA will contract with a food service management company with a reputation for healthy, high-quality meals.

²⁴ Saturday Academy model is built upon best practices used by Roxbury Preparatory Charter School in Roxbury, MA.

²⁵ See New Harvard research shows breakfast program may improve Children's Behavior and Performance. www.kidsource.com

3. Student Performance

a. Student Progress and Achievement

Renaissance Math, Science, and Leadership Academy is committed to demonstrating objectively that we are achieving our intended outcomes. We will develop an assessment plan that is focused on students' outcomes, and will assess both student academic achievement and student progress to also include non-academic areas, such as student civic participation, collaboration, and student problem solving skills. To accomplish our goals, we will measure academic progress extensively and precisely using a wide variety of ongoing assessment tools.

In addition to District and nationally developed assessments, we will ensure that baseline, cumulative, and comprehensive interim, and end of the year assessments developed by the school are frequent, relevant, and aligned with D.C. Standards or exceed such standards. We do not believe it is valuable to "teach-to-the-test" or excessively test students, but we do believe that it is important to regularly and objectively assess student achievement and instructional effectiveness and to prepare every student to succeed on any form of assessment, be it designed by the school or standardized. As teachers assess students, they learn more completely what students' educational needs are and can tailor their instruction most effectively to assist students.

For example, one of RMSLA goals is that all students achieve mastery or proficiency in the core subjects of Mathematics, Science, English and Social Studies, and Leadership. If, through program embedded assessments it becomes clear that a student has not achieved proficiency in one of the core subject areas, the student's educational plan can be tailored to include additional focus on his or her area of weakness. The student could, for example, be provided with an individual tutor who could assist the student in this specific area of weakness. Enrollment in Saturday Academy or Empowerment Academy can be required. Without quality and comprehensive student assessment, this instructional tailoring would not be possible.

An equally important measure of performance will come from students' ability to apply course content. Since the curriculum provides project and problem-based learning opportunities, students will need to show samples of their work and/or give detailed presentations, using technology software, to a panel of teachers, students, and adults from the community in order to pass from one grade to the next.

Our assessment systems will ensure that we put in place the reasonable adaptations and appropriate accommodations for students with diverse learning needs, where such adaptations or accommodations are necessary to measure the achievement of those students. Accommodations will be designed to ensure that all students, including students with disabilities and English Language learners, are able to access the assessment. To measure what our students know and are able to do, we will employ a robust assessment system that does not rely on any one measure or type of measure in isolation; instead, we will rely on various types of measures in concert. Each one of these measures will allow us to triangulate the data and to most effectively and accurately demonstrate student achievement results and

strategically inform the ongoing improvement of our educational program. The data will specifically determine if students have mastered the curriculum, if extra supports are needed for individual students, if cohorts of students have progressed over time, if individual teachers have demonstrated effectiveness, and if we are accomplishing our overall mission. Our assessment system is aligned to D.C. Standards assessment methods so as to ensure appropriate comparison with the academic performance of traditional public and other charter schools.

Assessment is the main force that determines what and how teachers teach and how students learn. It is a central component that informs planning and teaching. A rigorous program of assessment is an essential component of effective instruction. We agree with the contention of the National Research Council that, "In order for learners to gain insight into their learning and their understanding, frequent feedback is critical: students need to monitor their learning and actively evaluate their strategies and their current levels of understanding."²⁶ RMSLA will provide, and teachers will frequently administer, both formative and summative assessments to help produce the educational outcomes anticipated in our goals. These assessments will measure progress towards content and performance standards.

Baseline Assessments

RMSLA will use DC CAS standardized tests to assess students' academic skills. Additionally, RMSLA will administer the Stanford-10 Exam annually. We find the Stanford-10 to be a valid standardized measure of students' math, reading, and science abilities. Furthermore, the reading and mathematical components of the Stanford-10 align roughly with the SAT's verbal and mathematical components. The Stanford 10 exam will be the source of baseline data to help determine the materials that need to be taught to incoming students and will also greatly inform our placement decisions for the initial composition of flexible ability groupings in the core subjects of Mathematics, Science, and English.

All students will take end of the year exams for all of their courses. Fifty percent (50%) of their exams will consist of projects and/or oral presentations. Student's initial performance on these assessments will be used as a baseline against which we can compare year-end results, and through which we can measure longitudinal academic growth from year to year. These comparative results will be used to improve instructions for the following school year. All students will take the PSAT and SAT exams. Data from these assessments will be examined by the instructional teams to determine areas of strength and weaknesses.

Baseline data will be collected in all four types of assessment measures (1) absolute; (2) value added outcome; (3) external/district-wide; and (4) internally developed assessments. The tools by which RMSLA will assess student achievement will include:

Absolute Measures

Absolute measures are those that are based on a specific set of a pre-determined content knowledge and skills. These measures are also called criterion-referenced or standards based

²⁶National Research Council, *How People Learn: Brain, Mind, Experience, and School*. Washington D.C.: National Academy Press, 2000. p. 77; See also Boston Preparatory Charter School.

because they measure against criteria rather than against other students or students over time. Their goal is to measure proficiency against a standard of knowledge and skill that does not change. The DC-CAS is an example of such a test. Our goal is to make Adequate Yearly Progress (AYP) of Safe Harbor on the state tests in English language arts and math for all sub-groups of students in the school as disaggregated by race, income, special education status, and English proficiency. Moreover, we will have a participation rate of more than 95% as we work toward the goal of 100% proficiency for all students.

Value-Added Outcome Measures

Due to the low achievement level of local and area elementary and middle schools, we anticipate that many of our students will enter RMSLA with limited proficiency in literacy or math. As a result, one of the most important indicators of our success in early grades will be the amount of value we add to our students' performance in each of these areas. Value added scores will measure both the progress of individual students over time as well as that of cohorts of the same students over time. Because the measure compares students to themselves, it controls for demographic factors that may influence performance.

We will measure added value on a nationally norm test such as the Stanford 10. This test will allow us to compare our student performance to similar grade level cohorts across the nation. Value-added measurements will also be conducted for our criterion-reference tests. These results will be expressed in scale scores, which represent a specific level of skill and knowledge. Students will be expected to demonstrate an improvement on their scale score in each successive grade at a rate that will endure that they eliminate the gap between current performance and proficiency prior to graduating from RMSLA.

External/District-wide Assessments

As required by the D.C School Reform Act, RMSLA will participate in all assessments conducted by DCPS. In compliance with this regulation, and NCLB, 10th grade students will be assessed using the DC-CAS, and 11th and 12th grade students will be assessed using the PSAT and SAT respectively. In compliance with NCLB students will be measured by their performance on the DC-CAS, and Standardized Assessments (Stanford 10 and SAT). Students in the 12th grade will take the Advanced Placement exams in one to four subjects.

Internally Developed Measures

In addition to external standardized assessments that are an essential part of preparing our students to enter into competitive colleges and post secondary learning institutions, we believe that other indicators and assessments are critical in preparing them to succeed in college and beyond.

Program embedded assessments (tests, quizzes, reports, lab reports etc); performance based assessments (exhibitions, demonstrations, etc); and portfolio-based assessments (collection of student work showing growth over time-used to assess academic and non-academic achievement, scored by rubric) are examples of how students will be assessed.

In addition to course-specific assessments, students at RMSLA will assemble 'College Preparation Portfolios,' known as 'CPPs.' These portfolios will include work demonstrating a student's progress towards 12th grade college preparedness. These portfolios will include collections of work that cut across school program areas, and might not be clearly reflected in any particular grade or test score which would normally be passed on to a college.

Components of the portfolio include:

1. Oral Interviews. In their first month of the 9th grade, students will participate in a private, videotaped college admissions-type interview. This will be a standard set of five questions, such as, "Why do you want to go to college?" "What is your most memorable experience from school?" or "Describe your greatest strength." This interview will be re-conducted annually. Each student's interviews will be collected on a single videotape so that the student's growth can be easily tracked.

2. Written Research. Students will annually compile work demonstrating their developing capacity for scholarly research-based writing. In early grades, this capacity might be demonstrated through a single well-written paragraph or a short piece of comparative writing. In later years, students will submit more substantive work, culminating in lengthy, written, argumentative work based upon primary source research.

3. Personal Development. Students will annually submit work demonstrating personal growth in the five key character virtues. In the middle school years, this work might include a poster or a scrapbook of work from ethical philosophy class. This might involve an award earned as a result of perseverance demonstrated on a football or basketball team or an audio tape of a performance which required a student to demonstrate courage. Students might include evaluations completed by service placement supervisors or multi-media presentations about independently designed service projects. In addition, students will participate in a Student Professional Development program designed to teach students the values of professionalism (i.e. attire, constructive criticism, etiquette) and work ethics associated with postsecondary opportunities.

Use of Assessment Data

To ensure that we are able to use data effectively to diagnose educational strengths and needs of students and also to inform instructional planning and professional development, we will adopt the data analysis process used by North Star Academy in Newark, NJ. ²⁷ After each assessment is given, data will be generated and made available to teachers. This data will include the standards that each test item assessed, the percentage of the class with correct or incorrect responses, each individual's response, and newly taught versus reviewed standards. Teachers will use this data to complete a comprehensive item analysis of the test results.

Based on an analysis of the test results, teachers will be able to determine which content standards need to be re-taught in whole group instruction, the students who require small group instruction to re-enforce concepts, the students who need additional individual support

²⁷ North Star is utilized by many college preparatory high schools throughout the nation. North Star Academy has had the highest percentage of graduates accepted to four year colleges of any public schools in the state of NJ.

or tutorial, and the content standards that have been mastered and only require integration or spiraling into the existing curriculum or homework. The data will also help us to develop or modify our curriculum, instructional methods, and professional development programming.

Teachers will be trained to analyze data during the Summer Institute and then meet each Wednesday afternoon and other scheduled professional development days to review specific assessment data in faculty working groups.²⁸ Such analysis will help all faculty members remain focused on student mastery of clear standards. When necessary, modifications will be made to instruction to more effectively meet the needs of the students. The Director of Curriculum and Instruction, with the support and guidance of the Head of School, will monitor the oversight of any modifications. They will be responsible for ensuring that faculty conduct the necessary reviews, discuss their conclusions, and implement any appropriate changes in practice in a timely way throughout the school year. Our school policies and personnel policies support this process. We consider open, active, and on-going participation in the discussion of assessment results and their implications central to our teacher's jobs.

Management of assessment data will be accomplished through the use of an assessment-data system that allows for the recording and monitoring of student progress. This system will be implemented in year one of operation. We have not yet identified which system the school will use, however this will be researched during the planning year (should the charter be approved) and implemented prior to the start of school. In line with our educational philosophy of parental involvement, we will regularly present our data in an easily accessible way to Board of Directors, families, and community members.

b. Gateway Measures

RMSLA will use both externally developed assessment measures and internally developed assessment measures described above in determining whether students are prepared for promotion and graduation. There will not be one high stakes exam upon which a student's promotion or graduation depends; rather there will be four primary tools; assessments (standardized test), instructor course exams and quizzes, project presentations, and community service hours that teachers will use in making their determination of a student's ability to progress from one grade to the next.

Based on the results of all four of the aforementioned assessment tools, students will either be promoted or retained, but in no instance, will a student who demonstrates unpreparedness be promoted to the next grade level or graduate from RMSLA. RMSLA teachers will be expected to participate in end of the year conferences together, so that they can make collaborative decisions as to whether students should be promoted or retained. All core subject area teachers, (Mathematics, Science, English, Social Studies, and Leadership) will be involved in these collaborative promotion and retention decisions.

At RMSLA, students must achieve a passing average of 65% in each class for the year in order to be promoted to the next grade. Curricula for different courses will be inextricably linked. For this reason, we believe that 'passing a student on' when he or she has mastered two or three of the four academic classes will ensure that student's continued failure. During the year, a variety of supports—from tutoring, to Saturday Academy, to frequent

communication with families—will identify and remediate students who are failing one or more classes. A student's failure despite these supports will indicate that he or she needs more exposure to that year's material. Hence, a 9th grader will not be passed on to the 10th grade until he or she has demonstrated passing-level mastery of standards in Algebra I, writing short stories, and US History. A 10th grader will not progress to the 11th grade until he or she has demonstrated passing level mastery of Geometry, original poetry and fiction, and novice Latin skills and culture.

In addition to earning a 65% average in each class for each year, each student must earn a grade of at least "minor improvement" on his or her College Preparation Portfolio (CPP), which will be reviewed in the 9th, 10th and 11th grades. In alignment with our college preparatory focus, all students will be required to take the SAT, at least two AP exams, and to complete applications to three post-secondary institutions.

At the end of each trimester, an Honor Roll will be published. Students with grades in all four core subjects (math, science, English/reading, social studies) at or above 90% earn High Honor status. Students with grades in all four core subjects at or above 80% will earn Honors status. All Honor Roll students will be recognized at a formal trimester ceremony.

c. Leading Indicators

RMSLA will employ the "it takes a village to raise a child" strategy regarding school wide attendance levels. Faculty, staff, and parents will work together to ensure that "high" levels of attendance are met. RMSLA knows that school attendance is the critical first step to make sure that each student receives an education that will help them on their path to college. Students cannot learn what they need to be prepared for the next grade level if they are not in school. The more absences from school a student has, the more they fall behind in their classes and the more difficult it will be to make it to college.

The primary goal that parents and guardians can have to ensure their child's future educational success is to make sure they are prepared and in school every day. Therefore, all parents will sign the school covenant which provides their agreement to communicating with RMSLA the following:

- Families will prepare to have their student to the school by 7:45 a.m. at the latest to provide time to receive a breakfast
- If a student is absent from school for an excused reason (illness, medical appointments that cannot be scheduled outside the school day, family or personal reasons).
 - inform RMSLA of your child's name, grade level, reason for the absence, and when you expect the student to return to school
 - If unable to call, upon student's return, he/she must take a note to the attendance office before returning to class. The note must include the parent's name and telephone number.
- If student needs to leave early for a doctor's appointment, or a personal reason, provide a note with your child or call in advance
- If the student must be out of school on personal business, the parent must notify the attendance clerk in advance so that proper arrangements are made.

In addition the covenant will request that parents try to schedule family vacations during scheduled school breaks so that their student's education will not be disturbed. It will be made clear in the covenant contract that family vacations are not considered an excused absence. If RMSLA does not receive notification from a parent/guardian, the school will call the house to verify the absence. If the school is not able to verify the absence or is not able to make phone contact, a member of the attendance department staff will come to the home to check on why the student is not in school.

RMSLA believes in providing students with personal accountability and leadership skills. As such, students will also sign off on the covenant agreeing to the following attendance indicators:

- All students are expected to be in their classroom, in their seat ready to learn before the tardy bell rings for each class during the day
- Students, who will miss school for an excused absence for greater than 5 days, will contact RMSLA to request an independent work plan a week in advance. The plan will provide them with their required assignments and projects which must be completed upon their return to school.

RMSLA values student attendance at school and school events and believes that instituting a reward program will motivate both students and parents to have "high" school-wide attendance levels. Students who consistently show up to school on time shall receive a multitude of rewards throughout the year. School-wide rewards will be distributed randomly throughout the year. Students who have attendance records with no unexcused absences, trancies or unexcused tardies will be eligible for the following rewards:

- School wide recognition
- Positive phone calls home by attendance staff
- Diamond Parent Award

4. Support for Learning

a. Parental Involvement

At the heart of the proposed RMLSA approach to parent involvement is the recognition that parents sometimes become increasingly less participatory in students' education at higher grade levels. At RMLSA we believe that we have a responsibility to empower parents to have a voice in their child's education, and to create an institutional structure that fosters parental involvement in school activities and in the learning process. We want families engaged in and supportive of their children's education. We believe that when families become involved in their children's education, students, schools, and communities all benefit because strong home-school partnerships help all stakeholders focus on the real issue of high student achievement.

We see parents as partners-believing that students attain more educational success when schools and families work together to motivate, socialize, and educate students. Our partnership with parents is based upon the following four tenets; 1) clarity on how parents

can be involved in their children's education; 2) fostering a climate of mutual respect and trust, including respecting diversity; 3) welcoming families into the school, and 4) engaging in two-way, regular communication with families.

Clarity on Parent Involvement

RMSLA parents will play a vital role in their child's education. Each year, parents will be asked to sign the family-student school covenant. At RMSLA we believe that we have a responsibility to empower parents to have a voice in their child's education. We want families engaged in and supportive of their children's education.

RMSLA will develop a Parent Association for all parents that will be led by 3-5 parent officers. The parents of RMSLA students will be involved in electing a President of the Parent Association. The President of the Parent Association and one (1) additional parent will serve on the Board of Directors and will meet one on one with the Head of School on an as-needed basis. The Director of Community Outreach will be the faculty liaison between the school and the Parent Association.

The Parent Association may assist RMSLA in the following ways:

- Gathering statistics on parent satisfaction
- Coordinating parent volunteers, i.e. enrichment classes, quarterly maintenance and repair of the school;
- Supporting school-based fund raising for educational enrichment opportunities
- Mentoring and serving as a resource for parents of incoming students; and
- Coordinating new-parent social events

Fostering a Climate of Mutual Respect

Parents of RMSLA parents will always be treated with the utmost respect by every member of the faculty. Regardless of ethnicity, socioeconomic status, gender, or culture, we will always ensure that parents are treated in a professional manner. We recognize that some of our parents may come from schools where there had been an adversarial relationship between parents and school, schools where parents were not welcome in the building, and/or schools where parents were disrespected, and inappropriately judged. We will introduce a different type of school to our parents. We will spend time during parent orientation working with our parents to break down the barriers that might be the cause of mistrust between school and home.

We will explicitly discuss how we will communicate with parents and the expectation of how parents will communicate with us. We believe that diversity not only refers to ethnicity, gender, or culture, but there is also a diversity of thought. It is healthy for us to have professional differences of opinion and these differences should be shared, but always in a climate of openness, mutual respect or trust. We will agree not to raise our voices, make personal attacks, be judgmental or create an environment of hostility. We are committed to creating strong, positive partnerships with our parents and families.

Welcoming Families into the School

Our partnership with our parents operates under an “open door” policy. Parents have entrusted their children to us for almost 10 hours out of the day. In exchange for such trust, we welcome our parents into the school as they please as long as their presence does not interfere with the instructional aspects of their child or any other student. All faculty will make every effort to be available to parents to address concerns promptly; however, there will be instances when faculty will be unable to address a parent on the spot and will ask parents to make an appointment. In addition, we have created set times when we will invite our parents to school. (Child care will be provided to increase attendance rates). All RMSLA parents must agree to shadow their student at least once per year. To accommodate work schedules they can opt to shadow their student during Saturday Academy.

Informational sessions before, and during the application process. The application process will include public sessions at which specific information regarding the school structure and focus will be disseminated. Students and parents interested in basic information about the school or in applying to the school must attend; applications may be submitted; and community feedback will be sought at the meetings. The needs and concerns of families and parents may be accessed through these sessions.

Monthly parent/community workshops. These workshops will range from informational speakers series to sessions for information gathering in order to assess parent satisfaction and community needs. RMSLA will seek sponsors in the community (particularly the science community) to fund the occasional dinners and/or luncheons to which all parents will be invited. Topics for speakers may include (among others): adolescent and young adult development; self-improvement and empowerment; college preparation; educational and employment opportunities for students after high school, and explanations of the school’s curriculum and methodology. Other workshops will be more interactive-providing parents with a means of voicing ideas, concerns, and suggestions.

Parent Teacher Conferences/Report Card Night. Parent teacher conferences will be held once per trimester. This will be another opportunity for parents to receive information about the academic progress of their child as well as to pick up their child’s report card. Parents will be able to receive feedback from teachers on an individual basis. Teachers will also have the opportunity to receive parent input.

Literacy, GED preparation, and financial management program. RMSLA, in partnership with stakeholders in the community, such as the University of the District of Columbia Community College will provide a literacy and GED preparation programming, as well as classes in personal financial management and basic computer skills. Students’ families will be invited to attend classes and to volunteer to assist in these programs. Staff and faculty will be encouraged to participate whenever possible.

Engaging in two-way, regular communicating with families. RMSLA will make an effort to develop and build relationships with students and families and quickly address any concerns so that students can be successful. We want to be sure that parents have access to all of the information they need to make their experience and their child’s experience at RMSLA as enriching as possible. We will utilize several different opportunities to communicate with parents:

Parent Orientation will be one of the best means of communicating policies and practices that will be central to the culture of the school. Orientation will be held annually prior to start of school, and each grade will have separate parent orientation. While returning parents will be familiar with general policies and procedures of the school, each year students will experience new demands as they continue on their journey in preparation for college. This means that families will also experience new demands as they prepare themselves to assist in the process. Orientation will give parents ample opportunity to speak with administrators, teachers, and other parents about the expectations for the year. It will also be an opportunity for parents to meet and network. The Head of School and Director of Curriculum and Instruction will be present at every orientation. Parents will be notified of orientation both by phone and mail.

The Annual Calendar will give parents the schedule of important events for the year. We want to maximize parent's participation in school events, which means that parents must have advance notice. We also want to develop a schedule that takes into account the time demands of busy parents.

Weekly Syllabi will be the most frequent and informative means of communicating with parents.

School Newsletters will go out to parents at least five times a year. The school newsletter will be a means of disseminating information, as well as celebrating the students' and the school successes. The Head of School will be responsible for the school newsletter. The newsletter will include a "Parent Corner" that will be developed in collaboration with the Parent Association and will focus on ways parents can continue to support their child's academic achievement at home.

Email connections will allow parents an opportunity to correspond with RSMLA staff on a regular basis. Parents can follow up with teachers regarding the academic progress of their child. Updates regarding school-wide activities will become more accessible.

Calls from Advisors. Parents will receive calls from advisors on a regular basis. We build in regular intervals for teachers to contact parents regarding both the accomplishments and the challenges of every child.

Communication on Adequate Yearly Progress (AYP)

In accordance with NCLB legislation we will notify parents annually concerning the school's ability to meet AYP for the prior school year. The school will advise parents on the percentage of students that actually tested, as well as the percentage of students achieving each level of proficiency (advanced, proficient, basic, below basic) in math and reading. All tests results will be disaggregated into the following subgroups: 1) all students, 2) major racial and ethnic groups, 3) students with disabilities 4) limited English proficient (LEP), 5) economically disadvantaged, 6) migrant, and 7) gender. Parents will be informed of the results of the DC-CAS within one month after the results have been received and verified.

Communication of Teacher Qualifications

In accordance with NCLB, all teachers entering RMSLA must be “highly qualified” as determined by the Office of the State Superintendent of the District Columbia. The NCLB legislation mandates that parents have a “right to know” about qualifications and credentials of teachers within the school their child attends. Annually, parents will receive notification about the qualifications and credentials of our teachers within the school their child attends. Parents will be notified of teacher certifications by letter within the first two months of school. The information will include the following information:

1. The number of teachers that have met D.C. qualifications and licensing criteria for the grade and/or subject that they teach.
2. The number of teachers who are teaching under an emergency license or waiver and for whom the D.C. qualifications/or licensing criteria have been waived.
3. The degree held by the teacher, including any graduate certifications, and the field in which the degree was given.
4. The number of paraprofessionals, if any, currently providing services or instruction to students within the school.

b. Community Participation

We recognize that the surrounding community plays an integral role in the success of RMSLA. Although our students will spend a large amount of time at school, it is important to ensure that students have access to resources outside of school programming. Another benefit of residing in the District is the wealth of community organizations dedicated to serving youth and families. We have already begun to establish relationships with many community organizations for the benefit of our students and families. As the school continues to grow in its operation/enrollment, we will continue to seek additional partnerships that will service our students. We have received letters of support from the follow community organizations, each of which has committed to partner with RMSLA:

The Temple of Praise
United Medical Center
University of the District of Columbia –Community College

In addition to the letters of support from the above organizations that have agreed to partner with us to offer services and programming to our students and families, we have also secured letters of support from the following individuals who have agreed to support RMSLA and its leadership:

- Councilmember Marion Barry-Councilman for Ward 8 and DC resident
- Councilmember Michael Brown –Councilman at Large
- Rev. Anthony Motley-Ward 8 resident and candidate for Councilman at Large
- Kevin Chavous-former Councilman for Ward 7 and DC resident

As RMSLA grows and students progress, teachers and students will create meaningful partnerships with additional community-based organizations. We are currently in communication with the following organizations:

- Howard University Middle School of Mathematics and Science (as a dedicated feeder school)
- Department of the Navy
- Anacostia Watershed
- WASA
- The White House
- PEPCO
- American University, School of Education, Teaching and Health (SETH)
- PNC Bank (as a potential facilities funder)
- Lee Hecht Harrison
- Florida A & M National Alumni Association - Washington, DC Chapter

Our community partners have agreed to assist RMSLA by providing various services, including but not limited to: mentors, tutors, internship opportunities, career and college fair organization and staffing.

c. School Organization and Culture

A strong school culture is a hallmark of every high performing school. At RMSLA, we will have a clear, definable and sustainable school culture that promotes student achievement, supports teachers, and empowers parents. We will create a deep sense of community that can be felt throughout the school. From a thoughtful approach to design, to the way adults talk to one another and every student, RMSLA will exude the warmth of a supportive family and the seriousness of purpose of an Ivy League college.

Like Academy of the Pacific Rim, a high performing urban charter school in Boston, MA we believe our greatest assets is the culture of achievement that we create in the school.²⁹ A strong school culture does not happen by chance or because certain families and students are lottery winners. We will carefully design a culture in which students are motivated towards achievement. Each action of every adult in our school is seen as crucial in shaping a culture of achievement. We will design, model and practice a set of values, beliefs, traditions, rituals, routines, and relationship-building activities that will shape our school culture on a daily basis.

Learning is most effective when students, teachers, and institutional systems support the sanctity of the educational environment. We agree with Ryan and Bohlin's contention that, "The ethos of a school has both an inevitable and a potentially permanent educational power."³⁰ Classroom interruptions must be kept to an absolute minimum. RMSLA will not

²⁹ Academy of the Pacific Rim, Culture Guidebook 2006. The Academy of the Pacific Rim (APR) has set the trend for high-performing charter schools in school culture, academics and over-all achievement. See www.pacrim.org.

³⁰ Kevin Ryan and Karen E. Bohlin. Building Character in Schools: Practical Ways to Bring Moral Instruction to Life. San Francisco: Jossey-Bass, 1999. p.

utilize a public address system; nor will classes be interrupted for minor administrative matters that can wait. Students who are late to school will be introduced at the end of a class period, rather than creating a distraction by entering mid-lesson. The homeroom system is designed to promote a spirit of teamwork. Standard student uniforms will reduce fashion-related distractions. Our Code of Conduct is specifically designed to support the sanctity of this environment.

As discipline is an essential facet of our academic school culture, routines and rituals give it vitality. RMSLA will adopt a ritual developed by Boston Preparatory Charter School in Massachusetts. Students will be greeted in the morning and dismissed in the afternoon with a firm handshake from their teacher; they will be taught to welcome one another similarly. Classes will begin with a signal from the teacher for students to rise. He or she will announce to the class, “Good morning!” or “Good afternoon!” which students will enthusiastically repeat before being seated. At the close of class, the teacher will again signal to rise and say, “Thank you!” to the class, which they will again repeat.

Each week, at the end of community meetings, one student will be given the ‘W.E.B. DuBois Award.’ This award will recognize an individual who has demonstrated DuBois’s sentiment of service-minded scholarship that week. This is not necessarily granted for outstanding grades or talent—it is an award based upon effort and intent. Echoing DuBois’s assertion that ‘Higher Education’ combines service and scholarship, the meeting will end with students joining hands and chanting, “1-2-3-Reach High!”

Our dual pillars of college preparation and Leadership/ethical philosophy will be fostered by four annual day-long-events:

1. **A College Fair.** At this college fair, students will talk to their teachers about college experiences, hear speakers from local colleges, and participate in activities such as mock interviews.
2. **A College Visit.** Each year, classes of students will have an opportunity to participate in a ‘college tour’.
3. **A Career Day.** During this career day, students will meet with members of different professions and reflect on their own career plans.
4. **A Serve-a-thon.** During this daylong event, students will execute projects that help the local community. Families and members of the school’s Board of Directors will participate in this Serve-a-thon.

Our School Leadership

The leadership of the school is the most important factor in establishing school culture and ensuring student achievement. We have been very thoughtful about our organizational structure, and when it comes to establishing and sustaining school culture, the most integral

portion of that structure is the Executive Director, Director of Curriculum and Instruction, and Director of Operations.³¹

Having both a Executive Director and a Director of Curriculum and Instruction allows the school to function most effectively by delegating specific responsibility of curriculum and instruction to a separate administrator in order to optimally support the school's organizational success and strong student achievement. The Director of Operations will be responsible for the business operations of the school.

The Executive Director, as the chief executive officer of the school, will be responsible for the overall management, functioning, and long term planning of the school. The Executive Director will hire and manage a leadership team to implement the school's mission. RMSLA will hire a Director of Operations who will be responsible of all business aspects of the school: financing, fundraising, and facilities. The Director of Instruction and Curriculum will report to the Executive Director and concentrate solely on curriculum and classroom instruction, and will be responsible for ensuring that teachers are supported, daily lessons are being taught in a consistent and effective way, students are engaged in their studies and learning, and all assessments accurately measure students learning in relation to academic standards. The Director of Curriculum and Instruction will visit classrooms daily, providing ongoing feedback as a key component of our professional development and our commitment to delivering strong college-preparatory classes each day. Both leaders will be responsible for the development and maintenance of a school culture that is orderly, respectful, and achievement-oriented.

Classroom organization

Teachers at RMSLA will create a classroom environment that allows every student to feel safe and supported and encourages every student to share openly with the class. A structured environment is a product of proactive and effective classroom management. Crediting this classroom culture takes time and effort, yet is essential for student achievement. Adherence to the consistent school-wide management and discipline systems, modeling patience, active listening, articulate pronunciation, and effective questioning are important steps towards creating a respected classroom environment. Faculty training on consistent expectations for student's behavior and achievement during the Empowerment Academy will ensure that from the first day of school, students will encounter familiar routines from every adult in the building. Common instructional routines described in Section A. 2 c p. 40, will contribute to creating strong classrooms for all students.

Advisors/Mentors

At RMSLA every student will be guided by an adult mentor/advisor. This mentor/advisor will follow the student's academic and social development. All teaching faculty and much of the administrative staff will serve as advisors. The advisor will be the primary liaison with parents, developing a close personal relationship with the student's family. The advisor provides stability and consistent attention, and helps students transition successfully into RMSLA's rigorous academic environment. Each advisor will have no more than 20 students

³¹ This structure has proven to be successful in Achievement Preparatory Academy and Academy of the Pacific Rim.

and all of the students will meet as an Advisory Group on a regular basis. To stay in line with our student-centered culture and encourage student accountability, home room will be used for students to establish their weekly plans of action. They will decide how they plan to complete subject activities, projects, and homework. The homeroom instructor serves more as a facilitator providing guidance and academic support when necessary.

d. Extracurricular Activities

Consistent with its focus on experiential-based learning, RMSLA will feature a variety of extracurricular activities that will be phased in over the initial four years of operation. As an extension of RMSLA's student-centered approach, the students will play a key role in determining activity offerings.

Extracurricular activities will emerge at the RMSLA in the following areas:

- ✓ Academic Enrichment;
- ✓ Personal Enrichment;
- ✓ Social Enrichment; and
- ✓ Athletic Development

Many of the extracurricular activities will be extensions of the Environmental Science Curriculum, and include the creative arts, and physical education components of the curriculum. In addition, RMSLA will tap into its anticipated pool of community stakeholders, and professional organizations and individual volunteers in order to guide these activities.

Academic Enrichment activities will include:

- ✓ Peer Tutoring in Math, Science, and Leadership classes;
- ✓ Subject Matter clubs in Math, Science, and Literary;
- ✓ Environmental Advocacy Projects

Career development courses will include:

- ✓ Personal Enrichment activities;
- ✓ Mentoring opportunities within the community;
- ✓ Leadership opportunities through community outreach;
- ✓ Debate, Mock Trial, Speech Clubs and Projects; and
- ✓ Community Service

Social Enrichment activities will include:

- ✓ Student Government
- ✓ School newspaper
- ✓ School website
- ✓ Yearbook; and
- ✓ Music, Arts, and Culture Clubs (Photography, Sports, Poetry)

Athletic Development activities will include:

- ✓ Outdoor education programs;
- ✓ Health and Fitness Training;
- ✓ Step Class; and
- ✓ Intramural and Club Sports (Basketball, Track, Tennis)³²

Saint Thomas Moore, Catholic School, located in Ward 8, has a new community facility (the Virginia Merrick Center) that will be available for RMSLA students for extracurricular activities. The Southeast Tennis and Learning Center on Mississippi Avenue in Ward 8, is also another venue for tennis and health and fitness training. The Arc provides another viable location for athletic development and extracurricular opportunities. Lastly, the Temple of Praise, Southern Avenue, SE location, has pledged its fellowship hall, for the Health and Fitness Program, and has launched “The Biggest Chooser” program that will focus on youth fitness including Kiddies Zumba classes. The church has pledged its very large parking lot area for indoor and outdoor recreation space.

e. Safety, Order, and Student Discipline

We believe that it is our job to create a highly structured, disciplined environment conducive to learning and maximizing student achievement. Learning cannot occur in the midst of chaos. Distractions and disruptions prevent children from learning and teachers. We have exceptionally high standards for student conduct, and we will ensure that students are physically and mentally safe at all times. This will not happen magically. It will take enormous planning, teaching, modeling, practice and reinforcement of positive behaviors. Our goal is to work with all of our students to teach them how to meet our expectations, and to give them access to their right to education whenever possible, without anyone else in class losing that right due to a peer’s behavior.

The code of conduct will emanate from learning and behavior principles espoused and accepted by the school community. It will be a responsibility as compared with an obedience model. The core principle of the student conduct code will be its explicit connection to the positive learning values of RMSLA, the first of which is that the primary function of the school is for learning. From this core idea follow the corollary ideas that the goal of the policy is to provide a safe, nurturing, and stimulating environment for students, staff, and faculty that is conducive to effective learning. In a school which values and seeks to model such concepts to effective learning, the code of conduct will be consistently applied. Respectful conduct is pursuant to meaningful educational goals and necessary not only for good student discipline but also for the success of the instructional process. Student, staff, and faculty conduct will also be consistent with the behavioral code and it will be integrated within the instructional process and school activities, rather than treated as a separate appendage of school operation.

In addition to the code of conduct specifying positive behaviors, RMSLA will develop a student discipline policy specifying undesired or prohibited behaviors. These behaviors will be set out in general terms and supplemented with an elaboration of proscribed behaviors,

³² RMSLA will phase these activities and look for space and opportunities to collaborate with other charter and DCPS schools for space to maximize these extracurricular activities.

proactive strategies for minimizing the behaviors, responsive strategies for coping with violations, and consequences for violations. The following is an example of possible elements of the discipline policy for two degrees of inappropriate behavior.

Behavior	<u>Tardiness.</u> Not in the classroom or in the appropriate location at the designated time.	<u>Dangerous Weapon.</u> Bringing any knives, firearms, or other potentially or apparently dangerous items to school (this includes toy weapons).
Description	Not in the classroom or other locations when the bell rings	Knives, Firearms, Items used in a threatening manner (scissors, pins, etc.), Toy weapons
Proactive Strategic	Student arrives on time; maintain staff presence in halls at appropriate times; promote active student participation in the curriculum; use behavior management strategies, student use of self monitoring; teachers use of positive reinforcement	Use classroom instruction, mentor groups, peer support, and community involvement to model and promote non-use of dangerous weapons; not allow weapons in school.
Responsive Strategies	Discussion with student; develop a student plan; teacher/parent communication	Visual monitoring of students, searches of personal belongings or person if reasonable suspicion exists.
Consequences	Teacher/student conference; Parent/teacher conference; Counselor referral; alternative structure of class; administrative referral.	Confiscation, suspension as mandated by DCPS policy; Referral to police; recommend expulsion.

The Student and Faculty Handbook will provide students and families with the best and most detailed source of information regarding all policies and procedures related to the school. The handbook will detail the school's expectations and the consequences for not meeting those expectations. Topics covered will include student work, attendance, discipline, and disciplinary action. The handbook will also detail who families and students should contact for specific needs or challenges that might occur during the course of the year. Student and Family Handbook will be given to families during Parent Orientation, or upon enrollment (for students who enroll after the school year has begun). Upon receipt, parents will sign a form indicating that they have received a copy of the handbook and understand its policies. The handbook will be translated for families where English is not the first language spoken at home. We will not assume that receipt of the Student Family Handbook alone has communicated our expectations. We will also use Empowerment Academy and Parent

Orientation to explicitly explain our expectations and what those expectations look like of a daily basis.

Disciplinary Offenses

We define a disciplinary offense as a violation of our code of conduct that occurs while the student is: at school and/or on school grounds; participating in a school-sponsored activity; walking to and from school or a school sponsored event; walking to or from, waiting for, or riding on school-provided transportation; or walking to or from, waiting for, or riding on public transportation to and from school or as school-sponsored activity.

Consequences for disciplinary offenses will be subject to the discretion of the Executive Director and the Dean of Students and may include school service/cleaning, loss of school privileges, in-school suspension, out of school suspension, and/or expulsion. The list of punishable offenses will be set forth in the Student and Family Handbook. These rules and regulations may be supplemental by teacher's rules for classes and other school events.

Discipline Procedures Applicable to Students with Disabilities

In addition to the discipline procedures applicable to all students, the following procedures are applicable to students with disabilities. A student not specifically identified as having a disability but whose previous school(s), prior to the behavior which is the subject of the disciplinary action, has a basis of knowledge-in accordance with 34 CFR 300.527 (b)-that a disability exists may request to be disciplined in accordance with these provisions. RMSLA shall comply with sections 300.519-300.529 of the Code of Federal Regulations (CFR) and the following procedures, except that in the event that the following procedures are inconsistent with federal law and regulations, such federal law and regulations shall govern.

RMSLA shall maintain a written record of all suspensions and expulsions of students with a disability including the name of the student, a description of the behavior engaged in, the disciplinary action taken, and a record of the number of days a student has been suspended or removed for disciplinary reasons.

Students, for whom their IEP includes a Behavior Intervention Plan (BIP), will be disciplined in accordance with the BIP. If it is determined that the BIP is ineffective or if there is a concern for the health and safety of the student or others if the BIP is followed with respect to the infraction, the matter will be immediately referred to the Special Education Coordinator, or a like position or team of individuals, for consideration of a modification to the BIP.

If a student having a disability is suspended during the course of the school year for a total of eight days, such student will immediately be referred to the Special Education Coordinator, or a like position or team of individuals, for reconsideration of the students' BIP and/or educational placement. In the event such student does not have a BIP in place, a functional behavior assessment will be conducted and a BIP will be developed. Such a student shall not be suspended for a total of more than 10 days during the school year, without the convening of a Multi-Disciplinary Team (MDT) meeting prior to the 11th day of suspension, because such suspensions may be considered to be a manifestation of the student's disability an.

Provisions of Services During Removal

The goal of RMSLA is to create a positive school environment with minimal disciplinary offenses. We know that when students are not in school, their ability to succeed academically is immediately diminished. However, we do realize that circumstances may arise that will lend itself to more serious offenses.

Those students removed for a period fewer than 10 days will receive all classroom assignments and a schedule to complete such assignments during the time of his or her suspensions. Provisions will be made to permit a suspended student to make up assignments or missed assignments or tests as a result of such suspension. The school must provide additional alternative instruction for the first 10 days of suspension so that the student is given full opportunity to complete assignments and master curriculum, including additional instructions, phone assistance, computer instruction, and/or home visits and one-on-one

During any subsequent removal that, combined with previous removals equals 10 or more school days during the year, but does not constitute a change in placement, services must be provided to the extent determined necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. In these cases, school personnel, in consultation with the child's special education teacher, will make the service determination.

During any removal for drug and weapon offenses pursuant to 34 CFR section 300.520 (a) (2) services will be provided to the extent necessary to enable the child to progress in the general curriculum and in achieving the goals of his or her IEP. The school will place students in interim alternative educational settings for up to 45 days as appropriate and mandated by 34 CFR section 520 (a) (2).

During any subsequent removal that does constitute a change in placement, but where the behavior is not a manifestation of the disability, the services must be provided to the extent necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP.

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

At RSMLA we believe that professional development is essential to school success. Research states that a successful school is one where everyone, adults and students, are life-long learners. At RMSLA we will seek out professional development opportunities which emphasize both content and pedagogy; help teachers develop leadership skills; strengthen management and administrative responsibilities; support data analysis in determining an effective academic program; and encourage positive communication strategies.

Ongoing professional development for faculty and staff will be critical to the overall success of the RSMLA program. Although we propose that the overwhelming majority of professional development will take place at the school, we do realize that outside explorations (practitioners, researchers, community resources) can enhance the instructional and non-academic program.

Teachers

We believe that collaboration with colleagues, analyzing the results and work of a teacher's own students, observing other colleagues and teachers receiving regular feedback on their teaching are the best ways to improve the quality of instruction. This professional development will take the form of peer observation, planning with other teachers, coaching and feedback, interim assessment data analysis, and subject-area meetings. We believe that internal, school based professional development is most powerful because it has the added benefits of keeping everyone on the same page.

We demand a great deal from our teachers and it is our responsibility to make sure that they are supported in their work. National Boards for Professional Teaching Standards (NBPTS) identified five core propositions outlining what teachers should know and be able to do. These propositions include: (1) teachers are committed to students and their learning; (2) teachers know the subjects that they teach and know how to teach those subjects to their students; (3) teachers are responsible managing and monitoring student learning; (4) teachers think systematically about their practice and learn from experience; and (5) teachers are members of learning communities.

These propositions are the standards that will guide the professional development for all teachers at RSMLA. We know that teachers may enter the profession at various stages of development. However, with coordinated efforts with local university teacher education programs, on-line courses, and in-service seminars and workshops, teachers will be engaged in professional development opportunities that enhance the teaching and learning process. We will partner with Howard University Math, Science Middle Charter School to ensure adequate professional development. Howard has a mandate in their charter to provide professional development assistance for the academic staff and the finance and administrative of RMSLA.

The best professional development is closely linked to teachers' classroom practice. The mission of RSMLA is to prepare students for a successful collegiate or postsecondary experience. To this end, teachers may be engaged in various professional development opportunities that support the mission of the school. These professional development activities include but are not limited to (1) course content (i.e. environmental studies workshops as presented by the scientific community); (2) appropriate college readiness programs (i.e. AVID Advancement Via Individual Determination); leadership training; and (3) accountability and assessment systems (i.e. standardized testing).

The 21st Century Schools Professional Development and Curriculum Design program is aligned with the mission and goals of RSMLA. The blended professional development program provides school based staff with innovative instructional strategies to enhance student learning. The curriculum is interdisciplinary, project-based, and research drive. The 21st Century Schools focus is aligned not only with the seven key competencies for the 21st century workforce (Wagner) as previously discussed but also with the goals and mission of RMSLA. Those areas include: (1) multimedia and technologies; (2) the global classroom; (3) multiple literacies for the 21st century; (4) classroom strategies for independent, self-directed, and interdependent student learning; (5) and connecting to the community. The program provides a comprehensive approach for professional development that can be used in conjunction with other identified professional development programs.

Teachers will also participate in professional development activities relative to their respective subject disciplines. Although the goal of RMSLA is to provide an integrated instructional approach to the teaching and learning process, it is imperative that teachers remain abreast of best practices and research based strategies associated with their subject area. For example, with the school's emphasis on environmental studies, science teachers and other interested staff will participate in professional development opportunities with the North American Association for Environmental Education (NAAEE).

Teachers will be engaged in collaborative coaching experiences. Content-focused, collaborative coaching is a professional development model designed to promote student learning and achievement by having coaches and teachers work jointly in a classroom setting guided by specific conceptual tools. This type of coaching provides structures for ongoing professional development that:

- Helps teachers design and implement lessons from which student will learn.
- Is content specific. Teachers' plans, strategies, and methods are discussed in terms of students learning a particular subject.
- Is based on a set of core issues of learning and teaching.
- Fosters professional habits of mind.
- Enriches and refines teachers' pedagogical content knowledge.
- Encourages teachers to communicate with each other about issues of teaching and learning in a focused and professional manner.

Teachers will participate in various professional development activities that promote student achievement and self-growth. RMSLA will house a substantive professional development library of educational literature. Teachers will conduct two day-long visits to other schools every year. Teachers will also attend at least one conference or external professional development session annually. In addition to professional development sessions at faculty meetings, four days a year will be half-days for students, with the remainder devoted to faculty professional development.

Teachers will each bear responsibility for approximately four units of work each quarter. Core academic teaching, enrichment supervision, and Empowerment Academy/Saturday Academy teaching will each constitute one unit of work. Teachers will also participate in interdisciplinary teams. This team will share a common prep/professional development period three times per week, allowing for planning of lessons that connect across the disciplines. Additional on-going professional development for faculty members may include:

- A one-week long teacher preparation session in August before opening of school
Summer Professional Development Institute topics may include community building, differentiated instruction, team teaching, data analysis.
- Professional development workshops throughout the year (i.e. team building; co-curricular planning; student internships; community relations)
- Training in standardized testing and content standards

Administrators and Other Staff

All staff members will participate in ongoing professional development opportunities aligned with RSMLA's mission and goals. Not only will administrators be expected to continue training in the areas of identifying new and effective instructional practices but participation in learning opportunities that emphasize the business entity of education (i.e. fiscal responsibility; managing staff; teacher performance) are important to the overall success of RSMLA.

The Institute for Educational Leadership's (IEL) Task Force on the Principalship specifies three key roles that the principals of the 21st century should fulfill:

- **Instructional leadership** that focuses on strengthening teaching and learning, professional development, data-driven decision-making and accountability;
- **Community leadership** manifested in a big-picture awareness of the school's role in society; shared leadership among educators, community partners and residents; close relations with parents and others; and advocacy for school capacity building and resources; and
- **Visionary leadership** that demonstrates energy, commitment, entrepreneurial spirit, values and conviction that all children will learn at high levels, as well as inspiring others with this vision both inside and outside the school building.

Professional development opportunities for school administrators will be based on these critical areas to ensure an effective organization that meets the needs of students, faculty, and the community. Having a broad, though not necessarily deep, understanding of the entire educational enterprise improves service and enhances accountability. Maybe more importantly, it also fosters a greater sense of ownership in achieving stated outcomes. Strong professional development programs impact the ability to recruit and retain the best staff and facilitate efforts to be aware of and effectively implement best practices in both the academic and administrative units of the school.

Feedback and assessment are essential components of a strong professional development program. Identifying areas of strengths and weaknesses using constructive, thoughtful and proven techniques signals to staff a commitment to support their growth and an expectation that their successes and failures are inextricably tied to the successes and failures of RSMLA. Prompt and ongoing feedback as well as shared goal-setting will provide the best opportunity to appropriately and adequately deploy resources for professional development.

RSMLA will exhibit a program for continuous learning opportunities for all staff (faculty/support). Professional development programs for the support team (i.e. instructional aides; clerical team) will be determined based upon individual needs and interests. Professional development opportunities will be based upon building capacity for school effectiveness and personal excellence. On-going training in the areas of improving job performance, goal setting, time management, collaboration, and effective communication skills will be available. All programs will be in alignment with the mission and the goals of RSMLA.

g. Structure of the School Day and Year

At RMSLA, we recognize that time spent in school is a vital determinant of academic and personal growth. Recent work by the National Resource Council concluded that average students in a large school district spent, on average, only 14% of their time in school. This level of required commitment is completely insufficient for thorough college preparation. For this reason, RMSLA has an extended day, week, and year. Our schedule is designed to provide academic rigor and a collection of supports to ensure that students can meet our uniquely high academic standards.

Courses are separated into the traditional academic disciplines of English, Science, Math, and Leadership, as these disciplines mirror those offered in many colleges. At the same time, teachers at the same grade level will share planning time to facilitate the development of interdisciplinary units. Students will attend school for 195 days in the academic year. This is longer than the traditional school year of 180 days in DCPS. In order to ensure that we will fulfill our mission, our students will need more time on task, increasing the frequency and quality of instruction they receive. An extended school year will allow additional time for teachers to maximize instruction and student learning, provide targeted support, and accelerate learning. In addition to the 195 days of instruction, RMSLA will also require certain students to attend Empowerment Academy (summer academic program).³³

RMSLA's academic year is based on a trimester system which includes regular administration of interim assessments. The extended academic day allows for more in-depth and rigorous instruction time in core academic subjects. Critical thinking and problem solving will pervade all aspects of the curriculum; additionally, the unique leadership/ethical component of the curriculum will be integrated throughout the curriculum.

Homeroom and advisory are in the middle of the day and will be used as sessions for planning. Homeroom is set aside in order for faculty to address administrative details and to briefly address issues pertinent to the homeroom, such as reminders about upcoming major exams, commenting on a day of particularly bad behavior, or recognizing a major accomplishment of a homeroom member. Once a week, homeroom pairs will lead a class on ethical philosophy, following our grade-level specific curriculum. Once a week, homerooms will be split into two academic advisories, which will allow homeroom teachers to review a student's grades with him or her. Weekly, the entire school will participate in a community meeting, where they will watch student presentations, and celebrate students who have demonstrated personal growth.

³³ Gifted and Talented students can elect to participate in Empowerment Academy

Sample Student Schedule

9 th Grade Schedule		Semester 1 – A Day	Semester 1 – B day
Breakfast	7:30-8:15		
PERIOD ONE	8:15-9:15	Algebra 1	Algebra 1
PERIOD TWO	9:20-10:20	English/Language Arts 1	English/Language Arts 1
PERIOD THREE	10:25-11:25	Physical Education	Music
LUNCH/ADVISORY	11:30-12:15	30 min. Lunch/15 min. Advisory-Homeroom	30 min. Lunch/15 min. Advisory-Homeroom
PERIOD FOUR	12:20-1:20	Biology	Lab Skills /Computer Science
PERIOD FIVE	1:25-2:25	DC History	Elective or Study Skills
PERIOD SIX	2:30-3:30	World Language	Leadership Seminar/Study Hall
Advisory-Homeroom/Extended Day	3:35 -4:35		
Tutoring	4:40-5:00	Mondays, Tuesdays, and Wednesdays	
Extracurricular Activities	4:40-6:30	Clubs, Sports, etc.	

B. Business Plan

1. Planning and Establishment

a. Profile of the Founding Group

The Founding Group of Renaissance Math, Science, and Leadership Academy (RMSLA) consists of a talented and well-balanced roster of professionals who are committed to the communities East of the River, and are determined to create and govern a school that will be held accountable for strong student achievement. The Lead Founder assembled the Founding Group between March and April of 2009, and members will transition to the governing Board of Directors. Each member of the group was identified by either a Founding Group member, or a community member, or church member. Candidates were interviewed by the Lead Founder and, as the group grew, by other members of the Founding Group.

Members of the Founding Group are current or past teachers and/or administrators in D.C. schools, or have lived and/or worked in the District for several years. The Founding Group has expertise in multiple fields--education, community development, business, law, government, finance, higher education, and special education. Such expertise will allow the Group to provide strong governance and oversight of the school. Moreover, the majority of the Founding Group are D.C. residents and have a keen understanding of the particular needs and challenges in D.C., particularly East of the River, and in the Ward 8, Washington Highland, Bellevue community. All of RMSLA's Founders share several core beliefs about education. First and foremost, we know that ALL children regardless of race, ethnicity, or socioeconomic background can achieve academic excellence. The Founding Group share a

belief that ALL students can climb the mountain to college. We share a deep and abiding commitment to making that dream of college, and success beyond high school, a reality.

Each member of the Founding Group has committed him/herself to ensuring the success of RMSLA. They have each enhanced the school design through their specific areas of expertise. Members have been intentional about deepening their knowledge of charter schools, and all aspects of a high performing school, by studying other schools, researching best practices, and learning from colleagues. The Founding Group understands the long-term commitment associated with this work and all understand the value of staying involved in order to ensure continuity and execution of the vision. Each member has agreed to continue in their role and transition into the Board of Directors.

The members of the Founding Group have held a series of meetings over the past two years at the Temple of Praise and met with various leaders serving the Southeast Community, with the intention for community leaders and residents to be well represented on RMSLA's Board of Directors and the Board of Advisors. Upon acceptance of the Charter, the community and parents will play a more decisive role in the further development of implementation of this proposal and development school.

Resumes of the Founding Group Members

Bishop Dr. Glen A. Staples is the founder and visionary for RMSLA. He initiated the pursuit of a charter school, building on his earlier teaching profession, his many community programs and endeavors, and focus on enhancing the communities in the Washington Highlands/Bellevue/Congress Heights area of Ward 8. Dr. Staples started his professional career as an educator and holds a master's degree in education, doctorate of ministry, and doctorate of theology. His teaching career was in the West Virginia and Prince George's county Maryland, public school systems. Dr. Staples has taught many subjects at the high school level, and specializes in history and special education. He also has tremendous business acumen, commitment, strong connections to the community.

He is the Senior Pastor of the Temple of Praise in southeast Washington, where he has taken a ministry from 500 members to over 15,000 – one of the fastest growing and largest ministries in the District. Bishop Staple's portfolio of educational-related projects provides an excellent platform for the development of RMSLA:

- Created and marshaled many government-funded DC education projects which include an after school program (Destiny Project) and summer camp for DC public school students in Ward 8 for over 10 years
- Successfully constructed a \$7.5 million dollar church that was completed within budget and on schedule
- Supervised a number of other multi- million dollar projects
- Managed the payoff of the church's mortgage on time
- Founded a transitional house for women and children
- Founded a parenting education center to support men and women who are matriculating in GED, workforce development courses, and college level courses
- Partnered with Nyack University, University of the District of Columbia, and Southeastern University on many projects to ensure educational opportunities for residents of Southeast Washington, DC
- Recognized as a national orator
- Recently named the Chancellor of Visitors at Phoenix University School of Theology. He also serves on the Board of Nyack University.

It is Bishop Staples' vision to transform property owned by the church for the operations of RMSLA Public Charter High School in the Washington Highlands/Bellevue/Congress Heights area of Ward 8. He fully recognizes that the Charter School will be independent of the church, and has operated many government funded programs that are fiscally independent of the church, as well as, independent in governance.

Dr. Sharon Anderson is an attorney, with over 20 years of legal practice in Washington, DC, who serves as the General Counsel of the Temple of Praise Church and Executive Director of Way of the Word, CDC (a non-profit social service organization). Dr. Anderson has also been very involved in curriculum development in post secondary education. Dr. Anderson was an associate professor at Howard University Law School, where she founded two major programs for the law school in clinical education and trial advocacy. She also has taught at Georgetown University Law Center, and currently teaches as a visiting professor at Harvard University Law School during the winter term.

Dr. Anderson has worked closely with Bishop Staples as the in-house project manager of the church's multi-million real estate projects, and supervised all community programs for the church to include the transitional housing program, female ex-offender program, parenting center, after school and summer camp programs -geared to provide academic enrichment for public school children. Formerly the Senior Deputy Corporation Counsel for Public Protection and Enforcement for the District of Columbia, her legal background has brought her into contact with District of Columbia government officials, and leaders, including members of the D.C. City Council and Mayor's office. Dr. Anderson was on the Blue Ribbon Commission for Juvenile Justice under the William's Administration, and was on the founding group of the D.C. Superior Court Family Treatment Court, and remains a stakeholder member. In 2002, Dr. Anderson was awarded the "Children's Champion" award from the DC Public Defender Service, due to her work in defending and counseling youth charged with delinquency matters. Dr. Anderson holds a Bachelor of Arts from Tufts University in International Relations and Spanish and a Juris Doctorate from Georgetown University Law Center. She has also earned two Doctoral Degrees; one in Ministry and the other in Ecclesiastical Law from University of Phoenix School of Theology. Dr. Anderson is a past resident of the District of Columbia for ten years. She has a passion for family unification and youth development and education and is committed to assisting this school help youth reach the highest heights they can attain.

Dr. Blanche Brownley is an educational expert in mathematics and has taught math at the junior high and high school levels (grades 9-12). Dr. Brownley holds an Ed.D from George Washington University in Educational Administration and Policy Studies, a Masters in Administration and Supervision from University of the District of Columbia and M.A.T from Howard University in Mathematics Education. Dr. Brownley has been the Supervising Director of Mathematics at the Center for Systematic Educational Change for DC Public Schools and the Associate for Mathematics, Science, and Technology Initiative. She has also been the Director of Teacher Education and Professional Development at Howard University School of Education. Dr. Brownley holds many honors and awards for her commitment and work in the field of teaching mathematics. Dr. Brownley is eager to use her expertise and experiences as a member of the Founding Group of RMSLA. Dr. Brownley will work with the identified design team to create the math curriculum.

Dr. Yvonne D. Coates is a retired educator from DCPS with over 30 years of teaching/administrative experience. Dr. Coates taught English, reading, and GED preparation for 17 years on the secondary and adult levels. Dr. Coates' management/administrative positions include: Assistant Director, PAUSE An Alternative School Program; Assistant Director, Instructional Recruitment and Orientation Branch; Assistant Director, Teacher Education and Certification Branch; and Director, Educational Credentialing and Standards Branch. Dr. Coates' educational achievements include BA English Education (University of Maryland); MA Supervision and Administration (George Washington University); and Ph.D. Education (American University). Her specific area of study was the impact of teacher incentives and teacher retention.

Dr. Coates works closely with area colleges and universities to promote professional development and teacher training. She also conducts informative and interactive workshops for aspiring and in-service educators. Her focus areas include classroom management; instructional planning; and communication skills for parents, students, and school – based personnel. Currently, working with American University, School of Education, Teaching,

and Health, she provides teacher support as a Clinical Supervisor for first and second year teachers in the areas of classroom instruction and management in both public and charter schools. Dr. Coates is currently certified as a School Administrator (Administrative Services Credential K-12) and English (Secondary) by the Office of the State Superintendent of Education (District of Columbia). She is also a member of the District of Columbia State Board of Examiners (BOE) responsible for conducting district-wide evaluations of teacher preparation organizations.

As a graduate of the District of Columbia Public Schools and a resident of the city, Dr. Coates' is committed to the development of effective school reform programs essential to academic success for our students.

Ms. Carolyn Kornegay served students in the District of Columbia Public Schools for many years as a biology and chemistry teacher, secondary science mentor teacher, science associate and science content specialist (Director of Science). She was selected by the D.C. Public Schools Grants Office to direct the District of Columbia's three year, three million dollars federally funded *Mathematics Science and Technology Curriculum Framework* project, one of six projects funded in school districts in the United States in 1990. Prior to her career in the D.C. Public Schools, she was a member of the faculty in the Department of Allied Health Sciences at Howard University, College of Medicine. She served as director of the District of Columbia Citywide Science fair and regional director for the INTEL International Science and Engineering Fair.

Ms. Kornegay is the recipient of numerous awards that brought distinction to her career in education. Some of the awards include the National Science Foundation's Presidential Award for Excellence in Science Teaching, the Cafritz Foundation Award, and the GTE Growth Initiatives for Teachers Award, the Tandy Corporation Technology Scholars Award, and the MarJis Educational Tour to Japan for Educators from the District of Columbia, Maryland and Virginia. She was selected by the superintendent of schools to serve as D.C. team leader on the month long tour to Japan. She wrote several winning grant proposals sponsored by the U.S. Department of Education to conduct summer, science teacher professional development institutes.

She received the Bachelor of Science Degree from Livingstone College, Salisbury, N.C. and the Master of Science Degree from Howard University, Washington, D.C. and completed further study at Michigan State University (horticulture), University of the District of Columbia (biology, education), Catholic University (biotechnology), Trinity College (special education) and the University of Maryland (technology).

Currently, Ms. Kornegay serves as a science curriculum specialist, is a mentor -coach in the Ready-to-Teach program at Howard University and is a Clinical Faculty Supervisor in the School of Education alternative teacher certification program at American University. She is a member of the National Science Teachers Association, the Association for Supervision and Curriculum Development and a past member of the Council for State Science Supervisors. She is an active member of Trinity AMEZ Church and a past president and life member of the Century Club, a local affiliate of the National Association of Negro Business and Professional Women's Clubs, Inc.

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

Mrs. Gipson's career reflects over 30 years in executive-level association management, project/contract administration, government marketing and contracting, and business consultant services. She is a certified facilitator and trainer, specializing in adult-learning education and business development seminars to AARP, the faith-based communities, Career Track public business seminar series, and as an adjunct instructor at Columbia Union College (MD). Her firm, Innovations 2000 has delivered consultant services to a myriad of small businesses and entrepreneurships, specifically in new business development, communications, proposal writing for grants and government contracting, strategic planning, leadership training for staff and volunteers in the corporate and non-profit sectors. She is currently working with businesses to transition services to a social marketing business format. Ms. Gipson will help guide and develop standards for RSMLA with their fiscal operations, and help leverage resources for the school.

Dr. Carl Keels is a premier educator in Washington DC, with a concentration in Science. Currently the Science Department Chairperson at Forest Oak Middle School, Dr. Keels has taught Science at the high school level (Grades, 9, 10, 11 & 12) since 1978. Dr. Keels holds a Doctorate of Education and Master of Arts in Administration and Supervision in Adult Education. In addition to teaching, Dr. Keels is an academic dean and professor at Maple Springs Bible College. Dr. Keels has received many awards for teaching in his area. In 1989 and 1990, Dr. Keels was awarded the foundation for the advancement of educational sciences fellowship to conduct scientific research at the National Institutes of Health in Bethesda. He has also earned a Doctorate of Divinity and Master's of Theology from Howard University, and currently pastors the Community Baptist Church. He has been selected for Who's Who among America's Teachers for three years. Dr. Keels will work with the Executive Director and the identified design team to create the science curriculum. Dr. Keels resides in Washington, DC.

Mr. Kevin A. Anderson of City First Homes will provide financial direction and oversight to our project. He currently serves as President and Chief Executive Officer of City First Homes, Inc. (CFHomes) – a new \$75 million community land trust being launched to support workforce housing and ensure ongoing affordability through shared appreciation for working families in the District of Columbia. CFHomes will combine a \$10 million city grant with \$65 million in private financing and New Markets Tax Credits to accomplish its public-private mission.

Prior to his appointment at CFHomes, Kevin served as Chief Financial Officer and Vice President for Equity Capital at the Jair Lynch Companies, Inc., (JLC) a for-profit residential

and community development firm in Washington, D.C. where he was responsible for the financial management of JLC's corporate entities and real estate ventures. Prior to JLC, Kevin served as Chief of Staff at the District of Columbia Department of Transportation where he managed the restructuring of the Department to a cabinet-level agency with the hiring of over 100 new employees and the establishment of a local trust fund for street and infrastructure maintenance. Kevin began his professional career at the investment banking firm of Pryor, McClendon, Counts & Co., Inc. (PMC) in Philadelphia, PA as an Institutional Bond Salesman where his clients consisted of pension funds, insurance companies, investment advisers, and money center banks. Kevin provided coverage for PMC's landmark financings as lead manager for the \$320 million Atlanta Hartsfield Airport financing and the \$390 million Denver Airport financing. In addition to his professional accomplishments, Kevin serves on the Board of Directors of The Lawrence Academy (Groton, MA) and Project Match DC – a college preparatory boarding school placement program for urban middle school students of color. He is also an active member of the First Baptist Church of Glenarden in Upper Marlboro, MD.

A native Washingtonian, Kevin resides in Washington, DC and is a graduate of the DC public schools and the Lawrence Academy at Groton, Massachusetts. Kevin received his bachelor's degree in economics from Stanford University and has completed finance, leadership, and executive programs with National Development Council and at the John F. Kennedy School of Government at Harvard University.

Mrs. Latrice Morrison has over 13 years of experience as a Training & Development and Education Consultant. Her professional career has allowed her to work across business sectors, industries, and diverse populations including, non-profits, education, healthcare, human resources, and training & development; in several locations such as New York, Philadelphia, Florida, and the DC, Virginia, Maryland Metropolitan area. She has worked for such Fortune Five Hundred Companies as Pfizer Inc, Sears, and McDonalds, as well as a Global Fortune 500 Company Vivendi Universal. She is notable by former employers, clients, colleagues, students, mentors and mentees for her innovative approach to business, initiative, know-how, teamwork, student-centered learning approaches, and unique ability to capture and train individuals with varying skill levels.

Mrs. Morrison also has a strong community presence, participating in several community organizations including Delta Kappa Gamma Society International, the Prince Georges Church of Christ Youth Ministry, the Society for Human Resource Management, Howard Community College Step-Up Mentoring Program, the Association of Faculties for the Advancement of Community College Teaching, the American Society for Training & Development, and the University of Phoenix Tutoring Program. She was selected by the State President and currently serves as the Chair for the Professional Affairs Committee for Delta Kappa Gamma Society International Nu State Chapter in Washington, DC. She received a Bachelor of Science Degree from Florida A&M University, Tallahassee, Florida and a Master in Business Administration from the School of Business and Industry at Florida A&M University, Tallahassee, Florida.

Mrs. Morrison currently works as a contract Training Consultant for Lee Hecht Harrison (a global leadership and career management organization) in their DC, VA, and MD offices. In her training role with Lee Hecht Harrison, Mrs. Morrison develops a wide range of individual and group outplacement and career development programs, seminars, and services for out-

placed employees. In addition to working in consulting, Mrs. Morrison also serves in the field of education as an Adjunct Undergraduate and Graduate Business Instructor at Howard Community College, Axia College of U.O.P., and The University of Phoenix. Combined she teaches over 20 business courses including Human Resources, Management, Introduction to Business, Communication, Organizational Leadership, Global Business Strategies, and Strategic Planning & Implementation.

Ms. Stephanie Harris Poteat, a Ward 8 resident and active parent has lived in this community for over 20 years, after relocating to this area from the state of Tennessee. She is proud to live in Ward 8, works for the Workforce Development Program for the Community College of the District of Columbia at the Marion Barry Professional Learning Community in Ward 8, and is an active member of the Temple of Praise, also located in Ward 8. Ms. Poteat has raised a daughter, Erika Tiffany Poteat who is a protégé of the District of Columbia Public School System. Erika graduated from the Ballou STAY program in 2005. Fall 2005, both mother and daughter began attending the University of the District of Columbia free college program at Ballou Senior High School, which was later named in honor of Mayor for Life, The Honorable Marion Barry. They were able to take most of their classes together. That was a great bonding experience and renewed the sense of learning and making honor roll. Having a great sense of achievement, Erika transferred to Southeastern University as a part time student and earned an Associate Degree in Accounting. She graduated cum laude and received several excellence awards. Presently both mother and daughter are students of the Community College, a division of the University of the District of Columbia. Ms. Poteat is an accomplished musician, playing the piano for over forty years. Her passion for music is evident as she serves faithfully at the Temple of Praise, under the leadership of Bishop Glen Staples, Presiding Prelate and Senior Pastor. She has shared her music ministry with several churches in the Washington Metropolitan area. She is a member of the Gospel Music Workshop of America. She is an advocate for HIV and joins in educating persons regarding this disease. She recently received a certification as a HIV tester and is currently preparing to be certified as a HIV counselor. In addition, Ms. Poteat is a certified housing counselor from the Neighborhood Housing Association.

Dr. LaJuan Lawson is an Associate Minister at The Temple of Praise church in Washington, D.C. and the coordinator of the Parent Center located at the University of the District of Columbia P.R. Harris Workforce Development site in Ward 8 Washington, DC. A graduate of Family Bible Seminary and School of Counseling, graduating Magna Cum Laude, Dr. Lawson earned her Bachelor of Biblical Studies, Master of Divinity, Doctorate of Ministry and was licensed as a Licensed Clinical Pastoral Counselor. She earned her Bachelor of Theology from Richmond Virginia Seminary in Richmond, Virginia. Dr. Lawson serves as Sunday School Teacher to pre-teens between the ages of 13-15 years of age. She is the In-Reach Coordinator for New Members Ministry, The Temple of Praise Parent Center-Coordinator, District of Columbia Fatherhood Initiative (DCFI), Assistant Coordinator for the Nursing Home Ministry, the Youth and Young Adults Ministry, and the Martha Day Staples "Women's Transitional Home" where she coordinates bi-weekly parenting workshops and life skills workshops. Dr. Lawson currently serves as part of the Pastoral Care Services at Howard University Hospital in Washington, D.C. as well as tutor/mentoring teens with God's Anointed New Generation (G.A.N.G.) in Washington, D.C. She is a native Washingtonian, attended DC public schools and The University of The District of Columbia where she studied Accounting with a minor in Business Administration.

Dr. Terri Harris Reed is the provost of Princeton University and provides a wealth of knowledge from the post secondary school level. Ms. Reed holds a B.A. in Psychology, an Ed.M. in Higher Education Administration, and a Ph.D. in Culture and Communication. Dr. Reed is a senior academic administrator at several top-ranked higher education institutions and has successful experience in grant writing, external affairs, managing government-sponsored programs and community outreach. She is a strong planner, organizer, and leader; extensive experience with diverse student populations; network of educational professionals; research interests in developing intercultural communication competencies. Dr. Reed is excited about her work with RMSLA and is eager to use her expertise, resources, and insight into higher education, to benefit RMSLA.

Mr. Keith Dukes is a financial executive with a diversified accounting, finance, computer and management experience. Mr. Dukes has extensive background in automated accounting systems and internal controls. Full range of accounting experience includes: financial statements and analysis, project job costing, inventory, private and government and grant contracts, payroll, human resources SEC auditing (10K – 10Q), auditing and credit compliance. Mr. Dukes is currently the controller for First Baptist Church of Glenarden where he performs general Accounting, Payroll, Cash Management, Financial Reporting, and investment duties. Prior to that Mr. Dukes worked as the General Manager/Asst. Controller providing General Accounting, Student Accounts, Cashier's Office & Financial Reporting. Mr. Dukes is currently on the Board of Independence Federal Bank.

Mr. Michael L. Powell is a District of Columbia resident with substantial knowledge in the field of technology. Mr. Powell is a graduate from Loyola College and has worked with a local high performing charter school as the Director of Technology, and Network Administrator since 2005. In these positions, Mr. Powell has developed, coordinated, and implemented critical technology plans for a local charter high school. Most importantly he has provided technical assistance to teachers and administrators to assist with technology problems, and facilitated web based learning software to high school students to increase reading and math skills. He has also created and recommended budget suggestions and requirements to support the school's technology plan. Mr. Powell brings a wealth of knowledge in the field of technology to the RMSLA Board, and will assist the Board and RMSLA staff to make informed decisions regarding the use of technology to support administration and education.

Dr. Keisha Mack is a Clinical Psychologist with a specialty in adolescent therapy. Dr. Mack has an extensive resume in providing individual, group, and family therapy in the District of Columbia, and currently works as a psychologist at the Village Academy in Washington, DC. At the Village Academy, Dr. Mack works very closely with the special education department and also conducts student psychoeducational and clinical evaluations and attends IEP meetings. Dr. Mack also works at Georgetown University Hospital, Department of Pediatrics Section of Adolescent Medicine as an Assistant Professor. Dr. Mack is a lifelong resident of the District of Columbia and holds a Doctorate of Philosophy in Clinical Psychology from George Washington University, a Master of Education, Counseling, Psychology from Howard University, and a Bachelor of Science in Psychology from Howard University. Throughout her career, Dr. Mack has worked very closely with the Public Charter School Administration, Student Support Center providing supervision to unlicensed clinicians and psychology extern students; and providing evidence-based individual and group therapy for adolescents in DC Public Charter Schools. The Board is

grateful to have an experienced clinician to help monitor and guide the special education decisions at RMSLA.

Ms. Paula Allen will lead the Board's communications, marketing and advertising strategies for RMSLA. As the Assistant Director of WTTG Fox 5 News for many years, Ms. Allen is sure to cultivate a cutting edge policy in Media Relations, Broadcasting, and Public Relations for our team. Ms. Allen has blended formal academics in Mass Media Communications with an unblemished ten year track record of productivity in visual news broadcasting. While at Fox, Ms. Allen was promoted four times over a ten year period, ascending to supervisory positions. Her ability to establish a firm foundation for continued success in the workplace, will assist RMSLA and the Board to build cohesive teams that focus on targeted goals while remaining sensitive to the issues that arise with diverse people and groups in today's competitive global markets. Ms. Allen also brings intimate knowledge of the community to the Board, as she is a native Washingtonian, who graduated from Ballou Senior High School and currently resides in Ward 8.

Ms. Shaunda Young is a District of Columbia resident and professional with a proven track record of leadership and community service. A former School Coordinator for a non-profit Community Organization, Ms. Young has created programs for youth to improve reading skills. In her role as Community Coordinator, Ms. Young has established and maintained professional relationships with students, faculty, and staff to ensure successful training programs for schools.

Ms. Tonya N. Sloans is an attorney with extensive experience in the District of Columbia. Currently an attorney –advisor on the U.S. Tax Court to Judge Maurice B. Foley, Attorney Sloans brings her business and legal acumen to bear to assist RMSLA as an organization make sound financial and legal decisions. Attorney Sloans is a District of Columbia resident and is admitted to practice in the District of Columbia, Illinois, and Wisconsin and admitted to practice before the U.S. Tax Court. Attorney Sloans is a graduate of Xavier University, University of Wisconsin Law School, and Georgetown University where she earned her LLM in taxation. Attorney Sloans is also an educator, and teaches at Trinity Washington University Graduate School as an adjunct professor in Business Management.

Advisory Board Members

Ms. Roceal Duke is a retired DC Public Schools employee, and has held many roles within the Public School system. She has worked as a social studies content specialist; assistant principal; and principal. Ms. Duke has been tremendously connected with the charter school process. With the Young America Works Public Charter School she has been a Social Studies teacher, department chairperson in the area of Social Studies and the Director of Academic Achievement. Ms. Duke has received many certificates and awards in the area of education to include, NASSP Assessor Training Seminar, NASSP LEADER Award of Excellence, Who's Who Among America's Teachers, Who's Who Among America's Executives, and the Haberman Administrator Evaluator.

Ms. Duke has made many contributions to various academic publications for school-aged students including: Teacher Resources, The History of Jim Crow; Smithsonian Institute--Campfire Stories with George Catlin; An Encounter of Two Cultures, Teacher Advisory Council. Ms. Duke is now a "teacher of teachers" and has also held positions as an Adjunct

instructor at Howard University, on the Methods for Teaching Secondary Social Studies and General Methods of Teaching and American University, Teaching Social Studies in Elementary School. Through her involvement with RMSLA, Ms. Duke hopes to continue the work of educating, empowering, and energizing the minds of the District's youth and providing them with experiences that will allow them to become global citizens.

Ms. Zina Pierre is the founding President and CEO of the Washington Linkage Group, Inc. (WLG). Established in 2001 in Washington, DC, WLG is a full service governmental relations and strategic consulting firm specializing in: lobbying, advocacy, public relations, grant writing and international trade. Ms. Pierre received her Associates degree from Anne Arundel Community College, followed by her Bachelor's Degree from Catholic University. For more than fifteen years, Pierre has provided political consulting, advocacy and message development counsel to Presidential candidates, the Democratic National Committee, Democratic Mayors Association, National Faith leaders, International leaders, Governments, stake holder organizations and non-profit entities. Ms. Pierre received her first political appointment (schedule C) with the Clinton Administration as special assistant to the Director of Communications at the Office of Personnel Management (OPM). In this capacity she produced and moderated a nationally televised Federal government talk show and assisted in writing speeches for the Director and Deputy Director of OPM. Ms. Pierre then became the Director of Communications for the U.S. Department of Labor Women's Bureau. There she developed public relations strategies for working women, organized multi-city summits to educate women on their workplace rights and co-authored several publications on workplace rights. Ms. Pierre later served as Director for the President's Welfare to Work Initiative for the U.S. Small Business Administration (SBA). Ms. Pierre served as special assistant to the President for Intergovernmental Affairs in the White House Executive Office of the President. In this commissioned officer position, Pierre served as Bill Clinton's liaison to America's mayors and county officials. Ms. Pierre is excited about what resources her lobbying firm can bring to continue to leverage funding and relationships.

Ms. Tammy Stevens is an Associate Dean at the Massachusetts Institute of Technology (MIT) in the Office of Minority Education, an office charged with supporting undergraduate underrepresented minority (African-American/Black, Latino/Hispanic and Native-American) students. She regularly works with the admissions, financial aid, career services, and MIT's K-12 outreach programs. Prior to her current position, she worked for 10 over years in industry as a litigation consultant, business strategy manager, and operations manager. She has worked for large corporations including PricewaterhouseCoopers LLP, Microsoft Corporation, and Capital One Financial. While working for Microsoft Corporation, Ms. Stevens served as the business strategy manager for the U.S. Education sector.

Ms. Stevens holds two bachelor's degrees from the Massachusetts Institute of Technology in Materials Science and Engineering, and Management Science. She is also a graduate of the Robert H. Smith School of Business at the University of Maryland where she obtained her MBA with concentrations in finance and strategy. She has been named a Susan Vogt Leadership Fellow in higher education and is MIT's 2010 Partnership Inc Fellow, a 12-month leadership development program for professionals of color in the Boston area. Ms. Stevens serves on the board of the Black Alumni of MIT (BAMIT) where she serves on the scholarship and student outreach committees.

1. Provide the names and addresses of entities submitting the petition, if any.

Temple of Praise- Bishop Dr. Glen A. Staples, Senior Pastor
700 Southern Ave SE
Washington, DC 20032

Provide the names of organizations and corporations of which individual founding group members are *directors* or *officers*.

Dr. Glen Staples

Temple of Praise-*Senior Pastor*
Way of the Word, CDC Bishop Glen A. Staples- *CEO and Founder*
Renaissance Properties, *CEO and Founder*
Phoenix University School of Theology-*Chancellor of Visitors*
Temple of Praise - *International Fellowship of Churches*

Dr. Sharon Anderson

Way of the Word, CDC –*Executive Director*
Temple of Praise, *General Counsel*
Brandywine Street Association, *Board Member*
Phoenix University School of Theology-*Chair*, Ecclesiastical Law Department

b. Planning Process

Renaissance Math, Science, and Leadership Academy was born out of the Temple of Praise church, formerly the Johnenning Baptist Church. The present location identified for the Charter School is the former location of this great faith based organization, and has been a stalwart of the community for over two decades. The church, under the leadership and guidance of Bishop Staples, has had its finger on the pulse of the educational needs of the community, as it has operated after school programs and summer camp programs for youth for many years. Known as the fastest growing congregation in Washington, DC, this thriving ministry has witnessed the homeless become homeowners, the unemployed become entrepreneurs, the uneducated become scholars, and borrowers become lenders. It is of the utmost importance to Bishop Staples to maintain his ministry in the area within which it was birthed. The vision continues to be realized, and the opening of a charter school is consistent with the ministry's desire to continue to positively impact the community.

RMSLA is the result of the Lead Founder Bishop Glen A. Staples, the visionary of this project, being dissatisfied with the quality of educational opportunities currently available to the children and families of high school students East of the River—particularly the Washington Highlands/Bellevue area of Ward 8. The Lead Founder began to discuss the vision for the charter school about five years ago, and with a variety of the now present Founding members, who began to research and discuss with the community the need for a high performing school in the area for students ages 13-17. The Founding Group in its entirety acknowledge the role that education has played in our lives and the doors that have been opened as a result of the quality of education we received. RMSLA is a result of like-minded people who believe that nothing is more important than ensuring that ALL children regardless of race, or socio-economic status, have an equal opportunity to learn and succeed in this country. The Founding Group knows that strong skills in the areas of Math, Science, and Leadership are powerful tools for high school students to master to and to succeed in higher education, and prosper in our current society.

The Founding Group began meeting as a group in the spring of 2009 and has met consistently since then. Working closely with the Lead Founder, the founding members' contributions include: researching educational methods and practices, traveling to high performing schools, recruiting other potential board members, contributing to and vetting all components of the application; accessing outside resources and leveraging personal connections; creating RMSLA business plan and budget; creating a network of strategic partnerships, cultivating meaningful relationships with organizations, and community groups; reviewing school educational policies; writing the proposal for the charter school application and budget, and meeting with various chartering representatives and entities.

Members of the Founding Group have attended a series of training sessions provided by Friends of Choice (FOCUS) and the District of Columbia Public Charter School Board (DCPCSB) in its creation and development of its charter school application and framework. The sessions with FOCUS provided the Founding Group with guidance in building its mission accountability plan (MAP), planning for special education and English Language Learners, conducting outreach to the community, and developing a business plan. Select

members of the Founding group also met with DCPCB representatives to learn more about the Charter School process including the application process and funding.

Community Participation

The Founding Group participated in a number of community events. Over the last year we have taken every opportunity to meet with community members and leaders, share the mission and vision of the school, gain insight and wisdom to inform the school design and learn more about the needs of the community. Individually and collectively we have met with dozens of individuals and groups-church organizations, parent networks, community organizers, and business leaders-to discuss the prospects of RMSLA's potential impact on the East of the River educational landscape.

We have also completed extensive outreach to talk to the community about their concerns and their desires for educational options in Wards 7 & 8. We wanted to gauge (a) the residents interest in a school like RMSLA coming into the community, and (b) the interest of parents' with grade eligible children in sending their child(ren) to a school like RMSLA. We have secured over 250 signatures of D.C. residents who support the idea of RMSLA.

c. Corporate Structure and Nonprofit Status of the School

Renaissance Math, Science, Leadership Academy is incorporated as D.C. non-profit corporation and has applied for 501 c 3 tax exempt status from the Internal Revenue Service, which is pending.

Attached as Section J are the following organizational corporate documents: Articles of Incorporation, Certificate of Incorporation, and the proposed Renaissance Math, Science and Leadership, Inc. By-Laws.

2. Governance and Management

a. Board of Directors - Overview

RMSLA's Board of Directors is charged with setting the strategic direction of the school, creating policies and procedures, overseeing charter faithfulness, and evaluating the Executive Director. The sole responsibility of the Board will be to govern the school by developing and maintaining school policies, hiring and evaluating the Head of School/Executive Director, and maintaining financial oversight and fiduciary responsibility for the school. This will be done in alignment with the mission and vision of the school. The Board will delegate management of the school to the Head of School/Executive Director, who will report directly to the Board. The Board will provide strong governance so that the school leaders can focus on the day-to-day management of the school with specific roles and responsibilities in oversight, resource development, publicity and advocacy. The Board will hold the public charter and use strategic planning and thoughtful governance and oversight to ensure that the school is held accountable to its mission.

The Executive Director (Head of School) will hold an ex-officio position on the Board that will allow him/her to perform critical advisory services and to provide an effective voice in

the school's governance that accurately reflects the ongoing needs of the school. This position is purely advisory in nature and includes no voting privileges.

Specific responsibilities of the Board include establishing school policy, strategic planning, monitoring the school program, fundraising, and ensuring compliance with all federal, state, and local laws. The Board will also adopt policies consistent with federal, state, and local laws that aid in the effective and financially responsible operation of the school.

RMSLA will be governed by a dedicated Board of Directors consisting of 9-15 individuals with diverse skills, areas of expertise and experiences essential to the school's proper functioning, organizational viability, and success. While Board membership may occasionally fluctuate, it will maintain a minimum of nine voting members at all times, and an odd number for voting purposes. The membership will always include two positions reserved for parents of students currently attending the school. The Board's members shall include at least four residents of the District of Columbia, including at least two residing east of the Anacostia River.

Selection of the Board Members

The members of RMSLA's Founding Group comprise the primary group from which initial Board of Directors will be selected. Thereafter Board members will be selected based upon a myriad of factors to ensure strict adherence to the mission and philosophy of the school. (See qualifications under the section entitled "Terms" below). To fully execute the Board's functions, position descriptions and expectations will be issued to each member. The Board of Directors will delegate management of the school to the Executive Director.

Terms

The initial members of the Board serve a three-year term from the date of their appointments, or until their successors are seated. A full three year term concludes following three annual meetings. After appointment no member's term may be reduced, except as specified in the by-laws. No Trustee shall serve more than two consecutive three-year terms.

Qualifications

The Board is ultimately responsible for ensuring that the school meets its mission. Therefore, the primary qualifications for serving on the Board are:

1. An unwavering commitment to seeing our students superbly prepared for high school, college, and leadership;
2. A set of personal and professional skills which will further this effort, including;
 - ✓ Commitment to improving access to quality education for all children regardless of race or socio-economic status;
 - ✓ Understanding of the Board's obligation to act as effective and vigilant stewards of public funds;

- ✓ Ability to be a good judge of information regarding the Executive Director's educational and fiscal management of the school and a willingness to replace the Executive Director if results are less than satisfactory;
 - ✓ Willingness to focus on the academic achievement of children in the school, and not to divert the board's attention to matters that are peripheral to this mission;
 - ✓ Ability to fairly and accurately assess the needs of the community, and to represent the school to the community and others; and
 - ✓ Financial and /or legal, business, fundraising, management, governance, real estate development, and educational expertise;
3. A willingness to accept and support decisions made in accordance with the by-laws;
 4. An ability and willingness to give time and energy to the school; and
 5. A willingness and ability to provide access to resources, both financial and other, in order to support and strengthen candidates and present a slate of the best qualified as nominees for vacant Director positions on the Board; (b) present a slate of nominees for Officers to the Board for election at the annual meeting; (c) recommend candidates to the Board to fill vacancies that arise outside the regular nominating process; (d) provide ongoing orientation to Directors; (e) oversee a Board of Directors assessment process to ensure optimum performance; and (f) recommend the appointment of a past Chair to the Board, if necessary, in the interest of continuity.

Selection of Parent Members of the Board of Directors:

Two parent representatives on the Board of Directors will be selected by RMSLA Parent Association. The president of the Parent Association and an additional Parent Association representative will be nominated by the Parent Association body, represented by the students' parents and/or guardians. The nominees will go through the Board's committee review for new members and once confirmed by the full Board, participate fully in the Board activities. Both representatives will reflect the parental/guardian perspectives in school operations and the mission and vision of the school. In the event that the Parent Association does not recommend a parent representative, the Board Chair will work with the Director for Operations to identify potential parent candidates and those names will be shared with the governance Committee.

Roles and Responsibilities of the Board

The Board shall have the following responsibilities:

- ✓ Formally adopt, periodically review, and, as necessary update the RMSLA mission and vision statement.
- ✓ Review and update RMSLA strategic plan;
- ✓ Appoint members of the Board of Advisors;
- ✓ Meet periodically with the Parent Advisory Council;
- ✓ Hire and evaluate the Executive Director
- ✓ Approve RMSLA's annual budget and review the budget quarterly;
- ✓ Review RMSLA monthly financial statements;
- ✓ Approve RMSLA educational policies and plans;

- ✓ Approve the Academy's administrative policies and plans;
- ✓ Ensure RMSLA's fiscal accountability and compliance with regulatory and contractual obligations
- ✓ Raise funds to support RMSLA's programs and goals;
- ✓ Represent RMSLA in the community and in relationships with funders and other individual and institutional partners.
- ✓ Identify Board Officers, Terms, and Succession Planning:

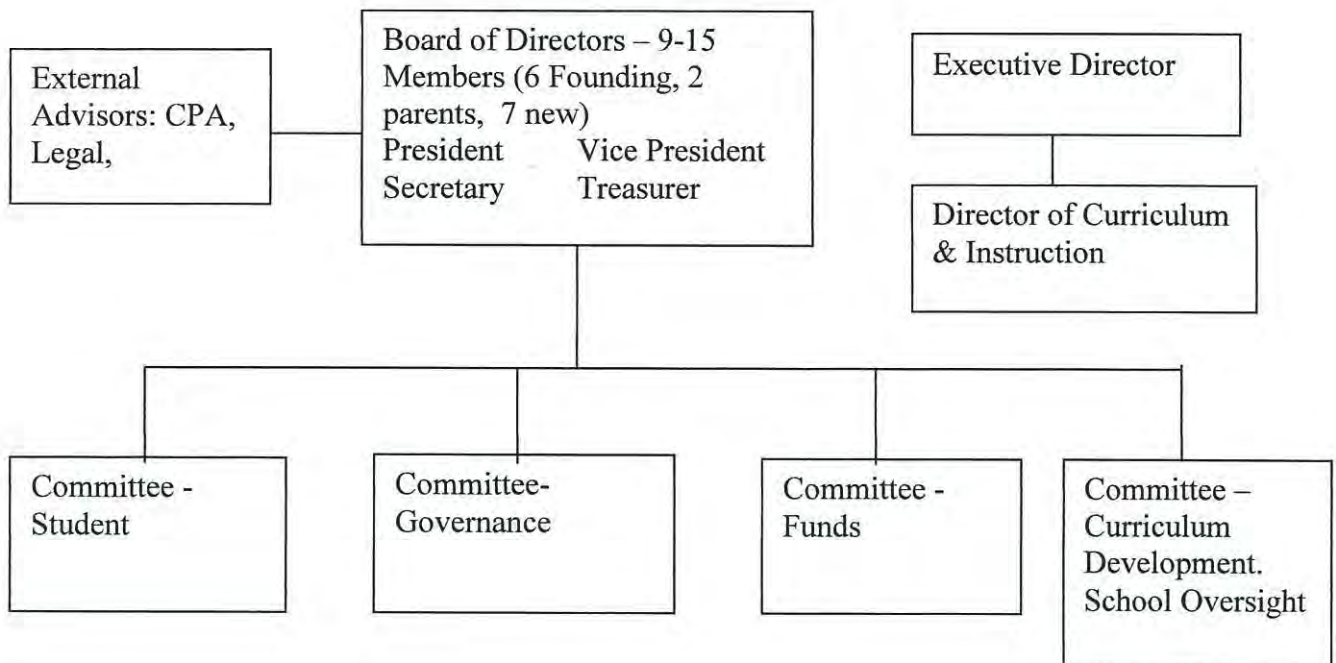
The Board of Directors may establish committees to carry out functions:

- ✓ Member recruitment to identify and recommend new Board members
- ✓ Fiscal accountability and funding support
- ✓ School operations

Succession Planning - A complete plan for officer succession is explained in the draft of the proposed by-laws (see Section J).

Organization

The Board will include a minimum of four standing committees: Student Achievement/Accountability; Finance; Governance; and Fundraising/Fund Development. The Board of Directors will elect from among their members such officers as it deems appropriate.



President - presides over Board meetings and provide leadership to and oversight of fellow Board members;

Vice-President - fulfills the President's duties in the event of President's absence or unavailability and who ideally will serve as President at the end of the current President's term;

Secretary – maintains accuracy of the Board's records; and

Treasurer – oversees the fiscal accountability of RMSLA and the accuracy of financial records.

Board meetings will be held monthly with a minimum of ten meetings per year. All Board meetings will be open to the public, and the Board will ensure that sufficient and advance notice of the time, date, and location of meetings is made public.

Board's Executive Decision-Making Regarding the School

As stated above, the Founding Group will develop policies and procedures to enable a smooth operation and optimal performance of the school. After chartering, Founding Group members transition to roles as a governing Board of Directors. The Board operates with the by-laws, written policies and any additional documentation or addendums. When the school begins to hire staff and recruit students, the Board assumes its oversight role ensuring all adopted policies and procedures are correctly implemented.

Under the supervision of the Board, the Executive Director will be responsible for the operations of the school.³⁴ The Executive Director will have executive responsibility for business operations and contract management, proposing and implementing budgeting and financial planning (to be approved by the Board of Directors), fundraising and external relations on non-educational matters, facilitating and supporting operations, and fiscal and regulatory accountability. The Director of Curriculum & Instruction will lead the educational aspects of the school.

The Executive Director will report to the Board and they are the staff members whose compensation and employment terms are set by the Board and who will be evaluated and advised by the Board. It is within this leadership structure that clear lines between governance and management will be drawn, enabling the Board to govern well and the Director of Curriculum to manage curriculum and instruction and the Executive Director to manage operations and finances-effectively.

The Lead Founder, Founding Group, and proposed members, and Executive Director will receive thorough training in the distinction between governance and management and will be prepared to make decisions that are clearly within their purview as Directors or staff. The Board will determine the "what" of school operations while the Executive Director and his or her staff will determine the "how". Examples of policy the Board will adopt and the staff will implement include but not limited to:

Student Enrollment. The Board sets the cap on how many students may be enrolled. The Executive Director implements the recruitment process, including information

³⁴ See Section B. 2. C (Administrative Structure) for a more comprehensive explanation on the roles

sessions, applications and a lottery. Executive Director ensures per pupil allotment allows for effective school operation.

Employment. The Board adopts a non-discrimination policy. The Executive Director advertises and recruits for all staff positions at the school; reviews qualifications of applicants; interviews candidates and selects finalists; constructs salary offers and contracts; and offers employment to the selected applicant. Executive Director also reviews HR policies, payroll and fringe benefits, and approves staff leave and substitute/additional staff (including teacher) needs.

School Schedule and Calendar. The Board will set as policy the length of the school year (number of days of instruction). The Executive Director will determine, for example, whether to close school during inclement weather and how then to ensure that the number of instructional days is adhered to or amended with the authorizer. The Executive Director will measure the fiscal impact.

Board's Relationship to Teachers and Administrators

The Board of Directors will hire, supervise and work closely with the Executive Director to ensure that they are executing the mission of the school according to its charter. The Board of Directors will delegate all managerial and decision-making authority regarding RMSLA staff to the Executive Director. The Board will meet on a monthly basis to discuss the state of the school and its progress toward the goals set forth in its Mission Accountability Plan detailed in Section D. Some of the Board's committees will involve key RMSLA personnel in their work, e.g. the Business Manager will work closely with the Board Treasurer and attend Finance Committee meetings.

Board's Relationship to Parents

RMSLA believes that parental support is an integral part of a students' education, and will make every effort to ensure that parental input is considered in the Board's decision-making process. The two parent representatives of the Board will serve as the primary voice of parents in addressing the Board. The Board of Directors will also serve as the final appeal for parents dissatisfied with decisions made by school management.

Board's Relationship to Students

The Board of Directors will be an active and engaged part of life at our school. They will be expected to visit and observe classes on a regular basis and will be invited to all special performances and presentations by the student body. The Board of Directors will not have a direct supervision of, or prescribed interaction with students and will not be expected to field direct questions or complaints from any student or group of students. Rather, should a student or group of students approach them, The Board of Directors will be instructed to notify the Executive Director so that official policy for incorporating input or addressing complaints may be followed. When appropriate and as they are able, the Board of Directors may be invited to address the student body about their area of professional expertise or may be asked to welcome students at their workplaces for career "shadow days" or similar enrichment activities.

b. Rules and Policies

Clear goals and expectations for the Board of Directors of RMSLA, are set forth in the policies of the proposed by-laws (see Section J) and will be further detailed in the Board Manual that will be developed during the planning year. The Board President will appoint an ad-hoc committee to draft the Board Manual and the committee will complete a draft copy. The draft will be reviewed by legal counsel for RMSLA, and returned to the committee for revisions.

Once final revisions have been made, the committee will present to the D.C. Public Charter School Board. The Board Manual will include rules and policies concerning: legal documents (e.g. charter, by-laws); strategic plans (e.g., Mission Accountability Plan, Resource Development Plan, Financial Management Plan); membership organization and operation (e.g., job descriptions, performance expectations, committee descriptions, calendar, agendas, minutes, Executive Director reports); finance and resources development references and talking points for development purposes; public and community relations (e.g., newspaper and magazine articles about the school, list of community partnerships and contacts); school code of conduct (e.g., discipline policies, Board's appeal hearing processes); and human resources and personnel (e.g., guidelines for hiring and evaluating Executive Director, school staff and organizational chart, personnel and student policies).

c. Administrative Structure

The RMSLA staff organization features an innovative structure of professionals to function in executive, administrative, instructional, and supportive roles. The initial organization is comprised of positions and reporting relationships to achieve the school's organizational and educational goals in the embryonic years. The positions and description of roles are as follow:

Executive Director (Head of School). Leads the successful implementation of the school's vision, mission, and goals. Provides leadership and directs all levels of school activities and operation. Exercises authority to hires, evaluate, and release staff; manages the executive team (Director of Operations, Business Manager, Director of Curriculum & Instruction, Dean of Students). Establishes and directs all long term strategic planning. Reports to the Board of Directors.

The ***Director of Operations*** manages comprehensive facility operations and supportive processes (contracts, regulations, resources). Supervises Office Manager, custodial, janitorial, and security services (staff and contractors). Leads external activities on non-academic matters as the school's liaison with the external community and the media. Reports to Executive Director

Director of Curriculum and Instruction directs and manages the academic activities of the institution. Guides the leadership of the teaching faculty, ensures the effective delivery of curriculum, and analyzes classrooms and instructional activity. Establishes and monitors professional development goals, testing and achievements; provides supportive resources for all levels of student assessment and performance. Issues periodic reports on academic

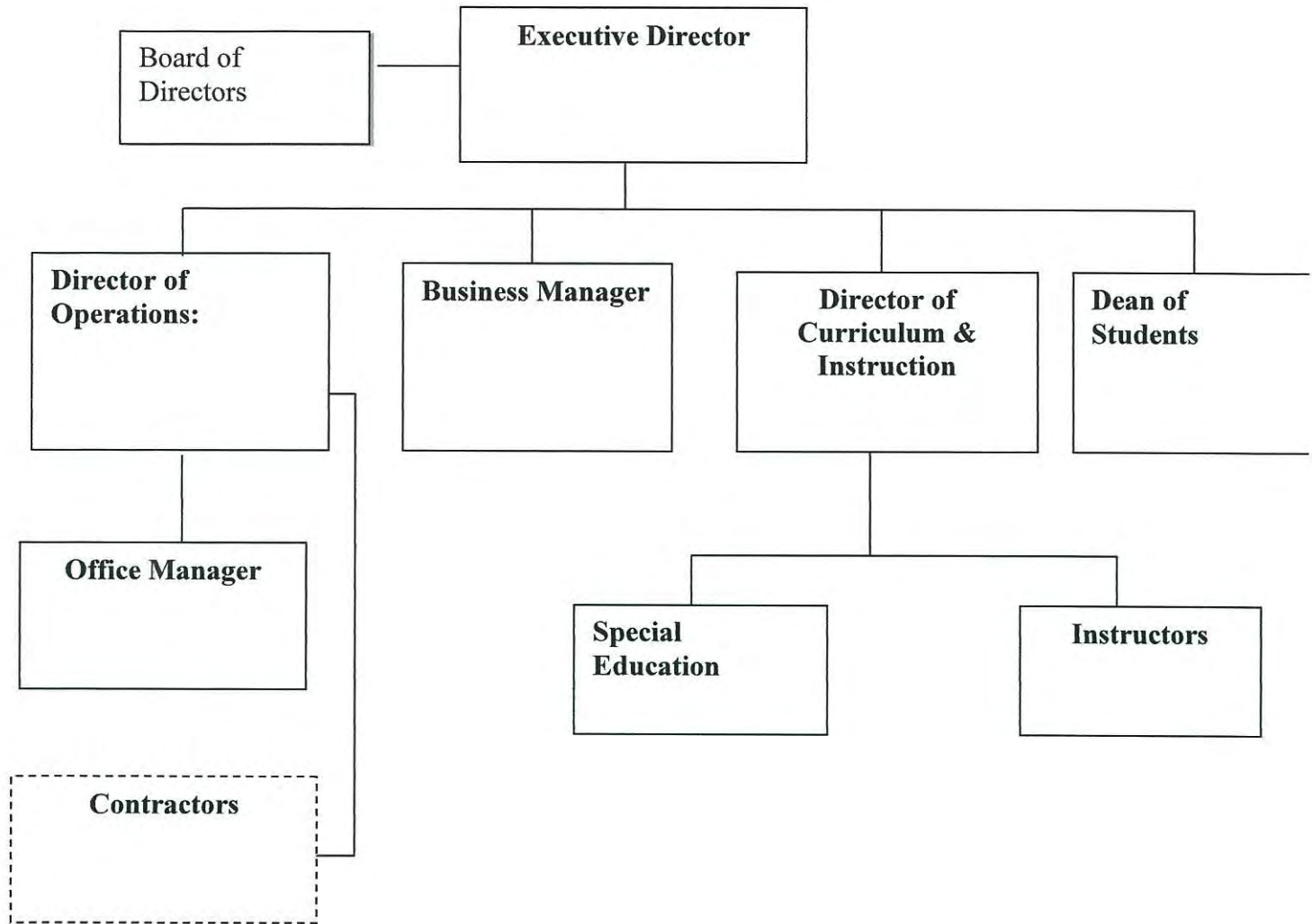
progress, and assures parental involvement in student progress and achievement. Reports to Executive Director.

Dean of Students manages the student culture for school behavior, discipline and involvement in all aspects of school life. Supports development and maintenance of respectful school culture, maintains frequent contact with parents, and oversees disciplinary procedures. Coordinates student involvement in various after-school activities (daily recreational/tutorial, Saturday Academy). Reports to Executive Director.

Business Manager, Ensures compliance with federal, state, and local reporting requirements, maintains the school's budget, accounting, and routine reporting, manages banking accountability, administers human resource program (documentation, payroll, benefits), manages procurement, expenditures, and asset management functions to support all aspects of school life. Participates in Board-directed strategic financial endeavors. Reports to Executive Director.

Office Manager. Manages the main office, administers daily activities to support school operations (i.e., attendance & truancy documentation, student files, administrative tasks) and serves as a central point for the daily school calendar. Reports to Director of Operations.

RMSLA ORGANIZATIONAL CHART (YRS 1, 2)



Input into School Decisions

For Families

Two venues will exist for families to provide input or assist the school leadership in its decision-making process. The first venue is through parent representation on the Board of Directors. We will also explicitly ensure that the widest family and community input is solicited and considered at specific decision points. We will accomplish this by hosting with our parent Directors community meetings, dinners, or socials that serve to bring community members together and enable us to gather input on specific issues. The second venue is through the Parent Association formed for the specific purpose of ensuring parents can participate fully in the school.

For Teachers and Staff

Our open door policy for our faculty and staff will garner feedback that can be used to strengthen our school and program. Additionally, we will hold faculty meetings and professional development sessions where faculty will be invited to provide input into appropriate decision-making processes of the school. Although it is the primary responsibility of the Executive Director to make final decisions on behalf of the school, we believe that the input of all professionals on the staff can support the strongest decision making,

For students

Out students will enter at 9th and 10th grades, and at full size enrollment, will include students from grades 9 through 12. A student government structure will be established and operate during each full school year. RMSLA's student body president twice yearly will be permitted to bring to the Executive Director, and Board of Directors, and ideas or concerns directly related to the effective functioning of the school and the academic achievement of its students.

d. School Management Contracts.

RMSLA does not intend to enter into a contract with a school management firm.

3. Finance

a. Anticipated Source of Funds

Revenue: Public per Pupil, Facilities

RMSLA anticipates receiving \$2. million dollars in revenue generated via the combined public per pupil (\$10,792) operating and non-residential per pupil facility (\$3,000) allocation for operating year 1 (based on a planned initial enrollment of 200 students).

Revenue: Federal Entitlements

Based on the economic family income criteria, 65% of RMSLA's students will qualify for No Child Left Behind federal entitlements under Title I. Approximately, 12% of the student body is eligible for special education services. Therefore we anticipate receiving \$306,000 of Federal Entitlements. At this time we are not anticipating Title III funding, however, this could be an additional source if we enroll ELL students.

Other Grants

We will apply for \$173,000 under Title Vb in our program design year, and \$260,000 in Year 1 and \$200,000 in Year 2.

Revenues Per Pupil & Facilities Allotments, Federal Entitlements, and Other Income

	Planning Year	Operating Year 1	Operating Year 2	Operating Year 3	Operating Year 4	Operating Year 5
Revenue	SY 11-12	SY 12-13	SY 13-14	SY 14-15	SY15-16	SY 16-17
Student Enrollment	0	200	290	375	375	375
Per Pupil Allowance	0	\$2,158,400	\$3,129,680	\$4,047,000	\$4,047,000	\$4,047,000
Facility Allowance	0	\$600,000	\$870,000	\$1,125,000	\$1,125,000	\$1,125,000
Federal Entitlements	\$173,000	\$200,000	\$260,000	\$320,000	\$380,000	\$440,000
Other	200,000	\$260,000				
Private Grants		\$800,000	\$800,000	\$800,000	\$800,000	
Total	\$373,000	\$4,124,000				

Additional and smaller amounts will be acquired for Title II (professional/teacher development), Title IV (safe schools), and Title V (innovative programs).

Our budget model and financial plan ensures that our core educational programs will be able to operate almost exclusively with public funds.³⁵ Conservative budgeting will allow us to maintain financial stability in our operating budget using our per pupil allocation, start-up grants, and federal entitlement grants. This conservative budget model assumes student attrition, conservative revenues, and zero to low fundraising, yet allows us to balance our

³⁵ We have created an educational plan that will operate solely under the allocated public funding. Notwithstanding the foregoing, we will raise funds and seek grants for those portions of our school programming outside of the core educational program (including, without limitation enrichment activities, field trips, Saturday School). The term core educational program refers to our academic classes and educational offerings Monday-Friday.

budget and focus resources in the classroom. Please see Section F for our complete budget, cash flow, assumptions, narrative, and financial commitments.

RMSLA has a budget comprised of funds from four major sources: DCPCSB per pupil allocations (75%), other public Federal and local funding (2%), private grants (15%), and corporate or individual donations (8%).

Federal and local funding

DCPCSB per Pupil Allocation.

As a public charter school, public funds will serve as RMSLA's primary source of revenue to cover core operational expenses and recurring facilities expense. RMSLA allocations are depicted in the budget in Section F, at the minimal amounts and additional funds for students with special education requirements, which we estimate at 25% of the total student enrollment.

No Child Left Behind (NCLB) Entitlements

Based on the economic family income criteria, a majority of RMSLA's students will qualify for No Child Left Behind federal entitlements under Title I. Additional and smaller amounts will be acquired for Title II (professional/teacher development), Title IV (safe schools), Title V (innovative programs) and Title V-B (new charter school development).

Other Federal grants and entitlements

RMSLA will pursue other public funds to serve the special needs of its students. For example, the USDA reimbursement for the National School Lunch Program (NSLP) reimburses a portion of our expenses for free and reduced breakfast and lunches, during the school year and for authorized summer school programming.

The applicants expect to apply for and receive grant funding to execute pre-operations planning and initial year start-up costs. While RMSLA expects to raise additional revenues from various other public and private sources, plans are prepared, as described in the No Funds Raising Scenario at Table F.2.B, to operate on a smaller budget if the per pupil allocation proves to be the only actual source of funding.

The budget is drafted as an extension of the first year financial plan projected over a period of five years. The budget continues to assume full enrollment in 9th and 10th grades, and a projected 10% attrition rate of students per year thereafter.

Private Revenues

Grants from Corporate and Private Sources

Our research has indicated a number of sources to augment the public funds available to operate RMSLA. Our intent is to acquire 15% of funding from grants sources that

will support specific endeavors: 5% for curricula support (Math, Science, Leadership, Reading, Instructional Excellence, and Environmental Literacy); 5% allocated for facility renovations and LEED building; and 5% to support physical and competitive sports development.

Upon receiving First Stage Clearance RMSLA will begin incurring expenses for the first year of operation.

Budget %	Funds will support:	DCPCSB	OSSE	Feds	Corporate Individual	Revenue Source
75%	Basic School Operations					
	Tuition per pupil	X				DCPCSB
	Facility per pupil	X				DCPCSB
	Entitlements	X				NCLB: Titles I, II, IV, V
	Charter School Development	X			X	Title V-B, Walton Foundation
	Special Education	X				IDEA
	NSLP		X			USDA
	Summer School	X				DCPCSB
2%	After School					
	Daily, Saturday Academy	X				21 CCLC
5%	Curriculum					
	Math	X		X	X	Publishing Company Pilots, Toshiba
	Science	X		X	X	Publishing Pilots NASA, Discovery Research, EPA, Nat. Sci. Found
	Leadership	X		X	X	
	Reading	X		X	X	
	Other/Engineering					Bristol Myers, UPS, Boeing, Gold- Sachs, Coca-Cola. Any new educational initiatives.
	Staff Development.					US Dept Ed (multiple), Wachovia; Professor Associations (NCTM, ASCD, NSTA, NCTE); Universities,
5%	Building					
	Facility Renovation	X	X			Credit Enhancement Revolving Fund, PNC
	Facility Renovation					Direct Loan Program, City Build (after yr 1)
5%	Misc. Student Activity					
	Sports			X		Carol White
	Academic & Sports				X	NASCAR
	Academic & Sports				X	Tiger Woods Foundation
	Academic & Health				X	Robert Woods Johnson
5%	Corporate					
	Infrastructure, Education				X	Microsoft, Citibank, Kellogg
	Equipment				X	Dell
2%	Fundraising					
					X	Board-directed
1%	Other Sources					TBA
100%	TOTAL BUDGET					

Fundraising from individual and corporate Donations

The budget also incorporates 8% of revenue achieved through fundraising efforts, under the direction of the Board of Directors. Such Board-directed efforts are a primary commitment of the membership and will be created, developed and delivered by the Board from a combination of individual and corporate donors.

External and Pre-operational Funds

RMSLA also plans to submit an application with the Walton Family Foundation and if chartered would be eligible for \$200,000 of start-up funds. Additionally, NCB Capitol Impact has expressed interest and support in partnering to assist RMSLA in building and renovating the building in an energy efficient manner. PNC Bank and Wachovia Bank/ Wells Fargo have expressed interest in contributing to the renovation of the Charter School.

Contingency

RMSLA has projected contingency plans if public funding or entitlements are delayed or lower than expected or should under enrollment occur. If funds are temporarily unavailable, we plan to cover expenses with bank lines of credit that will be paid down as soon as the public funds are available. Additionally, an escrow account will reserve funds to be held for contingency and working capital needs – the fund projections are up to 5% of expected revenues. RMSLA has designed an aggressive recruitment and retention plan and, given the adequate number of potential students in the immediate area, enrollment targets can be achieved. Staffing expenses are tied to the number of students enrolled – this is based on a ratio of 16:1 – and expenses will be reflected accordingly. Finally, capital expenses and operating enhancements are planned on a phased in basis to mitigate financial deficits. The budget will be updated to reflect actual operating conditions.

We have constructed a conservative budget that assumes no substantial growth in key revenue sources such as the per pupil allotment rate, but does assume a growth in expenses, such as increasing salaries at 3 percent per year and site acquisition costs. Our budget includes non-public, grant funds and/or in-kind donations. However, should revenues be insufficient to meet this budget, we have the following contingency plans:

1. Attempt negotiations of current occupancy space and lease agreement with landlord.
2. Reduce expenditures on leasehold improvements, and technology. Instead of every student receiving a laptop, students would be required to share a laptop. We would obtain a mobile lab for each grade, rather than fixed PC or MAC labs.
3. We have budgeted for salaries above the local pay scales, and would consider reducing staff and salaries and stipends. We would consider increasing employee contributions to their health insurance plan and delaying the hiring of non-instructional staff.
4. If the shortfall were not chronic, we would also consider a short-term line of credit.

5-year Budget Goals

RMSLA's budget goals are to support its core curriculum, along with its teaching, executive, and administrative costs via public funds. To achieve its longer term goals, RMSLA expects to build a robust supplemental program that addresses the academic needs for students both within regular classes, and in additional sessions like the Empowerment Academy. RMSLA also expects to provide enrichment activities that go beyond and complement the core curriculum and promote learning about culture, the arts, the community, and physical fitness. Additionally, we intend to utilize grant funding to enhance student internship programs as a component of their leadership development.

RMSLA plans to support the establishment and growth of these activities through fundraising from philanthropic and grant making sources and extensive community outreach. We have begun discussions with program officers from several organizations including: Walton Foundation, Building Hope, Bill and Melinda Gates Foundation, Morris and Gwendolyn Cafritz Foundation, U.S. Environmental Protection Agency, U.S. Department of Energy Office of Science, and the National Environmental Education Foundation. Many of these foundations specifically target schools (1) serving economically disadvantage students and (2) proposing innovative curriculums (i.e. environmental science studies).

b. Planned Fundraising Efforts

Each year the Board of Directors will plan and execute an aggressive fundraising campaign to generate capital and supplement the public revenues. The fundraising efforts will be led by the Fundraising/Fund Development Committee of the Board of Directors with the involvement of the Executive Director. Annually, the chair of the Committee and Executive Director will review the plan. The plan will specify the dollar target (at 2% of the annual budget), donor prospects, and solicitation strategy and events. This planning is in the developmental stage.

The Board may work with experienced fundraisers to achieve targets, implement fundraising initiatives, develop a strong individual donor base, and identify local and national foundation/grant opportunities. We anticipate the majority of our supplemental revenue will come from foundations and corporate grant support in the initial years of operation, but that the percentage of funding coming from individual donors will grow each year, creating a diverse yet balanced set of funding sources. Based upon an analysis of patterns and alignment between the organization's giving pattern and our educational program, we plan to seek funds in the pre-planning and operational years.

The Founding Group conducted an initial research of applicable sources and created a matrix to correspond with the projected budget, phase-in operations, and strategic mission of the school.

The Board has a pivotal role in identifying the sources for curriculum-specific and annual fundraising. The educational expertise of the members and ability to view the strategic needs and goals of the school ensure results aligned with the school's mission. Until the Board receives full approval as a charter school entity, no commitments or obligations for funding may be made. Anticipating approval, the plan for revenue sources (presented earlier) will

prevail. Below is a short list of funding organizations RMSLA plans to approach for funding.

Funding Organizations	Funding Organizations
Walton Family Foundation	Prudential Foundation
Challenge Foundation	Sallie Mae Corporate Giving
Charter School Growth Fund	John Edward Fowler Memorial Foundation
Morris and Gwendolyn Cafritz Foundation	Porter Family Foundation of Washington, DC
Ford Foundation	Hattie M. Strong Foundation
Mc Arthur Foundation	Helen Sperry Lea Foundation
Philip L. Graham Fund	Commonwealth Foundation, Inc.
New Schools Venture Fund	Dorothy Jordan Chadwick Fund
Bill and Melinda Gates Foundation	National Environmental Education Foundation

c. Financial Management and Accounting

Although the Board of Directors will bear responsibility for the financial oversight of the school, RMSLA will hire a Director of Operations and Business Manager to develop and manage the school's business and financial needs. The Director of Operations will manage the school's pre-opening and Year 1 accounting revenues and expenditure, cash management, record keeping, preparation of the annual budget and other related financial management needs with assistance from the school's Business Manager. Additionally, the company will address other organizational needs to include cash disbursement, cash receipts, petty cash, recording of grants/gifts/bequests, check issuance, deposits, fixed asset recording and labeling, and the annual budget. The organization will hire an outside company (Paychex) to manage payroll. The Board of Directors with the Executive Director will concurrently develop personnel policies that include salary levels, grievance procedures, severance, compensatory and overtime and other personnel related matters that have budgetary implications.

We are in the process of setting up a checking account with PNC Bank. All pre-operating and Year 1 revenues and expenses will be deposited and expensed through this account. Two Founding members will have signature authority over this account. Any expense over \$5,000 will require the approval of the President of the Board and the Treasurer.

The Board will select a Treasurer with professional experience in finance or accounting, and will convene a standing Finance Committee. The Treasurer and the Finance Committee will ensure that the Board monitors the school's finances. The Finance Committee will work with the Executive Director to develop the annual budget and present it to the full Board for review and approval during the fiscal year. The Board will review the monthly income statements and balance sheets, quarterly financial forecasts, and engage a firm to prepare the annual audit and management reports.

All reporting is under the direction of the Executive Director who reports to the appropriate Board position(s). RMLSA will contract with an independent certified accountant (CPA), to prepare a yearly financial audit and provide support to review the monthly financial income and balance statements and ensure fiscal accountability and operate using GAAP principles.

The school's administrative manual will be created and issued to maintain signature thresholds, expense practices, payroll and banking practices, asset management, reporting, payroll, and related fiscal responsibilities. The manual will also include procedures for banking and cash management, procurement, expenses and accounts payable, payroll and related liabilities, fixed assets; grants, donations and in-kind services; debt, investments; and security of financial data.

This document will be created, reviewed and retain by the school management and Board's Treasurer and Finance Committee. It will specify the financial controls and policies identified in the Fiscal Policy Handbook of DCPCSB and provide RMSLA with the foundation to properly safeguard assets, implement internal policies, provide compliance with District and federal laws and regulations, and produce timely and accurate financial information.

Budget Process

The Executive Director will work with the Treasurer to prepare and propose to the Finance Committee a detailed budget that shows line-item expenses that includes an analysis of the budget's relation to the school's Mission Accountability Plan. The budget will include a monthly cash flow analysis, to help manage cash flow and monitor progress towards outputs such as hiring, contracting of services, or procuring of equipment. The Finance Committee will present the proposed budget(s) to the Board for review and vote.

The Administrative Manual (described in previous section) will be developed and detail the specific steps and positions aligned with fiscal accountability of the school. Generally speaking, the Director of Operations maintains responsibility for the day to day operations and, while the Business Manager manages the cycle of fiscal activities. The annual budget is segmented into monthly allocations to control the expenses and income. Committed revenue is forecasted according the contract or payment allocations. Expenditures are set on a pre-determined schedule and are pre-approved by the Executive Director and Board of Directors.

The accounting software has the capability to capture all line items for revenues, expenses, contractors, vendors, invoicing, and asset management. Documentation of purchases, purchase orders and other financial request forms are systematic components of the financial management and accounting operations for the school. These procedures will be stated in the administrative procedures manual, with the appropriate staff access and authorization thresholds noted.

Monthly reporting will be prepared and issued to the key staff and Board of Directors as described. The independent CPA will review expenses at least quarterly, and an external audit is performed annually.

Cash Flow Management Plan

RMSLA's cash management plan includes processes and procedures that help signal a potential cash management problem and allow for immediate attention. The Executive Director bears ultimate responsibility to ensure that all formats are procedures are completed and followed, to ensure that all projected public and private dollars flow to the school without significant lag time. The school's Business Manager will oversee the school's cash flow management by maintaining a separate operating account at PNC Bank.

Additionally, the Business Manager will provide a cash flow update to the Executive Director to indicate any expected revenues, accounts receivables and payables, and pending budgeted expenditures. These reviews ensure that the school maintains a positive cash flow and to the extent possible, a cash reserve each month. These reviews will produce updated budgets that reflect the actual over projections. The Executive Director, the Director of Operations, and Budget Manager with the Board Treasurer will produce budgets that include cash surpluses each year to help offset any potential shortfalls in revenue and to help meet any short term cash flow challenges, as well as, with the assistance of the accounting firm review all aged accounts and grants receivable on a monthly basis.

There will be financial management policies and procedures in place to help ensure that all purchases and other expenditures are approved and accounted for with an eye toward fiscal prudence and long term value. These procedures for purchases and accounts payable will allow the effective management of cash flow.

The Board may authorize lines of credit with financial institutions for the school, to provide an extra layer of protection and offset any unanticipated financial requirements; additional revenue through private donations and fundraising; and scheduling expenses which are not urgent to student support, staff compensation, or facility operations; and re-negotiation of contract services.

The school agrees to maintain its financial records in accordance with generally accepted accounting principles (as defined by the American Institute of Certified Public Accounts).

d. Civil Liability and Insurance

RMSLA will obtain an insurance policy that meets or exceeds the minimum coverage recommended by the DC Public Charter School Board. An initial estimate of the cost is included in the budget. At a minimum, we will maintain the recommended amounts of insurance in the following categories

- General Liability \$1,000,0000 per occurrence, \$2,000,000 aggregate
- Directors and Officer's Liability \$1,000,000
- Education Legal Liability \$1,000,000
- Umbrella Coverage \$3,000,000; \$5,000,000 if providing transportation
- Property/Lease Insurance 100 percent of replacement cost
- Boiler and Machinery Insurance \$1,000,000
- Auto Liability Insurance \$1,000,000
- Workers Compensation as required by law

e. Provision for Audit

On an annual basis, a full audit of RMSLA will be undertaken by an external CPA to audit the school's financial records in accordance with GAAP. The audit will be performed by a firm from the D.C. Public Charter School Board's approved list. RMSLA will voluntarily provide all financial records and requested data to support the timely completion of a financial audit. Upon completion of the audit, a copy will be submitted to the DC Public Charter School Board in accordance with published deadlines. The audit expenses set forth in the budget are based on actual audit expenses incurred by other D.C. Charter Schools. We have set aside \$18,000 in our operating budget to cover the costs of performing the audit on an annual basis and other accounting needs for Years 1 through 5. (See Budget)

4. Facilities

a. Identification of a Site

The site selected for RMSLA will be the location of the old Anna Jochenning Baptist Church/Temple of Praise facility located at 885 Barnaby Street, SE, Ward 8- Washington, DC. The site is in the Washington Highlands/Bellevue/Congress Heights neighborhood. It will serve all children from the District of Columbia-primarily families residing East of the River. A metro bus stop is directly in front of the facility, and is 3 miles from the Southern Avenue Greenline Metro Station.

b. Site Renovation

The building in its present size will accommodate us through year two of operation. It includes a space of approximately 21,000 total sq. ft, with a little over 100 sq. ft/ per student. We will renovate the site with the following features:

1. Space for 20 classrooms and adequate bathroom facilities to accommodate each anticipated cohort of students;
2. Space for administrative offices and common faculty workplace
3. Space for common and/or dining area
4. Space for library resources and computers; and
5. Convenient access to facilities for related and extracurricular activities and auditorium and large group meetings.

A letter of intent from the Jochenning Baptist Church, dba the Temple of Praise indicating terms and conditions of proposed lease are included in Attachment 9.

The property is zoned R-5-A, and renovating the church to build a school is a matter of right. As a church, the existing site has an occupancy limit of 750. Therefore, our 400 student limit is well within our occupancy limitations.

The site is suitable for the proposed school, as it provides a large amount of opening space that can easily be converted into classrooms. RMSLA has received a site analysis and quote for the projected plans to renovate the space. Sources to fund this development are being pursued through the OPCSF, which include the Credit Enhancement Revolving Fund, and the Direct Loan Program. PNC Bank and Wachovia/Wells Fargo Bank have expressed an interest to participate through New Market Tax Credits or a Bond program.

c. Financing Plans for Facilities

We will lease the facility from Jochenning Baptist Church/Temple of Praise. Our budget projection for the first year of operation includes costs associated with leasing a facility with twice the space needed to accommodate the school's growth during the following year, and renovation costs (above regular maintenance costs incurred throughout the year) on the public dollar. The lessor will be flexible with the pre-payment terms to accommodate any financing delays that may occur at start-up. We anticipate having to perform building renovations and will need to secure all applicable permits. Sources to fund this development

are being pursued through the OPCSF, which include the Credit Enhancement Revolving Fund, and the Direct Loan Program. PNC Bank and Wachovia Bank have expressed an interest to participate through New Market Tax Credits or a Bond program. If necessary we will also secure a line of credit from a local bank to assist with coverage of these expenses.

d. Building Maintenance

The Executive Director will receive professional assessment and guidance from a building engineer contracted to identify structural conditions, codes, improvement and inspections required to assure safe and compliant procedures. From that routine assessment the Director of Operations and Business Manager can initiate the appropriate steps to implement building maintenance, codes, and standards. He/she will create a list of the on-going monitoring and filing requirements and ensure that all applicable requirements are met. The school will contract with an outside agency for custodial purposes.

5. Recruitment and Marketing

a. Outreach to the Community

Community Advisory

RMSLA is committed to honoring its promise of a high quality high school for students and families of D.C., particularly those students residing East of the River. We believe that the community must be engaged in partnership with the school in order for the school to truly fulfill its mission and be a success at serving its students. As a result, RMSLA will engage the Director of Operations to lead the charge to ensure that the community is involved and remains involved development and direction of the school. In recognition of the importance of community input, RMSLA has already begun to engage the community in informing them of the development of the school. The Founding Group has met with multiple community organizations and leaders serving families and children located in Wards 7 and 8, and we are honored by their pledges of support for the school. While current commitments do not allow all community leaders to serve on the Board, RMSLA has invited these individuals or organizations to serve as advisors keeping the school leaders and the governing Board of Directors abreast of the community needs and happenings. These individuals and organizations have committed to advocacy for the school, assistance in recruiting students, and attendance at two annual meetings to provide feed back to the school from the community.

The Director of Operations will serve as a liaison between school and the local community and will be responsible for ensuring that the school remains accountable to the community and does not leave residents with another unfulfilled promise of community improvement. As a partner and outgrowth of the well known and successful faith-based organization in Southeast, (the Temple of Praise), we have already established relationships with many of the organizations and community leaders serving families located in Wards 7 & 8.

The table set forth in subsection b. below titled “Targets for Marketing”, outlines some of the strategic efforts that we will continue to undertake to notify the community and parents about the school.

b. Recruitment of Students

Several marketing strategies will be used to attract, recruit, and retain the student population - community outreach, social marketing, and traditional advertising. These strategies will be applied simultaneously, to link RMSLA across a broad spectrum of the targeted student network.

At full operation, RMSLA will serve grades 9-12. RMSLA will initially recruit 100 9th grade students and 100 10th grade students in the first year. Each year a grade will be added to the school until RMSLA reaches full enrollment: 400 students. RMSLA will recruit from youth and community organizations, churches and middle schools throughout Washington, DC – with a focus on families East of the River. The founders of RMSLA have contacted civic and church leaders and local school principals, and guidance counselors, so that they may refer students to RMSLA. The founders understand and recognize the challenges of recruiting potential families and students to a new school, particularly in D.C. where there is an intense focus on education reform and charter schools are under close scrutiny and great debate. RMSLA founders recognize the challenges surrounding student recruitment in general, and have thoughtfully planned concerted and strategic efforts to reach all vital stakeholders and address as many concerns in a thorough, honest and transparent manner.

The Director of Operations will have the responsibility of overseeing the student recruitment and community outreach process in conjunction with the Executive Director. Upon chartering, the Director of Operations will solicit our community partners and the local churches East of the River announcing the school's chartering and the proposed opening date. He/she will also use the first three months after the school is chartered to continue to cultivate relationships with additional community organizations. It is with this foundation that the school will begin an intensive parent and student recruiting effort, as outlined.

An issue that we do not have to necessarily fight that many schools have to wrestle with is "newness" to the community. It should be noted that a major partner of RMSLA is the Temple of Praise church. The Temple of Praise draws 4,500 persons to Sunday worship service, weekly, and the majority of attendees live in Washington, DC. For almost two years, the plans regarding the establishment of RMSLA have been announced during church services and events. There is widespread support, and a fair number of families who have expressed a commitment to enroll their child(ren) once we open. These families are not just members of the church, but also community members, who have participated in the church's community based summer camp and after school programming. The Temple of Praise has partnerships with many other churches and throughout Washington, DC. with families also interested in a high performing high school in Washington, DC. It should be strongly stated that we are not only marketing to churches, but have significant partnerships from which to draw upon to ensure our target enrollment.

This is not a Christian school or private school. We will not exclusively market, or give priority to those who attend the Temple of Praise or another faith-based organization. However, our longevity and success in the community and the District in general, and the captive audience that the church has available to it consistently is a strong point that will be accessed to ensure full enrollment at all times.

RMSLA will also draw on contacts from the Navy Yard, and Bolling Air Force Base, both located in the Southeast area of Washington, DC. Both Bolling Air Force Base, and the Navy Yard, both located in Southeast Washington, DC will offer a diverse mix of students, a fact that will benefit all students on campus and, in addition, will honor the principles upon which Renaissance is built. Further, recruiting from the Air Force Base and Navy Yard is expected to present significant additional opportunities for resources and partnerships for RMSLA.

RMSLA has also developed a partnership University of the District of Columbia, Massachusetts Institute of Technology and is in discussions with Howard University and Florida A & M. Our conversations relationship with Howard University and their public charter middle school Director includes a plan to establish a direct feeder relationship from their high performing middle school with a Math and Science focus, to our proposed high performing public charter high school with the same focus.

RMSLA is in a unique position to recruit and enroll homeless students and service homeless families. RMSLA partners, The Temple of Praise and Way of the Word, CDC, operate two model transitional housing programs in Ward 8 for homeless families. These organizations are intimately connected with, and funded by, The Community Partnership for the Prevention of Homelessness, the D.C. Superior Court Family Treatment Court, and the D.C. Child and Family Services Agency. These agencies service homeless families in the District of Columbia and RMSLA will notify those families in the homeless continuum of care about enrollment.

RMSLA will hold informational sessions in the winter and early spring following the first year of operations, led by the key school administrators. These sessions will provide interested parents and students with information regarding the school's philosophy, curriculum, methodology, and future plans and will allow students and parents to meet representatives from the RMSLA. These sessions will be open to all and will be conducted every year. The Parent Association and Director of Community Outreach will market the school through its many community partnerships, while always seeking more partners. The Director of Community Outreach will make every effort to market the school to students whose parents may not contact us through educators, school guidance counselors, and social workers.

Application Process

Applications may be filled out in a number of ways:

- An application may be picked up at any number of participating youth organizations and community partners, and returned by mail.
- An application may be filled out during one of the informational sessions (with or without the assistance of RMSLA staff.
- Interested parents and students may make an appointment with a staff member for assistance with the application process.
- E-Applications can be retrieved on-line at the school's website and *Facebook* pages.

The final deadline for fall applications will be July. Enrollment in the first year will be determined strictly by lottery in accordance with section 2206 (c) of the D. C., School

Reform Act. After the first year, preference will be given to siblings, then to students in the surrounding neighborhood. Further enrollment in subsequent years will be determined through a lottery.

In the unlikely event that significantly fewer applications are received than expected, RMSLA will consider implementing its No Fund Raising scenario described in Section F.2, below. It is also expected that any such under enrollment would be a temporary and one-time phenomena, as RMSLA's reputation after the first year of operation would generate increased enrollment during the first academic year and in subsequent years.

Community Partners - We will also use community partners including local libraries, boys and girls clubs, and other after school programs, local media, local television stations and local radio stations to spread the word about RMSLA. The Director of Community Outreach will market the school through its many community partnerships, while always seeking more partners. The Director of Community Outreach will make every effort to market the school to students whose parents may not contact us through educators, school guidance counselors, and social workers.

Technology – Internet access will make RMSLA visible and accessible to students, parents and community partners via website information and downloads a *Facebook* page, and e-mail marketing. This strategy enables RMSLA to connect with students in a contemporary way, and reach a broader audience more frequently and more quickly. It also offers a count of the total number of persons or “hits” our recruitment campaign reached. The development of a robust and engaging site and marketing strategy is a critical piece of the pre-operational phase.

The final deadline for fall applications will be July 2012. Enrollment in the first year will be determined strictly by lottery in accordance with section 2206 (c) of the D. C., School Reform Act. After the first year, preference will be given to siblings, then to students in the surrounding neighborhood. Again, further enrollment in subsequent years will be determined throughout a lottery.

Lottery

If at the close of the initial enrollment period, fewer applications have been received than seats available, all grade level eligible students who have submitted an application will be enrolled in the school, and a second enrollment period will be opened to fill the remaining seats. If at the close of the enrollment period we have received more applications than allotted capacity, we will hold a public lottery. Enrollment preference will be given to D.C. residents and to siblings (see “sibling preference” section for more details).

We will conduct the lottery in a manner similar to a “bingo” style forum. All names from the student applications received by the deadline will randomly be assigned a numbered bingo-style ball (“the lottery ball”) between one and the number of applications received. If the potential student is a sibling of a student currently attending the school, the lottery ball will be marked with a colored “X” to indicate sibling preference. The lottery will be open to the public and will be held on a night and time announced to the families at the beginning of the enrollment process. The Executive Director, Director of Curriculum and Instruction, and

Board members will be present at the lottery. However, lottery balls will be pulled by a party who is neutral to the school such as a community leader.

The lottery will be conducted by grade. All numbered lottery balls of students applying for enrollment in a particular grade will be placed in one bingo cage. Lottery balls will be pulled blindly without bias. Subject to the provisions of the sibling preference set forth below, the order in which the lottery balls/numbers are pulled will determine whether the student has a seat in the school, whether the student will be placed on the waitlist, and the order of the waitlisted students. A letter with the results of the lottery, as it pertains to their child (ren) will be sent to all families who participated in the lottery via U.S. mail within 48 hours after the lottery has occurred.

Being allocated a seat at RMSLA either via application submission or lottery does not complete admission to the school. Families with children who have received a seat must return an Intent to Enroll form and all registration forms/materials to the school. In the event the family of a student who receives a seat in the school does not return the Intent to Enroll form within the time specified in this application (approximately two and one-half weeks), or even after returning the Intent to Enroll form, decides not to accept admission to the school, the family will forfeit their right to enroll and another student will be selected from the waitlist in the appropriate order.

Sibling Preference

Siblings of students who are already enrolled in RMSLA or who receive a seat during the lottery will receive preferences for enrollment into RMSLA. While all applicants will be included in the lottery and will be pulled blindly, the lottery process will account for a sibling preference.

.Since we plan to locate East of River where there are many middle school-aged children and middle schools, we do not anticipate having a significant impact on the enrollment of the surrounding schools. To ensure that we remain a viable organization, we have created a contingency budget in the event that we are unable to meet our targeted enrollment numbers (see Section F).

c. Future Expansion and Improvements

The table below displays our expected enrollment for the first five years of operation which includes a potential 10% attrition of students after the 9th grade enrollment. Nationally, the special needs population is approximately 12%, we expect a slightly larger percentage of students (no more than 14%) with IEP and 504 plans in Ward 8. The ELL population is currently less than 1%, however, demographic shifts may alter the figure upwardly. We are developing instructional plans and strategies appropriate in serving the needs of that population should they enroll at RMSLA.

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
9 th	100	100	100	100	100
10 th	100	100	100	100	100
11 th		100	100	100	100
12 th			100	100	100
Total ELL ³⁶	n/a	n/a	5	5	8
Total SPED ³⁷	22	25	28	30	32
Total Population	200	300/290 ³⁸	400/375	400/375	400/375

Our budget currently anticipates our growing enrollment and allocates funding accordingly. Each year we will increase our staff to ensure we have sufficient administrative, teaching, and support positions to serve our students and implement our programming. Our facilities budget anticipates our occupancy need through full enrollment. We have drafted a budget that anticipates an initial facility capable of accommodating our school population through year two. We have budgeted to renovate to accommodate additional students in year three and beyond.

C. Plan of Operation

1. Student Policies and Procedures

a. Timetable for Registering and Enrolling

As stated previously, RMSLA has an open door policy for eligible DC students. In December 2011 RMSLA will release its student application and begin its open enrollment period. Families interested in enrolling a child at RMSLA will be required to submit a completed application or reapplication form. The applications will be made available at the school's Open House, at the school, and on the school's website. The application will be clear and simple, requesting basic biographical, contact, gender, and other pertinent information (e.g., school currently attending). We will make clear to all families that there are no fees associated with the filing of an application, nor are there any tuition charges for attending

³⁶ According to the 2006 NCLB Report Cards, the only charter school reflecting a percentage of its student population classified as ELL is Cesar Chavez Public Charter School located in Ward 7. All other Ward 7 & 8 charter schools currently show zero percent of their student populations classified as ELL. For this reason, we do not anticipate serving any ELL students within our first two operational years. However, we welcome and will be prepared to accept ELL students in our first year of operations and all years going forward.

³⁷ See Section A. 2. D for information on our anticipated Special Education enrollment and services.

³⁸ We will plan for future expansion based upon total enrollment projections yet will anticipate attrition.

RMSLA. The application will be available in both English and Spanish, and the school will make staff or volunteers available to any parent or guardian who needs help completing their application, including translators as needed. Working closely with social service agencies, RMSLA will make every effort to ensure that homeless students also receive the appropriate information for enrollment.

All applications for enrollment will be due April 2, 2012. As RMSLA receives applications, the information will be entered into a central database and the date of the receipt will be tracked. RMSLA will notify families by postcard/email of application receipt. No pre-admission activities will be required, though optional information sessions will be held for parents. If on the close of the enrollment period fewer applications have been received than seats available, all grade level eligible students who have submitted an application will be enrolled in school, and a second enrollment period will be opened to fill the remaining available seats. In the event on April 2, 2012, that we have received more applications than our allotted capacity (which we fully expect), we will hold a public lottery as described in Section B, one week later on April 9, 2012.

The table below indicates the intended timeline for registering and admitting students for the first year of operation.

Date(s)	Activity
April 2, 2012	Deadline for school to receive student applications
April 9, 2012	Lottery held to determine admission, Wait list established for students not selected.
May 2012	Notification of families (email, phone ,US Mail letter (Intent to enroll forms included with letter)
June 2012	Intent to enroll deadline. Families who do not return their Intent to Enroll forms by this date will forfeit their child's seat.
Upon receipt of intent to enroll	Registration materials including full student application and health forms mailed to families
May 2, 2012	If applicable, Wait list activated and students notified of admission for any available seats.
May 2012-June 2012	School leaders visit the homes of admitted students to welcome students, review school program and expectations and execute RMSLA covenant.
July 2012	All student registration materials required, including proof of D.C. residency.
August 25, 2012	School year begins.

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

Enrollment in RMSLA shall be open to all students, including homeless students, who are residents of D.C. and have completed 8th grade. The RMSLA policy will not discriminate against students or limit enrollment on the basis of a student's race, color, religion, national origin, language spoken, intellectual or athletic ability, measures for achievement or aptitude, or status as a student with special needs or any other grounds that would be unlawful. In accordance with § 38-1802.06 (b) and § 38-1802.06 (e), if seats remain available after all D.C. residents have are enrolled, a non-resident may be offered admission to the school. However, a non-resident admitted to the school must pay tuition in the amount of per pupil funding allocation set by the D.C. City Council. This tuition will be payable in accordance with the requirements set forth by the D.C City Council.

The Director of Community Outreach will be primarily responsible for overseeing the student recruiting and enrollment process at RMSLA. In order to ensure that our process is fair, transparent, and being closely monitored, the Director of Community Outreach will serve as the primary contact on student enrollment issues, and will be responsible for the care and security of all student enrollment materials and records. The Head of School will work closely to support the Director of Community Outreach and ensure that all procedures for registration and admission are closely followed.

Student Discipline

RMSLA believes that it is of the utmost importance that children remain in school. We all share the responsibility for maintaining a safe, positive, learning environment. When there is a need for disciplinary action, we will first consider disciplinary alternatives that allow the student to remain in school without effecting the safety and education of themselves or other. Such sanctions as requiring students to complete additional course work, increased participation in Saturday Academy, and the performance of additional community service hours we believe will deter students from further infractions. In addition, before they can re-enter the regular schedule, students must attend a behavioral workshop and sign a contract outlining how they will change their behavior.

RMSLA strives to create an environment where learning comes first. Discipline at RMSLA is a vital support to this goal. RMSLA's system of consequence is designed to cultivate a respectful, serious be administered for behavior that is unproductive or counter-productive, such as unpreparedness for class, minor for behaviors including, but not limited to the following:

Disrespect and/or disruptions of learning. RMSLA will not tolerate disrespectful behavior towards staff, guests, or other students. Behaviors which prevent other members of RMSLA from pursuing their education (such as failing to follow a teacher's directors, repeated talking or deliberately distracting other students during class) are considered disruptions of learning.

Cheating and/or plagiarism. Cheating and plagiarism represent breaches of community integrity and trust. RMSLA defines cheating as conversing with another student during a graded assessment, copying or attempting to copy the work of another student, or using/attempting to use materials other than those allowed during an assessment. Plagiarism is defined as representing the work of another as one's own.

Unprofessional Contact. This includes any forms of touching, groping, or other displays of affection.

Attendance violations. Students are required to attend all scheduled classes and events on time. RMSLA has a closed campus. Students should not go beyond the specified limits of the school ground without an approved chaperone or express written permission of a faculty member.

Property violations. The theft, destruction, or defacement of school or private property constitute violations of state law and jeopardizes the integrity of the school community.

Inappropriate behavior on public transportation and/or in school uniform. Students represent RMSLA when riding the Metro, and when in school uniform. They must not engage in any disruptive and/or dangerous behavior.

Harassment. RMSLA is committed to maintaining a school environment free of harassment based on race, color, religion, national origin, age, gender, sexual orientation, or disability.

Acts or threats of violence or aggression. Fighting, abusive or aggressive language have no place in an institution of learning and self-improvement.

Alcohol, controlled substances, and tobacco. The sale, transfer, use, or possession of alcohol and controlled substances at school, or school related functions constitute a violation of District of Columbia law. Smoking on school grounds is strictly prohibited.

Weapons. DC law dictates that "any student who is found on the school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including but not limited to a gun or knife...may be subject to expulsion from the school."

Voluntary Withdrawal

RMSLA is a school of choice. As such, circumstances may arise in which a parent or guardian wishes to transfer their child to a different school. Parents may withdraw students by providing written notice to the school. The Director of Community Outreach will ensure the timely transfer of any necessary school records to the student's new school.

Voluntary Due to Impending Disciplinary Action

Should a parent withdraw a child due to an impending disciplinary action, the student will not be readmitted.

Involuntary

Should a student be absent for more than 10 days without a note or any contact from the parents, the child may be involuntarily withdrawn from the school. The school will make every attempt to contact the parent concerning the student's absence prior to the student being withdrawn. This will include a contact via mail and contact via telephone at all available numbers. At the discretion of the Head of school and Director of Community Outreach, the child may not be allowed to re-enroll in the school. A student who attends another school is subject to being involuntarily withdrawn from RMSLA.

Disciplinary Actions

Suspension

The following outlines criteria and procedures for a student's suspension. RMSLA will have two levels of suspension.

In school suspension

In-school suspension will serve as a form of discipline reserved for serious offenses that are not life threatening and/or do not endanger the safety of others. The specific guidelines for behaviors that constitute grounds for in school suspension will be included in the Student and Family Handbook. Examples of such behavior are use of profanity within the school building or on school grounds, and cheating.

Procedures and Due Process for Disciplinary Action; Short Term Suspension

If a student commits an offense that calls for a short term suspension (10 days or less), the student is afforded the due process rights required by *Goss v. Lopez* 419 U.S. 565 (1975). Such student is subject to the following:

- If necessary, the student is immediately removed from class and/or school
- The student is entitled to respond to the charges against him/her
- The Dean of Students or his/her designee addresses the conduct and, in consultation with the Head of School assigns an appropriate consequence.
- The parent/guardian is notified by the Dean of Students or his/her designee; a parent/guardian may be required to meeting the Dean of Students or Head of School regarding infractions prior to the students' return to school.

Expulsion

Under federal law, if student is in possession of a dangerous weapon, b) drugs, or c) alcohol on school property, on the school bus, or at a school sponsored function, then the student will

be automatically be recommended for expulsion. Likewise, if a student physically assaults a faculty member, the student will be recommended for expulsion. The specific guidelines for behaviors that constitute grounds for expulsion will be outlined clearly in the Student Family Handbook. The following outlines criteria and procedures for a students' expulsion.

Procedures and Due Process for Disciplinary Action: Long Term Suspension or Expulsion

If a student commits an offense that calls for long term suspension (more than 10 days) or expulsion, the following steps are taken: If necessary, the student is immediately removed from class and/or school. The parent/guardian is notified by the Dean of Students. The school sets a hearing date.

2. Human Resources Information

a. Key Leadership Roles

Chief Administrative Officer: Executive Director (Head of School) -100%

During the planning year Founding member, Dr.Yvonne Coates will serve in this capacity until a suitable candidate has been identified. Dr. Coates has been selected due to her extensive educational experiences in both educational administration and teaching. Additionally, Dr. Coates has experiences serving a student population similar to the proposed student population of RMSLA. Dr. Coates is a retired educator from DCPS with over thirty-three years of teaching/administrative experience. Dr. Coates taught English for seventeen years on the secondary and adult levels. Dr. Coates' management/administrative positions have included: Assistant Director, PAUSE An Alternative School Program; Assistant Director, Instructional Recruitment and Orientation Branch; Assistant Director, Teacher Education and Certification Branch; and Director, Educational Credentialing and Standards Branch. Dr. Coates is currently a clinical faculty supervisor with American University providing instructional support to new teachers.

Curriculum Leader: Director of Curriculum and Instruction-100%

We have not yet identified a permanent candidate for the position of Director of Curriculum and Instruction. However, during the planning year Founding member Dr. Brownley will serve in this capacity until a suitable candidate can be identified. Dr. Brownley has been selected due to her experience as a teacher at one of the highest performing charter schools in the nation, serving a student population similar to the proposed student population of RMSLA. Dr. Brownley has a strong background in mathematics education and can provide relevant input into the design and implementation of the focus areas articulated in the RSMLA mission and vision. Dr. Brownley has experience with the selection of curricula for secondary school students, hiring staff to serve students in high school, and monitoring of assessments for students.

Business Officer: Director of Operations-100%

We plan to hire a Business Manager prior to the start of the first year. During the planning period, Founding member, Elaine Gipson will serve in this capacity until a suitable candidate

can be identified. Ms. Gipson was the Director of Resources of Young America Works Public Charter School from 2003-2007 and was the executive manager for the start up school plans including human resources, professional development, financial and payroll administration, federal and local compliance for education auditing and reporting requirements. Ms. Gipson will help guide and develop standards for RSMLA with their fiscal operations, and help leverage resources for the school.

Legal Counsel-50%

The founder group plans to connect with a law firm to provide pro bono legal assistance. We have been in contact with two firms, who have expressed interest, and are awaiting a response. In the interim and during the planning period, Dr. Sharon Styles-Anderson will direct the legal aspects of RSMLA. Dr. Anderson has practiced law in the District throughout her career. Dr. Anderson has also been very involved in curriculum development in post secondary education. Dr. Anderson was an associate professor at Howard University Law School, where she founded two major programs for the law school in clinical education and trial advocacy. She also has taught at Georgetown University Law Center, and currently teaches as a visiting professor at Harvard University Law School during their winter term. Dr. Anderson has worked on many multi-million real estate projects, and has supervised all community programs for the Temple of Praise church to include the transitional housing program, parenting center, after school and summer camp programs -geared to provide academic enrichment for public school children.

b. Qualifications of School Staff

The success of any organization is directly related to the quality of the people it recruits. Realizing that we are a new school, we need people who are extraordinary in what they do and want to be part of something great. We recognize that the quality of our staff (teachers, administrators, support team) will be the prime variable dictating our success. RMSLA will look for intelligent, passionate educators who are strong classroom managers, have proven successful experiences with our target population, maintain a shared view of the school's mission, and are firm believers that all students can-and must succeed at high level.

Hiring Standards

No Child Left Behind legislation stipulates that all teachers must be highly qualified. In addition to the guidelines specified by NCLB all RMSLA teachers hired will meet the following minimal criteria:

- A bachelor's degree from an accredited university/college with at least 30 semester hours in the content area;
- Possess a clear understanding of curriculum, instruction, and student development;
- Demonstrates competency in the core academic subject area;
- Demonstrates ability to integrate curriculum across academic disciplines;
- Demonstrates ability to teach using interactive, hands-on, project-based learning techniques that promotes critical thinking and self-discovery;
- Experiences in urban teaching;

- Possess the ability to work collaboratively with school staff, parents, and members of the community;
- Possess strong oral and written communications skills; and
- Models professional behavior with good interpersonal skills and high personal expectations.

Level A Teachers- Bachelor's Degree

Level B Teachers – Bachelor's Degree + 3 – 5 years experience in content teaching (Master's preferred)

Level C Teachers – Master's Degree or higher with 5+ years of experience in content area teaching

Educational leadership is the key variable to an effective school program. School leaders are responsible for the overall management of the school's operation. The Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders are based on a framework of knowledge, dispositions, and performances that provide a common vision for effective school leadership. These standards serve as the basis for the selection of RMSLA school leaders. These qualifications include:

- A master's degree in school administration
- Previous successful and diverse experiences as a school-based administrator
- Ability to provide instructional leadership for curriculum implementation
- Ability to monitor and access student achievement using technology and multiple sources of data
- Ability to recruit and maintain a teaching and support staff that reflects the diverse needs of the student population and community
- Ability to create a team that works collaboratively and promotes high expectations for all students
- Ability to engage community and business resources to support student achievement and student leadership opportunities
- Communicates effectively with students, staff, parents, and community representatives

While specific qualifications have been outlined for teachers and school leaders, it is important that all staff employed with RSMLA share the vision and mission established by the school. All staff must demonstrate a commitment to educational excellence; possess excellent communication skills; and have the ability to work collaboratively with others. Only with this shared vision can we be assured that our students will receive a successful educational experience.

Recruitment

We believe our greatest asset in attracting great candidates is the fact that we are a new school with an innovative academic program. Many high potential driven people want to be a part of something from the ground up where they believe they can impact immediate change. We will capitalize on the fact that many components of our school programming are things that may entice many high-performing successful teachers and administrators are to join our team. We will emphasize that they will no longer work in isolation, but with a team of

individuals with the same work ethic, the same expectations and a mutual sense of team. We believe this will be attractive to many candidates.

In order to attract the finest candidates, RMSLA will extend a broad net to attract applicants. In particular, in order to hire a faculty that mirrors the diversity of the student body, we will make concerted efforts to create a large number of applicants who are teachers of color. RMSLA will use the following sources to help locate great talent.

Nemnet. RMSLA will seek membership in the National Employment Minority Network. (Nemnet). Once a member, RMSLA leaders will go to several Nemnet career fairs, list our openings with them, and actively search their resumes books and web site for attractive candidates.

National Association of Black Educators. RMSLA will advertise on www.nabse.org and work with the organization to recruit top black educators.

Carney Sandoe. RMSLA will seek membership with Carney Sandoe & Associates, an organization that primarily place teachers and administrators in independent schools. We will go to several Carney career fairs, list our openings with them, and actively search their resumes books and web site candidates.

Notices to colleges and universities. RMSLA will inform the career services offices at certain colleges and use a national database for career service offices to list openings at RMSLA.

National professional organizations. With an academic emphasis on science, math, and leadership RSMLA will forge an ongoing relationship with the appropriate professional organizations for recommendations in the selection process to ensure high quality staff with the same vision as RSMLA.

New Leaders for New Schools, Teach for America, Peace Corps. ,and Summer Bridge Alumni. RMSLA will actively use recruiting tools of these organizations to find top candidates.

Personal referrals. This is perhaps our best source for recruiting staff. With an active marketing campaign (to include the District area community and businesses) we anticipate the use of personal referrals as a component of our recruitment strategy.

Advertising in local newspapers. RMSLA will place classified ads in the Washington Post, Washington Times as well as other local and community newspapers.

Web site advertisements. Upon charter approval, our website. RMSLA will post job openings on the RMSLA website (to be developed).

Early Bird Recruiting. Upon approval, the Executive Director intends to visit some of most successful graduate programs for veteran teachers/administrators in the fall and winter of 2011 with the intention of hiring as many faculty members as possible before the traditional hiring season begins in March.

RMSLA will perform national background checks on all school personnel, including volunteers. Background checks will be performed prior to hire of any employee and prior to the start of service for any volunteer. For all personnel and volunteers, we will also perform a criminal background check that covers states they have lived in within the last five years. In addition, hired staff will be required to submit three references-two business references and one personal reference-that will be contacted prior to hire. We will consult with other charter school leaders for recommendations of agencies to use to conduct the background checks.

b. Staffing Plan

The pupil to teacher ratios for each year of operations as follows

2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
16:1	16:1	18:1	18:1	18:1	

In the first year we will hire 14 full time instructional staff (2 English, 2 Math, 2 science, 2 social studies, 2 leadership, 2 special education, 1 World Language, 1 school counselor). The Founders and Executive Director will determine the number of faculty needed by reviewing the per pupil allotment as well as the staffing plans of other high performing schools. The staffing plan will be guided by the school's curriculum and planned programs. The academic support staff (special education teachers and special education coordinator) will work closely (in Year 1) with English and Mathematics teachers to ensure that all identified students are receiving the necessary educational modifications, accommodations and support as determined by their Individual Education Plan or 504 Plans.

RMSLA will continue to grow to full grade capacity through the fourth year of operation. As the student body of RMSLA grows, the staff and administration must also continue to grow to meet the needs of the students and to provide a program that consistently performs at high levels. Positions will be added slowly to progressively accommodate the growing academic and administrative needs of an increasing student population. A list of the administrative positions that will be added after year one, ³⁹ and the year in which they will be added are listed below:

1. **The Director of Development** will coordinate with the Executive Director to identify and secure funds for the school. The Director of Development will be responsible for applying for grants on behalf of the school and accurate maintenance of individual donor records, in-kind contributions, and federal corporate and private grant awards. The Director of Development will cultivate donor relationships, and will work with the Board of Directors to develop strategies to increase individual giving to meet the needs of the school.
2. **The School Counselor** will aid the Special Education Coordinator in addressing the social, emotional and counseling needs of students. There are challenges that students face that affect their performance in the classroom and the ability to meet school expectations set within framework of the core values. The School Counselor will help students address these non-academic challenges, coordinating efforts with

faculty and parents. The School Counselor will work with the Special Education Coordinator to meet the counseling needs required for students with IEPs.

3. **The College Placement Coordinator** will help the school to develop relationship with public, private, colleges and post secondary institutions that RMSLA students could potentially attend. The College Placement Coordinator will work with parents to develop a clear plan for each student's college application process. He/she will work with students in cohort groups and one-on-one throughout the process, including help with essays, coordination of test taking classes for SATs, and coordination of visits to schools.
4. **The Academic Support Coordinator** will be responsible for the coordination of all support programs offered to students outside of those provided to Special Education students. These include after school tutoring, Saturday Academy, Empowerment Academy (summer sessions) for students. He/she is responsible for keeping data on the progress of student receiving support services and coordinating staff to provide support services.

A strong culture of collegiality will exist upon faculty at RMSLA. We will create a professional environment that focuses on student achievement. We will operate as a single unit with one focus-fulfilling our mission in our students' lives.

d. Employment Policies

We will develop all employment policies and human resources processes, including benefit packages, salaries, contracts and evaluation, beginning in August 2011, and in accordance with the timetable set forth on p. 101 under the "Personnel Section" of the RMSLA Charter Implementation Plan. All of our policies, procedure and processes will be clearly outlined in the Personnel Handbook that will be distributed to all employees during staff orientation.

Compensation and Faculty Employment Letters

We will determine the compensation and benefits package for each employee based on experience and qualifications. In order to compensate for our extended day and school year, we intend to pay teachers and non-instructional staff at a competitive level. In addition, we may increase salaries of teachers and non-instructional staff to account for the additional time spent with students in the extended day extended year model, as well as for time spent teaching in Saturday Academy. All employees will be 'at-will' employees. We will not enter into employment contracts. All employees will sign an employment letter for one year. The letter will include the title/position, duties, salary, and any benefits. All letters of employment will be renewed annually in accordance with our developed policies and procedures. All employees will receive formal bi-annual evaluations-one mid-year and one at the end of the school year.

Benefits

We believe that it is important to ensure that all employees be offered a competitive benefits package. RMSLA's benefits package will include health care, dental, vision, short and long

term disability insurance and a retirement plan. The Business Manager and the Head of School will work diligently to find a competitive group rates for benefit packages.

Teachers and staff hired by RMSLA from D.C. Public Schools will retain their level of pension benefits within 60 days after the date of their employment. These employees may elect to transfer their pension payments to the plan selected by RMSLA for all other employees, or they may elect to continue making payment to their current fund. With either option that the employee selects, RMSLA will make the same contribution that DC Public Schools would have been required to make if the person had remained an employee of the D.C. Public School System. RMSLA will not require these teachers to enroll in its pension plan as a condition of employment.

Non-discrimination

RMSLA will not discriminate against any employee on the basis, creed, color, gender, national origin, religion, ancestry, age, sexual preference or disability in the recruitment, selection, training, utilization, or termination of employees or any other employment-related activities.

Drug-free Workplace and Assault

RMSLA will maintain a safe and drug work environment. Distribution of illegal drugs on school grounds, or arrest for drug use or distribution by staff will be cause for immediate dismissal. Assault or attempted assault of any staff, students, parents, or volunteers will also count as immediate grounds for dismissal. These and all other guidelines pertaining to termination of employment will be outlined in the Personnel Handbook.

e. Volunteers

RMSLA will seek to create partnerships with the greater community, including local colleges, universities, businesses, and philanthropic organizations. To this end, the Director of Community Outreach will actively seek volunteers to help support various academic and non-academic programs. Volunteers working with children or working in the building during hours when children are present will be required to complete an application, submit to a background check, and participate in volunteer training.

Every volunteer who works directly with our students will do so under the guidance and supervision of a member of the RMSLA staff until it is determined that the volunteer is capable of working with our students independently. Opportunities to work directly with students include academic tutors, Saturday Academy, Empowerment Academy, Teaching Assistants, and internship opportunities. Volunteers will also be engaged in projects that indirectly impact our students' academic success. For instance, they may assist in beautifying the classrooms or hallways, assist the Director of Community Outreach in implementing a book drive, or organize materials prior to the beginning of a trimester.

All of our volunteers will receive intensive training prior to being allowed to interact with our students. All training of volunteers will be overseen by the Director of Community Outreach in tandem with applicable staff. In addition, to District requirements for screening

and training volunteers, our training process will enable our volunteers to understand our mission, articulate and carry out the school's system and procedures, and maintain the consistency of our school culture while supporting the academic and social development of our students.

Arrangements for Meeting District and Federal Requirements

a. **Health and Safety.** RMSLA will comply with all health and safety laws of §(11) and § 38.1802.04 (c) (4) of the D.C. School Reform Act.

b. **Safety.** RMSLA will comply with the facility requirement of the American with Disabilities Act and all school fire code requirements including Section 404 (Fire evacuation and Safety Plans, Section 405 (Emergency Evacuation Drills) Section 406 (Employment Training and Response Procedures), Section 407 Hazard Communication) and Section 408 (Use and Occupancy Related Requirements).

c. **Transportation.** RMSLA will ensure that all students and their families are informed of the reduced fare student Metrorail ticket program and the reduced fare student bus token program for transportation.

d. **Enrollment Data.** RMSLA will comply with the D.C. School Reform Act and regulations governing student enrollment policies and procedures, and verification of residency. As required by the D.C., we use DC E-SISSTARS to assign DCPS student identification numbers to maintain enrollment data.

e. **Maintenance and Dissemination of Students Records.** RMSLA will maintain comprehensive electronic database of all student data including personal and health data, attendance, grades, and performance assessment data. This electronic record system will enable RMSLA to maintain and disseminate information as 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. 13-501 et. Seq. (Immunization of School Students); D.C. Code sec. 31-601 et. seq. (Tuition of Non-residents); D.C. Code sec 29-501 et. seq. (Non-profit Corporations).

f. **Compulsory Attendance Laws.** RMSLA will utilize DCPCSB required on-line Attendance Management Software (OLAMS) to maintain accurate attendance records and to comply with the D.C. Compulsory Attendance Act (D.C. Code 31-401).

g. **Subchapter B of the Individuals with Disabilities Education Act** (20 U.S. C. 1411 et. seq.) and Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) RMSLA will consult with individuals with expertise in the areas of Special Education to assist in ensuring that the school is in complete compliance with all requirements of IDEA and the Rehabilitation ACT of 1973.

h. **Title I of the Improving America's Schools ACT.** RMSLA will comply with requirements of Title I and NCLB including the requirement for demonstrating AYP for the entire school, as well as for ethnic socioeconomic, English Language Learner, and special education subgroups of students. RMSLA will comply with parent notification requirements regarding AYP and highly qualified teachers.

i. **Compliance with Civil Rights Statutes and Regulations of the Federal Government and the District of Columbia.** RMSLA will comply with the Civil Rights laws that apply to public school including Title VI of the Civil Rights Acts of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Title II of the American with Disabilities Act of 1990. RMSLA will not discriminate on the basis of race, gender, national origin, or disability.

j. **Other.** RSMLA will comply with any other national and district mandates as warranted by its policies and procedures

4. Implementation of the Charter

a. Timetable and Tasks for Implementation of Charter

The following is a detailed timetable of projected steps and dates leading to the opening of RMSLA.

Task	Completed
Work with Board to develop standards for RMSLA curriculum	October 2009
Identify Facility	March 2009
Establish relationship with bank (City First Bank and PNC Bank)	March 2010
Negotiate Contract for Site Renovation	January 2011
Identify funding source for renovation	January 2011-March 2011
Incorporate RMSLA	January 2010
Draft By-laws for RMSLA Board	January 2010
Submit final application	February 1, 2011

The following schedule details the courses of action over the next 15 months in preparation for opening the school in August, 2012.

Task	Timing
Finalize site plan	March 2011
Identify sub-contractor(s) for renovation	March 2011
Complete application for 501(c)(3)	January 2011
Conduct first fundraiser to secure minimum of \$100,000 in funding	December 2011
Start renovation	October 2011
Complete renovation	March 2012
Finalize insurance plan (operations)	December 2011
Begin marketing	October 2011
Student Application	February 2012
Begin marketing /Open Houses	March 2012
Student application deadline	April 2012
Conduct student lottery	April 2012
Families notified	May 2012
Submit fundraising proposals	October 2011-August 2012
Recruit mentors and volunteers	May 2011-August 2012
Hire Executive Dir.& Director of Operations	January 2012
Recruit and Hire teachers	January 2012 –June 2012
Recruit and Hire staff	January 2012-July 2012
Finalize Board of Directors operating policies	May 2011
Form Board Committees	June 2011
Raise additional \$100,000 from foundations and other private donors	May 2012
Purchase books supplies and equipment	May 2012-August 2012
Conduct Staff Development	June 2012-August 2012
Conduct orientations for students and parents	July 2012-August 2012

RMSLA Opens	August 2012
Conduct Baseline Assessments	August 2012

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

RMSLA will responsibly maintain and computerized database of all records as required by the D.C. School Reform Act, parts B and D, and all other applicable laws, including D.C. Code Sec. 31-401 et. Seq. (Compulsory Student Attendance); 31-501 et. Seq. (immunization of School Students); 31-601 et. Seq. (Tuition of Non-residents); 20-501 et. Seq. (Non-Profit Corporations). The records will be continuously updated and monitored throughout the academic year, and will be disseminated upon request by DCPCSB, OSSE, DCPS and other public charter school authorities.

c. Major Contracts Planned

General Procedures for Award of Major Contract

In accordance with Section 38-1802.04 c.1 of the D.C. School Reform Act RMSLA will place a request for proposal (RFP) in the District of Columbia Register and newspaper of general circulation for all contracts which are equal to or greater than \$25,000. The RFP will remain in circulation not less than seven days before a contract is awarded by the school. This shall include contracts for equipment, services, facility development, and insurance. This shall not include any contracts for the lease or purchase of property, employment contracts, management contracts, or any contract entered into by reason of an emergency (as determined by the D.C. Public Charter School Board). Not more than three days after the contract has been executed RMSLA will report to the D.C. Public Charter School Board all bids received, the name of the contractor receiving the bid, and the reasons why the contract was awarded. All contracts will be thoroughly reviewed by the school's legal counsel before the contract has executed. The effective date of the contract shall be 10 days after RMSLA submits the information regarding all bids received and the awarded to the D.C. Public Charter School Board, or the date specified within the contract-whichever is later.

Specific Major Contracts Planned for Opening Not Requiring RFPs.

Facilities Lease and/or Purchase

RMSLA will lease the former Johnnig Baptist Church/Temple of Praise site located at 885 Barnaby Street, SE. Washington, DC. RMSLA has negotiated a lease for \$250,000 in year one, and \$350,000 in year two.

Employment Contracts

If granted the charter, the contract for the Head of School, will be written by the Board of Directors, under the leadership of the Board Chair. The Board will draft a consultant agreement for the Head of School, Director of Operations, and Director of Curriculum and Instruction during the planning year. These consultant agreements will be reviewed by legal counsel and will be voted on for approval at the first meeting of the Board of Directors post-charter authorization. After the planning period, the Board will draft a letter of employment hiring the Head of School as an employee of the school. This letter of employment will be reviewed by legal counsel and voted on by the full Board for approval. This contract will not take effect until June 2012.

All other letters of employment/contracts will be drafted by the Head of School, using samples from other schools. Legal counsel will review all contracts for legal sufficiency.

Management Contracts

RMSLA will not enter into any management contracts with Educational Management Companies, for the purposes of delivering services to students, financial administration, or programmatic operations.

Specific Major Contracts Planned for Opening Requiring RFPs

Contracts for the following major contracts will be secured by RMSLA prior to opening:

e. Services Sought from the District of Columbia Public Schools

Currently, the Founders do not anticipate that RMSLA will seek any services from D.C. Public Schools, with the possible exceptions of seeking transportation services for special education students.

D. Renaissance Math, Science, and Leadership Academy (RMSLA) Mission Accomplishment Plan

The mission of the Renaissance Math, Science, and Leadership Academy (RMSLA) is to educate students for success in college and careers by (1) providing an innovative learning environment that is academically and developmentally responsive, (2) implementing programs enhancing student leadership and civic participation; (3) instilling a commitment of continuous improvement and assessment that promotes life-long learning; and (4) maintaining a responsive organizational culture based on a shared vision, empowerment, collaboration, and fiscal responsibility.

Renaissance Math, Science, and Leadership RMSLA will have three overarching goals: 1) student achievement; 2) student civic participation; and 3) institutional excellence. These three areas are tied together by RMSLA's college preparatory model for its instructional approach integrating math, science, and leadership and further cemented by the learning standards and assessment strategies to be implemented.

1. Student Academic Achievement Performance Goals

Performance Objectives/Goals	Assessment Measures	Performance Indicators	Annual Target	Five Year Target	Strategies for Attainment
1.1 Students will demonstrate proficiency in mathematics	District of Columbia Comprehensive Assessment System (DC-CAS) Weekly/Monthly teacher assessment measures (quizzes, homework, unit	Percentage of students achieving proficiency on DC-CAS Percentage of students achieving proficiency on Stanford 10	50% of students will demonstrate proficiency as measured by DC-CAS 50% of students will demonstrate proficiency as measured by Stanford 10	95% of students will demonstrate proficiency as measured by DC-CAS 95% of students will demonstrate proficiency as measured by Stanford 10	- Extended learning time (tutorial program) - Saturday Academy for all students - Academic Support Team for students below grade level - Completion of quarterly assessments to determine areas of weakness/strengths - Use informal mathematics inventories in planning instructional strategies

	exams, projects) Quarterly benchmarks End of semester comprehensive tests				• Reinforcement and/or acceleration instruction tailored to student needs • Student participation in Empowerment Academy (summer program) • Implementation of research based best practices to support classroom instruction
1.2. Students will demonstrate proficiency in English/Language Arts	District of Columbia Comprehensive Assessment System (DC-CAS)	Percentage of students achieving proficiency on DC-CAS	50% of students will demonstrate proficiency as measured by DC-CAS	95% of students will demonstrate proficiency as measured by DC-CAS	• Extended learning time (tutorial program) • Saturday Academy for all students • Academic Support Team to monitor and support student achievement
	Weekly/Monthly teacher assessment measures (quizzes, homework, unit exams, projects)	Percentage of students achieving proficiency as measured by DC-CAS	50% of students will demonstrate proficiency as measured by Stanford-10	95% of students will demonstrate proficiency as measured by Stanford-10	• Completion of quarterly assessments to determine areas of weakness/strengths • Use informal English/language arts inventories in planning instructional strategies
	Quarterly benchmarks End of semester comprehensive tests				• Reinforcement and/or acceleration instruction tailored to student needs • Implementation of research based best practices to support classroom instruction

	College Preparation Portfolio (CPP)					
1.3. Students will demonstrate an increase in reading scores on internal summative and formal assessments	Assessment to be determined	Increase by one grade level	50% of all incoming students testing below grade level will show an increase by one grade level in reading (one grade increase each year)	95% of all incoming students testing below grade level will show an increase by one grade level in reading (one grade increase each year)		• Student participation in Empowerment Academy (summer program) • Extended learning time (tutorials/ Saturday Academy) • Empowerment Academy (summer program) • Professional development for teachers in literacy • Use of The Wilson Reading System
1.4. Students will demonstrate grade level proficiency in science	Science assessments (to be determined)	Percentage of students who demonstrate at or above grade level in science	50% of students will demonstrate grade level proficiency in science 50% of students will demonstrate proficiency as measured by Stanford 10 and DC-CAS Biology	95% of students will demonstrate grade level proficiency in science 50% of students will demonstrate proficiency as measured by Stanford 9 and DC-CAS Biology		• Extended learning time (tutorials/ Saturday Academy) • Empowerment Academy (summer program) • Professional development for selected teachers for science development
1.5. Students will demonstrate grade level proficiency in social studies	Social Studies assessments (to be determined)	Percentage of students who demonstrate at or above grade level in social studies	50% of students will demonstrate grade level proficiency in social studies	95% of students will demonstrate grade level proficiency in social studies		• Extended learning time (tutorials/ Saturday Academy) • Empowerment Academy (summer program)

1.6. Students with special needs will meet 80% of the goals set in the IEP	IEP goals indicated	Percentage of students meeting 80% goal	50% of special education students will meet the goals of the IEP	95% of special education students will meet the goals of the IEP	- Extended learning time (tutorials) for students with learning differences and/or have IEPs or 504 plans - Implementation of an inclusion model for instruction - Hiring of Special Education Coordinator, certified special education teachers, and instructional aides - Conduct regular meetings with parents and instructional staff
1.7. English Language Learners (ELLs) will demonstrate proficiency in English and mathematics skills	Language Assessment Battery-Revised results Home Language Questionnaires Internal assessments	Percentage of NEP and LEP students who demonstrate gains in English and mathematics proficiency	50% of ELL students will demonstrate proficiency in English and mathematics	95% of ELL students will demonstrate proficiency in English and mathematics	- Use of targeted technologies/ instructional practices to promote English Language - Professional development training for selected teachers - Extended learning time (tutorials/Saturday Academy) - Conduct regular meetings with parents and instructional staff

1.8. Students will participate in rigorous coursework through Advanced Placement classes	Class enrollment Student grades	Percentage of students who complete AP courses	15% completion and pass of at least one AP course and exam with a 3 or more	25% completion and pass of at least one AP course and exam with a 4 or more	- Honors and/or AP courses will be offered in all grades - Professional development training for teachers in selected areas
1.9. Students will complete their high school education	Graduation rates	Percentage of students promoted to senior year who graduate	75% of students will graduate in four years	95% of students will graduate in four years	- School/career counseling - Student participation in internships, community service projects
1.10. Students will complete a comprehensive college preparatory instructional program to prepare them for postsecondary opportunities	Subject area assessments (core courses- to be determined)	Number of students being promoted to the next grade	50% of students receive a passing grade in final exams across grade levels and content areas	95% of students receive a passing grade in final exams across grade levels and content areas	- Subject area assessments aligned to content standards - Extended learning time (tutorials/Saturday Academy) - Empowerment Academy (summer Program)

2. Student Non-Academic Performance Goals (Student Leadership and Civic Participation)

Performance Objectives/Goals	Assessment Measures	Performance Indicators	Annual Target	Five Year Target	Strategies for Attainment
2.1 Students will participate in leadership activities	Student interest surveys	Number of students participating in internships/externships	75% of students will complete internship/externship opportunities	100% of students will complete internship/externship opportunities	Developing partnership opportunities with local community organizations, businesses, agencies Completion of Student Development Program
2.2 Students will participate in community service projects	Student interest surveys	Number of students completing community service projects	75% of students will complete 100 hours of community service hours	100% of students will complete 100 hours of community service hours	Develop partnership programs with local community organizations
2.3 Develop the character of each student with emphasis on appreciation of the common core of human values and a respect for our common tradition of excellence.	Student referrals for behavioral issues Student clubs	Number of students referred for behavioral issues Number of student clubs established	50% reduction in student referrals for behavioral issues (suspensions) 10% increase in student organizations	95% reduction in student referrals for behavioral issues 30% increase in student organizations	Develop a peer mediation program Establish unified rewards/penalties for student behavior Develop student clubs and extracurricular activities that promote a positive school climate

3. Institutional Excellence

Performance Objectives/Goals	Assessment Measures	Performance Indicators	Annual Target	Five Year Target	Strategies for Attainment
3.1 Implement a four year curriculum with a focus on math, science, and leadership with high academic standards to serve as a national model	Detailed accountability plan	Percentage of core content courses and elective courses meeting the academic needs of students	10% increase in specialized/elective courses in addition to core content	Well-balanced educational program	Ongoing review and revision of school curriculum Research best practices and instructional strategies
3.2 Recruit and maintain a highly qualified staff as outlined in the No Child Left Behind Legislation	Completed staff rosters (instructional, administrative, and support) Completion of professional development training	Percentage of staff vacancies Percentage of teachers identified as highly qualified Percentage of staff participating in professional development training	50% of instructional staff identified as highly qualified as determined by NCLB Completion of a minimum of at least three professional development workshops	95% of instructional staff identified as highly qualified as determined by NCLB 10% of instructional staff completed National Boards for Teacher Certification Program	School wide recruitment program Establish staff development committee Survey school staff regarding staff development needs Assign mentor/coaches for new teachers and educational aides/staff

					Identify university and external partnerships for staff development Provide ongoing workshops for support staff regarding customer service, collaboration, and work ethics
3.3 Design and implement programs to encourage family and community involvement in the education of our students.	Parent Survey Data List of community and business partnerships	Percentage of parents participating in school-wide activities Percentage of community and business partnerships	50% of parent participation in school-wide activities 20% increase in the number of community and business partnerships	95% of parent participation in school-wide activities 50% increase in the number of community and business partnerships	Develop a school based/parent/community plan Host Parent/Community Open House/Parents' Day Organize parent and community volunteers Identify community and business partnerships Conduct ongoing workshops (i.e. RSMLA academic goals; standardized assessments; college preparation tools)

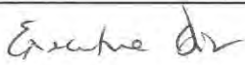
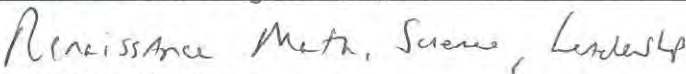
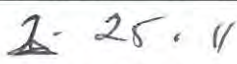
					Foster cooperation between service providers/service agencies and parents to provide social, emotional, physical, and intellectual support to students and their families.
3.4 Maintain a fiscally viable organization	Quarterly Budget/Finance Reports Audited financial statements(annual)	Percentage of increase in school revenue	5% increase in revenue (DC per pupil allocation; grants)	25% increase in revenue (DC per pupil allocation; grants; in-kind donations)	Identify appropriate accounting firm Generate operating budget projections Identify educational grants and in-kind donations Establish financial oversight committee

Assurances Form

(This form must be submitted with the application.)

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

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

	
Signature of Authorized Certifying Official	Title
	
Applicant Organization	Date Submitted



The Temple of Praise

Bishop Glen A. Staples, D. Min, DD.
Senior Pastor and Presiding Prelate



Bishop Glen A. Staples, known around the world for his oratorical gifting and anointed ability to teach the Word of God in such a profound, provocative, and prophetic manner invoking the call to high praise and worship serves as Presiding Prelate and Senior Pastor of The Temple of Praise (formerly known as Anna Johenning Baptist Church) which is located in the heart of Southeast Washington, DC. While covering more than 14,000 members, overseeing more than 35 churches in the D.C. metropolitan area, New York, Ohio, and more than 200 churches in India, Nigeria and the Bahamas, Bishop Staples is lovingly known as the “Pastor’s Pastor.”

Bishop Staples answered the call to preach in 1981, was licensed on April 14, 1982, and ordained on December 6, 1986. His love for uplifting God’s people led him through his journey of ministry beginning from 1982 to 1986 where he served as Associate Minister at Mt. Zion Baptist Church in Beckley, West Virginia. He also served as interim Pastor at both Shady Grove Missionary Baptist Church and First Missionary Baptist Church also in Beckley, West Virginia. From 1986 to 1990, he served as the Pastor of Shiloh Missionary Baptist Church in West Virginia. After nine years in ministry, God called Bishop Staples to relocate to the Washington, DC metropolitan area where he served as an Associate Minister at the Tenth Street Baptist Church under the spiritual guidance of Pastor A.C. Durant. One year later, he was appointed as the third Pastor of Anna Johenning Baptist Church – currently known as The Temple of Praise. But, God in His infinite wisdom, was not done with Dr. Staples’ journey; on November 6, 2005, Bishop T.D. Jakes, Senior Pastor of the Potter’s House International, consecrated Dr. Staples as Bishop and Presiding Prelate.

Through his liberation theology teachings and with a strong stance on higher education – lives have been transformed, miracles of healing have taken place, hundreds of congregants are currently enrolled in higher learning institutions and many have moved from a life of dependency to self sufficiency. In fact, more than 45% of The Temple of Praise members are now homeowners with viable jobs compared to less than 10% five years ago. Additionally, through a partnership with the University of the District of Columbia, all Temple of Praise members who live in the District and render volunteer hours to after school programs with a local high school are provided with free college tuitions.

Known for his strong business acumen in the area of economic development and empowerment and a proponent for quality education, healthcare, and affordable housing, Bishop Staples established the Way of the Word Community Development Corporation in an effort to better service the needs of the community.

Through the CDC, Bishop Staples is currently undergoing three major multi-million dollar projects in the Southeast DC community in an effort to revitalize and bring back pride to this forgotten area east of the Anacostia River.

To address the dire healthcare needs of the community, he is currently developing a state-of-the-art medical healthcare center in partnership with several local hospitals on the grounds of his former edifice located at 885 Barnaby Street SE, Washington, DC. Because of his desire to assist homeless women, in December 2007 - Bishop Staples in opened the doors of the "New Day" Women's Transitional Home for homeless women and their children . This 18 month program provides women with life and job skills, access to GED certificates and college degrees, as well as job placement. (This facility is the largest women's transition home of its kind in the District of Columbia.) In addition, Bishop Staples is currently blueprinting a real estate development project to build multi-dwellings for low-to-moderate income and senior citizens in the community.

A native of Beckley, West Virginia, Bishop Staples holds two Bachelor of Arts degrees in Social Studies and History and Government. He also holds a Masters Degree of Education in Behavioral Disorders, a Doctorate of Ministry in Pastoral Counseling and most recently received a Theological Doctorate from the University of Phoenix. Bishop Staples studied in the doctoral program at Trinity Theological Seminary in Newburg, Indiana and later received an Honorary Doctorate of Divinity from the Gospel Ministry Outreach Theological Institute, Houston, Texas. Additionally, in October 2005, he was nominated to receive an Honorary Doctorate of Divinity degree from Saint Thomas Christian College, Jacksonville, Florida. Formerly a special education teacher, Bishop Staples has taught in Raleigh County West Virginia and in the Prince George's County Public School system in Maryland. He currently serves as an adjunct professor at the University of Phoenix and serves on the Board of Advisors at Nyack University.

Bishop Staples was appointed and selected as the Washington, DC nominee for inclusion in the 2006-07 Honors Edition publication of the Empire Who's Who Among Empowering Executives and Professionals registry. He was also selected, recognized and published in the Outstanding Men of America; the National Register of Who's Who in Executives and Professionals, and the International Who's Who of Professionals. The American Biographical Institute Board of International Research previously nominated Bishop Staples for Man of the Year, and he was also selected one of the Outstanding Intellectuals of the 21st Century First Edition by the International Biographical Centre, Cambridge.

In an effort to continue to spread the Gospel to all nations, Bishop Staples has availed his ministry to various media. The broadcast ministry of the Temple of Praise airs on The Word Network Friday mornings at 7:00a.m. (EST) and via the Internet Sundays at 8:00a.m. and 11:00a.m. and on Wednesday nights for bible study at 7:30p.m. at www.thetempleofpraise.org. (click onto our online bookstore during your visit)

Bishop Staples was married to the late Martha Ann Day Staples and he is the proud father of three sons -- Glen, (Pastor) Lamar, and Rodney; and two daughters, Jamie and Micah. He is a great Bishop, loving father, great teacher, and a Holy Ghost filled Pastor...but more important, he is truly a SAVED MAN OF GOD!

CURRICULUM VITAE
DR. SHARON STYLES-ANDERSON, ESQ.

Business Address

***700 Southern Avenue, SE
Washington, DC 20032
(202) 561-0100***

Permanent Address

***11201 Old York Rd
Bowie, MD 20721***
[REDACTED]

PROFESSIONAL EXPERIENCE

***The Temple of Praise
Washington, DC***

2002-present

General Counsel/Community Development Coordinator

Coordinates transactional corporate legal affairs of the one of the largest faith-based organizations in the District of Columbia. Provides corporate legal advice and assistance on all church activities, programs and projects. Handles all legal matters for the church and Bishop. Serves as project coordinator and church liaison for Church's multi-million expansion projects, negotiating financing, reviewing contracts, coordinating project building schedules, negotiating sub contracts, and design coordination. Organizes and manages senior housing project, female and male transitional housing plans, charter school plan, affordable housing plans, health clinic development, and youth development projects. Organized and developed church's non-profit organization (The Way of the Word-CDC). Acts as Executive Director for church real estate development company, Renaissance Properties, Inc.

***Harvard University Law School
Visiting Professor of Law
Boston, MA***

1999-present

Winter term educator and lecturer on intensive trial advocacy techniques to second and third year students.

***Organization of American States
Consultant
Washington, DC***

May 2002-2004

Lecturer and workshop trainer for the OAS-CICAD Office of Demand Reduction. Training on legal issues as it relates to legal processes, legislative drafting and program evaluation and implementation throughout the English speaking Caribbean.

***Office of the Corporation Counsel
Senior Deputy for Public Protection and Enforcement
Washington, DC***

1999- 2002

Responsible for all affirmative litigation as chief legal prosecutor in the District of Columbia. Managed six major divisions of the office (Child Abuse and Neglect, Affirmative Civil, Domestic Violence, Juvenile Prosecutions, General Crimes, and Child

Sharon Anderson-Vitae

Page 2

Support (1-year)) and handled all emergency management legal issues for the District. Organized and managed the legal aspects of the District's Community Court Program, Neighborhood Services Program, Family Court Implementation Committee, and Child Welfare Task Force. Provided legal advice to the Mayor in drafting the District's state of emergency on 9-11, and participated in drafting the District's emergency preparedness plan.

The Law Offices of Sharon Styles-Anderson, P.L.L.C.

May 1999-2000

Private Practice

Washington, DC

CEO of general practice of law in the Superior and District Courts in the District of Columbia and Maryland including criminal matters, family law matters, employment law and civil litigation. Responsible for firm management and case administration. Supervised attorneys and legal assistants. Frequent lecturer on criminal law matters at conferences throughout the country.

Howard University School of Law

Director and Associate Professor of Law

August 1994-May 1999

Washington, DC

Instructor of Criminal Law, Criminal Procedure, Evidence, and Trial Advocacy. Developed and designed Criminal Justice Clinical Program, geared toward training students and providing practical experience in trial advocacy. Supervised and evaluated personnel in criminal clinical program. Supervised and evaluated students handling indigent defense cases in the District of Columbia Superior Court. Founder and Director of "The Hoover Isaiah Brown" Trial Advocacy Moot Court Team which competed successfully throughout the country.

Georgetown University Law Center

Visiting Associate Professor of Law

July 1993-August 1994

Washington, DC

Professor of law on constitutional law and criminal procedure topics to third year law students in the Criminal Justice Clinic. Supervised third year law students in clinical case load management and in DC Superior Court.

EDUCATION

Georgetown University Law Center
Juris Doctorate

May 1986

Tufts University
Bachelor of Arts

May 1983

Universidad de Barcelona, Spain

January – May 1982

Sharon Anderson-Vitae

Page 3

Andersonville Theological Seminary

Doctorate of Ministry
January 2006

Phoenix University School of Theology

Doctorate of Ecclesiastical
Law May 2007

Ordained Minister of the Gospel

January 2007

BAR MEMBERSHIP

Court of Appeals-District of Columbia

United States District Court for the District of Columbia

PROFESSIONAL ACTIVITIES

Presidential Distinguished Rank Review Board Member	2009
Conference Presenter-Colorado Summit on Children Youth and Families and Family Treatment Court	2009
Brandywine Street Association-Vice President	2006-2008
Board Member-Phoenix University School of Theology	2008-2009
Mayor's Juvenile Justice Task Force	2003
Mayor's Blue Ribbon Commission on Youth Safety and Juvenile Justice	2001-2002
Blue Ribbon Commission Legislative Subcommittee Chair	2002
Leadership Team Member Neighborhood Services Program	2002-2002
Mayor's Child Welfare Leadership Team	2002
Family Court Implementation Committee	2002

AWARDS

Who's Who in Professional and Executive Women 2006-2007

Mayor's Trail Blazer Award 2002

For outstanding service to the District of Columbia
in coordinating City Services

Outstanding Trial Advocate 1997-1999

National Conference of Trial Lawyers
Dallas, Texas

Tradition of Excellence in Teaching Award April 1997

Howard University School of Law
Student Bar Association

REFERENCES AVAILABLE UPON REQUEST

KEVIN ASHTON ANDERSON

PROFESSIONAL EXPERIENCE

CITY FIRST HOMES, INC.

WASHINGTON, D.C.

President and Chief Executive Officer

Jan. 2008 – Present

Responsible for overall operation and administration of \$75 million community land trust to develop workforce housing through a shared-equity program. Responsible for constructing and maintaining operating budget. Coordinate the preparation of department program budgets and work plans. Coordinate fundraising and grant writing activities as a 501(c) 3. Oversee partnership agreements. In conjunction with the Board of Directors, develop vision and ongoing strategic planning; recommend courses of action to Board; implement policy enacted by Board. Represent the organization to the public and direct public information program and advocacy campaign.

THE JAIR LYNCH COMPANIES, INC. (JLC)

WASHINGTON, D.C.

Chief Financial Officer and Vice President for Equity Capital

May 2004 – Dec. 2008

Responsible for establishing and negotiating organizational and capital structures of joint ventures and partnerships. Responsible for design, preparation and distribution of investor documents. Responsible for identifying investment opportunities for JLC and its investment partners including JLC Development projects and equity positions in other projects. Responsible for maintaining relationships with sources of financing including traditional lenders, investment banks, real estate investment funds, development partners, and government agencies. Responsible for corporate reporting policies and procedures. Developed performance indicators and goals.

D.C. DEPARTMENT OF TRANSPORTATION (DDOT) WASHINGTON, D.C.

Chief of Staff

June 2000 – Mar. 2004

Responsible for the efficiency, reliability, and credibility of operations in the 600 person, \$180 million newly formed agency. Directed and supervised the staff of professional, technical, and clerical personnel assigned to the Office of the Director. Used judgment and resourcefulness in implementing DDOT's strategic and tactical agenda. Established new methods, policies and procedures for the Department. Prepared reports and briefings for the Director.

OFFICE OF THE CITY ADMINISTRATOR

WASHINGTON, D.C.

Special Assistant

Mar. 1999 – May 2000

Responsible for maintaining accountability of the Division of Transportation, Department of Public Works, and the Department of Motor Vehicles. Advised and assisted agency directors and agency program staff on policy and operations. Established new methods, policies and procedures. Prepared reports and briefings for the City Administrator and Mayor of the District of Columbia. Member of Mayor Anthony Williams' "Short-term/Immediate Action" Team.

OFFICE OF THE CHIEF FINANCIAL OFFICER

WASHINGTON, D.C.

Policy Analyst

Feb. 1998 – Mar. 1999

Forecasted non-tax revenues for \$5 billion D.C. budget. Performed fiscal impact analysis and wrote fiscal impact statements for policy and proposed legislation in the District of Columbia. Reported to and worked closely with the Chief Economist for the District of Columbia.

JEROME S. PAIGE & ASSOCIATES

WASHINGTON, D.C.

Financial Analyst/Consultant

Jan. 1997 - Feb. 1998

Responsible for preparing and calculating current and future economic losses and structured settlements for expert use by forensic economists in cases of wrongful death, wrongful termination, wrongful birth, and personal injury. Analyses included life and worklife expectancy, past and future earnings, occupational outlooks, growth rates, discount rates, taxes, fringe and retirement benefits, employer paid benefits, household services and personal consumption.

Institutional Salesman

Sept. 1989 - Dec. 1996

Responsible for developing and maintaining client relationships for fixed income syndicate and fixed income sales functions for investment bank. Provided sales distribution for new issue financings which required pricing, market timing, hedging and allocation. Sales account coverage included insurance companies, pension funds, money center banks, and investment advisers. Marketed municipal, mortgage backed, government agency and corporate bonds.

EDUCATION

STANFORD UNIVERSITY

STANFORD, CA

BA, Economics, June 1989.

Resident Assistant in Lagunita Court.

THE LAWRENCE ACADEMY AT GROTON, MASSACHUSETTS

GROTON, MA

June 1985 with honors, 3-year resident student.

The Headmaster's Award. The Proctor Award. ABC National Award for Excellence.

CERTIFICATIONS, AWARDS, EXECUTIVE EDUCATION

- Leadership Prince George's – Class of 2008
- Leadership Greater Washington – Class of 2006
- Professional Certification in Economic Development Finance (EDFP) 2004
- National Development Council Training in New Markets Tax Credits 2005
- "March 31, 2004 - Kevin A. Anderson Day" in Washington, D.C. A Proclamation by Anthony A. Williams, Mayor of the District of Columbia
- Executive Education: "Leadership for the 21st Century", Kennedy School of Government, Harvard University
- Executive Education: "Leadership on the Line" Cambridge Leadership Associates, Cambridge, MA
- Realtor®, Licensed in District of Columbia, Maryland

AFFILIATIONS

- Board of Trustees, The Lawrence Academy at Groton, MA
- Board of Directors, Project MatchDC
- Stanford Alumni Association of Washington, D.C.
- Chair, Committee for Economic Development Transition Team for Ward 7 Councilmember Vincent Gray - 2004

REFERENCES

- Available Upon Request.

EDUCATION

Ph.D., Rhetoric and Intercultural Communication
Howard University - Washington, D.C.

Dissertation Topic - Does Diversity Matter: Developing Dimensions of Intercultural Communication Competence

Societal trends and growing public sentiment suggest every college student should have as an essential element of their educational experience (formal and informal) the acquisition and enhancement of skills that will facilitate their development as competent global citizens, international workers, and future world leaders. This study demonstrates that cultural diversity influences the development of cognitive, affective and communicative skills associated with adapting to the challenges inherent in intercultural interactions.

Ed.M. – Higher Education - Administration, Planning, and Social Policy
Harvard University - Cambridge, MA

B.A. – Psychology
Calvin College - Grand Rapids, MI

Certificate

Bryn Mawr/HERS Summer Institute for Women in Higher Education Administration - Bryn Mawr, PA

CAREER HIGHLIGHTS

September 2004 – Present Princeton University, Office of the Provost – Princeton, NJ

Vice Provost for Institutional Equity and Diversity (May 2006 – present)

In addition to duties listed under the Associate Provost description, oversee efforts designed to make Princeton accessible to and inclusive of all persons; develop programs and services that support the University's commitment to equity, diversity and community in a context of academic excellence; and champion, facilitate and promote Princeton's commitment to diversity through group presentations and one-on-one coaching. Also, oversee the University's implementation of equal opportunity and affirmative action efforts, including the management of budgets and personnel associated with affirmative action compliance and equity, diversity initiatives, and disability services.

- Identify and implement strategies for improving climate, complying with state and federal regulations, and for advancing Princeton's respect for others policy.
- Supervise the Office of Disability Services and the Director for Equal Opportunity Programs.
- Co-manage efforts to improve employment policies and practices, so that academic and administrative units take full advantage of a workforce of individuals with differing perspectives and talents.
- Co-chair Princeton's Diversity Council.
- University lead on response to a Title IX Compliance Review conducted by the Department of Energy Office of Civil Rights and Diversity

Associate Provost for Institutional Equity (September 2004 – April 2006)

As a member of the Provost's senior team, manage academic reviews, senior searches and faculty or cabinet-level committees; provide fiscal and administrative advice and support to a wide range of campus units; represent Princeton and the Provost to internal and external audiences; provide oversight for an array of campus-wide policies and procedures; facilitate the review and enhancement of institutional equity issues across the institution involving internal and external constituents, facilities, teaching, research, and extracurricular activities; participate in annual departmental (academic) meetings; assist with faculty retention; and oversee and conduct investigations into complaints of harassment and discrimination.

- Work directly and independently with operating units of the university to solve complex problems and support new initiatives related to the university's academic, fiscal and fundraising priorities.
- Represent the Provost's Office on university committees and task forces, such as: Institutional Equity Planning Group, Sexual Assault Response Protocol Committee, Childcare Working Group, Target of Opportunity Committee (faculty hiring), Environmental Safety and Risk Management Committee, Pedestrian Safety Committee, University Benefits Committee, Academic Manager's Group and Ivy Plus Affirmative Action/EEO Group.
- Ensure compliance with state and federal nondiscrimination regulations (e.g. NJ Law Against Discrimination, Title VI and VII, ADAAA).
- Serve as the University's Title IX and ADA Coordinator
- Coordinate the design and/or delivery of training programs (on-site and online).
- Work with the offices of the Dean of the Faculty, Human Resources, Campus Life, General Counsel, Graduate School and others to further diversify the Princeton University community, and to implement policies and resolve complaints relating to discriminatory treatment; respect for

- others; and sexual, ethnic, and racial harassment.
- Serve as Provost's liaison and adviser to the University Ombuds Office, Office of Human Resources and to the Sexual Harassment and Assault Resources and Education Office.
- University lead on response to ADA Compliance Review conducted by the Department of Education Office of Civil Rights

January 2003 – Princeton University, Woodrow Wilson School – Princeton, NJ
August 2004

Assistant Dean of Graduate Education

As a member of the Dean's senior leadership team, assisted with the academic and administrative leadership of the school and developed and implemented strategies that advanced the School's outreach and communication activities. Oversaw day-to-day operations of the graduate programs, including monitoring program budgets totaling approximately \$1,000,000 dollars and supervising the Graduate Program Office staff ("GPO").

- Identified and facilitated the hiring of visiting lecturers.
- Managed all aspects of the School's three graduate degree programs including: curriculum development; creating, monitoring and evaluating academic rules and regulations; directing summer academic and orientation programs that advanced the School's vision in the areas of diversity and leadership; overseeing registration, academic counseling, retention activities, internal and external fellowship programs and commencement.
- Served on three admission committees evaluating 500 MPA applicants, 100 MPP applicants and JSI program.

July 1995- University of Maryland –School of Public Affairs – College Park, MD
December 2002

Assistant Dean/External Affairs (July 1999 – December 2002)

Managed School planning activities, special projects and relationships with external entities --- other campus units, Board of Visitors, State governing bodies, peer institutions/associations, media, foundations, and others. Coordinated external relations activities, including strategic planning, media relations, events planning and management; provide advice and assistance with protocol and visitors to the School.

- Facilitated the design production and distribution of a wide range of information to various constituents via printed and electronic publications.
- Assisted in the overall management of the School including budget oversight, strategic planning, and facilities and personnel management.
- Directed the School's 2001 five-year strategic planning process
- Developed a visibility strategy to raise the School's profile among key

constituents.

- Facilitated the design of the School's new website
- Coordinated the School's 25th Anniversary Celebration

Assistant Dean/Director of Student Affairs (July 1995 – June 1999)

Managed all aspects of the School's degree programs, including program development, recruitment, admissions, orientation, registration, academic counseling, intern and career placement, retention activities, graduation, and alumni relations.

- Compiled statistical reports that incorporated fiscal analysis and program evaluation for school faculty, board of visitors and university officials.
- Assisted in the overall management of the School including budget oversight, strategic planning, and facilities and personnel management.
- Served as a liaison between the School of Public Affairs, the Graduate School, the Fellowship Office and the Office of International Education Services.
- Administered internal and external fellowship programs including those funded by the Ford Foundation, U.S. Air Force Academy, the U.S. Departments of Education and State, and the Metropolitan Council of Governments.
- Led successful effort to secure competitive grant funding (approximately \$275K/per year) for summer leadership institute designed to prepare underrepresented students for careers in international affairs.
- Served as Project Director for the Maryland Junior Institute that included a partnership with the College Fund/UNCF: hired faculty and staff, designed and implemented competitive selection process, managed annual budget and provided oversight for day-to-day operations.
- Designed and implemented five-year enrollment plan for the School.
- Participated as member of curriculum revision committee.
- Served two terms as a member of the President's Commission on Ethnic Minority Issues.
- Coordinated the development of new publications and promotional materials.

January – May
2001

Howard University, School of Communications – Washington, DC

Adjunct Lecturer

- Taught two sections of required core undergraduate Principles of Speech course.

June 1990-
June 1995

University of Chicago, Harris School of Public Policy –Chicago, IL

Associate Dean of Students

Had primary responsibility for recruitment, enrollment and retention of students, delivery of student services and management of internal and external fellowship budgets.

- Analyzed and monitored enrollment trends of graduate programs in public policy.
- Designed and coordinated recruitment and retention initiatives.
- Monitored and assessed students' academic performance.
- Created and designed consultative outreach program that engaged students and faculty in analytic assessment projects for outside clients including city agencies, non-profit organizations and research centers.
- Expanded and implemented a highly successful mentoring initiative that linked graduate students with members of the Board of Advisors and other successful policymakers.
- Designed policies and procedures that resulted in a 100% increase in the size of the applicant pool and an eight-fold increase in the enrollment of underrepresented minority students.

January 1989-
June 1990

University of Chicago, Office of Graduate Affairs – Chicago, IL

Assistant Dean of Students/Dir. of Recruitment and Special Programs

- Investigated and drafted grant proposals to federal agencies and foundations to underwrite programmatic activities and fellowship initiatives. Served as principal investigator.
- Administered and monitored annual fellowship funds in excess of \$1,000,000 (Patricia Roberts Harris Fellowship, Danforth ,Title VI, Committee on Institutional Cooperation, and Benjamin Mays Fellowship Programs).
- Served on national committees concerned with recruiting and retaining ethnic minority students in doctoral programs.

August 1987-
January 1989

Oberlin College, Office of Admissions - Oberlin, OH

Assistant Director of Admissions

- Served as coordinator of minority undergraduate recruitment program and as Eastern regional representative - evaluated academic credentials of 700+ student applicants.
- Designed programs for recruiting, orienting, and advising students in an academically competitive environment.

- Supervised professional staff of three.

July 1986-
August 1987

Western Maryland College, Office of Admissions - Westminster, MD

Admissions Counselor/Minority Recruiter

- Traveled extensively representing the college at fairs, high schools and churches.
- Conducted group and individual information sessions.
- Interviewed prospective students.
- Reviewed application materials and made recommendations for admission.
- Created and implemented a plan for increasing the number of minority applicants, admits and enrollees.

May 1984-
June 1986

Calvin College, Office of Admissions – Grand Rapids, MI

Ethnic Minority Admissions Counselor

- Responsibility for recruitment activities in major metropolitan areas and the Mid-Atlantic and Northeast regions.
- Created networks with civic organizations and churches to encourage linkages between campus and ethnic minority communities.
- Coordinated activities designated to encourage college-bound thinking in minority youth.
- Designed and promoted model summer academic achievement program.

PROFESSIONAL ACTIVITIES

Presentations, Workshops and Honors:

Tribute to Women Honoree, YWCA Princeton (2011)

AAAS/AAU Law and Diversity Project – workshop participant (October, 2009)

Education without Borders Regional Forum (North America), sponsored by the Higher Colleges of Technology (Abu Dhabi) and the Institute of International Education – “Reframing Higher education: North American Perspectives on Internationalization and Globalization” (October 2008)

Advancing and Empowering Scholars: Transforming the Landscape of the American Academy through Faculty Diversity, workshop participant (April 2008)

Dissertation oral defense at Howard University Johnson School of Communication, pass with

distinction (April 2008)

Coming Back and Looking Forward: A Conference for Black Princeton Alumni, sponsored by the Alumni Council and Office of Development – panelist, “Princeton Diversity Initiatives” (September 2006)

Kaleidoscope: An Alumni Conference on Race and Community at Princeton University, sponsored by the Alumni Council and Office of Development – panelist, “Princeton Diversity Initiatives” (November 2006)

Princeton University Office of Development Annual Retreat – “Recruiting and Retaining a Diverse Workforce” (June 2006)

Princeton University Office of Information Technology, OIT Leadership Group – “Effective Management: Understanding Styles of Communication (January 2006)

Fellowship Selection Committees:

U.S. State Department Pickering Foreign Affairs Fellowship Program (1995 – 2004)

Public Policy and International Affairs Fellowship Program (1998 – 2004)

Princeton University Committees:

High Meadows Sustainability Fund Academic Review Panel (2009 – present)

Sexual Assault Working Group (2008 – present)

Childcare Working Group (2006 – present)

Healthier Princeton Advisory Board (2005 – present)

NCAA Certification Self-Study (2007 - 2008)

Community Based Learning Initiative Advisory Board (2005 – 2008)

Taskforce on the Status of Women and Minority Faculty at Princeton University (2006 - 2007)

President’s Staff Achievement Award (2004 -2006)

Diversity Working Group (2004 – 2006)

Taskforce on Health and Well-Being (2004 -2005)

Affiliations and Boards:

Board of Directors, National Association of Diversity Officers in Higher Education (2011 -2014)

Board of Directors, Boys and Girls Club Trenton/Mercer County - Trenton, NJ (2008 – present)

Way of the Word Community Development Corporation Advisory Board - Washington, DC (2007 –present)

Association of Black Women in Higher Education (2008 – present)

Board of Directors, New Jersey Network of the American Council of Education's Office of Women in Higher Education, Ewing, NJ (2005 - present)

Princeton Borough and Township Youth Concerns Advisory Board (2006 – 2007)

National Communication Association

Phi Delta Kappa International Association for Professional Educators

MICHAEL L. POWELL

PROFESSIONAL SUMMARY

IT Professional with 6+ years in the field of technology. Background starts with several years of IT help desk support dealing with software and hardware. Skilled and ambitious enough to advance into the networking phase of technology. Proven ability to learn quickly in a fast paced environment which has lead to becoming the lead or supervisor in several different industries.

TECHNICAL SKILLS

- **Operating Systems:** Windows (95, 98, NT, 2000, XP), Windows Server (2000, 2003), Windows Exchange Server; Familiarity with Linux, Unix, FreeBSD, MAC OS
- **Applications:** Microsoft Office Suite (97, XP, 2003, 2007, 2010), Adobe Acrobat, OmniPage Pro, Norton Anti-Virus, McAfee Anti-Virus, DeepFreeze, Webmin, Smartboard 9.X, Certiport, SynchronEyes, PC Docs
- **Hardware:** Dell Computers/Laptops, Apple, Compaq, IBM, HP, Canon, Gateway, Sony, Intel, Belkin, Smartboard, Lucent, Dell Servers, Netgear Firewalls, Linksys Switches/Routers, Netgear Switches/Routers (Wireless), Hubs
- **Networking Skills:** ISP, Firewall, Routers, Wireless, Switches, Servers, Printers, TCP/IP, DHCP, DNS, IP Addressing
- **Proficient Concepts:** Anti-Virus, Firewalls, Routing, Switching, Imaging, Scanning, CD Replication, Back-up, E-mail, Security, LAN/WAN, TCP/IP, Networking Troubleshooting, Designing, Implementing, Administering, Networking and Managing Network Infrastructure
- **Completed Training Courses:** CompTIA A+, CompTIA Network+

CERTIFICATIONS

MOS Expert (Word 2003), January 2007
CompTIA Security + (June 2007)
MCP (June 2007)

MCSA 2003 (June 2007)
MCSE 2003 (June 2007)
MCSA/SE 2003: Security (June 2007)

EDUCATION

Loyola College, Baltimore, MD May 1998
• B.B.A. – BUSINESS ADMINISTRATION

PROFESSIONAL EXPERIENCE

October 2007-Present

District of Columbia Public Library
Washington, DC

IT Specialist (Network)

- Planning, developing, maintaining and improving IT systems and services throughout the DC Public Library system
- Collaborate with the CIO and assist with the overall vision of the DC Public Library Technology Plan
- Provide network and hardware support to the 26 branches of the DC Public Library system
- Collaborate with team members to suggest and improve on IT ideas that better serve the public within the DC Public Library

November 2009-August 2010

Washington Math Science Tech PCHS
Washington, DC

Director of Technology

- Develop, coordinate and implement technology plans and recommend modifications as needed
- Provide technical assistance to teachers and administrators to facilitate the effective integration of technology into school curriculum
- Provide support for teachers and administrators to assist with technology problems and concerns
- Support and maintain school wide software applications
- Create and recommend budget suggestions and requirements to support the school technology plan
- Assist with fundraising and grant proposals to afford more opportunities with needed technology issues
- Supervise the desktop support specialist

April 2005-November 2009

Washington Math Science Tech PCHS
Washington, DC

Network Admin Assistant/MOS Instructor/Math/Reading Tutor

Network Admin Assistant

- Assisted Network Administrator with designing, implementing, administering, networking and managing network infrastructure consisting of 8 servers and 200 end users
- Managed one server with 50 end users consisting of firewall, proxy and student instructional content
- IT Department Chairman/Lead on IT Team whereas all job request and troubleshooting were supervised by myself
- Set up all end user stations using IP Addressing or DHCP capabilities
- Set up and managed all network printers and copiers
- Handled Help Desk support calls involving software/hardware

MOS Instructor

- Structured training for teachers involving the certification of students in Microsoft Office 2003
- Administered certification exam through Certiport for Microsoft Office

Math/Reading Tutor

- Facilitated web-based learning software to high school students in order to increase their reading and math skills
- Implemented one-on-one tutoring with students to create self-worth and confidence
- Consulted with troubled teens and encouraged to increase motivation and determination to become better students/citizens (Vice-Principal assigned)

April 2002-July 2004

Aventis Pharmaceuticals
Bridgewater, NJ

Pharmaceutical Sales Representative

- Created sales demand through the implementation and execution of Aventis sales strategies.
- Identified influencers in the customer environment and presented with product features and benefits.
- Addressed business and scientific oriented needs.

September 2000-April 2002

Bowne Business Solutions @ Venable
Washington, DC

Document Support Specialist/Lead

- Re-created documents for patent attorneys in fast paced setting.
- Trained new employees on Microsoft Office to reach proficient level.
- Composed monthly reports to assist manager with monthly documentation for meetings.
- Handled Help Desk support calls involving software/hardware

TONYA N. SLOANS

LEGAL EXPERIENCE

U.S. TAX COURT

Attorney-Advisor to Judge Maurice B. Foley

Washington, DC

February 2009 – Present

- Draft opinions involving issues of corporate, partnership, and individual taxation, administrative procedure, jurisdiction, assessment, collection due process, innocent spouse relief, tax exemption, charitable contribution deductions, and conservation easements. Opinions drafted (with editing by and approval of Judge Foley) include *Estate of Mark Brandon v. Commissioner* (133 T.C. No.4) and *Free Fertility Foundation v. Commissioner* (135 T.C. No. 2).
- Draft orders disposing of motions for summary judgment, dismissal, penalties, judicial notice, withdrawal as counsel, entry of decision, and reconsideration. Also draft orders to restrain assessment and collection as well as orders granting leave to amend pleadings.
- Advise Judge on the tax law with respect to all assigned cases and recommend a course of action.
- Prepare Judge for trials, hearings, court conferences, and conference calls with litigants.
- Review and edit all written documents produced in chambers by attorney-advisors.

TAX ANALYSTS

Legal Editor – Tax Notes

Falls Church, VA

June 2008 – February 2009

- Selected and edited submissions regarding Federal taxation for final publication in weekly magazine.
- Recruited tax practitioners to write commentary of interest to academics and policymakers.

JOINT COMMITTEE ON TAXATION

Legal Extern (Substantive nature of work is confidential)

Washington, DC

January 2008 – April 2008

- Conducted research and drafted memoranda on tax issues before Congress for the Chief of Staff.
- Prepared reports covering Senate Finance Committee hearings for professional staff.
- Assisted in research to prepare hearing pamphlets for distribution to the general public.

T.SLOANS GROUP, LLC

Tax Attorney

Washington, DC

April 2003 – January 2008

- Provided tax planning and return preparation services to corporations, partnerships, and individuals.
- Advised tax-exempt corporations in matters of formation, acquisition, development, unrelated business income, exempt use, property tax exemption, and general matters related to I.R.C. § 501(c)(3) and § 170.
- Trained leaders of tax-exempt corporations to effectively utilize resources. Training activity included presenting public policy seminars on behalf of the U.S. Department of Health and Human Services.
- Updated 2006 state tax publication entitled *All States Quick Answers* for Kleinrock.
- Counseled clients on selecting the appropriate business entity to suit present and future business needs.
- Drafted documents for business operations including contracts, policies, and lease agreements.
- Provided business advisory services including preparation of business plans and projections as well as negotiations, dispute resolution, and document review.
- Facilitated seminars on the legal, tax, and financial aspects of developing a business enterprise.

ERNST & YOUNG, LLP (FORMERLY ARTHUR ANDERSEN, LLP)

Tax Associate – Mergers & Acquisitions/Real Estate

McLean, VA

September 2001 – April 2004

- Supported partners in structuring corporate reorganizations, mergers, and acquisitions.
- Conducted research and drafted memoranda regarding partnership taxation pursuant to Subchapter K.
- Analyzed shifts in ownership of corporate clients to determine the application of I.R.C. § 382.

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

FOLEY & LARDNER, LLP*Law Clerk*

Madison, WI

September 2000 – May 2001

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

TEACHING EXPERIENCE

TRINITY WASHINGTON UNIVERSITY (GRADUATE SCHOOL)*Adjunct Professor – Business Management*

Washington, DC

January 2005 – January 2009

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

EDUCATION

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

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

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

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

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

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

BAR MEMBERSHIPS

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

PROFESSIONAL/COMMUNITY INVOLVMENT

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

Yvonne D. Coates, Ph.D.

Key Competencies and Career Highlights

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

Professional Experience

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

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

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

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

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

- Developed, implemented, and monitored a system to license educational personnel in the District of Columbia Public Schools, other DC educational agencies, private/non-parochial schools, and for other applicants seeking an initial and/or renewal of a teaching/administrator credential.
- Designed, implemented, and assessed the accreditation process for teacher education programs in local colleges and universities.
- Developed, coordinated, and monitored activities for the district's Alternative Teacher Certification Programs.
- Established and maintained a system of planning, policy development, and standard setting in teacher licensure, program accreditation, and teacher testing.
- Represented DC Public Schools as the chief liaison with professional licensure, accreditation, and teacher testing agencies (i.e. NASDTEC, NCATE, ETS)
- Coordinated the National Board for Professional Teaching Standards (NBPTS) for DCPS teachers seeking national accreditation

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

- Assisted the director in all activities related to the procedures and processes for teacher certification and the accreditation of teacher preparation programs at local colleges/universities.
- Assisted in the development and implementation of the Provisional Teacher Program, An Alternative Certification Program.

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

- Developed procedures and policies pertinent to the recruitment of instructional staff.
- Coordinated all recruitment activities to include scheduling, site determination, training of recruiters, and travel arrangements.
- Developed outreach programs with teacher placement centers/education departments of colleges and universities/recruitment consortia.
- Monitored the Future Educators of America clubs in twenty-five local schools

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

- Assisted the director in all activities related to the educational programs for students with severe discipline and social adjustment problems.
- Provided professional development workshops for staff including instructional strategies, classroom management, improving student/ parent relations through effective communication.

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

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

Education

American University, Washington, DC

Ph.D., Educational Policy, 2009

Dissertation

A Focused Analysis of Incentives Affecting Teacher Retention: What Might Work and Why

George Washington University, Washington, DC

MA, Education and Human Development (Educational Supervision), 1988

University of Maryland, College Park, MD

BA, English Education, 1972

Immaculata Junior College, Washington, DC

Associates in Art, Liberal Arts, 1970

Software Proficiency: Microsoft Office Suite

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Keith Melvin Dukes, Jr. CPA, MBA



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

PROFESSIONAL EXPERIENCE

2005
to
Present

First Baptist Church of Glenarden

Controller

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

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

2000
to
2005

The University of the District of Columbia

General Manager/Asst. Controller

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

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

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

1997
to
2000

Onsite Engineering & Management

Assistant Controller

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

- Collaborated with the Regional and Divisional Controller with the start up phase of our Commercial Staffing division that represents over \$50 million in 1999 revenue in less than four years.
- Direct contact for 1 Director of Regional Operations, 7 Directors of Branch Operations, 24 Back-office personnel and 192 Salespeople and Recruiters regarding high level exposure and business issues pertinent to staffing commercial, environmental and energy job sites.
- Organized the training and development of a pilot group to streamline the back-office operation to function under the new Peoplesoft System for the company first major system conversion in 1997.
- Reviewed all aspects of contract implementation for the Onsite Engineering & Management staffing division including development of internal Services Agreements, negotiation and authorization of client Services Agreements including National, Sub-Vendor, Direct Placement and Exclusive Agreements.
- Conduct quarterly and yearly sales presentations as well as involvement in client bids/proposals by demonstrating to clients their potential net income and revenue enhancement through utilization of contingent staffing arrangements.
- Prepare and presented significant financial information such as Profit and Loss Statements, Sales Office Budgets, Competitive Tracking and Sales Office Utilization Reporting to Regional Controller.
- Implement and supervise the Purchasing, Accounts Payable, Corporate Expense, and Payroll Departments for Onsite Engineering and Management.

1994
to
1997

KPMG Peat Marwick LLP

Staff Accountant and Health Care Consultant

(Public Accounting)

- Evaluated audit risk and materiality thresholds for audit clients.
- Performed substantive procedures to verify client's assertion of Financial Statements completeness and accuracy.
- Participated on a 6 month Fraud Audit Engagement in Brunswick, Georgia at a major Home Health facility as a Staff Accountant.

- Supported the Health Care Consultant Team for several months to audit the Blue Cross and Blue Shield Medicare accounts for major hospitals such as Johns Hopkins, Bons Secours and Maryland General Hospital.
- Prepared financial statements and tax returns for corporations, partnership and individuals. Exposed to various tax and accounting matters.

EDUCATION

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

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

CONTINUAL EDUCATION

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

TECHNICAL SKILLS

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

AFFILIATIONS

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

Tammy S. R. Stevens

EXPERIENCE

Massachusetts Institute of Technology Cambridge, MA January 2008 – Present

Associate Dean and Deputy Director, Office of Minority Education

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

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

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

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

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

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

Capital One Financial

Richmond, VA

August 2006 – January 2008

Operations Analysis Manager

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

Tammy S. R. Stevens

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

MICROSOFT CORPORATION

Washington, DC

July 2003 – August 2006

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

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

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

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

FTI CONSULTING, INC.

Washington, DC

June 2000 – January 2003

Valuations Analyst, Expert Financial Services

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

Consultant, Expert Financial Services

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

PRICEWATERHOUSECOOPERS LLP

Washington, DC

August 1997 – June 2000

Experienced Associate, Dispute Analysis and Investigations

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

Tammy S. R. Stevens

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

Associate, Dispute Analysis and Investigations *Lausanne, Switzerland*

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

Analyst, Dispute Analysis and Investigations *Boston, MA*

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

SKILLS

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

EDUCATION

Robert H. Smith School of Business, University of Maryland at College Park

MBA with Finance and Strategy concentrations

December 2003

Massachusetts Institute of Technology

BS Management Science with Finance concentration

June 1997

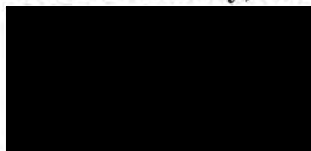
BS Materials Science and Engineering

June 1996

OTHER

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

Blanche S. Brownley, Ed. D.



EDUCATION:

- Ed.D., May, 2004
George Washington University, Washington, D.C.
Major: Educational Administration and Policy Studies
Dissertation Title: An Ethnographic Case Study of Classroom learning Environments in a School Once Classified as a High-Poverty, High-Achieving Urban School
- M.A., 1986
University of the District of Columbia, Washington, D.C.
Major: Administration and Supervision
- M.A.T., 1972
Howard University, Washington, D.C.
Major: Mathematics Education
- B.S., 1971
Howard University, Washington, D.C.
Major: Mathematics

EMPLOYMENT HISTORY:

- August 2010 to present Adjunct Professor – Trinity University, School of Education
American University, School of Education,
Teaching & Health
- May 2005 to present Educational Consultant (Mathematics)
Pearson Publishing Company and Educational Dimensions Inc.

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

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

HONORS AND AWARDS:

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

PROFESSIONAL ORGANIZATIONS:

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

- **District of Columbia Council of Teachers of Mathematics**
 - Chairman Publicity Committee 1978 to present
 - Newsletter Editor 1984 to 1988
 - Vice President 1988 to 1990
 - President 1990 to 1992
 - Past President 1992 to 1994
 - President Elect 1994 to 1996
 - President 1996 to 1998
 - Past President 1998 to 2000
- Association for Supervision and Curriculum Development 1985 to present
- Council of Presidential Awardees in Mathematics State Coordinator 1986 to present
2005 – 2009
- National Council of Supervisors of Mathematics 1989 to present
- Benjamin Banneker Association 1989 to present
 - NCTM Representative 1994 to 1995
- Delta Kappa Gamma Society International 1993 to present
 - Alpha Chapter President 2004 – 2008
 - Nu State President 2009 – present
- Phi Delta Kappa -- Howard University Chapter February 1996 to present

PROFESSIONAL EXPERIENCES:

- Mathematics consultant with Pearson Prentice Hall Publishing Company, partnering with school districts to design and implement professional development for classroom teachers implementing newly adopted mathematics programs.
- Director of Teacher Education in the School of Education at Howard University, assisting department chairperson with oversight of the teacher education programs in the school of education. Taught classes, accepted and reviewed application for programs, placed and supervised student teachers during practicum experiences in local schools, coordinating the efforts of the campus wide Teacher Education Advisory Committee.
- Director of the Professional Development Schools Project, a partnership with Howard University's School of Education and the District of Columbia Public Schools. Coordinate and align professional development opportunities for staff at the three sites at Walker-Jones Elementary School, Terrell Junior High School and Dunbar Senior High School and pre-service teachers from Howard University.
- Adjunct professor American University during fall 2003 and 2004 and with Howard University's Transition to Teaching Program during the summers of 2004, 2005, and 2006 teaching the Secondary Mathematics Methods Course.
- Mathematics Specialist with the Council for Basic Education (CBE). Designing and facilitating professional development sessions for nine school districts across the United States to use CBE's Schools Around the World international student work database as a source for teacher discussion and reflection on student work and its impact on reforming and aligning individual classroom practices and instruction to local and state standards in mathematics.

- Mathematics consultant with Howard University's Professional Development School and Howard University's CRESPAR Classroom Assessment Project. Providing classroom support, designing and facilitating professional development for teachers in the Washington, D.C. schools associated with the Professional Development School. The Classroom Assessment Project involves researching a professional development model of mentoring teachers and its impact on reforming classroom practice.
- Mathematics Content Specialist for the Department of Teaching and Learning for District of Columbia Public Schools. Performed the roles of team leader and supervising director of mathematics. Supervised the development of the mathematics *Standards for Teaching and Learning* that includes content and performance standards, essential skills, and proficiency for grades pre-kindergarten through 12 as well as the development of curriculum documents and professional development opportunities for teachers that were aligned to the Standards.
- Local Arrangements Committee Chairperson for the 1998 Annual Conference of the National Council of Teachers of Mathematics (NCTM) that was held in Washington, D.C., in April 1998. Responsibilities included making local arrangements and working closely with NCTM staff, the program committee, and local affiliated groups from D.C., Maryland, and Virginia as well as local mathematics educators to host the meeting.
- Senior Learning Years Team Leader of the management team for the Mathematics, Science, and Technology Initiative of the D.C. Public Schools Urban Systemic Initiative. As a member of the internal resource team my duties remained the same as the acting supervising director of mathematics, but the focus was systemic in nature and addressed the reforms suggested by the national standards through the integration of mathematics, science, and technology. During my tenure in this position, my responsibilities included designing, planning, and facilitating summer institutes and courses for teachers, school system administrators and principals.
- Acting Supervising Director of Mathematics for the District of Columbia Public School (DCPS) System. My major responsibilities included overseeing the K-12 mathematics program for the school system. I managed the day-to-day operations of the mathematics department, made curriculum and instructional decisions, provided instructional support to new and veteran teachers, planned and facilitated professional development for mathematics teachers in the district, and facilitated the development of the first draft of the Mathematics Framework. I also served as a liaison between professional organizations, colleges and universities, the community, and DCPS.
- Served as chairperson of the Regional Services Committee, a major committee of the National Council of Teachers of Mathematics (NCTM), from June 1994 - May 1995. Chaired the committee of ten regional representatives, staff, and board liaisons from NCTM. Responsibilities included overseeing committee operations, chairing three major committee meetings, and presiding at the Delegate Assembly at the 1995 Annual Meeting.
- Regional Services Committee Representative for the Southeastern Region of NCTM, serving as the liaison between NCTM and 70+ affiliated groups in the region. Edited and facilitated the distribution of newsletters three times a year, initiated and processed applications for services provided by NCTM, represented NCTM at local meetings and conferences sponsored by the affiliated groups, and presented *NCTM Standards* awareness and implementation sessions in workshops nationally.
- During the summer of 1991, presented a two-day workshop to teachers participating in the Teacher Enhancement Program at Michigan State University entitled, "Making Mathematics Work for Minorities". Also participated in a three-week workshop at the University of Northern Iowa entitled, "Leadership Development for Enabling Change."
- 1990 participant in national sessions to develop local plans for the implementation of the national standards awareness initiative supported by NCTM, National Council of Supervisors of Mathematics, and the Association of State Supervisors of Mathematics entitled, "Leading Mathematics Education into the 21st Century" and the national convocation "Making Mathematics Work for Minorities".
- Testified before the Senate Labor Committee on teacher excellence on January 30, 1990.

- Served as the assistant coordinator of a Chapter II funded program "Building Basic Skills for the 21st Century" during the 1989 & '1990 school years. Duties involved implementing program goals, planning and facilitating monthly workshops for junior high school mathematics teachers, providing instructional support during regular classroom visits, and maintaining records and budgets for the program.
- Member of the Mathematics Advisory Board for the Network for Instructional TV, Inc., from 1989 to 1991. This organization's goals were to develop methods courses for middle school mathematics teachers that would be telecasted nationally.
- Served as an adjunct professor at Howard University from 1987 to 1989 while serving as a mathematics mentor teacher for first-year mathematics teachers. Designed, planned, and taught methods courses to first-year mathematics teachers in the D.C. School System as well as provided instructional support on a daily basis to these new teachers.
- Received grants from 1986-1988 totaling \$16,500 for school enrichment and professional development. Funds were used to study the teaching of Secondary Mathematics in England, to attend the Space Academy for teachers in Huntsville, Alabama, to attend national conferences of the National Council of Teachers of Mathematics, and to implement enrichment programs for students and teacher enhancement programs for co-workers.
- Participated as one of twenty-five middle grades mathematics teachers from the United States in the "Honors Teacher Workshop" at Michigan State University (MSU) during the summer of 1987. This involved training on the use of MSU's Middle Grade Mathematics Project materials to enrich mathematics instruction.
- Coached the MATHCOUNTS team at Friendship Educational Center from 1984-1986, working with students before and after school to prepare them for the competition. The team placed second in 1984 and third in 1986 in the regional competitions.
- One of twenty-five teachers from the northeastern U. S. to participate in the NASA Educational Workshops for Mathematics and Science Teachers at the Goddard Space Flight Center during the summer of 1985.
- Elected by the mathematics department to serve as department chairperson at Friendship Educational Center from 1976-1985.
- Served as a curriculum writer for D.C. Public Schools since 1985.
- Presented workshops and staff development sessions for the school system since 1982.
- Completed 100+ graduate hours above my master's degree since 1972 including summer institute courses at Michigan State University, City University of New York, University of Alabama, University of Northern Iowa, University of West Virginia, and graduate level work toward advance degrees.

REFERENCES:

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

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

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

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



RESUME

1. Education

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

Additional Courses in Administration and Supervision--

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

2. Licenses, Certificates and Awards

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

2. Work Experience

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

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

4. Affiliations--

National Council of Social Studies (NCSS)--**Facilitator Chairperson 2002**

National NCSS Conference--Washington, D.C.

Middle States Council of the Social Studies (MSCSS)-**Executive Board Member**

Phi Delta Kappa Fraternity, Inc. (PHK) **President--2002-2003**

Association for Supervision and Curriculum Development (ASCD)

Alpha Delta Kappa (Eta Chapter)

State Coordinator—We the People...The Citizen and the Constitution—2003-2004

State Coordinator—Preserve America—History Teacher of the Year—Gilder-Lehrman Institute

5. Other Activities—

Contributions—Teacher Resources, The History of Jim Crow—www.jimcrowhistory.org

Smithsonian Institute--Campfire Stories with George Catlin—An Encounter of Two

Cultures—Teacher Advisory Council—catlinclassroom.si.edu

Adjunct Instructor—Howard University—2004--2008—Methods for Teaching Secondary Social Studies
and General Methods of Teaching

American University—2007—2009—Teaching Social Studies in Elementary School

6. References--

Mrs. Mary Gill, Chief-Early Childhood Initiative-DCPS

(Retired)

Mrs. Lucile Christian Brown, Director, Helping Children, Inc.

Mrs. Jacqueline Pegram, Counselor, Banneker SHS

(Telephone Numbers are available upon request)

- 1997-1998 Assistant Principal--Anacostia SHS--DCPS--Dr. Mildred Musgrove-Principal--
(202) 645-3000 DC Public Schools-- Duties and Responsibilities--To
provide direct assistance to the Principal in the day-to-day operation
of the school.
- 1995-1997 Principal--Macfarland MS--DCPS
DC Public Schools--Duties and Responsibilities--To manage the day-to-day
operations of the school. Managed office staff, provide assistance to teachers
and students. Observed and evaluated teachers and support staff plan and
conducted training and staff development activities, completed and submitted
reports, monitored instructional activities, counseled students, teachers, staff
and parents. Maintained community relations, developed master schedule,
established a budget and managed school funds, designed and implemented new
programs. Supervised the testing program. Conferenced with parents, visitors,
teachers, students, and community leaders.
- 1992-1995 Assistant Principal--Macfarland MS--DCPS--Ms. D. Nesmith
DC Public Schools--Duties and Responsibilities -- Same as above.
- 1995 Assistant Principal--Turner ES--DCPS--Ms. Marcia Parker--Principal
DC Public Schools--Duties and Responsibilities--Same as above.
- 1990-1992 Assistant Director Teacher Certification-DCPS--Dr. Mary Conley
DC Public Schools--Duties and Responsibilities-- Provided direct assistance to
the Director of Certification and Accreditation. Coordinated and monitored the
testing program mandated by the Board of Education for all teachers new to the
system. Analyzed test data from ETS and NES and consult with testing
coordinators. Evaluated and approved supplemental external training
applications. Assisted in the planning and implementation of site visits to
evaluate teacher education programs at area Universities. Coordinated,
researched, wrote and edited the DCPS certification requirements guide.
- 1990-1991 Administrative Intern--Woodson SHS--DCPS--Ms. Lucile Christian--Principal
DC Public Schools--Duties and Responsibilities--Coordinate contest,
scholarships, and grants and distribution of this information to students and
teachers. Provide assistance and instructional support to teachers and support
staff members. Liaison between the school, individuals and organizations.
Conduct assemblies, community affairs, and meetings. Initiate and organize
activities and workshops for students and teachers.
- 1988-1990 Social Studies Mentor Teacher--DCPS--Dr. Joan Brown
DC Public Schools--Duties and Responsibilities--Provided support and assistance
to new teachers and teachers new to the system. Assisted in evaluation and
training programs to assist them in becoming effective classroom teachers.
- 1969-1988 Social Studies Teacher--Kramer JHS--DCPS--Mr. Franklin Dixon
DC Public Schools--Duties and Responsibilities--Classroom teacher, department chairperson, ordered
supplies and books, provided orientation to new teachers, organized and coordinated activities for
students and teachers. Served on and chaired local school and system committees. Provided staff
development and training to teachers and support staff.

RESUME

CAROLYN D. KORNEGAY

EDUCATION:

Bachelor of Science Degree, Biology; Livingstone College, Salisbury, N.C.

Master of Science Degree, Secondary Education, Howard University, Washington, D.C.

Post Graduate Study: Education, Howard University; Urban Horticulture (Certificate), Michigan State University; Biological Sciences, University of the District of Columbia; Biological Sciences, Biotechnology, Catholic University; Public Administration, George Washington University; Curriculum Development, Trinity College; Educational Technology, University of Maryland

PROFESSIONAL LICENSURE

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

PROFESSIONAL EXPERIENCE:

Adjunct Faculty - Clinical Supervisor

2006 - Present

American University, School of Education, Teaching and Health, Washington, D.C.

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

Curriculum Specialist/ Individual Consultant

2004 - Present

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

Adjunct Faculty (Evening)

2004 - 2007

University of the District of Columbia

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

Program Assistant

2004 - 2006

Howard University College of Engineering, General Electric Three Tier (IER) Program

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

Science Content Specialist, Grades Pre-K-12

1998- 2004

Office of Academic Services, District of Columbia Public Schools

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

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

Science Associate, Grades 6-12

1995 - 1998

Office of the Deputy Superintendent, District of Columbia Public Schools

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

Project Director, Mathematics, Science and Technology Curriculum Project

12/1992- 1995

Grants Office, District of Columbia Public Schools, Washington, D. C.

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

Administrative Intern

8/1992-12/1992

Hine Junior High School, Washington, D. C.

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

Classroom Teacher

1967-1972; 1974-1986; 1988-1992

Cardozo High School, Friendship Educational Center (P.R. Harris), Rabaut Junior High School , Anacostia High School, Washington, D.C.

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

Science Mentor Teacher

1986-1988

Incentive Programs Office, District of Columbia Public Schools

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

Instructor

1972-1974

Howard University, College of Medicine

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

References provided upon request.

ELAINE MONTGOMERY GIPSON

SUMMARY OF EXPERIENCE

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

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

Educational & Experience

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

Employment

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

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

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

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

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

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

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

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

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

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

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

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

Atlanta Regional Commission, Atlanta Area Agency on Aging (1975 – 1977) Special Projects Coordinator, Aging

Executed recognition events, planning and development processes for older adults in the 7-county Metropolitan Atlanta Region and Atlanta Mayor's Office to support legislated activities for seniors.

EDUCATION & TRAINING

Knoxville College, Knoxville, TN (1967 – 1970);	Georgia State University, Atlanta GA (1972 – 1973)
University of Southern California, Los Angeles CA (1974; 1976)	University of Georgia, Athens GA (1975)
Synectics, Inc. Boston MA. (1991)	Park University Enterprises, Kansas City, KS (2007-2008)

AFFILIATIONS (PAST & PRESENT)

Columbia Union College, MD	Fred Pryor Career Track Seminar Leaders
Park University	DC Public School Administration
American Society for Training & Development	Direct Marketing Association of Washington DC
American Society on Aging/National Council on Aging	National Interfaith Caregivers Association
Women Business Owners of Prince George's County MD	National Eagle Leadership Institute
National Caucus and Center on the Black Aged	Corporation for National and Community Service
Ebenezer AME Church, Fort Washington MD	Minority Suppliers Council

Innovations 2000 Consultants, Washington DC

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

CLIENT PROJECT SUMMARY (PARTIAL LISTING)

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

Training & Development Consultant

Leadership ~ Education ~ Human Resources

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

Training & Leadership

Facilitation

Career Transition & Development

Coaching & Mentoring

HR & Business Consulting

Program & Curriculum Design

New Hire Orientation

Rewards & Recognition

Workforce Planning

PROFESSIONAL EXPERIENCE

Lee Hecht Harrison Washington, DC
Training & Career Coach Consultant

2009-Current

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

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

Howard Community College Columbia, Maryland
Adjunct Faculty, Business & Computer Systems

2008-Current

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

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

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

2006-Current

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

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

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

2006-Current

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

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

Classic Evolutions Consulting Baltimore, Maryland
Training Consultant & Program Manager

2006-2008

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

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

Adecco/CareFirst Washington, DC
Client Program Supervisor (Contract)

2007-2008

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

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

ADDITIONAL EXPERIENCES

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

MEMBERSHIPS

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

EDUCATION

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

01PAULA L. ALLEN

03

MEDIA PRODUCTION ♦ PUBLIC RELATIONS ♦ BROADCAST TECHNICAL SUPPORT ♦ COMMUNICATIONS

Private Sector · Visual Media News Industry · Public Sector

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

KEY COMPETENCIES AND CAREER HIGHLIGHTS

- | | |
|--|---|
| <ul style="list-style-type: none">♦ Promoted four times over a ten-year period at WTTG Fox 5 News, Washington, DC, ascending to the supervisory positions of Assistant Director and Tape Producer Supervisor for the morning news broadcasts.♦ Supervised seven editors with superior verbal and written communication skills to motivate the timely production of accurate news segments in a high-pressure workplace with challenging assignments, deadlines, and multiple demands. | <ul style="list-style-type: none">♦ Complied, evaluated, and selected the footage for a fourteen-hour broadcast on the DC sniper shooting on October 3, 2002. The footage was fully edited and ultimately broadcasted within two minutes of receipt.♦ Chaired and co-chaired several city-wide athletic events for the District of Columbia Department of Parks and Recreation. Sponsors included the National Basketball Association and the Major League Soccer Association. |
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PROFESSIONAL EXPERIENCE

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

EDUCATION

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

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

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

SOFTWARE PROFICIENCIES

Microsoft Office Suite

Quark

INews

Adobe

Adobe Photoshop

La Juan Lawson

PROFESSIONAL EXPERIENCE

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

EDUCATION

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

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

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

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

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

ADDITIONAL SKILLS

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

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

1 John 2:5, NIV

Associate Minister

Dr. LaJuan Lawson, D.Min.

Biography

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

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

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

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

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

Currently CPR Certified and Licensed Notary.

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

Favorite quote: “Only What You Do For Christ Will Last”

BIOGRAPHICAL SKETCH

The Washington Linkage

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Professional Commitment and Community Involvement:

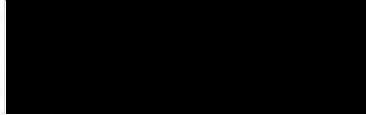
Present -

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

Past -

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

Stephanie Harris Poteat



AREAS OF STRENGTHS

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

WORK EXPERIENCE

University of the District Columbia Staff Assistant

**Washington, DC
Nov. 2005 - Present**

Coordinates the daily operations of staff and student to include:

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

National Association of Black Accountants Incorporated Administrative Support Specialist

**Greenbelt, Maryland
Sep. 2001 - Nov. 2004**

As support specialist my duties included:

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

**Neighborhood Housing Services Incorporated
Office Manager,**

**Washington, DC
Jan. 1995 - Dec. 1995**

Management of daily office operations to include:

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

**US House of Representatives
Accounting Technician**

**Washington, DC
Jan. 1979 - Jan. 1995**

Responsible for daily payroll administration to include:

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

EDUCATION

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

Washington, DC

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

Nashville, TN

CERTIFICATIONS

**CASAS Implementation Training
DC Office of the State Superintendent of Education**

**Certified Professional Food Service Manager
Prometric**

CONTINUING EDUCATION

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

Shaunda Young

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Summary

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

Employment History

Business Interface LLC Washington, DC- Manager

September 2008-Present

In addition to management duties and responsibilities:

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

Everybody Wins! DC Washington, DC- School Coordinator

August 2007-June 2008

Readers are Leader Program, The School Coordinator creates gentle yet effective ways to keep reading partners focused and reading as well as:

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

Choice Finance Rockville, MD- Mortgage Banker

August 2006-October 2008

In addition to providing comprehensive mortgage banking solutions

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

Acelin Learning Solutions, Washington, DC - Literacy Tutor

February 2006-May 2006

Literacy Tutors provide reading assistance to 1st- 4th grade students after school:

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

American Home Mortgage, Largo, MD Mortgage Consultant

June 2005-August 2006

In addition to providing comprehensive mortgage solutions to my customers:

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

Assumption Catholic School, Washington, DC- Fifth Grade Instructor

August 2003- June 2005

In addition to regular instructor duties and responsibilities:

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

Assumption Catholic School, Washington, DC- First Grade Instructor

August 2000- June 2003

In addition to regular instructor duties and responsibilities:

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

Education

Bachelor of Arts, Early Childhood Education
Clark Atlanta University

May 2000
Atlanta GA

Continuing Education

Spanish in the Workplace
University of District of Columbia

September 2010
Washington, DC

Certificate in Child Care Management
Prince Georges Community College

October 2005
Upper Marlboro, MD

Certifications

Professional Food Service Manager
Prometric

Volunteer/Community Involvement

International Junior Miss Scholarship Pageant -Public Relations/Operations

Responsible for preparing and distribution of press releases, fact sheets, and assisting with Coordination of annual local pageant

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

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

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

Other skills

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

Curriculum Vitae

Name: Keisha L. Mack
Home Address: [REDACTED]
Telephone: [REDACTED]
Date of Birth: June 5, 1970
Place of Birth: Newark, NJ
Citizenship: United States of America
License Jurisdiction: District of Columbia and Maryland
License Number: [REDACTED]

EDUCATION:

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

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

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

CLINICAL EXPERIENCE:

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

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

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

- Conduct intake assessments.

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

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

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

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

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

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

- Provided supervision to unlicensed clinicians and psychology extern students.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

HONORS:

The George Washington University, Research Assistantship, 1997-2000

The George Washington University, Graduate Assistantship, 1995-1997

Howard University, School of Education, Honors Graduate, 1994

Howard University, Graduate Assistantship, 1992-1994

Howard University Trustee Scholar, 1991-1992

Howard University Deans List, 1990-1992

PROFESSIONAL AND HONOR SOCIETIES:

American Psychological Association

Kappa Delta Pi National Honor Society in Education

COMMITTEE MEMBERSHIP:

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

PUBLIC SERVICE:

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

TEACHING EXPERIENCE:

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

Teaching Assistant.

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

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

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

RESEARCH EXPERIENCE:

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

Research Assistant/Classroom Observer.

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

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

Research Assistant/Examiner.

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

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

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

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

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

PRESENTATIONS:

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

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

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

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

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

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

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

PUBLICATIONS

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

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

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

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

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

Personal Statement

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

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

Statements of Interest and Qualifications

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

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

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

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

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

Roceal Dukes—Proposed Board Member

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

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

Dr. Sharon Anderson—Proposed Board Member

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

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

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

Dr. Carl Keels—Proposed Board Member

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

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

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

Kevin Anderson—Proposed Board Member

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

Along with my strong passion, I feel that my experience in finance and leadership for multiple businesses can add value to the founding of RMSLA. My goal is to add the discipline and structure of my finance background to the strong educational and business experience of my fellow board members. In doing so, we can increase the efficiency of our operations and allow more time and resources to be focused on the educational needs of children.

I feel honored to have been asked to participate and look forward to working hard to make this school an institution that teachers, parents, students and the community can be proud of.”

Dr. Blanche Brownley—Proposed Board Member

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

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

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

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

Dr. Yvonne D. Coates—Proposed Board Member

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

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

Zina Pierre—Proposed Board Member

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

Elaine Gipson—Proposed Board Member

“As a contract and grant development officer, with expertise in executive management and administration, I have helped create a program for comprehensive program administration for community-based organizations. I have a strong passion for helping the local community and

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

Dr. Terri Harris Reed—Proposed Board Member

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

Latrice Morrison—Proposed Board Member

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

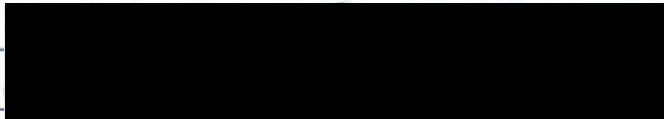
My professional career has allowed me to work across business sectors, industries, and diverse populations including, non-profits, education, healthcare, human resources, and training & development; in several locations such as New York, Philadelphia, Florida, and the DC, Virginia, Maryland Metropolitan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

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

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

Name: Blanche S. Brownley

Other name(s) used: _____

Address:  _____

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

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

For individuals only:

Birth date: 3-14-49 Social Security Number: 

Driver's license number and state: 

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

Signature:  Date: 1/29/11

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

For organizations, name and title of authorized signatory: _____

Conflict of Interest Form

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

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

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 your to discharge your duties or exercise your judgment independently of behalf of the proposed charter school? Yes___ No ☒

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

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

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

Name: Tonya Sloans

Other name(s) used: N/A

Address: [REDACTED]
200

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

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

For individuals only:

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

Driver's license number and state: _____

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

Signature: [REDACTED]

Date: 1/30/2011

Name of School: RMSL Academy

For organizations, name and title of authorized signatory: _____

Conflict of Interest Form

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

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

1. Do or will you or your spouse have any contractual agreements with the proposed charter school? Yes___ No ☒
2. Do you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school? Yes___ No ☒
3. Did or will you or your spouse lease or sell property to the proposed charter school? Yes___ No ☒
4. Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school? Yes___ No ☒
5. Have you or your spouse guaranteed any loans for the proposed charter school or or loaned it any money? Yes___ No ☒
6. Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors? Yes___ No ☒
7. Did you or your spouse provide any start up funds to the proposed charter school? Yes___ No ☒
8. Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association, or other legal entity which would answer "yes" to any of the questions 1-7? 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 your to discharge your duties or exercise your judgment independently of behalf of the proposed charter school? Yes___ No ☒

Signature 	Title
Applicant Organization <i>RMSL Academy</i>	Date Submitted <i>1/30/2011</i>

Personal Background Check Consent Form

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

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Name: Dr. Glen A. Staples

Other name(s) used: _____

Address: _____

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

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

For individuals only:

Birth date: 6.16.51 Social Security Number: _____

Driver's license number and state: _____

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

Signature: _____ Date: 1.25.11

Name of School: Renaissance Math, Science & Leadership Academy

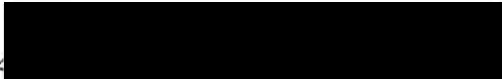
For organizations, name and title of authorized signatory: _____

Conflict of Interest Form

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

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

1. Do or will you or your spouse have any contractual agreements with the proposed charter school? Yes___ No ☒
2. Do you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school? Yes___ No ☒
3. Did or will you or your spouse lease or sell property to the proposed charter school? Yes ☒ No___
4. Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school? Yes___ No ☒
5. Have you or your spouse guaranteed any loans for the proposed charter school or or loaned it any money? Yes___ No ☒
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11. Do you currently serve as a public official? Yes___ No ☒
12. Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school? Yes___ No ☒
13. To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for your to discharge your duties or exercise your judgment independently of behalf of the proposed charter school? Yes___ No ☒

Signature 	Title <u>Director</u>
Applicant Organization <u>Renaissance Math, Science & Leadership</u>	Date Submitted <u>1.25.11</u>

Personal Background Check Consent Form

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

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Name: Rocael N. Duke

Other name(s) used: Rocael Norris

Address: [REDACTED]

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

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

For individuals only:

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

Driver's license number and state: [REDACTED]

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

Signature: [REDACTED]

Date: 1/28/11

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

For organizations, name and title of authorized signatory: _____

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

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

- | | |
|---|--|
| 1. Do or will you or your spouse have any contractual agreements with the proposed charter school? | Yes ___ No ☒ |
| 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 ☒ |
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| 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 ☒ |

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

Personal Background Check Consent Form

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Name: SHARON Anderson

Other name(s) used: Sharon Style

Address: [REDACTED]

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

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

For individuals only:

Birth date: 10.13.61 Social Security Number: [REDACTED]

Driver's license number and state: _____

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

Signature: [REDACTED] Date: 1.21.11

Name of School: Renaissance Math, Science, Leadership Academy

For organizations, name and title of authorized signatory: _____

Conflict of Interest Form

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

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

1. Do or will you or your spouse have any contractual agreements with the proposed charter school? Yes___ No___ ☒
2. Do you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school? Yes___ No___ ☒
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4. Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school? Yes___ No___ ☒
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 your to discharge your duties or exercise your judgment independently of behalf of the proposed charter school? Yes___ No___ ☒

 Signature of Authorized Certifying Official	<i>Board Member</i> Title
<i>Renaissance Math, Science, Leadership Acad</i> Applicant Organization	<i>1.23.11</i> Date Submitted

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

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

- | | |
|---|--|
| 1. Do or will you or your spouse have any contractual agreements with the proposed charter school? | Yes ___ No ☒ |
| 2. Do you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school? | Yes ___ No ☒ |
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| 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 ☒ |

Signature		Title	
Applicant Organization		Date Submitted	01/28/2011

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

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

Name: Keisha L. Mack

Other name(s) used: _____

Address: _____

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

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

For individuals only:

Birth date: 06/05/1970

Social Security Number: _____

Driver's license number and state: _____

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

Signature: _____

Date: 01/28/2011

Name of School: _____

For organizations, name and title of authorized signatory: _____

Conflict of Interest Form

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

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

- | | |
|---|--|
| 1. Do or will you or your spouse have any contractual agreements with the proposed charter school? | Yes ___ No ☒ |
| 2. Do you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school? | Yes ___ No ☒ |
| 3. Did or will you or your spouse lease or sell property to the proposed charter school? | Yes ___ No ☒ |
| 4. Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school? | Yes ___ No ☒ |
| 5. Have you or your spouse guaranteed any loans for the proposed charter school or or loaned it any money? | Yes ___ No ☒ |
| 6. Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors? | Yes ___ No ☒ |
| 7. Did you or your spouse provide any start up funds to the proposed charter school? | Yes ___ No ☒ |
| 8. Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association, or other legal entity which would answer "yes" to any of the questions 1-7? | 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 	Title _____
Applicant Organization RMSLA	Date Submitted January 25, 2011

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

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

Name: Carolyn D. Kornegay

Other name(s) used: _____

Address: _____

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

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

For individuals only:

Birth date: 07-06-42 Social Security Number: _____

Driver's license number and state: _____

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

Signature: _____

Date: January 25, 2011

Name of School: RIMSLA

For organizations, name and title of authorized signatory: _____

Conflict of Interest Form

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

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

1. Do or will you or your spouse have any contractual agreements with the proposed charter school? Yes___ No ☒
2. Do you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school? Yes___ No ☒
3. Did or will you or your spouse lease or sell property to the proposed charter school? Yes___ No ☒
4. Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school? Yes___ No ☒
5. Have you or your spouse guaranteed any loans for the proposed charter school or or loaned it any money? Yes___ No ☒
6. Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors? Yes___ No ☒
7. Did you or your spouse provide any start up funds to the proposed charter school? Yes___ No ☒
8. Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association, or other legal entity which would answer "yes" to any of the questions 1-7? 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 your to discharge your duties or exercise your judgment independently of behalf of the proposed charter school? Yes___ No ☒

Signature 	Title <i>Board Member</i>
<i>RENAISSANCE Math and Science Leadership Academy</i> Applicant Organization	<i>11/30/11</i> Date Submitted

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

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

Name: Zina C. Pierre

Other name(s) used: None

Address: [REDACTED]

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

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

For individuals only:

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

Driver's license number and state: [REDACTED]

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

Signature: [REDACTED]

Date: 1/30/11

Name of School: RENAISSANCE MATH AND SCIENCE LEADERSHIP ACADEMY

For organizations, name and title of authorized signatory: Dr. Stan A...

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

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

Name: Stephanie Harris Poter

Other name(s) used: Stephanie Louise Harris

Address: [REDACTED]

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

N/A

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

For individuals only: [REDACTED]
Birth date: 1/02/1958 Social Security Number: [REDACTED]
Driver's license number and state: [REDACTED]

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

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

Name of School: _____

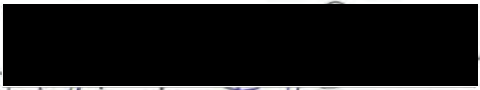
For organizations, name and title of authorized signatory: _____

Conflict of Interest Form

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

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

- | | |
|--|--------------------|
| 1. Do or will you or your spouse have any contractual agreements with the proposed charter school? | Yes___ No <u>✓</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>✓</u> |
| 3. Did or will you or your spouse lease or sell property to the proposed charter school? | Yes___ No <u>✓</u> |
| 4. Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school? | Yes___ No <u>✓</u> |
| 5. Have you or your spouse guaranteed any loans for the proposed charter school or or loaned it any money? | Yes___ No <u>✓</u> |
| 6. Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors? | Yes___ No <u>✓</u> |
| 7. Did you or your spouse provide any start up funds to the proposed charter school? | Yes___ No <u>✓</u> |
| 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 <u>✓</u> |
| 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>✓</u> |
| 10. Do you currently serve as a member of the board of any public charter school? | Yes___ No <u>✓</u> |
| 11. Do you currently serve as a public official? | Yes___ No <u>✓</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>✓</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 your to discharge your duties or exercise your judgment independently of behalf of the proposed charter school? | Yes___ No <u>✓</u> |

Signature 	Title <u>Off. Mgr</u>
Applicant Organization <u>[Redacted]</u>	Date Submitted <u>1/28/11</u>

Conflict of Interest Form

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

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

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

Signature 	Title
Applicant Organization	Date Submitted <u>1/28/2011</u>

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

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

Name: LA Juan LAWSON

Other name(s) used: _____

Address: [REDACTED]

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

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

For individuals only:

Birth date: 3/6/54 Social Security Number: [REDACTED]

Driver's license number and state: [REDACTED]

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

Signature: [REDACTED]

Date: 1/28/2011

Name of School: _____

For organizations, name and title of authorized signatory: _____

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

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

Name: J. ELAINE M. GIPSON

Other name(s) used: _____

Address: _____
[REDACTED]

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

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

For individuals only:

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

Driver's license number and state: [REDACTED]

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

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

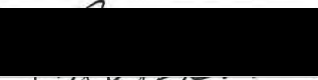
Name of School: RMSLA

For organizations, name and title of authorized signatory: _____

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

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

1. Do or will you or your spouse have any contractual agreements with the proposed charter school? Yes___ No ☒
2. Do you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school? Yes___ No ☒
3. Did or will you or your spouse lease or sell property to the proposed charter school? Yes___ No ☒
4. Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school? Yes___ No ☒
5. Have you or your spouse guaranteed any loans for the proposed charter school or or loaned it any money? Yes___ No ☒
6. Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors? Yes___ No ☒
7. Did you or your spouse provide any start up funds to the proposed charter school? Yes___ No ☒
8. Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association, or other legal entity which would answer "yes" to any of the questions 1-7? 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 your to discharge your duties or exercise your judgment independently of behalf of the proposed charter school? Yes___ No ☒

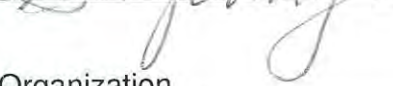
Signature 	Title
Applicant Organization <i>RMSLA</i>	Date Submitted <i>1/25/11</i>

Conflict of Interest Form

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

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

- | | |
|--|--------------------|
| 1. Do or will you or your spouse have any contractual agreements with the proposed charter school? | Yes___ No <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> |
| 4. Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school? | Yes___ No <u>X</u> |
| 5. Have you or your spouse guaranteed any loans for the proposed charter school or or loaned it any money? | Yes___ No <u>X</u> |
| 6. Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors? | Yes___ No <u>X</u> |
| 7. Did you or your spouse provide any start up funds to the proposed charter school? | Yes___ No <u>X</u> |
| 8. Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association, or other legal entity which would answer "yes" to any of the questions 1-7? | |
| 9. Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Directors? | Yes___ No <u>X</u> |
| 10. Do you currently serve as a member of the board of any public charter school? | Yes___ No <u>X</u> |
| 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 your to discharge your duties or exercise your judgment independently of behalf of the proposed charter school? | Yes___ No <u>X</u> |

Signature 	Title
Applicant Organization 	Date Submitted <u>1/29/11</u>

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

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

Name: Shaunda Young

Other name(s) used: _____

Address: _____

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

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

For individuals only:

Birth date: 08/17/78 Social Security Number: _____

Driver's license number and state: _____

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

Signature: _____

Date: 1/29/18

Name of School: _____

For organizations, name and title of authorized signatory: _____

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

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

Name: Xonne D. Coates

Other name(s) used: _____

Address: [REDACTED]

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

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

For individuals only:

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

Driver's license number and state: [REDACTED]

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

Signature: [REDACTED]

Date: 1/25/11

Name of School: RMSLA

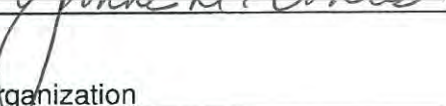
For organizations, name and title of authorized signatory: _____

Conflict of Interest Form

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

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

1. Do or will you or your spouse have any contractual agreements with the proposed charter school? Yes___ No ☒
2. Do you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school? Yes___ No ☒
3. Did or will you or your spouse lease or sell property to the proposed charter school? Yes___ No ☒
4. Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school? Yes___ No ☒
5. Have you or your spouse guaranteed any loans for the proposed charter school or or loaned it any money? Yes___ No ☒
6. Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors? Yes___ No ☒
7. Did you or your spouse provide any start up funds to the proposed charter school? Yes___ No ☒
8. Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association, or other legal entity which would answer "yes" to any of the questions 1-7? 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 your to discharge your duties or exercise your judgment independently of behalf of the proposed charter school? Yes___ No ☒

Signature 	Title
Applicant Organization 	Date Submitted 1/25/11

Conflict of Interest Form

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

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

1. Do or will you or your spouse have any contractual agreements with the proposed charter school? Yes___ No ☒
2. Do you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school? Yes___ No ☒
3. Did or will you or your spouse lease or sell property to the proposed charter school? Yes___ No ☒
4. Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school? Yes___ No ☒
5. Have you or your spouse guaranteed any loans for the proposed charter school or or loaned it any money? Yes___ No ☒
6. Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors? Yes___ No ☒
7. Did you or your spouse provide any start up funds to the proposed charter school? Yes___ No ☒
8. Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association, or other legal entity which would answer "yes" to any of the questions 1-7? 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 your to discharge your duties or exercise your judgment independently of behalf of the proposed charter school? Yes___ No ☒

Signature 	Title
Applicant Organization	Date Submitted 1-28-11

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

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

Name: TERRI HARRIS REED

Other name(s) used: _____

Address: 607 SAGE DRIVE, WASHINGTON DC

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

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

For individuals only:

Birth date: 05/12/1963 Social Security Number: _____

Driver's license number and state: _____

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

Signature: _____ Date: 1-28-11

Name of School: RMSLA

For organizations, name and title of authorized signatory: _____

Conflict of Interest Form

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

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

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

Signature 	Title <u>Board Member</u>
Applicant Organization <u>Renaissance Arts, Science & Leadership</u>	Date Submitted <u>1/28/11</u>

Personal Background Check Consent Form

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

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

Name: Rana L. Allen

Other name(s) used: _____

Address: [REDACTED]

[REDACTED]

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

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

For individuals only:

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

Driver's license number and state: [REDACTED]

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

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

Name of School: Renaissance Math, Science & Leadership

For organizations, name and title of authorized signatory: _____

District of Columbia Public Charter School Board

Demographic Analysis Form 2011 Application Review Process

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

Proposed Location: 885 Barnaby Street SE Washington, DC 20032
(Address or general location—NE, SW, NW, SE. If no general location has been identified, provide information for top two options.)

Projected Age Range and Number of Students Expected to Enroll:

a. In 2012-2013 From age/grade 9 to age/grade 10 Number of students 200
b. At Full Capacity From age/grade 9 to age/grade 12 Number of students 400

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

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

NOTES:

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

District of Columbia Public Charter School Board

Demographic Analysis Form 2011 Application Review Process

2. Please check the ONE statement that best describes your recruitment strategy and provide a rationale for the chosen strategy:

☐ I will recruit exclusively in the neighborhood where I plan to locate my charter school.

☐ I will primarily focus my recruitment efforts in neighborhoods other than the one where I plan to locate my school. Please list those neighborhoods. _____

☐ I will primarily focus my recruitment efforts in targeting specific populations of students, regardless of their neighborhood. Please describe the target population you intend to recruit (i.e., youth placed at risk, special needs, non-native English speakers, etc.) _____

☒ I will conduct a citywide recruitment effort for my school.

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

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

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

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

District of Columbia Public Charter School Board

Demographic Analysis Form 2011 Application Review Process

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

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

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

- c. Provide a justification for the intended location if a strong presence of charter schools currently exists or will do so in the future. Describe how your proposed charter school will be successful given the surrounding schools.
- The Founders of RMSLA have chosen to locate a school in an area most in need of a "Renaissance" in secondary education. According to the 2005-06 American Community Survey, teenagers and young adults ages 12 to 24 years comprised 17 percent of the District's population (approximately 100,742). Of those 12- to 24-year-olds, 38 percent were teenagers ages 12 to 17.

District of Columbia Public Charter School Board

Demographic Analysis Form 2011 Application Review Process

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

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

CHARTER SCHOOL BOARD OF DIRECTORS JOB DESCRIPTION

RENAISSANCE MATH, SCIENCE AND LEADERSHIP ACADEMY

BOARD OF DIRECTORS JOB DESCRIPTION

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

Overview and Purpose

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

1. Believe in and be an ambassador for the values, mission, and vision of Renaissance Math, Science, and Leadership Academy.
2. Work with other Directors to fulfill the obligations of Board membership.
3. Behave in ways that clearly contribute to the effective operation of the Board of Directors:
 - Focus on the good of Renaissance Math, Science, and Leadership Academy and the Board of Directors, not on personal agenda
 - Support Board decisions once they are made
 - Participate in appraisal of own performance and that of the Board
4. Regularly attend and participate in Board and committee meetings. Prepare for these meetings by reviewing materials and bringing the materials to meetings. If unable to attend, notify the Board Chair.
5. Keep informed about the school and its issues by reviewing materials, participating in discussions, and asking strategic questions.
6. Participate in the activities of the school and the Board by attending programs and facilitating fundraising events.
7. Reach into diverse communities and help identify and cultivate individuals and organizations to support Renaissance Math, Science, and Leadership Academy as donors, volunteers, and advocates.
8. Use personal and professional contacts and expertise for the benefit of Renaissance Math, Science, and Leadership Academy.
9. Be able to serve as a committee or task force chair or member.
10. Give an annual financial contribution to the best of personal ability.
11. Inform the Board of Directors of any potential conflicts of interest, whether real or perceived and abide by the decision of the Board related to the situation.

Charter School Individual Director Performance Expectations

Renaissance Math, Science, and Leadership Academy Board of Directors

Job Description

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

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

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

Performance Expectations

All Board of Directors members will be expected to:

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

N/A

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



C E R T I F I C A T E

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

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

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

LINDA K. ARGO
Director

Business and Professional Licensing Administration

PATRICIA E. GRAYS
Superintendent of Corporations
Corporations Division

rian M. Fenty
ayor

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

TO:

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

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

ARTICLE I: NAME

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

ARTICLE II: DURATION

The period of the Corporation's duration is perpetual

ARTICLE III: OBJECT AND PURPOSE

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

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

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ARTICLE IV: MEMBERSHIP

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

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

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

- A. No part of the net earnings of the Corporation shall inure to the benefit of or be distributable to its incorporators, officers or other private persons, except that the Corporation shall be authorized and empowered to make payments and distributions (including reasonable compensation for services rendered to or for the Corporation) in furtherance of its purposes as set forth in the Articles.
- B. No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publication or distribution of statements) any political campaign on behalf of any candidate for public office.
- C. During such period or periods of time as the Corporation is treated as a "private foundation" pursuant to section 509 of the Code, the directors shall distribute the Corporation's income at such times and in such a manner so as not to subject the Corporation to tax under section 4942 of the Code. The Corporation shall not engage in any act of self-dealing (as defined in section 4941 (d) of the Code), retain any excess business holdings (as defined in section 4943 (c) of the Code which would subject the Corporation to tax under section 4944 of the Code if the directors have acquired such assets, nor make any taxable expenditures (as defined in section 4945 (d) of the Code).
- D. Notwithstanding any other provisions of the Articles, the Corporation shall not carry on any other activities not permitted to be carried on by (i) a corporation exempt from Federal Income Tax under Section 501 (c)(3) of the Internal revenue Code of 1986, as amended, or corresponding provisions of any subsequent federal tax laws, or (ii) a corporation, contributions to which are deductible under Section

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

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

ARTICLE VII: REGISTERED OFFICE AND REGISTERED AGENT

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

~~The Temple of Praise~~
700 Southern Ave SE
Washington, DC 20032

By Lashon Bryant-Jordan

ARTICLE VIII: INDEMNIFICATION

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

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

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

ARTICLE IX: BOARD OF DIRECTORS

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

Name:

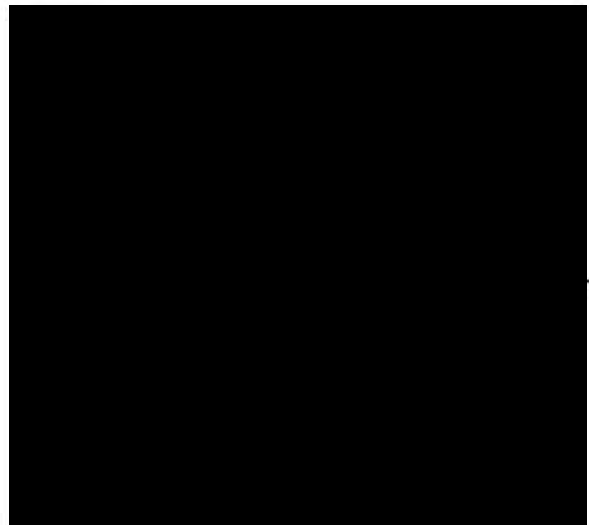
Address:

Dr. Glen A. Staples

Dr. Sharon Anderson

Zina Pierre

Walter Lamar Staples



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

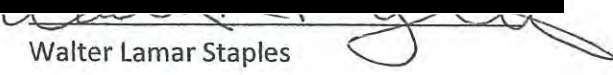

Dr. Glen A. Staples



Dr. Sharon Anderson



Zina Pierre



Walter Lamar Staples

DISTRICT OF COLUMBIA

NOTARY STATEMENT

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



Notary Public

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

(Notary Seal)

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1-29-10

BY-LAWS

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RENAISSANCE MATH, SCIENCE AND LEADERSHIP ACADEMY INC.

BYLAWS

ARTICLE I. STURCTURE

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

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

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

ARTICLE II. OFFICES

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

ARTICLE III. BOARD OF DIRECTORS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

ARTICLE IV. OFFICERS

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

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

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

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

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

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

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

ARTICLE V. STAFF

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

ARTICLE VI. MISCELLANEOUS

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

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

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

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

ARTICLE VII. CONFLICTS OF INTEREST

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

Section 7.02 Procedures

- (a) Duty to Disclose. In connection with any actual or possible conflicts of interest, any Trustee, Officer, or member of a committee with Board-delegated powers must disclose the existence of a direct or indirect financial interest and all material facts relating thereto to the Board of Directors.
- (b) Determining Whether a Conflict of interest Exists. After disclosure of the financial interest and all material facts relating thereto, and after any discussion thereof, the Trustee, Officer or committee member shall leave the Board of Directors' meeting while the financial interest is discussed and voted upon. The remaining Board of Directors shall decide if a conflict of interest exists.
 - (i) After exercising due diligence, the Board of Directors shall determine whether RMSLA can obtain a more advantageous transaction or arrangement with reasonable efforts from a person or entity whose involvement would not give rise to a conflict of interest.
 - (ii) If a more advantageous transaction or arrangement is not reasonably attainable, the Board of Directors shall determine by a majority vote of the disinterested Directors whether the transaction or arrangement is in RMSLA's best interest and for its own benefit, and whether the transaction is fair and reasonable to RMSLA and shall make its decision as to whether to enter into the transaction or arrangement in conformity with such determination.
- (c) Violations of the Conflicts of Interest Policy.
 - (i) If the Board of Directors has reasonable cause to believe that a Trustee, Officer or committee member has failed to disclose actual or possible conflicts of interest, it shall inform said individual of the basis for such belief and afford him or her an opportunity to explain the alleged failure to disclose.
 - (ii) If, after hearing the response of the Trustee, Officer or committee member and making such further investigation as may be warranted in the circumstances, the Board of Directors determines that the member has in fact failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

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

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

- (b) Reads and Understands. Has read and understands the policy.
- (c) Agrees to Comply. Has agreed to comply with the policy.
- (d) Tax Exemption. Understands that RMSLA is a charitable organization and that, in order to maintain its federal tax exemption, it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

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

- (a) Whether compensation arrangements and benefits are reasonable, based on competent survey information and the result of arm's length bargaining.
- (b) Whether partnerships, joint ventures, and arrangements with management organizations conform to RMSLA's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in impermissible private benefit or an excess benefit transaction.

NON-BINDING LETTER OF INTENT TO LEASE

December 15, 2010

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

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

Dear Board of Directors:

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

Proposed Terms and Conditions:

Property:

Municipal Address: 885 Barnaby Street SE Washington, DC 20021

Lease Term:

Primary term to be 7 years effective April 1, 2011. Property Access: Tenant will have full and complete access to the Property 80 days prior to Lease Commencement date in order for Tenant to initiate and complete the Tenant improvements necessary for the intended use of the premises.

Lease Rate:

\$20,833 per month for the first year (1) year of the primary term. \$29,166 Rent for years two-through year five. Parties to re-negotiate lease and term after year five.

Deposit:

A deposit check in the amount equal to the first months rent shall accompany the executed Lease Agreement.

Expenses:

The following details the party responsible for the respective expenses:

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

(Tenant / Landlord)

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H/VAC:

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

Electrical / Plumbing:

Tenant is to take the property, as is, and will be responsible to insure that all existing electrical system(s) and plumbing system(s) are in good operating condition prior to occupancy. Tenant shall be solely responsible for all Electrical & Plumbing systems (Tenant responsible only for plumbing above the slab
Lease Agreement is contingent upon Tenant obtaining all necessary permits to include occupancy, zoning etc. necessary for operating the intended business.

Permits:

Signage:

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

Environmental:

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

ADA Compliance:

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

Tenant

Renaissance Math, Science and Leadership Academy
c/o Yvonne Coats

Washington, DC 20020

Intended Use: CHARTER SCHOOL

Lease Agreement:

Lease Agreement shall be provided by the Landlord.

Non-Binding:

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

Brokerage: There are no brokerage fees or Brokers involved in the transaction.

Each party shall keep confidential all of the provisions of this Letter of Intent and all information each party obtains regarding the other party. The Landlord shall not offer subject property to any other prospective tenant during the term of this Letter of Intent. This Letter of Intent supersedes any and all previous negotiations with Tenant, whether written or verbal.

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

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

Sincerely,

Agreed to and Accepted:

TENANT


[Redacted]

Date December 15, 2009 by:

LANDLORD


[Redacted]

Date Dec 18, 2009 by:

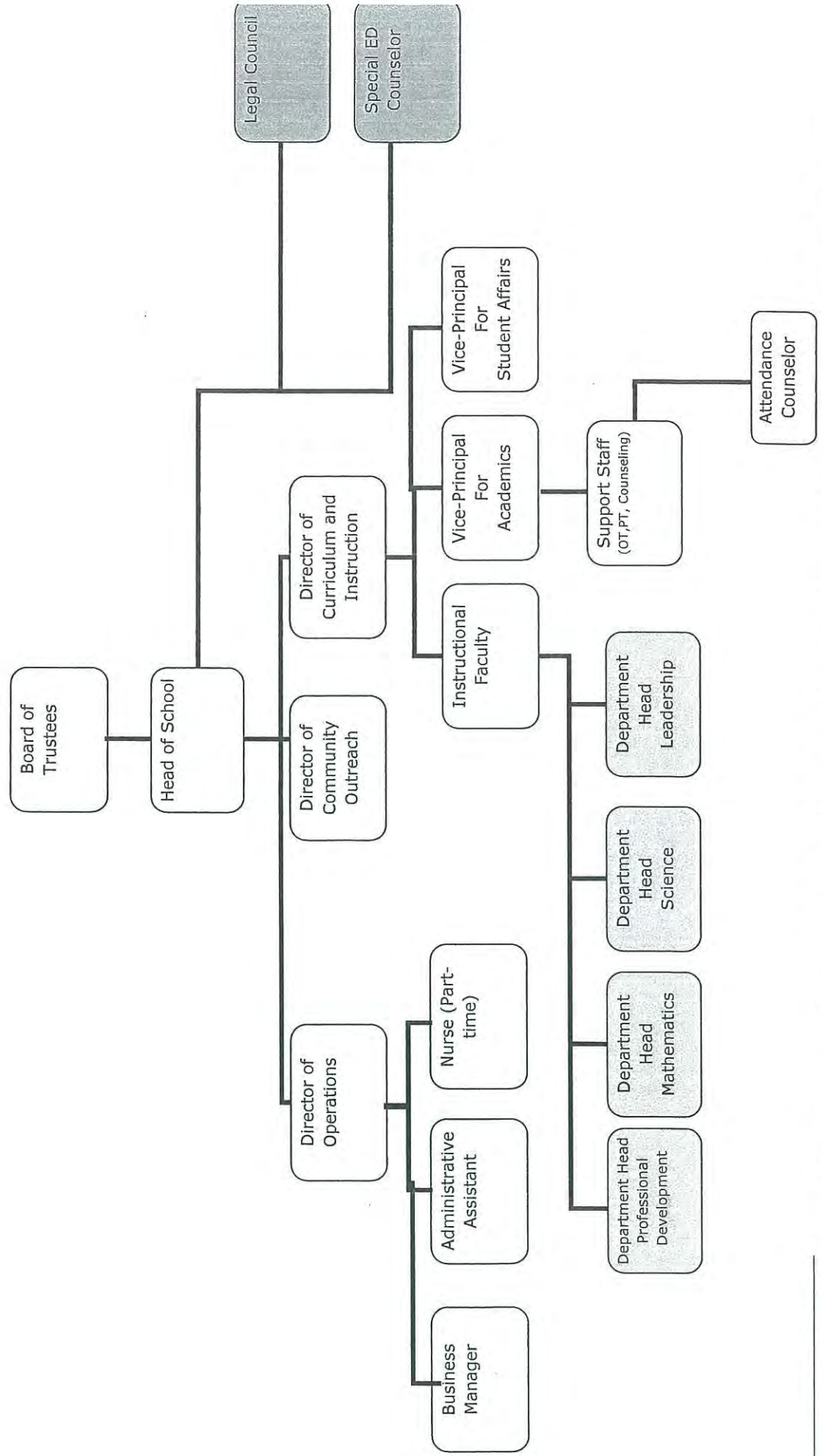
LEARNING STANDARDS

Mathematics	Science	Reading/English Language Arts	Social Studies
<i>Algebra Indicators (Quadratic Equations):</i> Each student can find solutions to quadratic equations (with real roots) by factoring, completing the square, or using the quadratic formula and demonstrate an understanding of the equivalence of the methods. - Calculate and apply proportions, rates, and percentages to solve a range of consumer and practical problems - Recognize, describe, and extend patterns governed by a linear, quadratic, or exponential functional relationship or by a simple inductive process (e.g. the Fibonacci sequence) - Describe, complete, extend, analyze, generalize and create a wide variety of patterns, including inductive and recursive patterns such as Fibonacci Numbers and Pascal's Triangle - Understand exponential and logarithmic functions and their basic arithmetic properties, including change of base and formulas for exponential of sum and logarithm of a product	<i>Earth Science:</i> Each student can describe and explain the basic organization of the universe including stars, galaxies, planets, asteroids, comets, moons, and Earth. Students can describe the evolution of the earth system over geological time. - Construct a model and explain the relationship and motions of various kinds of objects among planetary systems, stars, multiple-star systems, star clusters, galaxies, and galactic groups in the universe - Recognize and explain geologic evidence, including fossils and radioactive dating, that indicates the age of the Earth <i>Environmental Science:</i> Each student can describe and explain the stability of an ecosystem and how the environment is affected by natural phenomena and human activity - Apply mathematical relationships involving linear and quadratic equations simple trigonometric relationships, exponential growth and decay laws, and logarithmic relationships to scientific situations - Describe how the global environment is affected by national policies and practices relating to energy use, waste disposal, ecological management, manufacturing, and population growth	<i>Research:</i> Each student can formulate open-ended research questions, draw on a variety of resources to carry out research, and write an analytic or critical essay with a clear focus, logically related ideas, and adequate detail. - Analyze charters, structure, and themes of classical Greek drama <i>The Odyssey by Homer:</i> Each student can read the text for understanding of plot, analyze major and minor characters, discuss aspects of Homeric Greece, and analyze themes of heroism, hospitality and perseverance - Organize information from both primary and secondary sources by taking notes, outlining ideas, and paraphrasing information and by creating charts, conceptual maps, and/or timelines - Use standard bibliographic format to document sources (e.g. MLA, APA)	<i>Western Religions:</i> Each student can explain the origin, tenets, and important early historical developments in the West's three major monotheistic religions of Judaism, Christianity, and Islam. - Describe the origins and connect the fundamental of Judaism, Christianity, and Islam with their historical successes. <i>Civilizations:</i> Each student can analyze the geographic, political, economic, religious, and social structures of civilizations. - Describe the origins and expansion of Islam, China, Japan, Ghana, Mali, Songhai, Europe, Mesopotamian and Andean civilizations
10th Grade <i>Geometry:</i> Each student can find measures of two- and three dimensional objects, and use geometric properties and theorems to solve problems. - Apply properties of angles, parallel lines, arcs, radii, chords, tangents, and secants to solve problems - Recognize and solve problems involving angles formed by transversals of coplanar lines - Using rectangular coordinates, calculate midpoints of segments, slopes of line and segments, and distances between two points, and apply the results to the solutions of problems	<i>Chemistry:</i> Each student can describe the basic organic chemicals and their building blocks. Each student can describe the common atoms and the types of bonds found in organic molecules and living systems. Each student can distinguish between exothermic and endothermic reactions and describe the role of activation energy in chemical reactions. - Analyze situations and solve problems that require combining concepts from more than one topic area of science and applying these concepts - Relate the position of an element in the periodic table and its reactivity with other elements to its quantum electron configuration	<i>Imaginative/Creative Writing:</i> Each student can craft different styles of writing, such as poetry, short stories, and play writing. - Write well organized stories that will include explicit and implicit themes, a range of narrative strategies such as dialogue and suspense, and details that contribute to a definite mood or tone <i>Media:</i> Each student can understand strategies used by media to inform, persuade, or entertain. - Compare the advertising appeals in print, television, and radio for the same products	<i>Intellectual and Political Revolutions:</i> Each student can analyze the emergence and effects of the Industrial Revolution in England, France, Germany, Japan, and the United States as well as recall and analyze knowledge of the ideas of Imperialism/Enlightenment. - Describe the rise of industrial economies and their imperialism and colonialism (e.g., the role played national security and strategic advantage; moral is raised by the search for national hegemony, Social Darwinism, and the missionary impulse, and material issues, such as land, resources, and technology) - Analyze the emergence of capitalism as a dominant economic pattern and the responses to it, including Utopianism, Social Democracy, Socialism, and Communism (e.g., Adam Smith, Robert Owen, and Marx) - Analyze the long-term military, economic, and political effects of World Wars I and II

	Mathematics	Science	Reading/English Language Arts	Social Studies
11 th Grade	<i>Calculus and Trigonometric Functions:</i> Each student can represent, define, simplify, graph, solve, model with and problem solve with the basic calculus (quadratic equation) and trigonometric functions (sine, cosine, and tangent). • Relate the number of roots of a polynomial to its degree • Use materials to solve systems of linear equations. Apply to the solution of everyday problems • Translate among geometric, algebraic, and parametric representations of curves. Apply to the solution of problems. • Graph periodic functions and identify amplitude, midline, and period. • Define and evaluate sine, cosine, and tangent functions in terms of the unit circle.	<i>Biology:</i> Each student can use the chemical basis of life as a context for understanding cells, heredity, organ systems and behavior. • Explain how variations can occur from such processes as crossing over, jumping genes, and deletion and duplication of genes • Classify a set of organisms into a hierarchy of groups and subgroups based on similarities which reflect their evolutionary relationships (subatomic, atomic, molecular, cellular, tissue, organs, organ systems, organism, population, community, ecosystem, and biosphere) • Observe and explain the role of enzymatic catalysis in biochemical processes	<i>Writing:</i> Each student can use group-generated criteria for evaluating different forms of writing, and can explain why these are important before applying them. • Demonstrate a grasp of the theme or purpose of the work <i>Their Eyes Were Watching God by Zora Neal Hurston:</i> Each student can read the text for understanding of plot, character, and setting, identify and explain the use of literary devices in the book, analyze and explain the use of regional dialect and the oral tradition, and explain in discussion and writing the themes of individualism, the search for self-realization and the human condition	<i>The Roaring Twenties and the Great Depression:</i> Each student can describe American society and culture in the 1920s and 1930s, and during World Wars I and II. Each student can identify the causes and effects of the Progressive Era and the Great Depression, especially the New Deal response to them • Analyze the changing landscape, including the growth of cities and development of cities divided by race, ethnicity and class • Describe the rise of mass-production techniques, the growth of cities, the impact of new technologies (e.g., the automobile, electricity, airplanes), and the resulting prosperity, expansion of freedom (derived from the car, the building of roads/highways), and effect on the American landscape. • Identify and describe early campaigns for civil rights by and for African-Americans • Describe important events and trends of the late 20th century
12 th Grade	<i>Probability and Statistics:</i> Each student can collect, describe, compare, and interpret data sets using the concepts of median, mean, mode, maximum, minimum, and range and can construct and interpret various plots and graphs, including stem-and-leaf plots, line plots, and circle graphs. • Organize and describe distributions of data using a number of different methods, including frequency tables, histograms, standard line and bar graphs, stem-and-leaf displays, scatter plots and box-and whisker plots • Apply uniform, normal, and binomial distributions to the solutions of problems • Describe and compare data sets using the concepts of median, mean, mode, maximum, and minimum, and range <i>Functions, Graphs, and Limits:</i> Each student will use geometric and analytical information and calculus to both predict and explain the observed local and global behavior of a function. • Demonstrate an intuitive understanding of the limiting process • Estimate limits from graphs or tables of data	<i>Physics:</i> Each student will demonstrate an understanding of the concepts of work, energy, and power. • Define the work-energy theorem • Solve problems involving conservative forces and potential energy • Plan and conduct scientific investigations to explore new phenomena, to check previous results, to verify or falsify the prediction of theory, and to use a critical experiment to discriminate between competing theories	<i>Language Development and Writing:</i> Each student can analyze and interpret samples of good writing, identifying and explaining an author's use of rhetorical strategies and techniques, apply effective strategies and techniques in their own writing, create and sustain arguments based on readings, research, and/or personal experience, and demonstrate understanding and mastery of standards written English as well as stylistic maturity in their own writing. • Evaluate how well participants engage in discussions, and participate in a formal and an informal meeting or on a television news discussion program. Example: Students work in groups to discuss similarities and differences in the social and political contexts for the views of Thoreau, Gandhi, and Martin Luther King, Jr., on civil disobedience. Then they summarize what they learned from the discussion, noting those similarities and differences. They evaluate their participation in the group project.	<i>Principles of U.S. Government and Citizenship:</i> Each student can explain and discuss the fundamental principle and moral values of the American Republic as expressed in the U.S. Constitution and other essential documents of American democracy, analyze the unique roles and responsibilities of the three branches of government, summarize landmark U.S. Supreme Court interpretation: the Constitution and its amendments. Each student can evaluate issues regarding campaigns for national, state, and local elective offices, as well as take and defend position on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured • Explain how civil society provides opportunities for individuals to associate for social, cultural, religious, economic, and political purposes • Discuss the individual's legal obligations to obey the law serve as a juror, and pay taxes • Evaluate the roles of polls, campaign advertising, and if controversies over campaign funding • Compare the processes of lawmaking at each of the three levels of government, including the role of lobbying and the media • Analyze the influence of ancient Greek, Roman, English and leading European political thinkers such as John Locke, Charles-Louis Montesquieu, Niccolò Machiavel and William Blackstone on the development of American government

ORGANIZATIONAL CHART

Organizational Chart Renaissance Math, Science, and Leadership



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

LETTERS OF SUPPORT

National Council of Teachers of Mathematics

Principles and Standards for School Mathematics¹

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

Number and Operations

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

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

Algebra and Functions

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

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

Geometry

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

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

Measurement

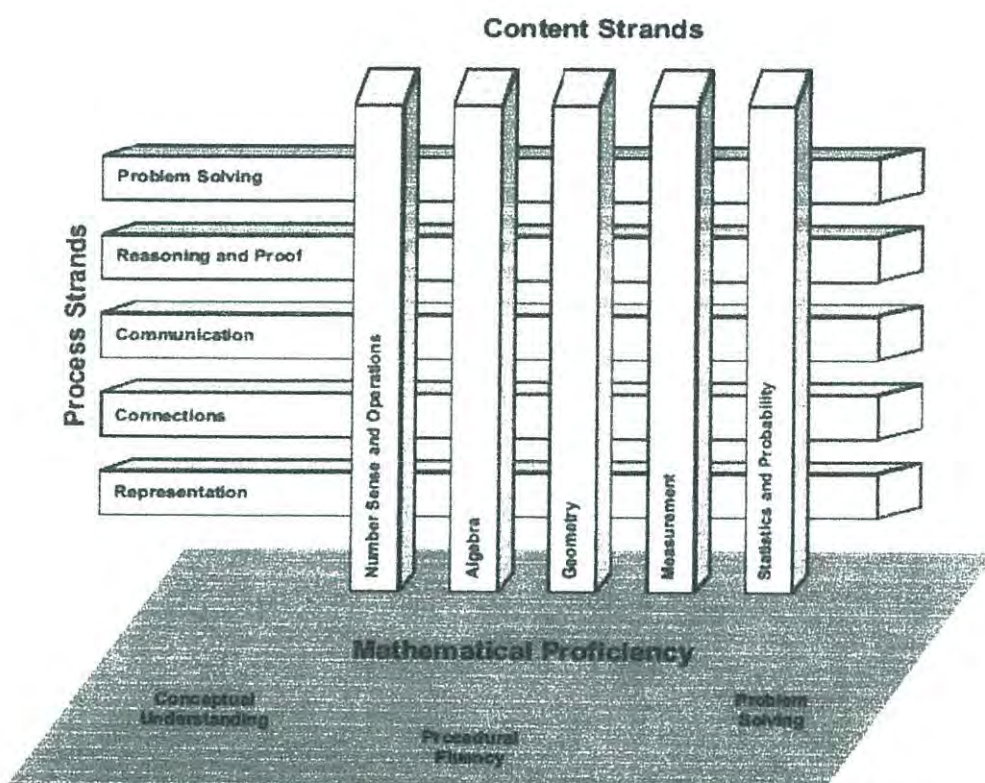
Instructional programs from pre-kindergarten through grade 12 should enable all students to--

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

Data Analysis and Probability

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

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



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

NCTM's Principles and Standards for School Mathematics

Instructional Approach

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

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

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

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

Documents and Concepts Considered in this framework

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

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

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

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

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

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

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

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

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

COURSE DESCRIPTIONS

ALGEBRA 1

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

GEOMETRY

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

Pre-Requisite: Algebra 1

ALGEBRA 2

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

Pre-Requisite: Algebra 1

SAT PREP-MATH

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

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

Pre-Requisite: Algebra 2

STATISTICS

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

Pre-Requisite: Algebra 2

PRE-CALCULUS

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

Pre-Requisite: Algebra 2

CALCULUS

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

Pre-Requisite: Pre-Calculus

RMSLA
Algebra I Curriculum Framework

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

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

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

Quarter/Marking Period	Standards/Indicators/Daily Objectives	Instructional Strategies	Instructional Materials	Formative/Summative Assessments
Advisory2 Unit 3: Data Analysis and Probability - Delving into Data	i. apply all of the above when solving variable inequalities. j. graph the solutions to equations and inequalities on a number line. A1.D.1. Select, create, and interpret an appropriate graphical representation (e.g., scatter plot, table, stem-and-leaf plots, circle graph, line graph, and line plot) for a set of data, and use appropriate statistics (e.g., mean, median, range, and mode) to communicate information about the data. Use these notions to compare different sets of data. Indicators The student will be able to: - apply formulas and/or use matrices (arrays of numbers) to solve real-world problems. - design and/or conduct an investigation that uses statistical methods to analyze data and communicate results. - design an investigation that may include simple random sampling, representative sampling, and/or probability simulations, describe how data will be collected, and justify the method. - decide and justify whether a sample is representative or biased. - decide and justify whether a sampling method is simple random sampling. - use the measures of central tendency and/or variability to make informed conclusions. - use the measures of central tendency	Supporting the Association for Supervision and Curriculum Development (ASCD) in its report <i>Educating Everybody's Children</i>, suggestions the following instructional strategies which will be prevalent: - Provide opportunities to work together - Use reality-based learning approaches - Encourage interdisciplinary teaching - Involve students actively - Analyze students' learning/reading style - Actively model behaviors - Explore the fullest dimensions of thought - Use multicultural teaching approaches - Use alternative assessments - Promote home/school	<i>Video Tutors Unit 3</i> Investigation 3B: Finding the mean	✓ According to the 1990 U.S. Census, 27.2% of State X residents over the age of 25 had graduated from a 4-year college. In a circle graph representing all state residents over the age of 25, about how many degrees should be in the sector representing these 4-year college graduates? ✓ The math teacher wants to show his class their grades on a test. Here is a list of the scores: 50, 54, 70, 70, 72, 72, 72, 76, 80, 81, 86, 86, 90, 90, 92, 95, 100. Which of the following types of graphs would give the best picture of the data: scatter plot, stem-and-leaf plot, or a line plot? Pick your favorite and make it. What is the median score for the class? What is the mean score? ✓ A class of 25 students is asked to determine approximately how much time the average student spends on homework during a one-week period. Each student is to ask one of

LEADERSHIP FOR THE 21ST CENTURY

Introduction

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

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

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

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

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

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

Goals

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

Strands

Developing Knowledge of Self and Others

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

Leadership Performance Level Descriptors

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

LEADERS--

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

Defining Leadership

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

Developing Leadership Skills and Practices

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

Practicing Leadership through Service

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

Student Expectations
High School:
Grades 9-12

Developing Knowledge of Self and Others

HS.1 The student will evaluate his or her own self-image.

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

HS.2 The student will evaluate his or her own behaviors.

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

HS.3 The student will use knowledge of others to improve one's leadership skills.

- a. Create strategies to utilize the strengths and diminish the limitations of group members.
- b. Demonstrate ways to organize and delegate responsibilities.
- c. Encourage ideas, perspectives, and contributions of all group members.
- d. Use leadership skills to encourage cooperation and collaboration among groups with different needs and concerns.

Defining Leadership

HS.4 The student will analyze the characteristics of leaders.

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

HS.5 The student will analyze the complex relationship between the leader and the follower.

- a. Critically analyze situations in which followers become leaders.
- b. Analyze and understand the dynamic relationship between the leader and the follower.
- c. Evaluate the risks and consequences of civil disobedience.

HS.6 The student will evaluate the role of context in the process of leadership.

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

Developing Leadership Skills and Practices

HS.7 The student will communicate effectively in pairs, small groups, teams, and large groups.

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

HS.8 The student will analyze and refine decision-making skills.

- a. Take the lead in implementing, monitoring progress toward, and evaluating solutions.
- b. Support group decisions.
- c. Adjust group decisions according to changes within or outside the group.
- d. Refine skills in parliamentary procedure to facilitate meetings or discussions.

HS.9 The student will evaluate the relationship between personal vision and the group vision.

- a. Present one's personal vision to a group, using persuasive techniques.
- b. Compare one's personal vision with that of a group.
- c. Recognize the necessity for compromise in various leadership situations.
- d. Motivate others to act according to the group's vision.

Practicing Leadership through Service

HS.10 The student will appraise communities and community needs.

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

HS.11 The student will evaluate the roles and responsibilities of citizenship.

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

HS.12 The student will evaluate the concept of stewardship.

- a. Debate methods that leaders may use to take care of and preserve their school, local, state, national, and world communities.
- b. Explain ways in which one becomes vested in the community and its resources.

HS.13 The student will practice leadership through service in a variety of communities.

- a. Justify decisions in situations where community needs are more important than individual benefits.
- b. Demonstrate altruistic behavior.
- c. Encourage others to volunteer for community service.

Renaissance Math, Science, and Leadership Academy

Public Charter High School Science

Mission

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

Vision

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

Goals

Students enrolled in science courses will:

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

Assessment

Assessment is the main force that determines what and how teachers teach and how students learn. It is a central component that informs planning and teaching science lessons. The RMSLA science lesson assessment program is aligned with District of Columbia state and district science learning standards. These learning standards inform teacher lesson planning and the instructional objectives constructed by the teacher. The instructional objectives make the learning standards operational and are linked to assessment by stating specifically what students should know and be able to do at the end of the lesson. Assessment can be before a lesson begins, embedded in instruction or can be administered at the end of the lesson.

There is a critical link between assessment, teaching, learning, and state standards whether in the classroom, school-wide, or citywide. The core content that students are taught in the classroom is provided by the state standards. Assessment is an ongoing process that guides instruction and monitors student progress to include an understanding of science content and process skills and the use of higher level thinking skills. Pre-assessment, formative, and summative assessments provide for student, peer, and teacher evaluation. These types of assessments enable teachers to modify their instruction to support improved learning at each grade level or course for all students.

Course Descriptions

The Renaissance Mathematics Science Leadership Academy's (RMSLA) science program consists of a multi-year, coherent curriculum that gives students the opportunity to learn science in a continuous, interconnected and cumulative way throughout their four year stay at the school. The course schedule adheres to research findings that believe learning is cumulative over time, so curricular offerings should be cumulative over time (National Research Council, Designing Mathematics or Science Curriculum Programs, 1999)

Biology I

Grade Level -9

Carnegie Unit, One

Prerequisite, None

Biology I engages students in the study of living things and is designed to enhance the student's comprehension and appreciation of life. The student studies and understands concepts related to the biochemical nature of life, its forms and processes by applying the appropriate science process skills (observing, inferring, measuring, using numbers, hypothesizing, experimenting, interpreting data, etc.) and laboratory techniques. Instruction focuses on an integrated, inquiry-based approach, linking science content learned with other subjects and every day experiences. The key concepts studied include biochemistry, cell structure and function, genetics, genes and DNA, evolution and diversity, plants, the mammalian body and ecosystems. Interactive instructional technology is used to enhance and support learning including computers, internet sites, software, probeware, telecommunications, digital photography, virtual laboratory experiences. Students are required to complete an individual or group experimental project on a topic of interest.

Chemistry I

Grade Level – 9-10

Carnegie Unit, One

Prerequisite: Algebra I

Chemistry I provides students with the acquisition of the content knowledge and language of chemistry as well as the process skills needed to investigate the composition, structure, and properties of matter and the changes it undergoes. Instruction focuses on an integrated, inquiry-based approach, linking chemistry content learned with other subjects and everyday experiences. Students apply mathematical skills to observe, make measurements, and interpret data. Emphasis is

placed on the completion of laboratory investigations with properly written reports analyzing the relationships between matter and energy and problem solving through interpreting the periodic table, applications of gas laws, moles, stoichiometry, preparation and properties of solutions, analyzing unknowns. Students are required to complete an individual or group experimental project on a topic of interest. Interactive instructional technology is used to enhance and support learning including computers, internet sites, software, probeware, telecommunications, digital photography, virtual laboratory exercises, etc.

RMSLA

Biology I Curriculum Framework

Quarter/Year/Name Period	Standard/US/Indicators	Instructional Strategies	Instructional Materials	Formative/Summative Assessment
Scientific Inquiry (Note: Scientific Inquiry is not taught as a separate standard but is included in the standards and performance indicators across the curriculum in life science, physical science and Earth and space science. Scientific Inquiry is a way for students to develop conceptual understanding and content knowledge and apply these understandings and knowledge through the use of scientific skills and methodology.)	B.1. Scientific inquiry is a way to explore the natural world by asking questions and pursuing answers through investigations and experimentation using scientific skills such as observing, measuring, replicating experiments, manipulating equipment and materials, collecting, analyzing, and reporting data. Indicators: The student will be able to: 1. Know the elements of scientific methodology (identification of a problem, hypothesis formulation and prediction, performance of experimental tests, analysis of data, falsification, developing conclusions, reporting results) and be able to use a sequence of those elements to solve a problem or test a hypothesis. Also, understand the limitations of any single scientific method (sequence of elements) in solving problems. 2. Plan and conduct scientific investigations to explore new phenomena, to check on previous results, to verify or falsify the prediction of a theory, and to use a crucial experiment to discriminate between competing theories. 3. Use hypotheses to choose what data to pay attention to and what additional data to seek, and to guide the interpretation of the data. 4. Select and use appropriate tools and technology to perform tests, collect data, analyze relationships, and display data. (The focus is on graphing, interpreting graphs, and mastery of metric measurements and units, with supplementary use of computers and electronic data gathering when appropriate.) 5. Formulate and revise explanations using logic and evidence. 6. Apply mathematical relationships involving linear and quadratic equations, simple trigonometric relationships, exponential growth and decay laws, and logarithmic relationships to scientific situations. 7. Recognize and deal with the implications of statistical variability in experiments, and explain the need for controls in experiments. B.2. Living things are made of atoms bonded together to form molecules, some of the most important of which are large and contain carbon (i.e., "organic" compounds). Indicators The student will be able to: 1. Describe basic atomic structure using simplified Bohr diagrams to understand the basis of chemical bonding in covalent and ionic bonds. 2. Describe the structure and unique properties of water and its importance to living things. 3. Explain the central role of carbon in the chemistry of living things because of its ability to combine in many ways with itself and other elements. 4. Know that living things are made of molecules largely consisting of carbon, hydrogen, nitrogen, oxygen, phosphorus, and sulfur. 5. Know that living things have many different kinds of molecules, including small ones such as water, midsize ones such as sugars, amino acids, and nucleotides; and large ones such as starches, proteins, and DNA. 6. Observe and explain the role of enzymatic catalysis in biochemical processes. 7. Explain the hierarchical organization of living things from least complex to most complex (subatomic, atomic, molecular, cellular, tissue, organs, organ system, organism, population, community, ecosystem, and biosphere). B.3. All living things are composed of cells. All the fundamental life processes of a cell are either chemical reactions or molecular interactions. Indicators: The student will be able to:	Inquiry-based Instruction Scientific inquiry refers to the diverse ways in which scientists study the natural world and propose explanations based on the evidence derived from their work (National Research Council, 1996, p.23). Project 2061 of the American Association for the Advancement of Science (AAAS, 1990) states that teaching science should be consistent with the nature of scientific inquiry. Teachers can achieve this in the classroom by having students learn the important concepts of natural phenomena as they incorporate into lesson activities the ways and means that are used by scientists to arrive at various understandings. Problem Solving Important scientific concepts are embedded in engaging problems. Students develop understanding and inquiry skills as they explore life-related problems, individually, in a group, or with the class. Practice With Concepts and Process Skills In-class and field inquiry-based activities and homework give students practice in developing A deeper understanding of important concepts and related skills. Social Constructivism Instruction supports student-centered investigations of natural phenomena through student-student and student teacher dialogue and interactions. Procedural and Declarative Knowledge When using end-of-lesson assessments determine the kind of knowledge being assessed. In the last minutes of the class, there is enough time to briefly check students' understanding of science facts and knowledge – their declarative knowledge. Or, plan time at the end of the lesson to assess their procedural knowledge – understandings that require them to use their declarative knowledge to answer questions or solve problems. Multiple Representations Curriculum materials will frequently provide and ask for knowledge representation using graphs, charts, patterns, and written explanations. Cooperative Learning The dynamics of group work can stimulate and sustain inquiry in many classroom situations better than individual work. Not only can group work enhance student problem-solving, but it can improve concept development (Lumpe, 1995). Students find significant meaning in science courses when their knowledge is constructed during productive, small, cooperative group activities. Lecture Interesting, relevant, carefully organized information presented in an articulate manner. Lectures must be based on the attention span, background knowledge, and interests of the students (Chippetta and Koshalla, Jr., 2006) Discussions Discussions allow students to express their views and ideas and promote student involvement in the lesson. Discussions can take place in small groups, with the entire class or in student pairs. In order for group discussions to be productive, students must clearly understand the assignment, stay focused, and on task.	Texas Instruments Online Resources The contents of this Web site provide helpful tools for using the TI calculator. Related Web Links Computer Assisted Instruction Field Trips Career Days Textbooks (including text) Laboratory Manual Instructional Technology: Smart boards and view screens Community Partners and University Programs Course Syllabus Prepared laboratory kits Laboratory equipment and supplies Protective Student Apparel Internet Access National Science Education Standards Benchmarks for Science Literacy Chemical Hygiene Plan NSTA SciLinks Support for topics in the textbooks. The Biology Place Bio-coach (for students needing additional assistance). Laboratory research (for high achieving students) and a glossary for student use. Science News on Line - Follow links to a wide selection of articles from all science disciplines that were originally published in Science magazine Computers and Electronic Technologies Careful analysis of software and multimedia programs and internet sites to ensure usefulness and alignment to the class activity. There is almost no limit to the ways in which computers and electronic technologies can be used in the science classroom. They can be used as a presentation tool, an individualized learning center, or to facilitate group interaction and problem-solving (Dockerman, 1998). Sensors connected to either a calculator or hand-held computer Used for students to collect, display, and analyze data from the laboratory or field INTEL, Mathematics, Science and Technology	(Examples) Use the laboratory procedure described below answer question 1 and 2. A group of scientists wishes to see if using a new, environmentally friendly pesticide is effective in preventing insect damage to soybeans. Three different plots were planned. The first plot contains soybeans treated with the traditional pesticide. The second plot is treated with the new environmentally friendly pesticide. The third plot is left treated. 1. Which plot is the control group? a. The first plot with traditional pesticide. b. The second plot with the new pesticide c. The third plot with no pesticide d. There is no control group 2. What could be concluded if the plot treated with the new pesticide has d similar to the control plot? a. The experiment is a failure. b. The new pesticide may not be effective c. The control plot was problem d. The new pesticide should be Answer the following questions on your answer sheet. 1. List the characteristics you would expect to see if a pine tree is a living thing. an example that shows how the tree exhibits each characteristic. 2. Why do most experiments have a control. Describe an experiment that does not have a control. 3. Evaluate the impact that scientific research has on Society. Laboratory: the Scientific Method Completion of a project that will be judged by panel of scientists, teachers, or students. Design and conduct an individual or group research and experimental science project of personal interest to be evaluated and entered in the school wide science fair during second semester. Assessment: Organic Molecules Make a chart comparing polysaccharides, lipids, proteins, and nucleic acids. List these four types biomolecules in the first column. In the second column list the substance that make up each substance. In third column, describe the functions of each of the organic compounds in living organisms. In the fourth column, provide some examples of each from the discussions.

Advisory II Genetics Genes and DNA	1. Compare and contrast the general anatomy and constituents of prokaryotic and eukaryotic cells and their distinguishing features. Prokaryotic cells do not have a nucleus, and eukaryotic cells do. Know that prokaryotic organisms are classified in the Eubacteria and Archaeobacteria Kingdoms and that organisms in the other four kingdoms have eukaryotic cells. 2. Understand the function of cellular organelles and how the organelles work together in cellular activities (e.g., enzyme secretion from the pancreas). 3. Describe the organelles that plant and animal cells have in common (e.g., ribosomes, golgi bodies, endoplasmic reticulum) and some that differ (e.g., only plant cells have chloroplasts and cell walls). 4. Demonstrate and explain that cell membranes act as highly selective permeable barriers to penetration of substances by diffusion or active transport. 5. Describe that the work of the cell is carried out by structures made up of many different types of large (macro) molecules that it assembles, such as proteins, carbohydrates, lipids, and nucleic acids. 6. Explain the processes of photosynthesis and cellular respiration. 7. Describe how cellular respiration is important for the production of adenosine triphosphate (ATP). 8. Differentiate between the functions of mitosis and meiosis. B.4. Genes are a set of instructions encoded in the DNA sequence of each organism that specify the sequence of amino acids in proteins characteristic of that organism. Indicators: The student will be able to: 1. Explain structure and function in the DNA molecule. 2. Explain how hereditary information is passed from parents to offspring in the form of "genes," which are long stretches of DNA consisting of sequences of nucleotides. 3. Explain that in eukaryotes, the genes are contained in chromosomes, which are bodies made up of DNA and various proteins. 4. Explain how inserting, deleting, or substituting short stretches of DNA alters a gene. Discuss how changes (mutations) in the DNA sequence in or near a specific gene may (or may not) affect the sequence of amino acids in the encoded protein or the expression of the gene. 5. Explain the mechanisms of genetic mutations and chromosomal recombinations, and when and how they are passed on to offspring. 6. Explain how specialization of cells is usually due to different patterns of gene expression rather than differences in the genes. 7. Describe Mendel's laws of segregation and independent assortment. 8. Use a Punnett Square to determine possibilities for genotype and phenotype combinations. B.5. Evolution and biodiversity are the result of genetic changes that occur in constantly changing environments. Indicators: The student will be able to: 1. Investigate and explain how molecular evidence reinforces and confirms the fossil, anatomical, behavioral, and embryological evidence for evolution, and provides additional detail about the sequence in which various lines of descent branched off from one another. 2. Explain how a large diversity of species increases the chance that at least some living things will survive in the face of large or even catastrophic changes in the environment. 3. Research and explain how natural selection provides a mechanism for evolution and leads to organisms that are optimally suited for survival in particular environments. 4. Explain that biological diversity, episodic speciation, and mass	Demonstration Demonstration can be a high interest way for the teacher or a student to illustrate a concept through hands-on means. This strategy is useful when a full laboratory exercise may not be practical or safe, or is too expensive to conduct in the classroom. Laboratory Work Laboratory activities should be used frequently as they allow students to have first hand experiences with natural phenomena. Laboratory work can be planned using a deductive activity (to confirm concepts, principles, and laws discussed during class), or an inductive activity (an opportunity to develop concepts, principles, and laws through firsthand experiences before being discussed in the classroom) or by focusing on a problem to be solved. Modification of Lesson Activities Altering or modifying lesson plans and activities to accommodate students enables all students the opportunity to learn. Diversity is a major factor in classrooms and reflection on students' language skills, classroom behavior, and physical and mental learning challenges help inform the selection of content and delivery of instruction. Reading Helps students develop ideas and understand concepts from printed materials. Directed reading activities, pre-reading activities to determine what students know, during reading activities that focus on key words and passages, and after-reading activities that summarize what has been learned. Cooperative Group Work Working together in groups helps students work together and share ideas in an organized, sequential manner where group members have identified roles and guidelines to carry out the individual assigned tasks. Simulations and Games Computer simulations and games allow students to visualize real world events that cannot be observed in the classroom or laboratory and is an effective way to present important concepts. Use of Computers Students can research topics, visit science related web sites including science museums, complete virtual laboratory activities, participate in real time science experiments. Or research projects, or find scientific data to analyze and study. Recitation In this strategy students respond to questions asked by the teacher to demonstrate knowledge of subject matter. This is a good strategy for keeping students engaged in the less and for incorporating formative assessment in the lesson.	International Science Fair (DC Regional and International Fairs) Materials Students engage in research and experimental projects for entry in the school-wide science fair, the DC Regional Citywide Science Fair and the INTEL Regional International Science and Engineering Fair. Student activity sheets and laboratory materials for constructing models of atoms and molecules, found in living things, such as water, sugars, amino acids, starches, proteins and DNA. Materials for teacher demonstration: Making Models of Molecules Science kits from biological Supply companies A wide variety of science printed and electronic classroom reference materials including books, magazines, CD's, DVD's with players/Projectors Classroom posters and instructional materials Related to Prokaryotic and Eukaryotic cell structure and function Classroom guest speakers from local universities, businesses, governmental agencies, research labs, local and national scientific organizations Information and materials related to local and national student science competitions including school-wide and citywide science fairs. Information, materials, other resources related to careers in science. a. Career paths b. Courses in high school c. Courses in college d. Description of the career e. Where to find further information. Student Handouts: Laboratory and worksheets: Chemical Composition of Cells Laboratory: Organic Molecules Web-based Activities: The Biology Place The Chemistry Place	Modified Assessment: Organic Molecules Use flash cards containing the names of monomer one side and the corresponding polymer on the other side. First, show students the polymer name, for example, protein, and then have students respond the appropriate monomer name (amino acid), and versa. Extended Assessment: Organic Molecules Read the article <i>The Action of Enzymes</i> then write summary and critique of the article using the atira rubric. Include in your summary (based on what read in the article) what might be the result if one particular enzyme malfunctioned or was not present. Laboratory with Written Report: Metric Measurement and Microscopy Laboratory with written report: Chemical Composition of Cells Computer Lab with written report: Structure, Function in Plant and Animal Cells with written report Computer self-check aligned with textbook. Multiple choice assessment items. Example: Which of the following describes DNA replication eukaryotic cells? A. A copy of the DNA is made in the nucleus. B. A molecule of RNA is produced from the DNA. C. Each strand of DNA is combined with a strand RNA. D. Each strand of DNA is separated into a new chromosome. Label the Drawings: Label the numbered organ on the prokaryotic cell and the Eukaryotic cell the describe the function of each organelle. Differentiate between prokaryotic and Eukaryotic End of Advisory Exam with multiple choice and structured response items Complete and submit a typed research report relating genes and DNA. Use rubric for completing the p and make an oral presentation to the class. Completion of research and experimental projects
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<i>Advisory IV</i> The Mammalian Body Ecosystems	extinction are depicted in the fossil record, comparative anatomy, and other evidence. 5. Describe how life on Earth is thought to have begun as one or a few simple one-celled organisms about 3.5 billion years ago, and that during the first 2 billion years, only single-cell microorganisms existed. Know that, once cells with nuclei developed about a billion years ago, increasingly complex multicellular organisms could evolve. 6. Explain that prior to the theory first offered by Charles Darwin and Alfred Wallace, the universal belief was that all known species had been created de novo at about the same time and had remained unchanged. 7. Research and explain that Darwin argued that only biologically inherited characteristics could be passed on to offspring, and that some of these characteristics would be different from the average and advantageous in surviving and reproducing, over generations, accumulation of these inherited advantages would lead to a new species. 8. Explain Gregor Mendel's identification of what we now call "genes," how they are sorted in reproduction, and how this led to an understanding of the mechanism of heredity. 9. Explain how biological evolution is also supported by the discovery that the genetic code found in DNA is the same for almost all organisms. B.6. Plants are essential to animal life on Earth. Indicators The student will be able to: 1. Describe the structure and function of roots, leaves, flowers, and stems of plants. 2. Identify the roles of plants in the ecosystem. 4. Explain the process of photosynthesis and during the process of photosynthesis, plants release oxygen into the air. 5. Describe that plants have broad patterns of behavior that have evolved to ensure reproductive success, including co-evolution with animals that distribute a plant's pollen and seeds. B.7. As a result of the coordinated structures and functions of organ systems, the internal environment of the mammalian body remains relatively stable (homeostatic), despite changes in the outside environment. Indicators: The student will be able to: 1. Explain the major systems of the mammalian body (digestive, respiratory, reproductive, circulatory, excretory, nervous, endocrine, integumentary, immune, skeletal, and muscular) and how they interact with each other. 2. Analyze the complementary activity of major body systems. 3. Explain how the nervous system mediates communication between different parts of the body and the environment. 4. Describe that the nervous and endocrine systems maintain overall regulation of optimal conditions within the body by chemical communication. 5. Investigate and cite specific examples of how the mammalian immune system is designed to protect against microscopic organisms and foreign (or non-self) substances from outside the body and against some aberrant (e.g., cancer) cells that arise within. B.8. Explain how stability in an ecosystem is a balance between competing effects. As a basis for understanding this concept. Indicators The student will be able to: 1. Illustrate and describe the cycles of biotic and abiotic factors (matter, nutrients, energy) in an ecosystem. 2. Explore and explain how changes in population size have an		Biology Jeopardy Class debate: Should You Order a Scan of Your DNA? Selling Genetic Readings Directly to Consumers Virtual Laboratory: Genes – How They Pass Hereditary Material from Parent to Offspring Field trip to a local biotechnology laboratory Chromosome simulation Biotkit (Carolina Biol) Project sheets and directions with rubric on Evolution Laboratory materials: Evidence of Evolution Class activities and Laboratory: Seed Plants BioCoach Web-based activities related to plant structures and growth, photosynthesis Web-based activities related to the mammalian body with special emphasis on the human body.	completed and mounted on display board. End of Advisory Exam with multiple choice and structured response items. Laboratory with written report: Evolution Indicate the correct answer on the answer sheet. <i>When Jeffrey goes jogging, his heart rate increases pump blood faster and supply his muscles with oxygen. Which of the following helps to maintain homeostasis in response to this increase in heart</i> <i>A. an increase in digestion</i> <i>B. an increase in respiration</i> <i>C. a decrease in perspiration</i> <i>D. a decrease in bone growth</i> Written Reports/Oral Reports Student Presentations Quizzes Pre and Post tests Performance Assessments Prepare and present a "Town Hall" panel discussion to the Mayor and City Council or other DC Government managers related to an environmental problem in D.C. with recommendations for solution. Observation of student participation in on-the-riv environmental education studies of the Anacostia Potomac Rivers with the Chesapeake Bay Foundation and the Anacostia watershed Society. Observation of student participation in national environmental studies conducted by national partners. Observation of student participation in classroom field studies <i>The Chesapeake Through Ebony Eye</i> unit of study developed by Blacks of the Chesapeake
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	impact on the ecological balance of a community and how to analyze the effects. 43. Describe how the physical or chemical environment may influence the rate, extent, and nature of the way organisms develop within ecosystems. 6. Explain that ecosystems tend to have cyclic fluctuations around a state of rough equilibrium, and change results from shifts in climate, natural causes, human activity, or when a new species or non- native species appears. 7. Explain how layers of energy-rich organic material, mostly of plant origin, have been gradually turned into great coal beds and oil pools by the pressure of the overlying Earth and its internal heat. 8. Using ecological studies, explain distinct relationships and differences between urban environments and other environmental systems. 9. Investigate and describe how point and non-point source pollution can affect the health of a bay's watershed and wetlands. 10. Assess the method for monitoring and safeguarding water quality, including local waterways such as the Anacostia and Potomac rivers, and explain why macroinvertebrates can be early warning signs of decreasing water quality.		Classroom and field experiences with DC WASA, the DC Office of the Environment, Watershed Protection Division Biochemistry Cell Structure and Function	Foundation, Inc. Chapter and unit tests related to fossils. <i>End of Advisory Exam</i> <i>End of course exam</i>
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Quarter/Marking Period	Standards/Indicators	Instructional Strategies	Instructional Materials	Formative/Summative Assessments
Scientific Inquiry (Note: Scientific Inquiry is not taught as a separate standard but is included in the standards and performance indicators across the curriculum in life science, physical science and Earth and space science. Scientific inquiry is a way for students to develop conceptual understanding and content knowledge and apply these understandings and knowledge through the use of scientific skills and methodology.)	C.1. Scientific inquiry is a way to explore the natural world by asking questions and pursuing answers through investigations and experimentation using scientific skills such as observing, measuring, replicating experiments, manipulating equipment and materials, collecting, analyzing, and reporting data. Indicators: The student will be able to: 1. Know the elements of scientific methodology (identification of a problem, hypothesis formulation and prediction, performance of experimental tests, analysis of data, falsification, developing conclusions, reporting results) and be able to use a sequence of those elements to solve a problem or test a hypothesis. Also, understand the limitations of any single scientific method (sequence of elements) in solving problems. 2. Plan and conduct scientific investigations to explore new phenomena, to check on previous results, to verify or falsify the prediction of a theory, and to use a crucial experiment to discriminate between competing theories. 3. Use hypotheses to choose what data to pay attention to and what additional data to seek, and to guide the interpretation of the data. 4. Select and use appropriate tools and technology to perform tests, collect data, analyze relationships, and display data. (The focus is on graphing, interpreting graphs, and mastery of metric measurements and units, with supplementary use of computers and electronic data gathering when appropriate.) 5. Formulate and revise explanations using logic and evidence. 6. Apply mathematical relationships involving linear and quadratic equations, simple trigonometric relationships, exponential growth and decay laws, and logarithmic relationships to scientific situations. 7. Recognize and deal with the implications of statistical variability in experiments, and explain the need for controls in experiments. C.2. Physical and chemical properties can be used to classify and describe matter. Indicators: The student will be able to: 1. Investigate and classify properties of matter, including density, melting point, boiling point, and solubility. 2. Determine the definitions of and use properties such as mass, volume, temperature, density, melting point, boiling point, conductivity, solubility, and color to differentiate between types of matter. 3. Know the concept of a mole in terms of number of particles, mass, and the volume of an ideal gas at specified conditions of temperature and pressure. 4. Distinguish between the three familiar states of matter (solid, liquid, and gas) in terms of energy, particle motion, and phase transitions, and describe what a plasma is. 5. Infer and explain that physical properties of substances, such as melting points, boiling points, and solubility, are due to the strength of their various types of bonds (interatomic, intermolecular, or ionic). 6. Write equations that describe chemical changes and reactions. 7. Classify substances as metal or nonmetal, ionic or molecular, acid or	Inquiry-based Instruction Scientific inquiry refers to the diverse ways in which scientists study the natural world and propose explanations based on the evidence derived from their work (National Research Council, 1996, p.23). Project 2061 of the American Association for the Advancement of Science (AAS, 1990) states that teaching science should be consistent with the nature of scientific inquiry. Teachers can achieve this in the classroom by having students learn the important concepts of natural phenomena as they incorporate into lesson activities the ways and means that are used by scientists to arrive at various understandings. Problem Solving Important scientific concepts are embedded in engaging problems. Students develop understanding and inquiry skills as they explore life-related problems, individually, in a group, or with the class. Multiple Representations Curriculum materials will frequently provide and ask for knowledge representation using graphs, charts, patterns, and written explanations. Cooperative Learning The dynamics of group work can stimulate and sustain inquiry in many classroom situations better than individual work. Not only can group work enhance student problem-solving, but it can improve concept development (Lumpe, 1995). Students find significant meaning in science courses when their knowledge is constructed during productive, small, cooperative group activities. Lecture Interesting, relevant, carefully organized information presented in an articulate manner. Lectures must be based on the attention span, background knowledge, and interests of the students (Chiappetta and Koballa, Jr., 2006). The lecture may include use of teaching aids such as electronic projecting devices, CDs, chalkboard or whiteboard, etc. Discussions	Texas Instruments Online Resources The contents of this Web site provide helpful tools for using the TI calculator. Related Web Links Computer Assisted Instruction Field Trips Career Days Textbooks (including text) Laboratory Manual Instructional Technology: Smartboards, view screens Community Partners and University Programs Course Syllabus Prepared laboratory kits Laboratory equipment and supplies Protective Student Apparel Internet Access National Science Education Standards Benchmarks for Science Literacy Chemical Hygiene Plan NSTA SciLinks Support for topics in the textbooks The Chemistry Place Chemistry -coach (for students needing additional assistance). Laboratory research (for high achieving students) and a glossary for student use. Science News on Line - Follow links to a wide selection of articles from all science disciplines that were originally published in Science magazine Computers and Electronic Technologies Careful analysis of software and multimedia programs and internet sites to ensure usefulness and alignment to the class activity. There is almost no limit to the ways in which computers and electronic technologies can be used in the science classroom. They can be used as a presentation tool, an individualized learning center, or to facilitate group interaction and problem-solving (Dockerman, 1998). Sensors connected to either a calculator or hand-held computer Used for students to collect, display, and analyze data from the laboratory or field	(Examples) Assessment is an extension of the learning process, as well as an opportunity to check what students know and can do. For this reason, assessment will be multidimensional, giving students many ways to demonstrate how they are making sense of the content. Assessment will be designed to collect data concerning these three dimensions of student learning and will be both summative and formative in nature. Students' content knowledge and skills, content disposition, and work habits will be assessed. Design and conduct an individual or group research and experimental science project of personal interest to be evaluated and entered in the school wide science fair during second semester. Write short answers for the following: 1. A. Define property. B. How are properties used in classifying materials? 2. Compare the properties of metals, nonmetals, metalloids, and noble gases. 3. An unknown element is shiny and is found to be a good conductor of electricity. What other properties would you predict the element to have? 4. Suppose different parts of a sample material have different compositions. What can you conclude about the material? 5. Use the graphing calculator to plot the following data.

base, and organic or inorganic, using formulas and laboratory investigations.	Discussions allow students to express their views and ideas and promote student involvement in the lesson. Discussions can take place in small groups, with the entire class or in student pairs. In order for group discussions to be productive, students must clearly understand the assignment, stay focused, and on task.	<i>INTEL Mathematics, Science and Technology International Science Fair (DC Regional and International Fairs)</i> Materials Students engage in research and experimental projects for entry in the school-wide science fair, the DC Regional Citywide Science Fair and the INTEL.	3 5 8 10 13	32.2 36.5 40.1 42.7 45.8
C.3. Acids, bases, and salts are three classes of compounds that form ions in water solutions. Indicators: The student will be able to: 1. Explain that strong acids (and bases) fully dissociate and that weak acids (and bases) partially dissociate. 2. Define pH as the negative of the logarithm of the hydrogen (hydronium) ion concentration, and calculate pH from concentration data. 3. Illustrate and explain the pH scale to characterize acid and base solutions. Neutral solutions have pH 7, acids are less than 7, and bases are greater than 7. 4. Describe the observable properties of acids, bases, and salt solutions. 5. Explain the Arrhenius theory of acids and bases: An acid donates hydrogen ions (hydronium) and a base donates hydroxide ions to a water solution. 6. Explain the Brønsted-Lowry theory of acids and bases: An acid is a hydrogen ion (proton) donor, and a base is a hydrogen ion (proton) acceptor. 7. Explain how buffers work.	Demonstration Demonstration can be a high interest way for the teacher or a student to illustrate a concept through hands-on means. This strategy is useful when a full laboratory exercise may not be practical or safe, or is too expensive to conduct in the classroom. Laboratory Work Laboratory activities should be used frequently as they allow students to have first hand experiences with natural phenomena. Laboratory work can be planned using a deductive activity (to confirm concepts, principles, and laws discussed before or during class). Modification of Lesson Activities Altering or modifying lesson plans and activities to accommodate students enables all students the opportunity to learn.	International Science and Engineering Fair. Student activity sheets and laboratory materials for studying Acids and Bases Materials for teacher demonstration: Making Models of Molecules Science kits A wide variety of science printed classroom reference materials including books, magazines, CD's, DVD's with players/Projectors Classroom posters and instructional materials Related to Physical and Chemical properties of Matter Web based activities: The Chemistry Place Laboratory activities Activities/Tutoring Activities Classroom guest speakers from local universities, businesses, governmental agencies, research labs, local and national scientific organizations Information and materials related to local and national student science competitions including school-wide and citywide science fairs.	Complete the following synthesis reaction by writing both the word and chemical equation Potassium + chlorine → _____ Balance the following: $C_2H_6 + O_2 \rightarrow CO_2 + H_2O$ Students conduct a titration experiment involving an acid and a base (vinegar and ammonia) using phenolphthalein as an indicator, and they relate it to a human condition, such as heartburn, which is associated with acid indigestion and sour stomach that requires the intake of an antacid for relief. Answer the following: Explain what is meant by the pH of a solution? Write the equation for determining pH. Explain and illustrate what is meant by the logarithm of a number. Construct a table consisting of some elements and compounds and align them to their respective atomic masses, molecular masses, and Avogadro's number. Explain how the mole concept is similar to the concept of a dozen. Explain the following reactions as redox or nonredox (C.8.2): $2HCl + Al \rightarrow H_2 + AlCl_3$ $HCl + AgNO_3 \rightarrow HNO_3 + AgCl$ Laboratory with written report: Physical and Chemical Properties of Matter Write your answer on the answer sheet 1. Define property. 2. How are properties useful in classifying materials.	32.2 36.5 40.1 42.7 45.8
C.4. An atom is a discrete unit. The atomic model can help us to understand the interaction of elements and compounds observed on a macroscopic scale. Indicators: The student will be able to: 1. Detail the development of atomic theory from the ancient Greeks to the present (Democritus, Dalton, Rutherford, Bohr, quantum theory). 2. Explain Dalton's atomic theory in terms of the laws of conservation of matter, definite composition, and multiple proportions. 3. Demonstrate and explain how chemical properties depend almost entirely on the configuration of the outer electron shell, which in turn depends on the proton number. 4. Explain the historical importance of the Bohr model of the atom. 5. Construct a diagram and describe the number and arrangement of subatomic particles within an atom or ion. 6. Describe that spectral lines are the result of transitions of electrons between energy levels. 7. Describe that spectral lines correspond to photons with a frequency related to the energy spacing between levels by using Planck's formula ($E = h\nu$) in calculations.	Modification of Lesson Activities Altering or modifying lesson plans and activities to accommodate students enables all students the opportunity to learn. Reading Helps students develop ideas and understand concepts from printed materials. Directed reading activities, pre-reading activities to determine what students know, during reading activities that focus on key words and passages, and after-reading activities that summarize what has been learned. Cooperative Group Work Working together in groups helps students work together and share ideas in an organized, sequential manner where group members have identified roles and guidelines to carry out the individual assigned tasks. Simulations and Games Computer simulations and games allow students to visualize real world events that cannot be observed in the classroom or	Information, materials, other resources related to careers in science. a. Career paths b. Courses in high school c. Courses in college d. Description of the career e. Where to find further information. Wall mounted Periodic Table	For each of the following, identify the block, period, group, group name, (where appropriate), element name, element type (metal, nonmetal, or	
C.5. Periodicity of physical and chemical properties relates to atomic structure and led to the development of the periodic table Indicators: The student will be able to: 1. Relate the position of an element in the periodic table and its reactivity with other elements to its quantum electron configuration. 2. Use the periodic table to compare trends in periodic properties, such as ionization energy, electronegativity, electron affinity, and relative size of atoms and ions. 3. Use an element's location in the periodic table to determine its number of valence electrons, and predict what stable ion or ions an element is likely to form in reacting with other specified elements.				

Advisory II Atomic Structure and Nuclear Chemistry

C.6. Nuclear processes are those in which an atomic nucleus changes; they include radioactive decay of naturally occurring and man-made isotopes and nuclear fission and fusion processes. Indicators: The student will be able to: 1. Explain how protons and neutrons in the nucleus are held together by strong nuclear forces that just balance the electromagnetic repulsion between the protons in a stable nucleus. 2. Describe that the energy release per gram of material is roughly six orders of magnitude larger in nuclear fusion or fission reactions than in chemical reactions. Know that a small decrease in mass produces a large amount of energy in nuclear reactions as well as in chemical reactions, but the mass change in chemical reactions is negligibly small. 3. Know that many naturally occurring isotopes of elements are radioactive, as are isotopes formed in nuclear reactions. 4. Describe the process of radioactive decay as the spontaneous breakdown of certain unstable (radioactive) elements into new elements (radioactive or not) through the spontaneous emission by the nucleus of alpha or beta particles, or gamma radiation. 5. Predict and explain that the alpha, beta, and gamma radiation produced in radioactive decay produce different amounts and kinds of damage in matter and have different ranges of penetration. 6. Explain that the half-life of a radioactive element is the time it takes for the radioactive element to lose one-half its radioactivity, and calculate the amount of radioactive substance remaining after an integral number of half-lives have passed. C.7. The enormous variety of physical, chemical, and biological properties of matter depends upon the ability of atoms to form bonds. This ability results from the electrostatic forces between electrons and protons and between atoms and molecules. Indicators The student will be able to: 1. Explain how Arrhenius' discovery of the nature of ionic solutions contributed to the understanding of a broad class of chemical reactions. 2. Predict and explain how atoms combine to form molecules by sharing electrons to form covalent or metallic bonds, or by transferring electrons to form ionic bonds. 3. Recognize names and chemical formulas for simple molecular compounds (such as N_2O_3), ionic compounds, including those with polyatomic ions, simple organic compounds, and acids, including oxyacids (such as HClO_4). 4. Demonstrate and explain that chemical bonds between identical or similar atoms in molecules such as H_2, O_2, CH_4, NH_3, C_2H_4, N_2, H_2O and many large biological molecules tend to be covalent. 5. Explain that in solids, particles can only vibrate around fixed positions, but in liquids, they can slide randomly past one another, and in gases, they are free to move between collisions with one another. 6. Draw Lewis dot structures for atoms, molecules, and polyatomic ions. 7. Predict the geometry and polarity of simple molecules, and explain how these influence the intermolecular attraction between molecules. 8. Name and write chemical formulas for simple ionic and molecular compounds. 9. Predict the formulas of ionic compounds based on the charges on the ions.	laboratory and is an effective way to present important concepts. Use of Computers Students can research topics, visit science museums, complete virtual laboratory activities, participate in real time science experiments. Or research projects, or find scientific data to analyze and study. Recitation In this strategy students respond to questions asked by the teacher to demonstrate knowledge of subject matter. This is a good strategy for keeping students engaged in the lesson and for incorporating formative assessment in the lesson.		metalloid), and relative reactivity (high or low). $[\text{He}]2s^2 2p^5$ $[\text{Ar}]3d^1 0^+ s^1$ $[\text{Kr}]5s^1$ Research the industrial uses for strong acids, such as HCl, HBr, HI, HNO_3, HClO_4, HClO_3, and H_2SO_4 (C.3.1). Laboratory with written report: Students conduct a titration experiment involving an acid and a base (vinegar and ammonia) using phenolphthalein as an indicator, and they relate it to a human condition, such as heartburn, which is associated with acid indigestion and sour stomach that requires the intake of an antacid for relief. Write short answers for the following: 1. Distinguish between nuclear fission and nuclear fusion. 2. Explain how fusion is one of our energy sources. 3. Describe the reaction that produces the sun's energy. 4. Explain and illustrate how after 4797 years, how much of an original 0.250 g of radium-226 remains. Its half life is 1599 years. Write nuclear equations to explain a radioactive decay (an equation that shows the reaction's components): for example: a. Write a nuclear equation to describe the alpha decay of an isotope of radium, element number 88. b. Write a nuclear equation for the alpha decay of plutonium 242 Students research the effects of different types of radiation on the human body (e.g., effect of atomic bombings in WWII, nuclear waste sites, or use of radioactive drugs in medicine) Illustrate the Lewis dot structures for carbohydrates, fats, and proteins Students investigate different electrolytes in the human body and the
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Advisory IV Solutions Chemical Reactions Chemical Bonding	equilibrium (concentration, pressure, volume, temperature). 3. Explain why rates of reaction are dependent on the frequency of collisions, energy of collisions, and orientation of colliding molecules. 4. Observe and describe the role of activation energy and catalysts in a chemical reaction 5. Use LeChâtelier's principle to predict the effect of changes in concentration, temperature, volume, and pressure on a system at equilibrium. 6. Write the equilibrium expression for a given reaction and calculate the equilibrium constant for the reaction from given concentration data.	C.11. Solutions are mixtures of two or more substances that are homogeneous on the molecular level. Indicators: The student will be able to: 1. Define solute and solvent. 2. Predict and describe how the temperature, concentration, pressure and surface area of solids affect the dissolving process. 3. Explain that, for a closed system at constant temperature and pressure, a solid in contact with its saturated solution may reach dynamic equilibrium when the rate of solid dissolving equals the rate of solid precipitating. 4. Calculate the concentration units of solutions such as molarity, percent by mass or volume, parts per million (ppm), or parts per billion (ppb). 5. Determine the concentration of a solution in terms of molarity and molality. 6. Calculate the theoretical freezing-point depression and boiling-point elevation of an ideal solution as a function of solute concentration. 7. Prepare a specified volume of a solution of given molarity. 8. Use titration data to calculate the concentration of an unknown solution C.12. Energy is exchanged or transformed in all chemical reactions and physical changes of matter. Indicators: The student will be able to: 1. Describe the concepts of temperature and heat flow in terms of the motion and energy of molecules (or atoms). 2. Determine and explain that chemical processes release (exothermic) or absorb (endothermic) thermal energy. 3. Explain how energy is released when a material condenses or freezes and is absorbed when a material evaporates or melts. 4. Solve problems involving heat flow and temperature changes, using given values of specific heat and latent heat of phase change. 5. Use Hess's law to determine the heat of a reaction and to calculate enthalpy change in a reaction. C.13. The bonding characteristics of carbon lead to the possibility of many different molecules of many sizes, shapes, and chemical properties. This provides the biochemical basis of life. Indicators: The student will be able to: 1. Explain how the bonding characteristics of carbon lead to a large variety of structures ranging from simple hydrocarbons to complex polymers and biological molecules.
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	2. Describe how large molecules (polymers) such as proteins, nucleic acids, and starches are formed by repetitive combinations of simple subunits (monomers). 3. Explain that amino acids are the building blocks of proteins. 4. Convert between chemical formulas, structural formulas, and names of simple common organic compounds (hydrocarbons, proteins, fats, carbohydrates).			
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**Renaissance Math, Science, and Leadership Academy
Public Charter High School
English/Language Arts**

Mission

The mission of the English program is to offer a rigorous, standard-based instructional program that specializes in preparing ALL students for high school and post secondary success.

Vision

All students will have access to high quality, engaging English/language arts instruction providing vital content for essential critical thinking skills and processes that enhance life-long learning and problem-solving techniques in a complex technological society. The English/language arts program is designed to allow students the opportunity to develop effective communication and literacy skills through rigorous units of instruction while establishing accommodations for a range of academic abilities including gifted and talented as well as special needs students. Teachers will provide instructional activities that (1) spark student interest; (2) are content focused but also relevant to the changing world; and (3) allow for transferability of knowledge. Students are actively engaged in a meaningful and balanced literacy program of reading, writing, speaking and listening skills while developing an appreciation of literature through broad reading experiences to include various literary (fiction/non-fiction/informational/media) texts.

Goals

Students enrolled in English courses will:

- Develop the required knowledge and skills through interactive learning
- Develop a repertoire of learning strategies that can be applied to increasingly diverse contexts
- Develop effective oral and written communication skills
- Develop an appreciation for literature through the reading of varied classic and contemporary literary genres
- Develop analytical skills in the interpretation of informational and media texts
- Apply appropriate language structures and language conventions
- Apply appropriate strategies for conducting research to include analyzing and synthesizing of required data and written resources
- Integrate varied modes of technology to enhance learning

IRA/NCTE Standards for the English Language Arts

The International Reading Association and the National Council for the Teachers of English, in a joint effort, outlined twelve (12) standards that support English/language arts. “The vision guiding these principles state that all students must have the opportunities and resources to develop the language skills needed to pursue life’s goals and to participate fully as informed, productive members of society”. (NCTE, 2010). These research-based principles are embedded in the RMSLA’s English/Language Arts program as a framework for curriculum development in the teaching and learning process.

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.
3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.
7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.

10. Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.
11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.
12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

Instructional Approach

The teaching of English for the 21st century requires courses that expand the students' writing, literary analysis, and literary appreciation ability. To be successful members of our society students will need a wide repertoire of communication strategies and skills. Although the communication skills of reading, writing, and speaking form the core of language and literacy, new modes of communication and technologies have integrated the process for which those basic skills are transformed. In addition to the traditional courses, English/language arts teachers now need an integrated approach to prepare students for this technological-driven and diverse world with problem solving, collaboration, and analysis – as well as skills with word processing, hypertext, LCD's, Web cams, digital streaming podcasts, smartboards, and social networking software—central to individual and community success (Kist, 2005).

An effective instructional English curriculum teaches the strategies necessary for acquiring academic knowledge, achieving common academic standards, and attaining independence in learning. The framework for the instructional program is consistent with the learning standards developed by the District of Columbia Public Schools. The learning standards specify what students should know and be able to do at the end of each grade level.

The learning strands for high school students include language development, informational text, literary text, research, writing, media, and English language conventions with an emphasis on informational text comprehension and post-secondary/workplace reading and writing skills. The four-year program will provide a series of sequential and integrated English/language arts instructional activities to include informal and formal assessments in determining student growth.

RMSLA students will be engaged in meaningful, relevant, and high-order instructional activities that will prepare them for postsecondary studies as well as the pursuit for life-long goals and personal enrichment. The instructional program will include project-based learning and cross-curricular thematic instruction.

Project-based learning (PBL) is a model that organizes learning around projects. However, projects are complex; based on challenging questions; student-centered; culminate in 'realistic' products or presentations; and teacher facilitated. Authentic PBL involves cooperative learning, reflection, and incorporation of adult skills (Drehl, Grobe, Lopez, & Cabral, 1999).

Research identifies five (5) criteria for effective PBL activities:

- PBL projects are central, not peripheral to the curriculum
- Projects involve students in a constructive investigation
- Projects are student-driven to some significant degree requiring more student responsibility than traditional instruction and traditional projects
- Projects are realistic; not school-like producing a feeling of authenticity to students (Thomas, 2000)

Teachers who use cross-curricular themes create active readers and writers by engaging students in authentic tasks that emerge naturally from interesting and worthwhile topics and ideas. Cross –curricular thematic instruction enables students to:

- Acquire, communicate, and investigate worthwhile knowledge in depth
- Integrate and enrich the language processes of reading, writing, listening, speaking, and thinking
- Practice reading different kinds of materials for varied purposes
- Use prior knowledge of the world and past experiences with language and text to create relationships among various sources of information
- Make choices, interact, collaborate, and cooperate
- Apply what they learn in meaningful and ‘real world’ contexts
- Informally assess their understanding and application of what they are learning
- Participate and learn, regardless of ability, level of language development, or background; and
- Learn effectively in self-contained, multi-age, or departmental classrooms. (Vogt, 1997)

The integrative teaching and learning approaches with project-based and cross-curricular thematic instructional programs allow all students the opportunity to succeed. Instructional support is more easily available for students who may have struggled through effective teacher modeling, demonstrations, and scaffolding.

The implementation of the PBL model and the use of cross-curricular themes will allow RMSLA students an opportunity (1) to develop higher-level cognitive skills while learning via problem-solving contexts; (2) to incorporate real-life challenges in authentic learning; and (3) to make a connection between instructional activities and conceptual knowledge.

The assessment of English/language arts skills and processes must be comprehensive, authentic, and performance-based. Multiple assessment methods are needed to evaluate a student’s knowledge base and the application of communication and literary skills. Indicators of success include improvement in class work, test scores, attendance, quarterly grades, college entrance exams, and participation.

Reliable formative and summative assessments allow teachers to make informed decisions that are responsive to students’ needs. Assessments are aligned with learning goals; vary in type and format; use criteria scoring tools (i.e. rubrics); and provide informative feedback for teachers and students.

Strand Six	Media	9.M.1; 9.M.2; 9.M.3; 9.M.4.	Compare/contrast media genres; apply/adapt the principles of written composition in media presentations
Strand Seven	English Language Conventions	9.EL.1; 9.EL.2; 9.EL.3; 9.EL.4; 9.EL.5; 9.EL.6	Recognize and use clauses; verbals; verb tenses; and functional sentence structure

<http://www.k12.dc.us/standards>

10th Grade English (Year 2)

English 2 continues to build on the major principles taught in English 1. Students focus on expanding their formal and informal forms of written expression by working through each step of the writing process from pre-writing to final drafts. Students will continue to learn about grammar and expand their vocabulary. Students continue to focus on increasing their reading comprehension through an analysis of various literary genres (fiction/nonfiction). Students will continue to review the influence of the media in informational text and learn more about correct research techniques.

10th Grade English

	STRAND	STANDARDS	SKILLS
Strand One	Language Development	10.LD-D.1; 10.LD-Q.2; 10.LD-Q.3; 10.LD-Q.4; 10.LD-Q.5; 10.LD-Q.6; 10.LD-Q.7; 10.LD-Q.8; 10.LD-Q.9; 10.LD-Q.10;	Participate in self-directed teams for discussion; oral presentations; vocabulary and concept development (use of literal/figurative language; word usage denotative/connotative word meanings;
Strand Two	Informational Text	10.IT-E.1; 10.IT-E.2; 10.IT-E.3; 10.IT-E.4; 10.IT-E.5; 10.IT-DP.6; 10.IT-DP.7; 10.IT-A.8; 10.IT-A.9; 10.IT-A.10	Expository text; document and procedural text; argument and persuasive text
Strand Three	Literary Text	10.LT-C.1; 10.LT-G.2; 10.LT-T.3; 10.LT-F.4; 10.LT-F.5; 10.LT-LNF.6; 10.LT-LNF.6; 10.LT-LNF.7; 10.LT-P.B.; 10.LT-D.9; 10.LT-S.10; 10.LT-S.11; 10.LT-TN.12; 10.Lt-TN.13	Connecting literary genres with historical settings and themes; elements of fiction (i.e. foreshadowing, irony); literary non-fiction; analysis of dramatic texts including style, language, and character; traditional and classical literature

Strand Four	Research	10.R.1	Formulate research questions and apply steps for obtaining and collecting information
Strand Five	Writing	10.W-I.1; 10.W-I.2; 10.W-E.3; 10.W-E.4; 10.W-E.5; 10.W-R.6	Imaginative writing; expository writing (persuasive essays, research reports); revision
Strand Six	Media	10.M.1; 10.M.2; 10.M.3; 10.M.4	Media strategies to inform; persuade, or entertain; identify the aesthetic effects; create media presentations
Strand Seven	English Language Conventions	10.EL.1; 10.EL.2; 10.EL.3; 10.EL.4; 10.EL.5	Sentence structure analysis; correct punctuation and spelling usage; appropriate manuscript requirements

<http://www.k12.dc.us/standards>

11th Grade English (Year 3)

In English 3, students continue to work on their formal and informal forms of written expression. Students are expected to successfully complete literary analyses of various forms of literature. Students are also expected to successfully complete a research paper and oral presentations integrating various forms of technology.

11th Grade English

	STRAND	STANDARDS	SKILLS
Strand One	Language Development	11.LD-D.1; 11.LD-Q.2; 11.LD-Q.3; 11.LD-Q.4; 11.LD-O.5; 11.LD-O.6; 11.LD-V.7; 11.LD-V.8; 11.LD-V.9	Analyzing types of arguments using focused group discussions; creating rubrics; deliver formal presentations; apply knowledge of linguistic roots, common literary allusions and conceits; use of general and specialized dictionaries
Strand Two	Informational Text	11.IT-E.1; 11.IT-E.2; 11.IT-E.3; 11.IT-E.4; 11.IT-E.5; 11.IT-E.6; 11.IT-DP.7; 11.IT-DP.8; 11.IT-A.9; 11.IT-A.10; 11.IT-A.11; 11.IT-A.12	Expository text (interpret minor/subtly stated details; making relevant inferences); analyzing document structures, technical research, and procedural texts; recognizing common fallacies in argument and persuasive text
Strand Three	Literary Text	11.LT-C.1; 11.LT-G.2;	Relating literary works/authors

		11.LT-T.3; 11.LT-F.4; 11.LT-F.5; 11.LT-LNF.6; 11.LT-LNF.7; 11.LT-P.8; 11.LT-D.9; 11.LT-S.10; 11.LT-TN.12	and seminal ideas; compare/contrast of literary works; analysis of satire work, biographies, speeches, and U.S. documents, poetry, and dramatic; interpret figurative language; knowledge of 18 th /19 th century works of American literature
Strand Four	Research	11.R.1	Presenting research using the standards in the Writing strand and incorporating two or more forms of media
Strand Five	Writing	11.W-I.1; 11.W-E.2; 11.W-E.3; 11.W-E.4; 11.W-R.5	Imaginative writing (poems using a range of forms and techniques; compose interpretations of literary or expository readings; writing essays of analysis and historical investigation reports; ; revise writing to improve style, word choice, and sentence variety
Strand Six	Media	11.M.1; 11.M.2; 11.M.3; 11.M.4	Analyze the effects of media on elections, techniques used in media messages; create coherent media presentations
Strand Seven	English Language Conventions	11.EL.1; 11.EL.2; 11.EL.3	Demonstrate control of grammar, paragraph and sentence structure; reflect appropriate manuscript requirements in writing

<http://www.k12.dc.us/standards>

12th Grade English (Year 4)

English 4 culminates the student's secondary school English/language arts experience. The focus is on World Literature. Students are expected by the end of this year to be able to comprehend and analyze various forms of literature including essays, nonfiction, fiction, and poetry. A strong focus will also include formal written expression through essays and literary analyses. Additionally, students are expected to complete an extended research paper, numerous oral presentations, and integrate the use of technology.

12th Grade English

	STRAND	STANDARDS	SKILLS
Strand One	Language Development	12.LD-D.1; 12.LD-Q.2; 12.LD-Q.3; 12.LD-Q.4; 12.LD-O.5; 12.LD-O.6; 12.LD-O.7; 12.LD-V.8; 12.LD-V.9	Evaluate discussions and participate in a formal/informal meeting on a TV news discussion program; recognize elements of classical speech; analyze four basic types of persuasive speeches; trace etymology of significant terms used in core content
Strand Two	Informational Text	12.IT-E.1; 12.IT-E.2; 12.IT-E.3; 12.IT-E.4; 12.IT-E.5; 12.IT-DP.6; 12.IT-DP.7; 12.IT-A.8; 12.IT-A.9; 12.IT-A.10; 12.IT-A.11; 12.IT-A.12	Analyze cause/effect relationships, organizational patterns, hierarchic structures; evaluate effectiveness of logic; persuasive sources for adherence to ethics
Strand Three	Literary Text	12.LT-C.1; 12.LT-G.2; 12.LT-T.3; 12.LT-T.4; 1.12 LT-F.5; 12.LT-F.6; 12.LT-F.7; 12.LT-LNF.8; 12.LT-LNF.9; 12.LT-P.10; 12.LT-P.11; 12.LT-D.12; 12.LT-D.13; 12.LT-S.14; 12.LT-TN.15; 12.LT-TN.16	Relate literary works with historical/political eras; analyze sub genres; evaluate literary elements and techniques in classical essays/historical speeches; analyze effectiveness and effect of diction and imagery; read and interpret world literature drawn from pre-20 th century authors
Strand Four	Research	12.R.1	Present research essay using appropriate techniques for gathering data, organizing information, use of technology and appropriate bibliographic format
Strand Five	Writing	12.W-I.1; 12.W-E.2; 12.W-E.3; 12.W-E.4; 12.W-R.5	Writing short stories and interpretations of literary or expository reading; construct arguments; write an extended research essay; revise writing to improve style, word choice, and sentence variety
Strand Six	Media	12.M.1; 12.M.2; 12.M.3	Evaluate aural, visual, and written images and other special effects used in media; create coherent

			multimedia presentations
Strand Seven	English Language Conventions	12.EL.1; 12.EL.2; 12.EL.3	Demonstrate control of grammar, paragraph and sentence structure; reflect appropriate manuscript requirements in writing.

<http://www.k12.dc.us/standards>

Advanced Placement (AP) English Courses

RMSLA students will participate in Advanced Placement English courses as a required component of the school's English/Language Arts curriculum. Courses include AP English Language and Composition and AP English Literature. According to the College Board the AP English Language and Composition course is designed "to help students become skilled readers of prose written in a variety of rhetorical contexts and to become skilled writers who compose for a variety of purposes". The goals of an AP English Language and Composition course include:

- To provide students with the opportunities to write effectively in their college courses
- To read complex texts with understanding
- To write complex essays placing an emphasis on content, purpose, and audience
- To become acquainted with a wide variety of prose styles from many disciplines and historical periods
- To gain an understanding of the connections between writing and interpretive skill in reading
- To compose a researched argument paper that includes reading primary and secondary resources carefully; synthesizing materials from sources; and citing sources using conventions recommended by the professional organizations

Most composition courses emphasize the expository, analytical, and argumentative writing skills that form the basis of academic and professional communications.

The Advanced Placement English Literature and Composition course is designed "to engage students in the careful reading and critical analysis of imaginative literature". The course should include intensive study of representative works from various genres and periods, concentrating on works of recognized merit. In addition to reading, writing is an integral part of the course. Student writing will include response and reaction papers; analysis and interpretation of literary works; and attention to developing organizing ideas in a clear, coherent, and persuasive language; and a wide range of vocabulary and sentence structures.

[http:// www.collegeboard.com/student/testing/ap/subjects/html](http://www.collegeboard.com/student/testing/ap/subjects/html)

RMSLA students will engage in Advanced Placement courses as a prerequisite to the college experience. As a part of the high school English/Language Arts program, these courses promote an integral approach to the strands of oral/written language and other media/technology while allowing students to learn to read and write with increasingly complexity.

Course Descriptions

High school English focuses on basic literacy, the proper use oral and written communication, and the development of an appreciation for various types of literature. The English curriculum plan outlines a sequential plan of study designed to build on previously learned skills while increasing the complexity and requirements for students. RMSLA's English program will incorporate state and national standards in an effort to help students grow in their English language abilities.

9th Grade English (Year One)

The goal for English Language Arts 9 is to build a solid foundation of knowledge, skills, and strategies to include the basics of the writing process; vocabulary development; literary style; research; and public speaking. Students review the basics of the writing process including constructing thesis statements and writing essays. The study of grammar rules and vocabulary is required as a basis for improved communication skills (oral/written). In terms of literature, students will examine author's style, theme, and plot. Additionally, students learn about and practice research and public speaking skills.

RMSLA students are engaged in a comprehensive program of study inclusive of the instructional modes as prescribed by the state standards. In addition units of study will be designed around topical areas of project based learning models and cross-curricular themes. This concept provides an integrative approach that is reality-based, research-focused, student-driven, and leads to both informal and formal assessment.

9th Grade English

	STRAND	STANDARDS	SKILLS
Strand One	Language Development	9 LD-D.1, 9.LD-Q.2, 9.LD-Q.3, 9.LD-Q.4; 9.LD-Q.5, 9.LD-O.6; 9.LD-V.7, 9.LD-V.8; 9.LD-V.9	Implement techniques to improve productivity of group discussions, word choice, oral presentations, vocabulary development (word meaning and usage)
Strand Two	Informational Text	9.IT-E.1; 9.IT-E.2; 9.IT-E.3; 9.IT-E.4; 9.IT-E.5; 9.IT-E.6; 9.IT-DP.7; 9.IT-A.8; 9.IT-A.9	Expository text; document text; and argument and persuasive text
Strand Three	Literary Text	9.LT-C.1; 9.LT-G.2; 9.LT-T.3; 9.LT-F.4.; 9.LT-F.5.; 9.LT-LNF.6; 9.LT-P.7; 9.LT-D.8; 9.LT-D.9; 9.LT-S.10; 9.LT-S.11; 9.LT-TN.12; 9.LT-TN.13	Literary connections; genres; theme; fiction; literary nonfiction; poetry, drama; style and language; traditional narrative and classical literature
Strand Four	Research	9.R.1.	Formulate open-ended research questions using a variety of sources
Strand Five	Writing	9.W-I.1; 9.W-E.2; 9.W-E.3; 9.W-E.4; 9.W-E.5	Imaginative writing; expository writing; content-based research; revisions

RMSLA students will be introduced to a range of literary works reflecting various genres and eras. Literature units will be integrated with Project Based Learning and cross-curricular modes of instruction. Teachers will select literary works that challenge students and have gained national recognition (awards lists, i.e. Caldecott Medal Winners; Coretta Scott King Awards; Newbery Medal Books). Literary works include, but not limited to the following: traditional and classical literature; the Bible as literature; historical documents of literary and philosophical significance; important writers of the 18th, 19th, and 20th centuries; immigrant experiences; British and European literature (poetry, drama, essays, fiction, and contemporary American literature (fiction, poetry, essay, non-fiction, drama). The main purpose of English/language arts is to produce mastery of a hierarchy of skills relative to the development of oral/written communication skills; enhancing comprehensive and analytical skills; and understanding literature and other informational texts. The instructional plan in English Language Arts for RMSLA students will target multiple learning styles through varied strategies: visual, auditory, kinesthetic, tactile, interpersonal, social, and linguistic. With the implementation of Project-Based Learning and cross-curricular thematic models, teachers will plan instructional units with 'the end in mind' and students will engage in instructional activities that provide meaning and relevance to learning while preparing them for postsecondary success.

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EXCELLENCE IN ENVIRONMENTAL EDUCATION: GUIDELINES FOR LEARNING (K–12)



North American Association
for Environmental Education

The North American Association for Environmental Education

The North American Association for Environmental Education (NAAEE) is a network of professionals, students, and volunteers working in the field of environmental education throughout North America and in over 55 countries around the world.

NAAEE combines the perspectives of the environmental and educational communities, taking a cooperative, non-confrontational, scientifically balanced approach to promoting life-long learning about environmental issues.

NAAEE members think about how people become literate concerning environmental issues and believe education must go beyond consciousness-raising about these issues. It must prepare people to think together about the difficult decisions they have to make concerning environmental stewardship, and to work together to improve, and try to solve, environmental problems.

NAAEE recognizes the need for a coherent body of information about environmental issues. Its members also recognize that information and analysis are only part of an effective education program. To be truly effective, this body of knowledge must be integrated into all aspects of the curriculum and into all types of educating institutions for the widest array of audiences.

In order to provide support for environmental education and its practitioners, NAAEE offers a variety of professional products, events, and services. These include the NAAEE Annual Conference, printed and electronic publications, Internet-based resources, and representation among leading organizations within the educational and environmental communities.

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Summary of the Excellence in Environmental Education: Guidelines for Learning (K-12)



Strand 1 - Questioning, Analysis and Interpretation Skills

- Questioning
- Designing Investigations
- Collecting information
- Evaluating accuracy and reliability
- Organizing information
- Working with models and simulations
- Drawing conclusions and developing explanations

Strand 2 - Knowledge of Environmental Processes and Systems

2.1 The earth as a physical system

- Processes that shape the earth
- Changes in matter
- Energy

2.2 The living environment

- Organisms, populations, and communities
- Heredity and evolution
- Systems and connections
- Flow of matter and energy

2.3 Humans and their societies

- Individuals and groups
- Culture
- Political and economic systems
- Global connections
- Change and conflict

2.4 Environment and society

- Human/environment interactions
- Places
- Resources
- Technology
- Environmental Issues



Summary of the *Excellence in Environmental Education: Guidelines for Learning (K-12)*



Strand 3 - Skills for Understanding and Addressing Environmental Issues

3.1 Skills for analyzing and investigating environmental issues

- Identifying and investigating issues
- Sorting out the consequences of issues
- Identifying and evaluating alternative solutions and courses of action
- Working with flexibility, creativity, and openness

3.2 Decision-making and citizenship skills

- Forming and evaluating personal views
- Evaluating the need for citizen action
- Planning and taking action
- Evaluating the results of actions

Strand 4 - Personal and Civic Responsibility

- Understanding societal values and principles
- Recognizing citizen' rights and responsibilities
- Recognizing efficacy
- Accepting personal responsibility

INTRODUCTION

Excellence in Environmental Education—Guidelines for Learning (K–12) provides students, parents, educators, home schoolers, administrators, policy makers, and the public a set of common, voluntary guidelines for environmental education. The guidelines support state and local environmental education efforts by:

- setting expectations for performance and achievement in fourth, eighth, and twelfth grades;
- suggesting a framework for effective and comprehensive environmental education programs and curricula;
- demonstrating how environmental education can be used to meet standards set by the traditional disciplines and to give students opportunities to synthesize knowledge and experience across disciplines;
- defining the aims of environmental education.

These guidelines set a standard for high quality environmental education across the country, based on what an environmentally literate person should know and be able to do. They draw on the best thinking in the field to outline the core ingredients for environmental education.

Environmental Education: A Vision for the Future

Excellence in Environmental Education—Guidelines for Learning (K–12) is grounded in a widely shared understanding of effective environmental education. For many educators, that understanding begins with two founding documents of the field: the Belgrade Charter (UNESCO-UNEP, 1976) and the Tbilisi Declaration (UNESCO, 1978).

The Belgrade Charter was adopted by a United Nations conference and provides a widely accepted goal statement for environmental education:

The goal of environmental education is to develop a world population that is aware of, and concerned about, the environment and its associated problems, and which has the knowledge, skills, attitudes, motivations, and commitment to work individually and collectively toward solutions of current problems and the prevention of new ones.

A few years later, the world's first intergovernmental conference on environmental education adopted the Tbilisi Declaration. This declaration built on the Belgrade Charter and established three broad goals for environmental education. These goals provide the foundation for much of what has been done in the field since 1978:

- To foster clear awareness of, and concern about, economic, social, political and ecological interdependence in urban and rural areas
- To provide every person with opportunities to acquire the knowledge, values, attitudes, commitment and skills needed to protect and improve the environment

- To create new patterns of behavior of individuals, groups and society as a whole towards the environment

As the field has evolved, these principles have been researched, critiqued, revisited, and expanded. They still stand as a strong foundation for a shared view of the core concepts and skills that environmentally literate citizens need. Since 1978, bodies such as the Brundtland Commission (Brundtland, 1987), the United Nations Conference on Environment and Development in Rio (UNCED, 1992), the Thessaloniki Declaration (UNESCO, 1997) and the World Summit on Sustainable Development in Johannesburg (United Nations, 2002) have influenced the work of many educators, highlighting the importance of viewing the environment within the context of human influences. This perspective has expanded the emphasis of environmental education, focusing more attention on social equity, economics, culture, and political structure.

Environmental education is rooted in the belief that humans can live compatibly with nature and act equitably toward each other. Another fundamental belief is that people can make informed decisions that consider future generations. Environmental education aims for a democratic society in which effective, environmentally literate citizens participate with creativity and responsibility.

Essential Underpinnings of Environmental Education

Environmental education builds from a core of key principles that inform its approach to education. Some of these important underpinnings are:

Systems: Systems help make sense of a large and complex world. A system is made up of parts. Each part can be understood separately. The whole, however, is understood only by understanding the relationships and interactions among the parts. The human body can be understood as a system; so can galaxies. Organizations, individual cells, communities of animals and plants, and families can all be understood as systems. And systems can be nested within other systems.

Interdependence: Human well being is inextricably bound with environmental quality. Humans are a part of the natural order. We and the systems we create—our societies, political systems, economies, religions,

Environmentally literate students possess the knowledge, intellectual skills, attitudes, experiences and motivation to make and act upon responsible environmental decisions. Environmentally literate students understand environmental processes and systems, including human systems. They are able to analyze global, social, cultural, political, economic and environmental relationships, and weigh various sides of environmental issues to make responsible decisions as individuals, as members of their communities, and as citizens of the world. (Adapted from Maryland Partnership for Children in Nature, April 2009)

The Need for Environmental Literacy

The ultimate goal of environmental education is the development of an environmentally literate citizenry. Environmental literacy is not, however, a goal that is reached easily. We are asking individuals to go beyond the fact by fact, piece by piece examination of our environment and begin to understand and think in terms of systems bound together. We are asking individuals to develop a sophisticated set of skills that allow them to solve novel environmental problems and determine the best set of actions. We are asking individuals to become thoughtful, skillful, and active citizens in a democracy.

We need an environmentally literate citizenry that is not only capable of taking individual action, but of making well-informed public policy decisions collectively. Increasingly, individuals are asked to make choices on complex issues that affect their own lives, the lives of their families, their communities, and the world beyond their shores. Choices are made every time people enter a store, turn on a water faucet, plant a butterfly garden, or set the thermostat in their homes. Each time citizens vote, they make environmental decisions. When public policy is made, these decisions not only impact the economy and jobs, but the environment. Environmental literacy is predicated on the belief that if we educate our citizens so they are capable of making quality decisions, they will do so when the time comes.

Environmental literacy is a vital goal for our society. Environmental education must play an integral role throughout our educational system – at the national level, at the state level, and in each and every classroom.

cultures, technologies—impact the total environment. Since we are a part of nature rather than outside it, we are challenged to recognize the ramifications of our interdependence.

The importance of where one lives: Beginning close to home, learners forge connections with, explore, and understand their immediate surroundings. The sensitivity, knowledge, and skills needed for this local connection provides a base for moving out into larger systems, broader issues, and an expanding understanding of causes, connections, and consequences.

Integration and infusion: Disciplines from the natural sciences to the social sciences to the humanities are connected through the medium of the environment and environmental issues. Environmental education offers opportunities for integration and works best when infused across the curriculum, rather than being treated as a separate discipline or subject area.

Roots in the real world: Learners develop knowledge and skills through direct experience with the environment, environmental issues, and society. Investigation, analysis, and problem solving are essential activities and are most effective when relevant to the real world.

Lifelong learning: Critical and creative thinking, decision making, and communication, as well as collaborative learning, are emphasized. These

skills are essential for active and meaningful learning, both in school and over a lifetime.

Teaching from the Guidelines

Excellence in Environmental Education—Guidelines for Learning (K–12) is primarily focused on learner achievement. The instructional strategies necessary for implementing environmental education are taken up in more detail in three other documents in this series, *Environmental Education Materials: Guidelines for Excellence* (2009), *Guidelines for the Preparation and Professional Development of Environmental Educators* (2004), and *Nonformal Environmental Education Programs: Guidelines for Excellence* (2009). Guidelines for the development and implementation of early childhood education programs will be published in 2010.

Learning and instruction are closely linked, however, so these environmental education guidelines for learning include examples that offer specific ideas for implementation in instructional settings. These examples are based on several general principles that help guide environmental education instruction:

The **learner is an active participant**. If learning is to become a natural, valued part of life beyond school, **instruction should be guided by the learner's interests and treated as a process of building knowledge and skills**. Using the guidelines and knowledge of individual learners and different classes, instructors can make environmental education relevant to specific learners at particular developmental levels.

Instruction provides opportunities for learners to enhance their capacity for **independent thinking and effective, responsible action**. Engaging in individual and group work helps learners develop these capacities independently and in collaborative situations that anticipate the ways in which problem solving happens in the community, on the job, and in the family. A **strong emphasis on developing communication skills** means that learners will be able to both demonstrate and apply their knowledge.

Because environmental issues can prompt deep feelings and strong opinions, educators must take a **balanced approach to instruction**. Educators incorporate differing perspectives and points of view

The Importance of Thinking Skills

Environmentally literate citizens are constantly challenged to use and improve their critical and creative thinking skills. Creative thinking is defined as thinking which results in connections or possibilities previously unrecognized or unknown to the learner. Critical thinking requires an analysis or consideration based on careful examination of information or evidence. Critical thinking relies on thoughtful questioning and logical thinking skills such as inductive and deductive reasoning. They use systems thinking as they make judgments and solve real world problems.

even-handedly and respectfully, and present information fairly and accurately.

Environmental literacy depends on a personal commitment to apply skills and knowledge to help ensure environmental quality and quality of life. For most learners, **personal commitment begins with an awareness of what immediately surrounds them**. Instructors foster learners' innate curiosity and enthusiasm, providing them with **early and continuing opportunities to explore their environment**. "Taking the show on the road"—or at least out of the classroom—is an important instructional strategy for engaging students in direct discovery of the world around them.

How the Guidelines are Organized

Excellence in Environmental Education—Guidelines for Learning (K–12) offers a vision of environmental education that makes sense within the formal education system and promotes progress toward sustaining a healthy environment and quality of life. Guidelines are suggested for each of three grade levels—fourth, eighth, and twelfth. Each guideline focuses on one element of environmental literacy, describing a level of skill or knowledge appropriate to the grade level under which it appears. Sample performance measures illustrate how mastery of each guideline might be demonstrated.

The guidelines are organized into four strands, each of which represents a broad aspect of environmental education and its goal of environmental literacy. The strands are:

Strand 1: Questioning, Analysis and Interpretation Skills

Environmental literacy depends on learners' ability to ask questions, speculate, and hypothesize about the world around them, seek information, and develop answers to their questions. Learners must be familiar with inquiry, master fundamental skills for gathering and organizing information, and interpret and synthesize information to develop and communicate explanations.

Strand 2: Knowledge of Environmental Processes and Systems

An important component of environmental literacy is understanding the processes and systems that comprise the environment, including human social systems and influences. That understanding is based on knowledge synthesized from across traditional disciplines. The guidelines in this section are grouped in four sub-categories:

- 2.1—The Earth as a physical system
- 2.2—The living environment
- 2.3—Humans and their societies
- 2.4—Environment and society

Strand 3: Skills for Understanding and Addressing Environmental Issues

Skills and knowledge are refined and applied in the context of environmental issues. These environmental issues are real-life dramas where differing viewpoints about environmental problems and their potential solutions are played out. Environmental literacy includes the abilities to define, learn about, evaluate, and act on environmental issues. In this section, the guidelines are grouped in two sub-categories:

- 3.1—Skills for analyzing and investigating environmental issues
- 3.2—Decision-making and citizenship skills

Strand 4: Personal and Civic Responsibility

Environmentally literate citizens are willing and able to act on their own conclusions about what should be done to ensure environmental quality. As learners develop and apply concept based learning and skills for inquiry, analysis, and action, they also understand that what they do individually and in groups can make a difference.

Taken together, these strands create a vision of environmental literacy. The sequence of the strands—and the individual guidelines themselves—may suggest that some skills or knowledge serve as a foundation for others. But the process of becoming environmentally literate is not linear, and the sequence of the guidelines is more a function of bringing an order and logic to this document than a reflection of a hierarchy of skills and knowledge.

Communication and expression are skills that are obviously critical to environmental literacy. Examples of how learners might communicate their understanding and express ideas and conclusions are scattered throughout this document. These are only a representation of the modes of artistic and linguistic expression that are both fundamental to, and fostered by, environmental education. The richness of the relationship between environmental education and the language and fine arts is not fully reflected by the few references made to their disciplinary standards. Learners should use many forms of communication in their pursuit of environmental literacy, ranging from oral and written communication to theater, and from dance and music to the visual arts.

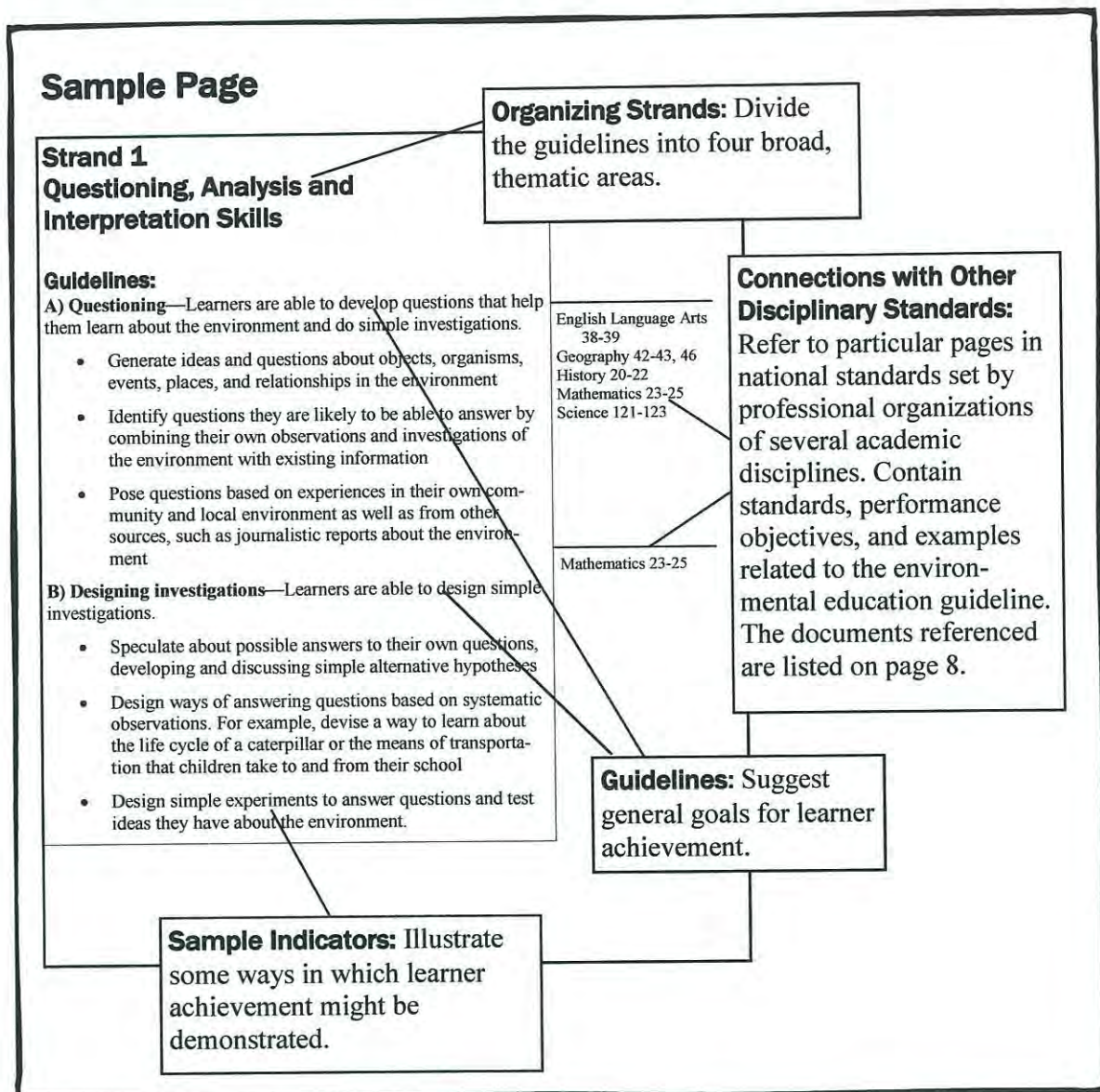
The Guidelines at a Glance

Excellence in Environmental Education—Guidelines for Learning (K–12) sets appropriate expectations for learner performance and achievement at the end of fourth and eighth grades and by high school graduation. The diagram on page 7 will help the user understand how this *Guidelines* document is constructed, and what kinds of information it offers.

Sample classroom techniques for meeting the guidelines are included throughout the publication. These summaries also indicate correlations to specific guidelines and suggest additional performance measures.

Also included in this *Guidelines* document are:

- *introductory materials* that place the guidelines in context, outlining a comprehensive vision of environmental education;
- an easy reference chart summarizing the strands and guidelines (see Appendix A);
- *background for the Development of the Learner Guidelines Framework*, an appendix that relates key developments in the field of environmental education to the framework around which the guidelines are structured (see Appendix B).



Connections with Other Disciplinary Standards

These are the national standards documents referenced and the short titles used to represent them.

Short Title	Standards Document Referenced
Arts	<i>National Standards for Arts Education: What Every Young American Should Know and Be Able to Do in the Arts</i> . Reston, VA: Music Educators National Conference, 1994.
Civics and Government	<i>National Standards for Civics and Government</i> . Calabasas, CA: Center for Civic Education, 1994.
Economics	<i>Voluntary National Content Standards in Economics</i> . New York: National Council on Economics Education, 1997.
English Language Arts	<i>Standards for the English Language Arts</i> . Urbana, IL: National Council of Teachers of English, 1996.
Geography	<i>Geography for Life: National Geography Standards</i> . Washington, DC: National Geographic Research and Exploration, 1994.
History	<i>National Standards for History</i> . Los Angeles, CA: National Center for History in the Schools, 1996.
Mathematics	<i>Principles and Standards for School Mathematics</i> . Reston, VA: National Council of Teachers of Mathematics, 2000.
Science	<i>National Science Education Standards</i> . Washington, DC: National Academy Press, 1996.
Science Benchmarks	Project 2061, American Association for the Advancement of Science. <i>Benchmarks for Science Literacy</i> , 2009 (available online at http://www.project2061.org/publications/bsl/online/index.php) .
Social Studies	<i>Expectations of Excellence: Curriculum Standards for Social Studies</i> . Washington, DC: National Council for the Social Studies, 1994.

Environmental Education Supports 21st Century Skills

The Partnership for 21st Century Skills brings together the business community, education leaders, and policy makers to define a powerful vision for 21st century education and to ensure that students emerge from our schools with the skills needed to be effective citizens, workers, and leaders in the 21st century. The Partnership's framework for education describes the skills, knowledge and expertise students should master to succeed in work and life in the 21st century:

Core Subjects and 21st Century Themes: Mastery of core academic subjects is the base upon which all 21st century learning occurs. Core subjects include English, reading or language arts; world languages; arts; mathematics; economics; science; geography; history; government; and civics. Schools must support students in developing deep mastery of core academic subjects while also integrating 21st century interdisciplinary themes into these academic subject areas. These themes include:

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

Learning and Innovation Skills: Learning and innovation skills are what separate students who are prepared for increasingly complex life and work environments in the 21st century and those who are not. They include:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

Information, Media and Technology Skills: People in the 21st century live in a technology and media-driven environment, marked by access to an abundance of information, rapid changes in technology tools and the ability to collaborate and make individual contributions on an unprecedented scale. To be effective in the 21st century, citizens and workers must be able to exhibit a range of functional and critical thinking skills, such as:

- Information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy

*Used with permission from the Partnership for 21st Century Skills
<http://www.21stcenturyskills.org>*

Excellence in Environmental Education—Guidelines for Learning 9th-12th Grade Self Assessment Tool

PLEASE NOTE: For more detailed information about the guidelines briefly listed below, see pages 50-70 of *Excellence in Environmental Education—Guidelines for Learning (K-12)* produced by the North American Association for Environmental Education.

Check the appropriate column to indicate the degree to which your program(s) address each item. Our program provides 9th-12th grade Learners with learning experiences so that by the time they finish 12th grade they are able to. . .	Yes - fully addressed	Partly addressed	No - not addressed
Strand 1—Questioning, Analysis and Interpretation Skills			
A. Develop, modify, clarify, and explain questions that guide environmental investigations of various types, and identify factors that influence the questions they pose.			
B. Design investigations to answer particular questions about the environment—even developing approaches for investigating unfamiliar types of problems and phenomena.			
C. Locate and collect reliable information for environmental investigations of many types. Know how to use sophisticated technology to collect information, including computer programs designed to address, gather, store, and display data.			
D. Apply basic logic and reasoning skills to evaluate completeness and reliability in a variety of information sources.			
E. Organize and display information in ways appropriate to different types of environmental investigations and purposes.			
F. Create, use, and evaluate models to understand environmental phenomena.			
G. Use evidence and logic in developing proposed explanations that address their initial questions and hypotheses.			

Check the appropriate column to indicate the degree to which your program(s) address each item. Our program provides 9th-12th grade Learners with learning experiences so that by the time they finish 12th grade they are able to. . .	Yes - fully addressed	Partly addressed	No - not addressed
Strand 2—Knowledge of Environmental Processes and Systems			
2.1—The Earth as a Physical System			
A. Understand the major physical processes that shape the Earth; relate these processes, especially large-scale and long-term ones, to characteristics of the Earth's surface.			
B. Apply their understanding of chemical reactions to round out their explanations of environmental characteristics and everyday phenomena.			
C. Apply their knowledge of energy and matter to understand phenomena in the world around them.			
2.2—The Living Environment			
A. Understand basic population dynamics and the importance of diversity in living systems.			
B. Understand the basic ideas and genetic mechanisms behind biological evolution.			
C. Understand the living environment to be comprised of interrelated, dynamic systems.			
D. Account for environmental characteristics based on their knowledge of how matter and energy interact in living systems.			
2.3—Humans and Their Societies			
A. Understand the influence of individual and group actions on the environment and comprehend how groups can work to promote and balance interests.			
B. Understand cultural perspectives and dynamics and apply their understandings to particular contexts.			
C. Understand how different political and economic systems account for, manage, and affect natural resources and environmental quality.			
D. Analyze global social, cultural, political, economic, and environmental linkages.			

Check the appropriate column to indicate the degree to which your program(s) address each item. Our program provides 9th-12th grade Learners with learning experiences so that by the time they finish 12th grade they are able to. . .	Yes - fully addressed	Partly addressed	No - not addressed
E. Understand the functioning of public processes for promoting and managing change and conflict, and analyze their effects on the environment.			
2.4—Environment and Society			
A. Understand that humans are able to alter the physical environment to meet their needs and that there are limits to the ability of the environment to absorb impacts or meet human needs.			
B. Understand “place” as humans endowing a particular part of the Earth with meaning through their interactions with that environment.			
C. Understand that the importance and use of resources change over time and vary under different economic and technological systems.			
D. Examine the social and environmental impacts of various technologies and technological systems.			
E. Converse, write about, and evaluate environmental issues at scales that range from local to national to global; understand that these scales and issues are often linked.			
Strand 3—Analyzing, Investigating, and Addressing Environmental Issues 3.1—Skills for Analyzing and Investigating Environmental Issues			
A. Apply their research and analytical skills to investigate environmental issues ranging from local issues to those that are regional or global in scope.			
B. Evaluate the consequences of specific environmental changes, conditions, and issues for human and ecological systems.			
C. Identify and propose action strategies that are likely to be effective in particular situations and for particular purposes.			
D. Engage each other in peer review conducted in the spirit of open inquiry, knowing that environmental issues investigations can bring to the surface deeply held views.			

Check the appropriate column to indicate the degree to which your program(s) address each item. Our program provides 9th-12th grade Learners with learning experiences so that by the time they finish 12th grade they are able to. . .	Yes - fully addressed	Partly addressed	No - not addressed
3.2—Decision-Making and Citizenship Skills			
A. Communicate, evaluate, and justify their own views on environmental issues and alternative ways to address them.			
B. Decide whether action is needed in particular situations, and whether they should be involved.			
C. Plan for action based on their research and analysis of an environmental issue. If appropriate, take actions that are within the scope of their rights and consistent with their abilities and responsibilities as citizens.			
D. Evaluate the effects of their own actions and actions taken by other individuals and groups.			
Strand 4—Personal and Civic Responsibility			
A. Analyze the influence of shared and conflicting societal values.			
B. Understand the importance of exercising the rights and responsibilities of citizenship.			
C. Possess a realistic self-confidence in their effectiveness as citizens.			
D. Understand that their actions can have broad consequences and accept responsibility for recognizing those effects and changing their actions when necessary.			



801 N. Capitol St. NE Washington, DC 20002
Tel. 202.274.5800

Mr. Brian Jones
Board Director
District of Columbia Public
Charter School Board
3333 14th Street, NW
Suite 210
Washington, DC 20010
January 11, 2011

Dear Mr. Jones:

As Dean for Workforce Development and Lifelong Learning at the Community College of the District of Columbia (CCDC), I am pleased to write in support of the charter application for Renaissance Math, Science, and Leadership Academy (RMSLA). I firmly believe that the RMSLA school plan will serve to create a strong school with which the CCDC will look forward to working. As a program that serves over 5,100 hundred District of Columbia college students, we know the value of strong schools and programs. We at the CCDC are committed to helping schools such as RMSLA prepare students to succeed in the classroom, in their personal lives, and in the community.

CCDC, as a part of the University of the District of Columbia's family of post-secondary institutions, is an academic institution that offers a positive developmental experience to college students from historically underserved communities by fostering strong academic curriculums and trusting mentor relationships between our students and faculty. Similar to the rigorous learner-centered model of RMSLA, CCDC provides opportunities that help students become more self-confident, motivated, and active members of their community. It is for this very reason that we desire to develop a relationship with RMSLA. In addition the CCDC workforce development program and parent center at PR Harris Elementary School, which is located five minutes away from the RMSLA proposed site, will foster a partnership that will allow RMSLA and the CCDC to further assist with the professional and educational development of the RMSLA parents.

We greatly look forward to working with the founding group of RMSLA. We believe that the school will help advance our shared cause of bringing quality education and programming to the students and families of the District of Columbia. I encourage you to grant a charter for Renaissance Math, Science, and Leadership Academy.

Sincerely,

Ms. Connie Spinner

COUNCIL OF THE DISTRICT OF COLUMBIA
THE JOHN A. WILSON BUILDING
1350 PENNSYLVANIA AVENUE, N.W., SUITE 102
WASHINGTON, D.C. 20004



COUNCILMEMBER MARION BARRY

Chairman, Committee on Aging and Community Affairs
Former Mayor
Councilmember, Ward 8
[REDACTED] (ice)
(202) 724-8055 (fax)
mbarry@dccouncil.us

Committee Member

Economic Development
Housing and Workforce Development
Health
Human Services
Judiciary

January 11, 2011

Mr. Brian Jones, Director
District of Columbia Public Charter School Board
333- 14th Street, N.W., Suite 210
Washington, D.C. 20010

Dear Mr. Jones:

I am pleased to support the Renaissance Math, Science, and Leadership Academy's (RMSLA) charter application. As Councilmember for Ward 8, I have worked diligently in the efforts to develop the local community. As such, I am acutely aware of the lack of quality college preparatory schools available to most of the large youth population of the DC Metropolitan area; particularly in Ward 8. The concurrent need for extensive youth leadership development within the District of Columbia has in the past and is currently a major roadblock in the development not only of young people themselves but also of the community. For these and other reasons relating to freedom of choice, diversity and competition I support the charter application of Renaissance Math, Science, and Leadership Academy.

I have worked with a number of charter schools, and I have worked closely with Bishop Glen A. Staples and the Temple of Praise on many projects in the District. I am confident that Bishop Staples, the Temple of Praise, and RMSLA has developed a school and curriculum that will bring much needed additions to the educational offerings in the District of Columbia, particularly the Washington Highlands, Bellevue Community. I look forward to working with them to help improve public education for all high school students.

Sincerely,


Marion Barry
Councilmember, Ward 8



(MS)²

Howard University Middle School of Mathematics and Science

January 24, 2011

District of Columbia
Public Charter School Board
3333 14th Street, NW, Suite 210
Washington, DC 20010

To Whom It May Concern:

The Howard University Public Charter Middle School of Mathematics and Science is a high performing middle school devoted to providing students with an outstanding 21st century education, as well as the required platform needed for their ultimate success in life. To this end, we understand that their time with us must be followed up with the appropriate high school experience to ensure that the high level track that was begun here is maintained throughout their academic career track. This is why we dedicated such a significant amount of our resources into placing our 8th graders into the best high school programs.

Therefore, we are happy to hear of the planned creation of Renaissance Math, Science, and Leadership Academy (RMSLA). While we may be located in Ward 1, we receive students from all over D.C., with Wards 8 and 7 sending us our second and third largest student representation. It is important to us to have quality post feeder math and science schools in every community, and unfortunately, Southeast is currently significantly underserved. We believe that having a high quality math and science high school, such as the proposed intent of RMSLA, located in the heart of Anacostia, is critical.

For years, the Temple of Praise Church has dedicated itself to improving the communities that it serves, and the quality of life of the people who live in those communities. Creating a high performing charter school seems like a natural extension of the work that they have already demonstrated a strong track record for.

Sincerely,


Sue P. White
Head of School



COUNCIL OF THE DISTRICT OF COLUMBIA
OFFICE OF COUNCILMEMBER MICHAEL A. BROWN
Chairman, Committee on Housing and Workforce Development

January 21, 2011

Mr. Brian Jones
Board Director
DC Public Charter School Board
3333 14th Street, NW Suite 210
Washington, DC 20010

Dear Mr. Jones:

It is my pleasure to write this letter in support of Temple of Praise's application to establish the Renaissance Math, Science, and Leadership Academy (RMSLA) in Ward 8 that would provide students and families in the community a safe, structured and conducive environment for learning. Children educated in this environment will be nurtured and taught by knowledgeable and caring adults who are committed to their educational development and growth. This school will serve primarily students and families from Ward 7 and Ward 8 which have the highest dropout rates among high school students in the District.

As a Councilmember At-Large for the District of Columbia, my Council colleagues and I recognize the importance of education for our economically disadvantaged youths and for the communities where they live. We also recognize the challenges and obstacles they currently face in the current educational environment. The RMSLA program will offer students and their families an educational alternative that will foster self-respect, self-discipline, and a joy of learning.

I support the mission of the Renaissance Math, Science, and Leadership Academy; and therefore, wholeheartedly support this application to establish this public charter school in Ward 8.

Sincerely,

A black rectangular box redacting the signature of Councilmember Michael A. Brown.

1350 Pennsylvania Avenue, NW ~ Washington, DC 20004 ~ Suite 406
(202) 724.8105 -office; (202) 724.8071-fax; www.dccouncil.us

January 11, 2011

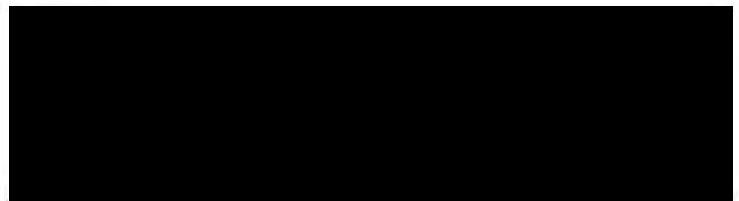
Mr. Brian Jones
Board Director
District of Columbia Public
Charter School Board
3333 14th Street, NW, Suite 210
Washington, DC 20010

Dear Mr. Jones:

I am pleased to support the Renaissance Math, Science, and Leadership Academy's charter application. As a former member of the Council of the District of Columbia and Chair of the Council Committee on Education, Libraries and Recreation, I believe that "Each and every American citizen is entitled to have equal access to a high quality education, and I am dedicated to ensuring that our nation reaches this goal."

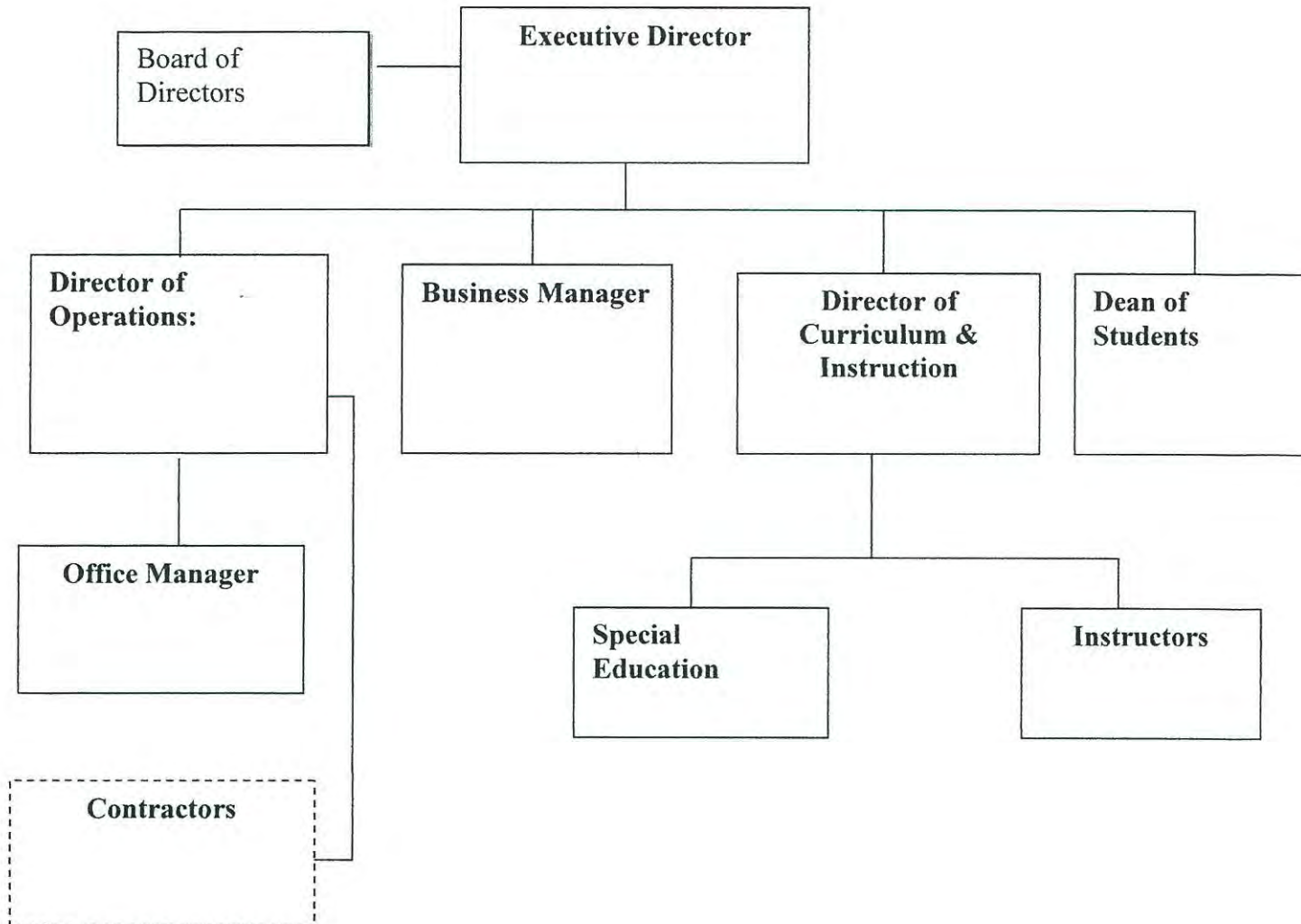
I have worked diligently to help lead the charter school movement into the Washington DC area. I am excited about the opportunities RSMLA will bring into the District of Columbia's disadvantaged communities. RSMLA'S rigorous learner-centered curriculum and dedication to empowering the future generation of leaders emulates the goals I continue to work towards. For these and other reasons relating to community development, academic achievement, and leadership, I support the charter application of Renaissance Math, Science, and Leadership Academy. I look forward to supporting them in their efforts to help improve public education for all high school students.

Sincerely,



Kevin P. Chavous
Partner

RMSLA ORGANIZATIONAL CHART (YRS 1, 2)



Schedules by Grade Level

9 th Grade Schedule		Semester 1 – A Day	Semester 1 – B day
PERIOD ONE	8:15-9:15	Algebra 1	Algebra 1
PERIOD TWO	9:20-10:20	English/Language Arts 1	English/Language Arts 1
PERIOD THREE	10:25-11:25	Physical Education	Music
LUNCH/ADVISORY	11:30-12:15	30 min. Lunch/15 min. Advisory-Homeroom	30 min. Lunch/15 min. Advisory-Homeroom
PERIOD FOUR	12:20-1:20	Biology	Lab Skills /Computer Science
PERIOD FIVE	1:25-2:25	DC History	Elective or Study Skills
PERIOD SIX	2:30-3:30	World Language	Leadership Seminar/Study Hall
Advisory-Homeroom/ Extended Day	3:35 -4:35		
Tutoring	4:40-5:00	Mondays, Tuesdays, and Wednesdays	
9 th Grade Schedule		Semester 2 – A Day	Semester 2 – B day
PERIOD ONE	8:15-9:15	Algebra 1	Algebra 1
PERIOD TWO	9:20-10:20	English/Language Arts 1	English/Language Arts 1
PERIOD THREE	10:25-11:25	Physical Education	Art
LUNCH/ADVISORY	11:30-12:15	30 min. Lunch/15 min. Advisory-Homeroom	30 min. Lunch/15 min. Advisory-Homeroom
PERIOD FOUR	12:20-1:20	Biology	Lab Skills /Computer Science
PERIOD FIVE	1:25-2:25	Civics	Elective or Study Skills
PERIOD SIX	2:30-3:30	World Language	Leadership Seminar/Study Hall
Advisory-Homeroom/ Extended Day	3:35 -4:35		
Tutoring	4:40-5:00	Mondays, Tuesdays, and Wednesdays	

10 th Grade Schedule		Semester 1 – A Day	Semester 1 – B day
PERIOD ONE	8:15-9:15	Geometry	Geometry
PERIOD TWO	9:20-10:20	English/Language Arts 2	English/Language Arts 2
PERIOD THREE	10:25-11:25	Physical Education	Music
LUNCH/ADVISORY	11:30-12:15	30 min. Lunch/15 min. Advisory-Homeroom	30 min. Lunch/15 min. Advisory-Homeroom
PERIOD FOUR	12:20-1:20	Chemistry	Lab Skills/Computer Science
PERIOD FIVE	1:25-2:25	World Geography	Elective
PERIOD SIX	2:30-3:30	World Language	Leadership Seminar/Study Hall
Advisory-Homeroom/ Extended Day	3:35 -4:35		
Tutoring	4:40-5:00	Mondays, Tuesdays, and Wednesdays	

10 th Grade Schedule		Semester 2 – A Day	Semester 2 – B day
PERIOD ONE	8:15-9:15	Geometry	Geometry
PERIOD TWO	9:20-10:20	English/Language Arts 2	English/Language Arts2
PERIOD THREE	10:25-11:25	Physical Education	Art
LUNCH/ADVISORY	11:30-12:15	30 min. Lunch/15 min. Advisory-Homeroom	30 min. Lunch/15 min. Advisory-Homeroom
PERIOD FOUR	12:20-1:20	Chemistry	Lab Skills/Computer Science
PERIOD FIVE	1:25-2:25	World History	Elective
PERIOD SIX	2:30-3:30	World Language	Leadership Seminar/Study Hall
Advisory-Homeroom/ Extended Day	3:35 -4:35		
Tutoring	4:40-5:00	Mondays, Tuesdays, and Wednesdays	

11 th Grade Schedule		Semester 1 – A Day	Semester 1 – B day
PERIOD ONE	8:15-9:15	Algebra 2	Algebra 2
PERIOD TWO	9:20-10:20	English/Language Arts 3	English/Language Arts 3
PERIOD THREE	10:25-11:25	Physical Education	Elective
LUNCH/ADVISORY	11:30-12:15	30 min. Lunch/15 min. Advisory-Homeroom	30 min. Lunch/15 min. Advisory-Homeroom
PERIOD FOUR	12:20-1:20	Physics	Lab Skills/Computer Science
PERIOD FIVE	1:25-2:25	US History	Elective
PERIOD SIX	2:30-3:30	World Language	Leadership Seminar
Advisory-Homeroom/Extended Day	3:35 -4:35		
Tutoring	4:40-5:00	Mondays, Tuesdays, and Wednesdays	
11 th Grade Schedule		Semester 2 – A Day	Semester 2 – B day
PERIOD ONE	8:15-9:15	Algebra 2	Algebra 2
PERIOD TWO	9:20-10:20	English/Language Arts 3	English/Language Arts 3
PERIOD THREE	10:25-11:25	Physical Education	Elective
LUNCH/ADVISORY	11:30-12:15	30 min. Lunch/15 min. Advisory-Homeroom	30 min. Lunch/15 min. Advisory-Homeroom
PERIOD FOUR	12:20-1:20	Physics	Lab Skills/Computer Science
PERIOD FIVE	1:25-2:25	US Geography	Elective
PERIOD SIX	2:30-3:30	World Language	Leadership Seminar/Pre-Internship
Advisory-Homeroom/Extended Day	3:35 -4:45		
Tutoring	4:40-5:00	Mondays, Tuesdays, and Wednesdays	

12 th Grade Schedule		Semester 1 – A Day	Semester 1 – B day
PERIOD ONE	8:15-9:15	Pre-Calculus	Pre-Calculus
PERIOD TWO	9:20-10:20	English/Language Arts 4	English/Language Arts 4
PERIOD THREE	10:25-11:25	Physical Education	Music Elective
LUNCH/ADVISORY	11:30-12:15	30 min. Lunch/15 min. Advisory-Homeroom	30 min. Lunch/15 min. Advisory-Homeroom
PERIOD FOUR	12:20-1:20	AP Class	AP Class
PERIOD FIVE	1:25-2:25	US Government	Foreign Language
PERIOD SIX	2:30-3:30	Elective	Leadership Seminar/Internship
Advisory-Homeroom/ Extended Day	3:35 -4:35		
Tutoring	4:40-5:00	Mondays, Tuesdays, and Wednesdays	
12 th Grade Schedule		Semester 2 – A Day	Semester 2 – B day
PERIOD ONE	8:15-9:15	Pre-Calculus	Pre-Calculus
PERIOD TWO	9:20-10:20	English/Language Arts 4	English/Language Arts 4
PERIOD THREE	10:25-11:25	Physical Education	Art Elective
LUNCH/ADVISORY	11:30-12:15	30 min. Lunch/15 min. Advisory-Homeroom	30 min. Lunch/15 min. Advisory-Homeroom
PERIOD FOUR	12:20-1:20	AP Class	AP Class
PERIOD FIVE	1:25-2:25	Economics/Personal Finance	World Language
PERIOD SIX	2:30-3:30	Elective	Leadership Seminar/Internship
Advisory-Homeroom/ Extended Day	3:35 -4:35		
Tutoring	4:40-5:00	Mondays, Tuesdays, and Wednesdays	

1	Pre-opening Expenses	
2	Two-Year Operating Budget	
	Budget Projectons	
	Administrative Fee	Included in each budget spreadsheet
3	Estimated Five -Year Budget Projections	
4	Capital Budget	
5	Cash Flow Projections	Year ONE

Monthly Cash Flow Projection

DESCRIPTION RMSLA YR 1	Month 1 July	Month 2 August	Month 3 Sept	Month 4 Oct	Month 5 Nov	Month 6 Dec	Month 7 Jan	Month 8 Feb	Month 9 March
1. Cash on Hand (start of month)	\$ 400,000.00	\$460,585	\$345,831	\$88,592	\$775,442	\$511,953	\$249,714	\$680,314	\$718,075
2. Cash receipts									
Per Pupil Charter Payments	\$ 539,604.00	\$ -	\$ -	\$ 539,604.00	\$ -	\$ -	\$ 539,604.00	\$ -	\$ -
Facilities Allowance	\$ 140,000.00	\$ -	\$ -	\$ 140,000.00	\$ -	\$ -	\$ 140,000.00	\$ -	\$ -
Special Ed. Funds	\$ 29,028.48	\$ -	\$ -	\$ 29,028.48	\$ -	\$ -	\$ 29,028.48	\$ -	\$ -
Federal Entitlements	\$ 39,000.00	\$ -	\$ -	\$ 39,000.00	\$ -	\$ -	\$ 39,000.00	\$ -	\$ -
Other Government Funding/Grants	\$ 32,391.67	\$ 32,391.67	\$ 32,391.67	\$ 32,391.67	\$ 32,391.67	\$ 32,391.67	\$ 32,391.67	\$ 32,391.67	\$ 32,391.67
Grants and Donations	\$ -			\$ 200,000.00				\$ 300,000.00	
Activities Fees									
Other Income	\$ -	\$ -	\$ 5,940.00	\$ 5,940.00	\$ 5,940.00	\$ 5,940.00	\$ 5,940.00	\$ 5,940.00	\$ 5,940.00
3. Total Receipts	\$ 780,024.15	\$ 32,391.67	\$ 38,331.67	\$ 985,964.15	\$ 38,331.67	\$ 38,331.67	\$ 785,964.15	\$ 338,331.67	\$ 38,331.67
4. Total Cash Available	#####	\$492,977	\$384,163	\$1,074,556	\$813,774	\$550,284	\$1,035,678	\$1,018,645	\$756,406
5. Expenses									
Personnel Salaries and Benefits									
Principal/Executive Salary	\$ 7,916.67	\$ 7,916.67	\$ 7,916.67	\$ 7,916.67	\$ 7,916.67	\$ 7,916.67	\$ 7,916.67	\$ 7,916.67	\$ 7,916.67
Teachers Salaries	\$ -	\$ -	\$ 91,000.00	\$ 91,000.00	\$ 91,000.00	\$ 91,000.00	\$ 91,000.00	\$ 91,000.00	\$ 91,000.00
Teacher Aides/Assistance Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Education Professionals Salaries	\$ 26,666.67	\$ 26,666.67	\$ 26,666.67	\$ 26,666.67	\$ 26,666.67	\$ 26,666.67	\$ 26,666.67	\$ 26,666.67	\$ 26,666.67
Business Manager	\$ 8,750.00	\$ 8,750.00	\$ 8,750.00	\$ 8,750.00	\$ 8,750.00	\$ 8,750.00	\$ 8,750.00	\$ 8,750.00	\$ 8,750.00
Clerical Salaries	\$ 7,083.33	\$ 7,083.33	\$ 7,083.33	\$ 7,083.33	\$ 7,083.33	\$ 7,083.33	\$ 7,083.33	\$ 7,083.33	\$ 7,083.33
Custodial Salaries	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00
Other Staff Salaries		\$ -	\$ 6,500.00	\$ 6,500.00	\$ 6,500.00	\$ 6,500.00	\$ 6,500.00	\$ 6,500.00	\$ 6,500.00
Employee Benefits	\$ 13,229.17	\$ 13,229.17	\$ 37,604.17	\$ 37,604.17	\$ 37,604.17	\$ 37,604.17	\$ 37,604.17	\$ 37,604.17	\$ 37,604.17
Contracted Staff	\$ -	\$ -	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00
Staff Development Costs	\$ -	\$ 6,250.00	\$ -	\$ -	\$ 6,250.00	\$ -	\$ 6,250.00	\$ -	\$ -
Direct Student Costs									
Textbooks	\$ 75,000.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 25,000.00	\$ -	\$ -
Student Supplies and Materials	\$ 30,000.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 10,000.00	\$ -	\$ -
Library and Media Center Materials	\$ 35,000.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 15,000.00	\$ -	\$ -
Computers and Materials	\$ 150,000.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Instructional Equipment	\$ 75,000.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Monthly Cash Flow Projection

Classroom Furnishings and Supplies	\$ 150,000.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Student Assessment Materials	\$ 10,000.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 5,000.00	\$ -	\$ -	\$ 5,000.00	\$ -	\$ 5,000.00	\$ -	
Contracted Instructional/Student Services	\$ -	\$ -	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	
Miscellaneous Student Cost	\$ -	\$ -	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	
DESCRIPTION	Month 1 July	Month 2 August	Month 3 Sept	Month 4 Oct	Month 5 Nov	Month 6 Dec	Month 7 Jan	Month 8 Feb	Month 9 March					
Office Expenses														
Office Supplies and Materials	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	
Office Furnishings and Equip	\$ 5,833.33	\$ 5,833.33	\$ 5,833.33	\$ 5,833.33	\$ 5,833.33	\$ 5,833.33	\$ 5,833.33	\$ 5,833.33	\$ 5,833.33	\$ 5,833.33	\$ 5,833.33	\$ 5,833.33	\$ 5,833.33	
Office Equipment Rental and Maintenance	\$ 3,083.33	\$ 3,083.33	\$ 3,083.33	\$ 3,083.33	\$ 3,083.33	\$ 3,083.33	\$ 3,083.33	\$ 3,083.33	\$ 3,083.33	\$ 3,083.33	\$ 3,083.33	\$ 3,083.33	\$ 3,083.33	
Telephone/Telecommunications	\$ 6,666.67	\$ 6,666.67	\$ 6,666.67	\$ 6,666.67	\$ 6,666.67	\$ 6,666.67	\$ 6,666.67	\$ 6,666.67	\$ 6,666.67	\$ 6,666.67	\$ 6,666.67	\$ 6,666.67	\$ 6,666.67	
Legal, Accounting and Payroll Services	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	
Printing and Copying	\$ 1,666.67	\$ 1,666.67	\$ 1,666.67	\$ 1,666.67	\$ 1,666.67	\$ 1,666.67	\$ 1,666.67	\$ 1,666.67	\$ 1,666.67	\$ 1,666.67	\$ 1,666.67	\$ 1,666.67	\$ 1,666.67	
Postage and Shipping	\$ 833.33	\$ 833.33	\$ 833.33	\$ 833.33	\$ 833.33	\$ 833.33	\$ 833.33	\$ 833.33	\$ 833.33	\$ 833.33	\$ 833.33	\$ 833.33	\$ 833.33	
Other	\$ 833.33	\$ 833.33	\$ 833.33	\$ 833.33	\$ 833.33	\$ 833.33	\$ 833.33	\$ 833.33	\$ 833.33	\$ 833.33	\$ 833.33	\$ 833.33	\$ 833.33	
Occupancy Expenses														
Rent	\$ 18,750.00	\$ 18,750.00	\$ 18,750.00	\$ 18,750.00	\$ 18,750.00	\$ 18,750.00	\$ 18,750.00	\$ 18,750.00	\$ 18,750.00	\$ 18,750.00	\$ 18,750.00	\$ 18,750.00	\$ 18,750.00	
Mortgage Interest Payment:	\$ -	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	
Maintenance and Repair:	\$ 3,333.33	\$ 3,333.33	\$ 3,333.33	\$ 3,333.33	\$ 3,333.33	\$ 3,333.33	\$ 3,333.33	\$ 3,333.33	\$ 3,333.33	\$ 3,333.33	\$ 3,333.33	\$ 3,333.33	\$ 3,333.33	
Utilities	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	
Janitorial Supplies	\$ 1,666.67	\$ 1,666.67	\$ 1,666.67	\$ 1,666.67	\$ 1,666.67	\$ 1,666.67	\$ 1,666.67	\$ 1,666.67	\$ 1,666.67	\$ 1,666.67	\$ 1,666.67	\$ 1,666.67	\$ 1,666.67	
Equipment Rental and Maintenance	\$ 833.33	\$ 833.33	\$ 833.33	\$ 833.33	\$ 833.33	\$ 833.33	\$ 833.33	\$ 833.33	\$ 833.33	\$ 833.33	\$ 833.33	\$ 833.33	\$ 833.33	
Contracted Building Services	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	
General Expenses														
Insurance	\$ 50,000.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Interest Expense	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	
Transportation	\$ -	\$ -	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	
Food Service	\$ -	\$ -	\$ 19,800.00	\$ 19,800.00	\$ 19,800.00	\$ 19,800.00	\$ 19,800.00	\$ 19,800.00	\$ 19,800.00	\$ 19,800.00	\$ 19,800.00	\$ 19,800.00	\$ 19,800.00	
Administration Fee	\$ 3,543.16	\$ -	\$ -	\$ 3,543.16	\$ -	\$ -	\$ 3,543.16	\$ -	\$ -	\$ 3,543.16	\$ -	\$ -	\$ -	
Other General Expense	\$ 1,250.00	\$ 1,250.00	\$ 1,250.00	\$ 1,250.00	\$ 1,250.00	\$ 1,250.00	\$ 1,250.00	\$ 1,250.00	\$ 1,250.00	\$ 1,250.00	\$ 1,250.00	\$ 1,250.00	\$ 1,250.00	
6. Total Expenses	\$ 719,439.00	\$ 147,146	\$ 295,571	\$ 299,114	\$ 301,821	\$ 300,571	\$ 355,364	\$ 300,571	\$ 300,571	\$ 355,364	\$ 300,571	\$ 300,571	\$ 295,571	
7. Fund Balance (end of month)	\$ 460,585.15	\$ 345,831	\$ 88,592	\$ 775,442	\$ 511,953	\$ 249,714	\$ 680,314	\$ 718,075	\$ 460,835	\$ 718,075	\$ 460,835	\$ 718,075	\$ 460,835	

Monthly Cash Flow Projection

Month 10 April	Month 11 May	Month 12 June	Total
\$460,835	\$941,436	\$684,196	
\$ 539,604.00	\$ -	\$ -	\$ 2,158,416
\$ 140,000.00	\$ -	\$ -	\$ 560,000
\$ 29,028.48	\$ -	\$ -	\$ 116,114
\$ 39,000.00	\$ -	\$ -	\$ 156,000
\$ 32,391.67	\$ 32,391.67	\$ 32,391.67	\$ 388,700
			\$ 500,000
\$ 5,940.00	\$ 5,940.00	\$ 5,940.00	
\$ 785,964.15	\$ 38,331.67	\$ 38,331.67	\$ 3,938,630
\$1,246,800	\$979,767	\$722,528	\$ 10,255,602
\$ 7,916.67	\$ 7,916.67	\$ 7,916.67	\$ 95,000
\$ 91,000.00	\$ 91,000.00	\$ 91,000.00	\$ 910,000
\$ -	\$ -	\$ -	\$ -
\$ 26,666.67	\$ 26,666.67	\$ 26,666.67	\$ 320,000
\$ 8,750.00	\$ 8,750.00	\$ 8,750.00	\$ 105,000
\$ 7,083.33	\$ 7,083.33	\$ 7,083.33	\$ 85,000
\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 30,000
\$ 6,500.00	\$ 6,500.00	\$ 6,500.00	\$ 65,000
\$ 37,604.17	\$ 37,604.17	\$ 37,604.17	\$ 402,500
\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 50,000
\$ 6,250.00	\$ -	\$ -	\$ 25,000
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ 100,000
\$ -	\$ -	\$ -	\$ 40,000
\$ -	\$ -	\$ -	\$ 50,000
\$ -	\$ -	\$ -	\$ 150,000
\$ -	\$ -	\$ -	\$ 75,000

Monthly Cash Flow Projection

\$	-	\$	-	\$	-	\$	150,000
\$	-	\$	-	\$	-	\$	20,000
\$	5,000.00	\$	5,000.00	\$	5,000.00	\$	50,000
\$	2,000.00	\$	2,000.00	\$	2,000.00	\$	20,000
Month 10 April	Month 11 May	Month 12 June	Total				
\$	2,500.00	\$	2,500.00	\$	2,500.00	\$	30,000
\$	5,833.33	\$	5,833.33	\$	5,833.33	\$	70,000
\$	3,083.33	\$	3,083.33	\$	3,083.33	\$	37,000
\$	6,666.67	\$	6,666.67	\$	6,666.67	\$	80,000
\$	5,000.00	\$	5,000.00	\$	5,000.00	\$	60,000
\$	1,666.67	\$	1,666.67	\$	1,666.67	\$	20,000
\$	833.33	\$	833.33	\$	833.33	\$	10,000
\$	833.33	\$	833.33	\$	833.33	\$	10,000
\$	18,750.00	\$	18,750.00	\$	18,750.00	\$	-
\$	3,333.33	\$	3,333.33	\$	3,333.33	\$	40,000
\$	5,000.00	\$	5,000.00	\$	5,000.00	\$	60,000
\$	1,666.67	\$	1,666.67	\$	1,666.67	\$	20,000
\$	833.33	\$	833.33	\$	833.33	\$	10,000
\$	15,000.00	\$	15,000.00	\$	15,000.00	\$	180,000
\$	-	\$	-	\$	-	\$	50,000
\$	2,500.00	\$	2,500.00	\$	2,500.00	\$	30,000
\$	1,000.00	\$	1,000.00	\$	1,000.00	\$	10,000
\$	19,800.00	\$	19,800.00	\$	19,800.00	\$	198,000
\$	3,543.16	\$	-	\$	-	\$	14,173
\$	1,250.00	\$	1,250.00	\$	1,250.00	\$	15,000
\$	\$305,364	\$	\$295,571	\$	\$295,571	\$	3,911,673
\$	\$941,436	\$	\$684,196	\$	\$426,957	\$	6,343,930

Line Item	Category	Description: Revenue
1	Per Pupil Charter Payments	Per pupil allotment (current level of \$10,377 grown at 2% annually) for 200 students plus Level I SPED allocation for 12% of student enrollment
2	Per Pupil Facilities Allowance	Per pupil facilities allotment kept flat at current level for 200 students
3	Federal Entitlements	a- Title I NCLB funds based on 200 students based on a 65% school poverty rate; Title II, & V for staff development, parent involvement, and innovative programs. c- IDEA – Part B: Individuals with Disability Education Act funds
4	Other Government Funding/Grants	Title V-B for charter school development for year 1 schools = \$260,000, plus NSLP reimbursement based on a 65% school poverty rate
5		
6	Private Grants and Donations	Annual Fundraising and Grants awarded (detailed in Fundraising narrative)
7	Activity Fees	N/A
8	Loans	n/a (covered in pre-opening budget)
9	Other Income (please describe in footnote)	Paid student lunch revenue from an estimated 30% of the student population
10		N/A
11	EMO Management Fee (= line 73, col. G)	one half percent of annual budget
12		
13		
14	TOTAL REVENUES	
	EXPENSES	Personnel Salaries and Benefits
15	Executive Director Salary	1 Senior administrators: Executive Director @ \$95,000 per yr
16	Teachers Salaries (14)	14 FT teachers @ \$65,000 average: Math, Science, English, history, Foreign Language, art, music, physical education
17	Teacher Aides/Assistance Salaries (0)	n/a
18	Other Education Professionals Salaries (4)	1 SPED Coordinator ensure IEP compliance, Director of Operations, Director of Curriculum and Academic Instruction, Dean of Students @ \$80,000 average: salary negotiated on position. qualifications
19	Business/Operations Salaries	1 Business Manager, 1 administrative assistant
20	Clerical Salaries (2)	1 Office manager/administrator, and 1 School secretary
21	Custodial Salaries	1 head custodian
22	Other Staff Salaries	1 security and 2 school aides
23	Employee Benefits	25% of total salaries
24	Contracted Staff	Educational consultants for substitutes, etc.
25	Staff Development Costs	Sessions to develop instructional teams, school culture, organizational team, assessment competencies to ensure educational and operational outcomes
26		
27	Subtotal: Personnel Costs	
28		
29		Direct Student Costs
30	Textbooks	200 students @ \$500 for books and resources for all subjects
31	Student Supplies and Materials	Misc student supplies and materials such as paper, pencils, chart papers, staples, calculators, lab materials, etc. (200 students @ \$200)

32	Library and Media Center Materials	Supplementing, replacements and repairs for Books, bookshelves, tables chairs, technology and media equipment
33	Computers and Materials	25 staff/faculty desktop computers, 20 computer lab desktop computers, 100 laptop computers, 10 mobile carts
34	Other Instructional Equipment	10 interactive smartboards, LCD projectors, lab equipment, A/V, etc.
35	Classroom Furnishings and Supplies	Bookshelves, tables, chairs, teacher desk , chairs, lockers, etc
36	Student Assessment Materials	DC CAS and PSAT materials
37	Contracted Student Services	Special Ed/Nurses/ and special services
38	Miscellaneous Student Costs	200 students @\$100 – field trips, student honors/celebrations, etc
39		
40	Subtotal: Direct Student Costs	
41		
42		Occupancy Expenses
43	Rent	Monthly facility payments to owner/landlord (ref agreement w/ Temple of Praise)
44	Mortgage Principal Payments	N/A
45	Mortgage Interest Payments	N/A
46	Building Maintenance and Repairs	Special maintenance of floors, repairs to walls, interior & exterior areas as needed, and warranties for major mechanical systems
47	Renovation/Leasehold Improvements	n/a (covered in pre-opening budget)
48	Utilities	Electric, water, sewage, gas utility bills; and internet
49	Janitorial Supplies	
50	Equipment Rental and Maintenance	Occasional rental of building equipment to manage facility (heavy duty scrubbers, lifts, etc.)
51	Contracted Building Services	Security Surveillance Service: cameras, videotape, building detectors, personnel, and contracted IT support/maintenance services
		Night cleaning services
		Plumbing, pest control, electrical, & HVAC services
52		Technology services
53	Subtotal: Occupancy Expenses	

54		
55		Office Expenses
56	Office Supplies and Materials	Consumable items: paper, filing, mailings; computer & printing supplies
57	Office Furnishings and Equipment	Furniture & fixtures for staff work stations & offices, conference & meeting areas to establish school operations.
58	Office Equipment Rental and Maintenance	Lease copiers, bell systems.
59	Telephone/Telecommunications	land lines and cell phones
60	Legal, Accounting and Payroll Services	payroll expense, legal services and related costs, audit prep & CPA services for 990 & school-related certified filings; background checks
61	Printing and Copying	Advertising costs for student enrollment and staff recruitment
62	Postage and Shipping	
63	Other	Signage for exterior and interior building directories
64		
65	Subtotal: Office Expenses	
66		
67		General Expenses
68	Insurance	General liability, workman's comp; facility & boiler, Board of Directors, student coverage
69	Interest Expense	Annual interest on 20 year \$500,000 small business loan
70	Transportation	Student transportation for field trips
71	Food Service	200 students @\$5.50 (two meals per day) *180 days
72	Administration Fee (to PCSB)	½% of 1% of the total local funding
73	EMO Management Fee	N/A
74	Other General Expense	Miscellaneous general expenses
75		
76	Subtotal: General Expenses	
77		
78	TOTAL EXPENSES	
79		
80		EXCESS (OR DEFICIENCY)
81	Excess (or deficit) retained by school	The Year one budget is designed to fund the maximum program development, while beginning to establish a much needed operating reserve
82	Excess (or deficit) retained by EMO	N/A
		ASSUMPTIONS

Two-Year Operating Budget Worksheet: Year ONE

DESCRIPTION		BUDGETED AMOUNTS			
REVENUES	Column A	Column B	Column C	Column D	
	501(c)3 School Applicant	Education Management Organization	Total Revenues by Funding Source		
1	Per Pupil Charter Payments	2,158,416		2,158,416	
2	Per Pupil Facilities Allowance Level 1	560,000		560,000	
		116,114		116,114	
3	Federal Entitlements	156,000		156,000	
4	Other Government Funding/Grants	388,700		388,700	
5	Total Public Funding	3,379,230		3,379,230	
6	Private Grants and Donations	500,000		500,000	
7	Activity Fees	0		0	
8	Loans	0		0	
9	Other Income (please describe in footnote)	59,400		59,400	
10	Total Non-Public Funding	559,400		559,400	
11	EMO Management Fee (= line 73, col. G)	0		0	
12					
13					
14					
TOTAL REVENUES		\$3,938,630		\$3,938,630	
EXPENSES	501(c)3 School Applicant	Education Management Organization	Combined Total	Expenditures as a Percent of Total Public Funding	
Personnel Salaries and Benefits					
15	Executive Director Salary (1)		95,000	2.81%	
16	Teachers Salaries (14)		910,000	26.93%	
17	Teacher Aides/Assistance Salaries (0)		0	0.00%	
18	Other Education Professionals Salaries (4)		320,000	3.11%	
19	Business/Operations Salaries (2FT)		105,000	2.52%	
20	Clerical Salaries (3 FT)		85,000	0.89%	
21	Custodial Salaries (1 FT)		30,000	1.92%	
22	Other Staff Salaries (3 FT)		65,000	11.91%	
23	Employee Benefits		402,500	1.48%	
24	Contracted Staff		50,000	0.74%	
25	Staff Development Costs		25,000		
26					
27	Subtotal: Personnel Costs		2,087,500	61.77%	
28					
Direct Student Costs					
29	Textbooks		100,000	2.96%	
30	Student Supplies and Materials		40,000	1.18%	
31	Library and Media Center Materials		50,000	1.48%	
32	Computers and Materials		150,000	4.44%	
33	Other Instructional Equipment		75,000	2.22%	
34	Classroom Furnishings and Supplies		150,000	4.44%	
35	Student Assessment Materials		20,000	0.59%	
36	Contracted Student Services		50,000	1.48%	
37	Miscellaneous Student Costs		20,000	0.59%	
38					
39					
40	Subtotal: Direct Student Costs		\$655,000	19.38%	
41					
Occupancy Expenses					
42	Rent		225,000	6.66%	
43	Mortgage Principal Payments		0		
44	Mortgage Interest Payments		0		
45	Building Maintenance and Repairs		40,000	1.18%	
46	Renovation/Leasehold Improvements		0		
47	Utilities		60,000	1.78%	
48	Janitorial Supplies		20,000	0.59%	
49	Equipment Rental and Maintenance		10,000	0.30%	
50					

Two-Year Operating Budget Worksheet: Year ONE

51	Contracted Building Services	180,000		180,000	5.33%
52					
53	Subtotal: Occupancy Expenses	\$535,000		\$535,000	15.83%
54					
55	Office Expenses				
56	Office Supplies and Materials	30,000		30,000	0.89%
57	Office Furnishings and Equipment	70,000		70,000	2.07%
58	Office Equipment Rental and Maintenance	37,000		37,000	1.09%
59	Telephone/Telecommunications	80,000		80,000	2.37%
60	Legal, Accounting and Payroll Services	60,000		60,000	1.78%
61	Printing and Copying	20,000		20,000	0.59%
62	Postage and Shipping	10,000		10,000	0.30%
63	Other	10,000		10,000	0.30%
64					
65	Subtotal: Office Expenses	\$317,000		\$317,000	9.38%
66					
67	General Expenses				
68	Insurance	50,000		50,000	1.48%
69	Interest Expense	30,000		30,000	
70	Transportation	10,000		10,000	0.30%
71	Food Service	198,000		198,000	5.86%
72	Administration Fee (to PCSB)	14,173		14,173	0.42%
73	EMO Management Fee	0		0	
74	Other General Expense	15,000		15,000	0.44%
75					
76	Subtotal: General Expenses	\$317,173		\$317,173	9.39%
77					
78	TOTAL EXPENSES	\$3,911,673		\$3,911,673	99.90%
79					
80	EXCESS (OR DEFICIENCY)				
81	Excess (or deficit) retained by schoc				
82	Excess (or deficit) retained by EMC				

ASSUMPTIONS

Student Enrollment	200

NOTES:

Two-Year Operating Budget Worksheet: Year ONE

DESCRIPTION		BUDGETED AMOUNTS				Column D Expenditures as a Percent of Total Public Funding
		Column A 501(c)3 School Applicant	Column B Education Management Organization	Column C Total Revenues by Funding Source		
REVENUES						
1	Per Pupil Charter Payments	3,458,070		3,458,070		
2	Per Pupil Facilities Allowance Level 1	840,000		840,000		
3	Federal Entitlements	177,520		177,520		
4	Other Government Funding/Grants	234,000		234,000		
5	Total Public Funding	470,600		470,600		
6	Private Grants and Donations	5,180,190		5,180,190		
7	Activity Fees	500,000		500,000		
8	Loans	0		0		
9	Other Income (please describe in footnote)	97,200		97,200		
10	Total Non-Public Funding	597,200		597,200		
11	EMO Management Fee (= line 73, col. G)	0		0		
12						
13						
14	TOTAL REVENUES	\$5,777,390		\$5,777,390		
EXPENSES		501(c)3 School Applicant	Education Management Organization	Combined Total	Expenditures as a Percent of Total Public Funding	
Personnel Salaries and Benefits						
15	Executive Director Salary (1)	99,750		99,750	1.93%	
16	Teachers Salaries (24)	1,705,500		1,705,500	32.92%	
17	Teacher Aides/Assistance Salaries (0)	0		0	0.00%	
18	Other Education Professionals Salaries (6)	496,000		496,000		
19	Business/Operations Salaries (2FT)	110,250		110,250	2.13%	
20	Clerical Salaries (3 FT)	124,250		124,250	2.40%	
21	Custodial Salaries (1 FT)	31,500		31,500	0.61%	
22	Other Staff Salaries (4 FT)	88,250		88,250	1.70%	
23	Employee Benefits	663,875		663,875	12.82%	
24	Contracted Staff	80,000		80,000	1.54%	
25	Staff Development Costs	40,000		40,000	0.77%	
26						
27	Subtotal: Personnel Costs	3,439,375		3,439,375	66.39%	
28						
Direct Student Costs						
29	Textbooks	70,000		70,000	1.35%	
30	Student Supplies and Materials	24,000		24,000	0.46%	
31	Library and Media Center Materials	50,000		50,000	0.97%	
32	Computers and Materials	250,000		250,000	4.83%	
33	Other Instructional Equipment	100,000		100,000	1.93%	
34	Classroom Furnishings and Supplies	75,000		75,000	1.45%	
35	Student Assessment Materials	30,000		30,000	0.58%	
36	Contracted Student Services	75,000		75,000	1.45%	
37	Miscellaneous Student Costs	60,000		60,000	1.16%	
38						
39						
40	Subtotal: Direct Student Costs	\$734,000		\$734,000	14.17%	
41						
Occupancy Expenses						
42	Rent	225,000		225,000	4.34%	
43	Mortgage Principal Payments	0		0		
44	Mortgage Interest Payments	0		0		
45	Building Maintenance and Repairs	50,000		50,000	0.97%	
46	Renovation/Leasehold Improvements	0		0		
47	Utilities	70,000		70,000	1.35%	
48	Janitorial Supplies	30,000		30,000	0.58%	
49	Equipment Rental and Maintenance	15,000		15,000	0.29%	
50						

Two-Year Operating Budget Worksheet: Year ONE

51	Contracted Building Services	200,000		200,000	3.86%
52					
53	Subtotal: Occupancy Expenses	\$590,000		\$590,000	11.39%
54					
55	Office Expenses				
56	Office Supplies and Materials	40,000		40,000	0.77%
57	Office Furnishings and Equipment	80,000		80,000	1.54%
58	Office Equipment Rental and Maintenance	45,000		45,000	0.87%
59	Telephone/Telecommunications	100,000		100,000	1.93%
60	Legal, Accounting and Payroll Services	75,000		75,000	1.45%
61	Printing and Copying	30,000		30,000	0.58%
62	Postage and Shipping	15,000		15,000	0.29%
63	Other	10,000		10,000	0.19%
64					
65	Subtotal: Office Expenses	\$395,000		\$395,000	7.63%
66					
67	General Expenses				
68	Insurance	75,000		75,000	1.45%
69	Interest Expense	30,000		30,000	
70	Transportation	20,000		20,000	0.39%
71	Food Service	324,000		324,000	6.25%
72	Administration Fee (to PCSB)	22,378		22,378	0.43%
73	EMO Management Fee	0		0	
74	Other General Expense	20,000		20,000	0.39%
75					
76	Subtotal: General Expenses	\$491,378		\$491,378	9.49%
77					
78	TOTAL EXPENSES	\$5,649,753		\$5,649,753	99.90%
79					
80	EXCESS (OR DEFICIENCY)				
81	Excess (or deficit) retained by schoc				
82	Excess (or deficit) retained by EMC				

ASSUMPTIONS

Student Enrollment	300

NOTES:

Line Item	Category	Description: Revenue
1	Per Pupil Charter Payments	Per pupil allotment for 300 students plus summer allocation for 100 students
2	Per Pupil Facilities Allowance	Per pupil facilities allotment for 300 students
3	Federal Entitlements	a- Title I NCLB funds based on 300 students with a 65% school poverty rate; Title II, & V for staff development, parent involvement, safety, and innovative programs. c- IDEA – Part B: Individuals with Disability Education Act funds
4	Other Government Funding/Grants	Title V-B for charter school development for year 1 schools = \$260,000.
5		
6	Private Grants and Donations	Annual Fundraising and Grants awarded (detailed in Fundraising narrative)
7	Activity Fees	N/A
8	Loans	N/A
9	Other Income (please describe in footnote)	Paid school lunch from 30% of the population
10		N/A
11	EMO Management Fee (= line 73, col. G)	N/A
12		
13		
14	TOTAL REVENUES	
	EXPENSES	Personnel Salaries and Benefits
15	Executive Salary (1)	1 Senior administrators: Executive Director @ 5%
16	Teachers Salaries (20)	24 FT (includes 2 PT) teachers. 14 returning teachers @ 5% increase. 10 new teachers @ \$65,000 average salary
17	Teacher Aides/Assistance Salaries (0)	n/a
18	Other Education Professionals Salaries	4 returning senior administrators @ 5% increase, and 2 new administrators (college counselors and instructional coach) @ \$80,000
19	Business/Operations Salaries (2)	1 Business Manager, 1 administrative assistant @ 5% increase
20	Clerical Salaries (3)	2 returning front office staff @ 5% increase and a student records/attendance coord.
21	Custodial Salaries (1 + 1 +.5)	1 head custodian and pt assistant
22	Other Staff Salaries	security and school aides @ 5% increase
23	Employee Benefits	25% of total salaries
24	Contracted Staff	Educational consultants - Substitutes, special services
25	Staff Development Costs	Sessions to develop instructional teams, school culture, organizational team, assessment competencies to ensure educational and operational outcomes
26		
27	Subtotal: Personnel Costs	
28		
29		Direct Student Costs
30	Textbooks	100 new students @ \$500 for books and resources for all subjects and 20% replacement costs

31	Student Supplies and Materials	Misc student supplies and materials such as paper, pencils, chart papers, staples, etc
32	Library and Media Center Materials	Supplementing, replacements and repairs for Books, bookshelves, tables chairs, technology and media equipment
33	Computers and Materials	20 desktop computers for second computer lab, 200 laptop computers, 5 mobile carts, 10 staff desktop computers
34	Other Instructional Equipment	11 interactive smartboards, LCD projectors, lab equipment, A/V, etc.
35	Classroom Furnishings and Supplies	Bookshelves, tables, chairs, teacher desk , chairs, lockers, etc
36	Student Assessment Materials	DC CAS and PSAT materials
37	Contracted Student Services	Special Ed/Nurses/ and special services
38	Miscellaneous Student Costs	300 students @\$100 – field trips, science lab supplies, etc
39		
40	Subtotal: Direct Student Costs	
41		
42		Occupancy Expenses
43	Rent	Monthly facility payments to owner/landlord
44	Mortgage Principal Payments	N/A
45	Mortgage Interest Payments	N/A
46	Building Maintenance and Repairs	Special maintenance of floors, repairs to walls, interior & exterior areas as needed.
47	Renovation/Leasehold Improvements	Refurbish common areas for specialty use (i.e., activity rooms, special labs, SMART classrooms, etc.) not previously built-to-suit
48	Utilities	Electric, water, sewage, gas utility bills; and internet
49	Janitorial Supplies	
50	Equipment Rental and Maintenance	Occasional rental of building equipment to manage facility (heavy duty scrubbers, lifts, etc.)
51	Contracted Building Services	Security Surveillance Service: cameras, videotape, building detectors, personnel
		Night cleaning services
		Plumbing, pest control, electrical, & HVAC services
52		Technology services
53	Subtotal: Occupancy Expenses	

55		Office Expenses	
56	Office Supplies and Materials	Consumable items: paper, filing, mailings; computer & printing supplies	
57	Office Furnishings and Equipment	Furniture & fixtures for staff work stations & offices, conference & meeting areas to establish school operations.	
58	Office Equipment Rental and Maintenance	Lease copiers, bell systems,	
59	Telephone/Telecommunications		
60	Legal, Accounting and Payroll Services	payroll expense, legal services and related costs, audit prep & CPA services for 990 & school-related certified filings; background checks	
61	Printing and Copying	Advertising costs for student enrollment and staff recruitment	
62	Postage and Shipping		
63	Other	Signage for exterior and interior building directories	
64			
65	Subtotal: Office Expenses		
66			
67		General Expenses	
68	Insurance	General liability, workman's comp; facility & boiler, Board of Directors, student coverage	
69	Interest Expense		
70	Transportation	Student transportation for field trips	
71	Food Service	200 students @\$5 (two meals per day) *180 days	
72	Administration Fee (to PCSB)	½% of the total budget	
73	EMO Management Fee	N/A	
74	Other General Expense		
75			
76	Subtotal: General Expenses		
77			
78	TOTAL EXPENSES		
79			
80		EXCESS (OR DEFICIENCY)	
81	Excess (or deficit) retained by school	The Year Two budget is designed to fund the maximum program development, while expanding more aggressively on the established operating reserve	
82	Excess (or deficit) retained by EMO	N/A	
		ASSUMPTIONS	

Five-Year Estimated Budget Worksheet

DESCRIPTION	Year 1	Year 2	Year 3	Year 4	Year 5
REVENUES					
Per Pupil Charter Payments	<u>2,158,416</u>	3,458,070	4,805,316	4,901,422	4,999,451
Per Pupil Facilities Allowance	560,000	840,000	1,120,000	1,200,000	1,200,000
Level 1	116,114	177,520	241,160	245,983	250,903
Federal Entitlements	156,000	234,000	312,000	318,240	324,605
Other Government Funds, Grants	388,700	470,600	580,800	592,416	604,264
Income from Grants and Donations	500,000	500,000	750,000	1,000,000	1,000,000
Activity Fees	0				
Other Income	59,400	97,200	200,000	220,000	253,000
TOTAL REVENUES	\$3,938,630	\$5,777,390	\$8,009,276	\$8,478,061	\$8,632,222

EXPENSES					
Personnel Salaries and Benefits	2,087,500	3,439,375	4,643,156	4,875,314	5,119,080
Direct Student Costs	655,000	734,000	1,027,600	1,078,980	1,132,929
Occupancy	535,000	590,000	826,000	867,300	910,665
Office Expenses	317,000	395,000	553,000	580,650	609,683
General Expenses	317,173	491,378	687,929	722,326	758,442
TOTAL EXPENSES	\$3,911,673	\$5,649,753	\$7,737,685	\$8,124,570	\$8,530,798

NOTES

Students	200 students	300 students	400 students	00 students	400 students
Staff costs	baseline	personnel increase 72%	personnel increase 35%	personnel increase 5%	personnel increase 5%
Students costs	baseline	students increase 12%	student increase 40%	student increase 5%	student increase 5%
Occupany cots	baseline	Occup increase 10%	Occup increase 40%	Occup increase 5%	Occup increase 5%
Gen. Office costs	baseline	Gen off increase 24%	Gen off increase 40%	Gen off increase 5%	Gen off increase 5%

The Two and Five Year Budget Projections with 10% non-formula revenue

We acknowledge that the school is starting with 50% of the target enrollment (400). The costs for basic operations and we anticipate obtaining additional funds to be fully operational. A fair amount of research has already been conducted to identify and pursue sources (see listing in Business Plan), and securing funds begins in the planning and operational years. Additionally, we will also secure a line of credit from a local bank to assist with coverage expenses if necessary. Finally, the budget expenditures will be aligned with the committed receiveables we secure.