District of Columbia Public Charter School Board

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

Submitted by:

Sustainable Futures

March 5, 2015

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SUSTAINABLE FUTURES

Applicant Information Sheet
New Charter School

Name of Proposed Charter School: Sustainable Futures
Name of Entity Applying for Charter Status in DC: Sustainable Futures

Contact Person: Natasha Warsaw
Address: [redacted]
Daytime Telephone: [redacted] **Email:** [redacted]

Name of Person Authorized to Negotiate: Natasha Warsaw
Must be member of local founding group and not serving as a consultant or affiliated with an educational service provider.

Authorized Signature: [redacted]

Type of Application:
☒New School ☐Conversion of Existing School: ☐ Public ☐ Private

If conversion, name of the school being converted: Click here to enter text.
Do you wish to retain the existing school site? ☐ Yes ☐ No

Proposed Start Date: 9/06/16 **Proposed Year One Budget:** 3,391,790

Requested Enrollment Ceiling[1]

	Total
Year 1	125
Year 2	200
Year 3	275
Year 4	375
Capacity: Year	450

Proposed Location of School, if known (address or area(s) of city): N/A

Name of Education Service Provider (ESP) (if applicable): N/A
List all schools that the ESP currently operates (or has been approved to operate):

School	Location	Year Opened	Grades Served (now and at capacity)	Number of students (now and at capacity)

[1] This schedule of enrollment ceilings will be included in the proposed school's charter agreement. If the school enrolls more students than are included in this schedule for a particular year, it will not be funded for those additional students. The school may enroll greater numbers in a particular grade, as long as it does not exceed the total enrollment ceiling.

Names of Organizations Involved in Planning (if applicable): Click here to enter text.

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?[2] ☒ Yes ☐ No

[2] DC Council is currently considering a bill that would require all public charter schools to act as independent LEAs for purposes of IDEA and Section 504 of the Rehabilitation Act. For more information about this, contact PCSB at applications@dcpcsb.org.

Executive Summary

Mission

The mission of Sustainable Futures, a competency-based school serving youth ages 14-21, is to create a community of learners that reengages disconnected youth and those who have struggled in traditional school settings by providing them with a comprehensive, challenging, personalized education that prepares them to lead purposeful, productive, sustainable lives.

Assessing the Need

Across the United States there are over five million 14-to-24-year-olds that are homeless, involved in the justice system, in foster care, unemployed, or not enrolled in an educational institution. We identify this particular population as disconnected youths because they are not 'connected' to familial, educational, community or employment entities. In the District of Columbia alone, there are approximately 9,900 youths who are identified as disconnected. A breakdown of the data yields an alarming statistic - that as of 2014, there were approximately 4,043 homeless youth in both the District of Columbia Public Schools (DCPS) and the District of Columbia Public Charter Schools (DCPCS) with an additional 1,400 youth residing in emergency shelters. Equally disturbing data reveal that roughly 3,500 youth are involved in the juvenile justice[1] system and 407 children are in danger of aging out of the foster care system. The youth that fall into these groups and those that are over age and under credited are at high risk of not completing their education and at risk of becoming disconnected.

Addressing the Need

When disconnected youths are not provided with services and opportunities to re-engage with their community and with educational institutions, the outlook is bleak for breaking the cycle of poverty and getting these youth on the path to a successful adulthood. The goal of Sustainable Futures is to shift the trajectory of disconnected youth by re-engaging them in a highly personalized educational environment. Sustainable Futures will provide that personalized education through a competency-based, project-based model infused with blended learning.

We have chosen to be competency-based because the emphasis on mastery means that students will have the opportunity to continue to work on each competency until they achieve mastery, eliminating the possibility of failure and greatly increasing the likelihood that youth will remain in school and graduate. Competency-based education is inherently student centered because what

[1] "Youth Arrest Trends in the District of Columbia." *DCPI*. DC Lawyers for Youth, 1 Jan. 2012. Web. 6 Mar. 2015. <http://www.dcly.org/sites/default/files/DCLY Youth Arrest Trends Brief 2007-2011.pdf>.

students need to know and be able to do is explicitly stated and because it allows for self-pacing and the acceleration of skill development. Using the competency-based model and learning management tools to provide real time assessment data and feedback from teachers, students will be able to personalize their educational program. Every learner at Sustainable Futures will work with their Sustainable Futures' advisor to create an individual learning plan based on their specific learning needs, aptitudes, and interests. The individual learning plan is the document that drives each student's personalized experience at Sustainable Futures.

Project-based learning fosters deeper learning by allowing students to focus on one topic rather than covering a wide variety of topics in a shallow fashion. Project-based learning also increases students' engagement in school because it is hands-on and projects are often connected to students' lives and communities. Student engagement is a key factor in school attendance and student retention[2]. Through actively seeking out recognized experts, utilizing our personal networks, by sourcing referrals and using an online application process we envision building a bank of experts on various subjects related to each content area that we offer. Those experts will serve as a "talent cloud." The experts in the talent cloud will serve as resources for students as they complete their projects. For example, if students are researching the economic effects of gentrification, we envision having an economist as a resource in our talent cloud that students can work with digitally, by phone or in person. The same experts might present students with questions to challenge their thinking or direct them to other support resources. Finally, we have infused our educational model with blended learning. Incorporating blended learning into our program further supports personalization because it allows students the flexibility to learn anytime and anywhere.

The other core components of the Sustainable Futures' model include the use of Restorative Practices to build a climate of respect and inclusion, the provision of wrap-around services such as before and after-care services for students and their siblings, an onsite health clinic, three healthy meals a day, an ongoing parent education program, assistance with transportation for parents and students, translation services, and job placement assistance. Finally, students at Sustainable Futures will have the opportunity to build strong relationships and receive individualized instruction through our advisory program and small classes. Classes at Sustainable Futures will maintain a ratio of fifteen students to one adult.

The founding team has chosen the name Sustainable Futures because the school will help fill the existing gap in services for the District's at-risk youth by offering a comprehensive and personalized program that provides the requisite wraparound services to support students on their path to the building of successful, purposeful sustainable lives.

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[2] Priest, Nora. "Making Mastery Work." *Competency Works*. Nellie Mae Education Foundation, 1 Nov. 2012. Web. 6 Mar. 2015. <http://www.competencyworks.org/wp-content/uploads/2012/11/Making-Mastery-Work-NMEF-2012-Inline.pdf>.

A. Establishing the Need

1. Demonstrating a Need
2. Demographic Analysis
3. Recruiting and Marketing

SUSTAINABLE FUTURES

A. Establishing the Need

1. Demonstrating a Need

As of 2014 there were approximately 5,443 homeless youth in the District of Columbia that either attend a District of Columbia Public School or a DC Public Charter school. There are roughly 3,500 youth involved in the juvenile justice system and there are 871 children in danger of aging out of the foster care system which means that on their 18th birthday they become emancipated and by law, social services is no longer required to provide support.

In 2011, the most recent year for which data is available, there were 1,269 dually adjudicated youth, meaning that they were formally involved with both the juvenile justice system and child welfare system at the same time.[3] That number does not reflect those youth who have been charged as adults, so it is likely that the number of dually adjudicated youth is significantly higher than what the available data shows. A survey of homeless youth conducted by the Wilder Research Center found that 46% of homeless youth between the ages of ten and seventeen had been incarcerated at some point[4]. As adults, youth who were dually-involved are more likely to have involvement in the adult criminal justice system as well as in the mental health/substance abuse and public welfare systems.

The youth that fall into those groups are at high risk of not completing their education and at risk of becoming "disconnected youth". Disconnected youth are young people ages sixteen to twenty-four that are homeless, in foster care, involved in the justice system, and are neither employed nor enrolled in an educational institution. The outlook for disconnected youth is not an encouraging one. Many disconnected youth have experienced physical and sexual abuse, suffer from mental health and substance abuse issues and have learning disabilities.

In addition to the population listed above, foreign-born youth and non-native English speakers are also at elevated risk of becoming disconnected.[5] Sustainable Futures will not only serve those youth who have already become disconnected we will also serve those youth between the ages of fourteen and twenty-one who are overage and under credited, have truancy issues and are at high-risk of becoming disconnected.

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[3] Abbott, Anne, Lee Christian Parker, and Jenny Towns. "Connecting Youth to Opportunity." *Community Foundation*. 1 Aug. 2010. Web. 6 Mar. 2015. <http://www.thecommunityfoundation.org/wp-content/uploads/2014/08/Connecting-Youth-to-Opportunity_Final-Exec-Summary.pdf>.

[4] Nellis Ph.D, Ashley, Richard Hooks Wayman, and Sarah Schirmer. "Back on Track: Supporting Youth Reentry from Out of Home Placement to the Community." *Sentencing Project*. 1 Aug. 2009. Web. 6 Mar. 2015. <http://www.sentencingproject.org/doc/publications/CC_youthreentryfall09report.pdf>.

[5] Abbott, Anne, Lee Christian Parker, and Jenny Towns. "Connecting Youth to Opportunity." *Community Foundation*. 1 Aug. 2010. Web. 6 Mar. 2015. <http://www.thecommunityfoundation.org/wp-content/uploads/2014/08/Connecting-Youth-to-Opportunity_Final-Exec-Summary.pdf>.

Our research indicates that family instability and disruption is a key factor in youth involvement in both the child welfare and juvenile justice systems. Many youth in both systems come from dysfunctional family situations that often include situations where physical abuse, sexual abuse and chronic neglect are issues. We recognize that a large part of helping youth reengage and build successful adult lives is helping to strengthen their families. Sustainable Futures will provide parent engagement and support services and we will partner with other city agencies such as DC Child and Family Services, the DC Family Courts, and DC Health and Human Services to ensure clear communication and a comprehensive support system for both parents and youth.

We also know that many of our students will need mental health support. The data that we found indicates that 66% of boys and 77% of girls in the juvenile justice system meet the criteria for at least one mental disorder. More than half of the youth in the foster care system suffer from one or more mental disorders. Research shows that foster youth experience Post Traumatic Stress Disorder at twice the rate of US war veterans. We anticipate partnering with the National Association for the Mentally Ill (NAMI) and the Depression Bipolar Support Alliance (DBSA) to establish support groups for students suffering from mental illness and their families.

In addition to mental health needs the youth that Sustainable Futures will serve will have intensive health care needs. Disconnected youth often have no health insurance and the inability to afford health care and health insurance means that many youth struggle to maintain their physical and mental health. To help our students with their health care needs, Sustainable Futures will partner with Mary's Center to provide a comprehensive onsite health care clinic. Our students will be able to receive mental and physical health care services through the clinic.

Finally we know that at least 47% of youth in the juvenile justice system require special education services, as do 30-40% of youth in foster care. Many of those students also have emotional or behavior disorders that may not qualify as disabilities but that require the development of a 504 plan[6].

We recognize that many of the youth that we serve will be youth in transition because they may be aging out of the foster care system, be reentering the community from the juvenile justice system, or because they do not have a stable place to live and consequently will be in need of housing assistance. Sustainable Futures will provide housing support and referral services to our students through our social workers and our partnerships with outside agencies. Those same students will also require basic life skills education to prepare them for a successful entry into adult life. Sustainable Futures will target DC youth who fall into the groups described above and who are at the highest risk of academic failure.

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[6] Griller Clark, Heather, and Deanne Unruh. "Transition Practice Fro Adjusted Youth with E/BDs and Related Disabilities." *Secondary Connections*. Secondary Connections, 1 Nov. 2010. Web. 6 Mar. 2015. <http://secondaryconnections.org/>.

For many District students, ninth grade is where they begin to struggle. Only about six out of ten first time ninth grade students are promoted to the 10th grade. As academic requirements become more rigorous, student failure rates and truancy rates rise[7] increasing the probability that those students will become disconnected youth. Sustainable Futures competency based model is ideal for those students who have experienced failure in traditional school environments because rather than receiving a failing grade and being forced to repeat an entire year in a time-based classroom, they are able to progress upon mastery.

Based on the data that we have obtained from similar schools from the DC Public Charter School Board's database, from Learn DC, and the data we obtained from the National Center for Education Statistics we expect that at least 33% of our students will require special education services, 12% will require English Language Learning services, and 80% will have experienced at least one trauma and some will have experienced multiple traumas.

According to the Office of the State Superintendent of Education, in 2013 of the District's 4,754 high-school seniors 1,727 did not graduate with their cohort.[8]. A disproportionate number of those students are African American and Hispanic as is evidenced by the chart below.

				DC Adjusted Cohort Graduation Rate By SubGroup						
Sector	**Female**	**Male**	**Econ Disadvantaged**	**Asian**	**African American**	**Latino**	**Multiracial**	**White**	**ELL**	**SPED**
State	1718 (70%)	1309 (57%)	2204(59%)	46(87%)	2462 (62%)	327 (63%)	41 (89%)	142 (87%)	67 (52%)	356 (44%)
DCPS	1152 (66%)	853 (50%)	1460 (53%)	43 (86%)	1507 (55%)	279 (62%)	34 (87%)	133 (88%)	63 (55%)	223 (39%)
PCS	566 (82%)	457 (75%)	744 (79%)	3(100%)	955 (79%)	47 (70%)	7 (100%)	9 (75%)	4 (29%)	133 (59%)

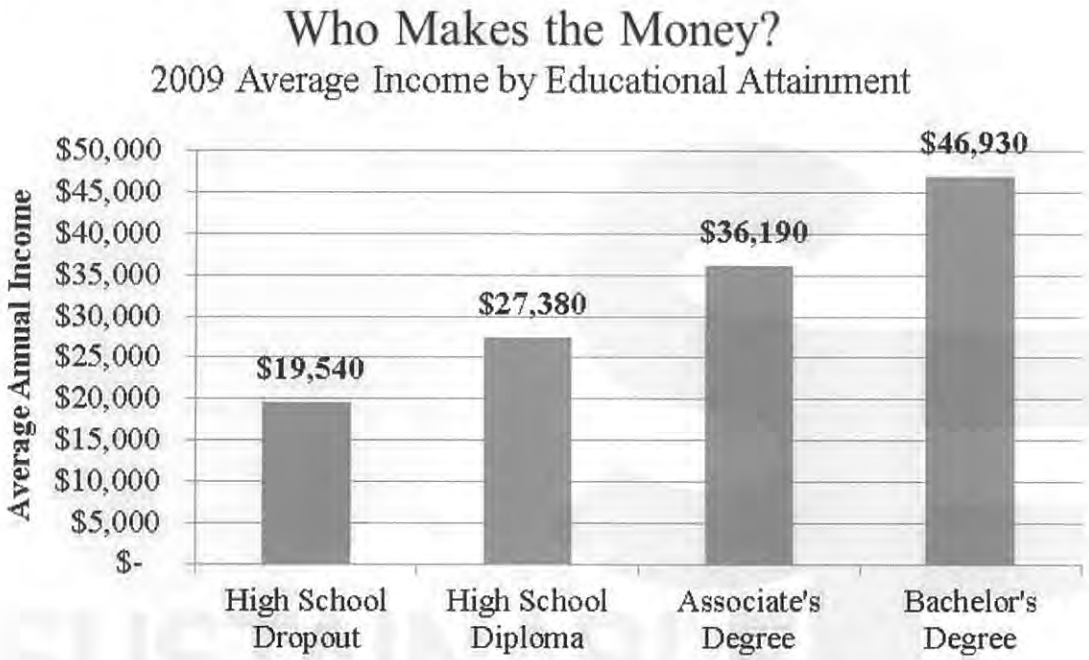
Those numbers do not reflect the number of youth in the District that are not connected to the school system. Statistics show that students who fail to attain at least a high-school diploma or

[7] Brown, Emma. "D.C. to Overhaul Ninth Grade, Separating out Students Who Failed." *Washington Post*. The Washington Post, 30 June 2013. Web. 6 Mar. 2015. <http://www.washingtonpost.com/local/education/dc-to-overhaul-ninth-grade-separating-out-students-who-failed/2013/06/30/35680b88-dd99-11e2-948c-d644453cf169_story.html>.

[8] http://osse.dc.gov/sites/default/files.dc/sites/mayor/release_content/attachments/OSSEAdjustedCohortGraduationRateOverview.pdf

GED will make an average of $10,000 less per year than their peers that do complete high school and $16,000 less per year than their peers that attain at least an associate's degree.[9] While the data included here reflect the data included here do not reflect those students who may have disconnected from the school system prior to the ninth grade. We were unable to obtain that data.

Youth that become disconnected do so in part because they face a number of barriers to education. Some of those barriers include inflexible discipline policies in school, poverty, a poor educational start, community stress, racial and ethnic language barriers, family stress and responsibility, and learning disabilities. [10]



According to Andrew Sum, in his paper "Left Behind in America", high school drop-outs are also more likely to not only become unemployed, but to remain unemployed for at least a year.[11] Statistics also show that dropouts are 3.5 times more likely than high school graduates to be incarcerated in their lifetime. In fact, three-quarters of state prison inmates are dropouts, as are 59% of federal prison inmates.[12] In a later report Dr. Sum and his colleagues indicated that based on their data, employment rates for youth have dropped dramatically between 2000 and 2011.

Although youth ages 16-24 not enrolled in post-secondary education had the highest employment rates, only about half of that population was working in any given month. According to Dr. Sum, reduced work experience, as a high school student is often associated with lower employment rates and earnings in later years. Juxtaposed against this data is the world into which our students will enter.

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[9] www.all4ed.org/publication_material/fact_sheets/high_cost
[10] Zwieg, Janine. "Vulnerable Youth-Identifying their need for alternative educational settings" (2003) pg. 4.
[11] Northeastern University - Center for Labor Market Studies and Alternative Schools Network in Chicago, *"Left behind in America: the nation's dropout crisis"* (2009). *Center for Labor Market Studies Publications.* Paper 21.
[12] www.all4ed.org/publication_material/fact_sheets/high_cost

The world has shifted from the industrial economy to a knowledge economy. While in the 60s the United States primarily produced material goods, and in the 90s we primarily produced information products, our primary products now are knowledge, innovation, and information. The United States and most developed nations are, in some senses, at a disadvantage in the world economy because they do not have the competitive advantage of being able to leverage a low wage structure. Given that the United States must continue to shift to a knowledge economy and optimize our knowledge base resources to create new, innovative, and revitalized industries.

We believe that if we do not prepare our learners to enter a workforce where innovation, the ability to respond flexibly to complex problems, effective communication, and information management are essential skills for success we will be graduating students who are essentially unemployable.

Students will need the same skills that are required for college and career success in the 21st Century to become thoughtful and contributing global citizens. The Millennium project[13] has worked with over 4,000 experts from around the world to identify fifteen global challenges that must be addressed. Those challenges include such things as the need to ensure sufficient water for everyone without conflict, the need to routinely incorporate ethical considerations into global decisions, the need to accelerate scientific and technological breakthroughs to improve the human condition, the need to facilitate a shift from authoritarian regimes to genuine democracy, and the need to encourage ethical market economies to help reduce the gap between rich and poor. Global competence and leadership on the part of America's citizens will be required as the citizens of the world confront these challenges.

Our vision for Sustainable Futures is to move beyond the traditional industrial model that has hobbled American education for at least the past two decades into a model that truly prepares our learners to be the community advocates and leaders of the future.

As new technology and a changing economy further increase the need for interdependence and collective problem solving on the part of all of the world's citizens we are educating our students

[13] UN Millennium Project | About the MDGs." *UN Millennium Project | About the MDGs*. 1 Sept. 2000. Web. 6 Mar. 2015. <http://www.unmillenniumproject.org/goals/index.htm>.

for careers that will require a global paradigm shift in science, ecology, business, communications, technology and more. We will do that by:

- Helping our students take ownership of their own learning
- Creating a culture that exemplifies the belief that learning can take place anytime, anywhere
- Celebrating and embracing student voice
- Teaching new ways of thinking and acting to protect our communities and our planet
- Encouraging service, citizenship and connection to the community
- Creating a curriculum that is rigorous, relevant, challenging, integrative, and exploratory
- Providing students with the tools to become literate citizens
- Creating an inviting, nurturing, and safe environment
- Providing a range of guidance and support services to ensure student success
- Offering opportunities for higher education

We have deliberately chosen to keep the school small to meet anticipated student need effectively. Recent surveys of high school dropouts indicate that many dropped out because they felt alienated and because they did not feel that school was relevant to the real world.[14] We have structured our staffing in a manner that will allow us to maintain a ratio of one teacher to every fifteen learners so that we can provide students with a highly personalized learning environment. The chart below reflects our anticipated enrollment throughout our first five years. As indicated we will cap our enrollment at 450 students. We have chosen to begin with fewer students to allow for the very intentional establishment of culture and to allow staff and students to build relationships and begin forming deep connections. To allow for our increasing enrollment we plan to obtain a facility designed to accommodate our targeted enrollment.

[14] www.all4ed.org/publication_material/fact_sheets/high_cost

2. Demographic Analysis
Projected Student Demographics

	Demographic Analysis							
	Maya Angelou Evans Campus	**Options PCS**	**Washington Metropolitan HS**	**Luke C. Moore**	**Sustainable Futures/Projected Student Demographics**	**Youthbuild Public Charter School**	**The Next Step Public Charter School**	**LAYC Career Academy**
Caucasian	0%	0.60%	0%	0%	0%	1%	3.20%	0%
African American	100%	99.70%	97%%	96%%	90%	36%	25.80%	47.90%
Hispanic/Latino	0.30%	0.30%	1%	3%	5%	59%	67.80%	47.90%
Asian	0%	0%	0%	0%	0%	0%	2.20%	3.49%
Multiple Race/Other	0%	0%	0%	0%	2%	4%	1.10%	N/A
Special Education	26%	65%	15%	8%	30%	2.80%	10%	3.40%
English Language Learners	0%	0%	1%	0%	5%	59%	62%	12.80%
Low Income	100.00%	100%	99%	99%	5%	100%	93%	N/A
Ward	7	6	1	5	TBA	N/A	N/A	N/A
School Type	Charter	Charter	DCPS	Public	Proposed Charter	Charter	Charter	N/A
Enrollment	268	300	280	364	Enrollment	N/A	N/A	120
Graduation Rates	48.19%	56.04%	48.41%	41.29%	N/A	N/A	N/A	NA

Sustainable Futures will serve disconnected youth and youth at risk of being disconnected between the ages of 14 and 21. The projected student demographics are below.
According to data from the DC Alliance of Youth Advocates, there are approximately 9,900 youth in District of Columbia who could be considered disconnected youth. At present, there are

only four diploma granting schools in the District with programs designed to meet the needs of the disconnected youth up to the age of 21 in the District at this time. There are also three Public Charter Schools that prepare students to obtain their GED. Those schools are The Next Step Public Charter School, Youthbuild Public Charter School and the Latin American Youth Center Career Academy. Sustainable Futures will help to fill the service gap that exists for disconnected youth in the District. Sustainable Futures will be an innovative model that expands options for the families and the youth of the District of Columbia. We will provide services to a population of youth that have, in many cases already disengaged from the traditional education system and are unlikely to return to a traditional school environment.

The selection of Sustainable Futures' location will be driven by the availability of the facility that will meet our needs for an open concept learning environment that supports intense collaboration and that has the space to incorporate a health and wellness clinic. Sustainable Futures will serve youth who are not in school or are struggling in school. There are currently not enough schools to meet the needs of this population. We will recruit such students from across the city and not from any one particular neighborhood or community, therefore we expect to complement rather than compete with other schools since they often struggle to meet the needs of our target population. Sustainable Futures will expand the array of options available to District families by providing more opportunities for an underserved population.

3. *Recruiting and Marketing*

a. Recruitment of Students

Our recruitment strategy includes building relationships with other schools in the area that may have students that fit the specified criteria, community centers, group homes, parents, DC Child and Family Services, DC Family Court and its attendant programs and a variety of places where our targeted population and their families congregate such as DC public libraries, One Stop job centers, parks and recreation facilities and by connecting with representatives from the Department of Employment Services Office of Youth Programs. Our recruitment efforts will extend beyond city agencies and organizations that serve disconnected youth to mainstream outlets such as the news media.

Sustainable Futures will be publicized throughout the community via print, electronic, visual and personal contacts (see chart below) to maintain a constant stream of communication. We will utilize these tools to reach out to various members of the community such as local residents, local businesses, neighborhood associations, local environmental commissions, environmental groups, schools, health care providers, local elected or appointed officials, and non-government organizations to name a few.

Print	Electronic	Visuals	Personal Contact
• Brochures • Factsheets • News Releases • Inserts • Flyers • Newsletters • Feature articles • Direct mailing	• Website • Public Service Announcements • Videos • Emails • School Messenger • Podcasts • Radio Interviews • Television • Community Access • Twitter/Facebook • YouTube • Blogs • Interactive Open Houses	• PowerPoint Presentations • Displays • Posters • Signs • Magnets • Bulletin Board Postings	• Information Sessions • Open Houses • Tours • Presentations • Meetings • Interviews • Press Briefings • Family Conferences • Partnerships • Associations • Faith-based Organizations • Volunteers • DC Charter School Expo

We are forming relationships with community organizations such as the Boys and Girls clubs of America that will support our recruitment and outreach efforts by sharing our literature with potential students, by referring them to us and by hosting recruitment events such as open houses for us. These organizations provide services to our target population and therefore will be able to identify potential Sustainable Futures' students.

The goal of the recruitment strategy is to use as many outlets as possible to reach our target population. The methods listed above target both potential students that are social media savvy and those who may not have easy access to blended platforms. Many of our efforts will also lend themselves to personal, one on one contact and provide opportunities to begin building relationships with potential students and their families.

Sustainable Futures' approach to recruitment is multi-pronged and crafted to reach all families including those for whom English is not their first language. Because building community support and recognition is essential all of our recruitment materials will be printed in English, Spanish, Amharic and French. Further, we will have speakers of each of those languages available at each of our recruitment events in the community. We will communicate with the DC Promise Neighborhood Initiative, the DC Youth Advisory Council, Diplomas Now, The DC Alliance of Youth Advocates, Advisory Neighborhood Commissioners, members of the City Council, and the United Planning Organization (UPO). Finally, we will market to the community on the street by placing ads in community newspapers, canvassing neighborhoods and speaking to citizens and families. Should the school be under-enrolled despite the aforementioned recruitment strategies, in addition to redoubling our recruitment efforts by increasing the number of information sessions that we host, ensuring weekly, if not daily contact with referring agencies to and by employing increased door to door canvassing across the city to identify additional students who may benefit from our program.

Given that, while we expect significant numbers of disconnected youth to enroll, Sustainable Futures will be open enrollment and will accept all DC youth in accordance with the law. Sustainable Futures will not discriminate against any student on the basis of race, gender, ethnicity, national origin, or sexual preference.

Because we believe that our target population is unlikely to apply to schools through the lottery, and that therefore our participation may reduce the number of seats available to the students that need them the most, although we will be open to all students, we will not elect to participate in the One Common Lottery process. We will however participate in the Charter School Expo.

Marketing and Outreach Timeline

Activity	Projected Dates
Develop Enrollment Application	June-September 2015
• Create and launch website, continue updating Facebook Page • Begin sending update emails to supporters who have signed our petitions • Continue attendance at community meetings and events and distribute marketing materials at those events, public libraries and identified community organizations • Announce the enrollment calendar and related details including lottery date, • Create and disseminate podcasts about our model	July-November 2015
• Contact News Media Outlets seeking opportunities to talk about the school • Begin Public Service Announcements • Begin sending regular tweets to potential enrollees • Begin Door to Door Canvassing and actual enrollment with sibling preference	November 2014-March 2016
• Conduct Lottery and Announce Results • Enroll learners identified through the lottery, Continue all previous recruitment and marketing strategies • Enrollment packets must be submitted by interested students and remaining seats opened to waitlisted students	March-May 2016

B. Education Plan

1. Mission and Purpose
2. Goals and Student Achievement Expectations
3. Curriculum
4. Support for Learning

SUSTAINABLE FUTURES

• Wait listed students may enroll with sibling preference, residency verification	April-August

B. Educational Plan

The mission of Sustainable Futures is to create a learning community that reengages disconnected youth, and those who have struggled in traditional school settings by providing them with a comprehensive, challenging, personalized education that prepares them to lead purposeful, productive, sustainable lives.

Philosophy

The students of Sustainable Futures will be students who have typically felt that they are on the outside looking in at their traditional school. They lack a connection to both school and to the community. Our students may:

- Be over aged and under credited
- Have been adjudicated
- Be homeless
- Be in foster care
- Feeling unsuccessful in their traditional school

Our goal is to create a school where students who feel as though they are on the outside feel as though they are connected to a caring and engaging and challenging learning community. Learning at Sustainable Futures will be highly personalized, student driven, self-paced and competency based.

The model has been built around the following set of core beliefs that will form the basis for all of the decision making at Sustainable Futures:

- **Students at risk can achieve at high levels through involvement in a thoughtful and caring community of learners**. By intentionally creating a safe, caring, supportive, and responsive learning community grounded in restorative practices we believe that not only will our students be motivated to attend school consistently, we believe that they will be motivated and engaged.

- **Past performance is not a predictor of future success**. While our students may have struggled in a traditional learning environment, we believe that providing them with a flexible, self-paced learning model will, as observed in the article "Making Mastery Work" "spark interest in learning and inspire learners to reach their potential."

- **Students must take responsibility for the choices they make every day**. Because competency-based learning is self-paced, it requires that students take ownership of their learning, make choices about how they manage their time, set clear goals, and develop work habits that will serve them for a lifetime.

- **Learning is an interactive, constructive process.** Because we believe that learning that is hands on and relevant encourages deeper learning we have chosen to incorporate project-based learning into our model.

- **Language is the medium of democracy.** Citizens who are able to effectively use language are better able to advocate for themselves and their communities in our democratic system.

- **Education empowers students to become active, involved, purposeful, and deliberate citizens.** It is our goal to empower our students to act on the world around them. By immersing them in curricula that requires that they think critically and deeply we believe that they will graduate better prepared to contribute to solving the problems facing our 21st century society.

Our school is designed to ensure that a wide range of students successfully complete high school with the tools to build sustainable lives, and prepared to enter higher education and an increasingly competitive workforce.

b. Educational Focus

Sustainable Futures' will comprise a highly personalized learning environment. Our competency- based program incorporates blended learning, project-based learning and wraparound services. The model is designed to meet our students where they are and support them towards high academic achievement while preparing them to be college and career ready. Our school visits, work with consultants such as 2 Revolutions and experts such as Brian Greenberg, the Chief Executive Officer of the Silicon Schools Fund, as well as a wide variety of reading regarding best practices for educating disconnected youth have led us to build this model. It is the consensus and hole hearted belief that this will enable us to effectively meet the needs of all of our students including those with disabilities and those learners whom English is not their primary language. This we know will empower us with the ability to personalize the instructions to specifically meet the needs of each learner individually.

Celebrating and Embracing Student Voice:

Educating students to be thoughtful, active, impactful citizens and advocates begins with empowering them to use their voices now. Kathleen Cushman, in her work "Fires in the Bathroom" says that meaningful student voice must:

- Be inclusive, beginning with the premise that everyone has membership
- Be woven into the daily fabric of school
- Target substantive issues
- Involve asking and listening by all parties
- Lead to constructive actions

At Sustainable Futures we believe that, "Voice is the tool by which we make ourselves known, name our experience, and participate in decisions that affect our lives."[15] Throughout the development of our charter application we have worked to apply the principles Cushman describes. We have incorporated the voices of youth in circumstances similar to those of the youth we expect to serve through individual interviews, focus groups, and through casual interactions. We will continue to live that belief by ensuring that our students are actively involved in everything from decision-making processes about their own learning and extending to their active participation in school planning. Rather than acting on our students as the adults with the power and the holders of the expertise we will instead embrace our students as our partners in the creation of a dynamic learning community. We know that listening closely to and respecting students' individual and collective voices in curriculum development, instruction and school culture will facilitate a successful and positive teaching and learning environment. We will respect and honor our school community by respecting and honoring the voices of our students. Some of the ways that we will do this include student participation in the development of their learning plans, having students lead their own IEP meetings with guidance from adults, using student–led conferences, and incorporating student feedback into project design. In our second year, we intend to include students in both the teacher hiring and teacher evaluation processes.

Learning that takes place anytime and anywhere:

Offering a blended learning option supports our mission to offer every student a highly personalized educational experience. The two key elements of competency-based education are that students must be able to learn at their own pace, and that the use of time is flexible. Both of these things are critical to our students' success. It will allow students that are experiencing challenges that might otherwise keep them from attending consistently to remain enrolled and current in course work even when they cannot physically be present. Connecting blended learning and project-based learning will also serve the needs of both our teachers and our students. Using blended technologies such as those provided by Khan Academy will support our project based work by making it possible for students to access a range of high quality online resources that will help to continue to build knowledge and understanding outside of the classroom.

Blended learning technologies will also support our project based learning efforts because students will be able to access the professionals who volunteer as subject matter experts in our talent cloud virtually. Providing students and teachers with both high quality blended learning resources such as those referenced on the Blended Learning Universe website and on blendmylearning.com as well as the technological tools to access those resources will provide our students with a highly personalized learning experience while giving teachers the ability to provide students with rapid, frequent feedback on their work.

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[15] Nagle, J. P. (2001). *Voices from the margins the stories of vocational high school students*. New York: P. Lang.

Combining project based learning with blended learning means that not only will students have the disconnected to learn in flexible environments; they will have the disconnected to apply their knowledge in practical ways.

Our conversations with consultants at 2 Revolutions and with Brian Greenburg, have led us to the conclusion that it will be best to focus intensively on project based learning in our first year, and to begin incorporating blended learning in our second though, some teachers with expertise in blended learning may choose to pilot a project and blended learning based model from the beginning.

Developing Globally Competent Leaders:

Today's evolving global economy, the rapid pace of technology, and the emerging "flatness" of the world mean that our students will have to be prepared to be a part of a workforce that requires global competence. In addition to recognizing and adapting to the rapidly changing demographics of our country that are increasing diversity in American communities, our students will need to understand and respect the cultures of people around the world in order to work effectively in the 21st century work force.

In the NEA Policy Brief entitled, "Global Competence is a 21st Century Imperative", the authors define global competency as "The acquisition of in-depth knowledge and understanding of international issues, an appreciation of and ability to learn and work with people from diverse linguistic and cultural backgrounds, proficiency in a foreign language and skills to function productively in an interdependent world community." The partnership for 21st Century Skills expands on that definition by explaining that "Educating towards global competence is to develop students' understanding of themselves as integral parts of the world community. Students become aware of the world as a dynamic, interconnected system that often requires sophisticated interventions to equitably promote human interests. Global competence is the fuel students need to develop sensibilities for advancing local and global solutions."

At Sustainable Futures, preparing our students to be globally competent will include requiring every student to take a foreign language, encouraging students to participate in programs such as the Destination Imagination Global Challenge, and utilizing projects to dig deeply into international issues, whenever possible making connections to their local community. Using the Partnership for 21st Century Skills K-12 grade level indicators, we will teach our students to think of themselves as global citizens and to view issues through a global lens. Sustainable Futures students will grow to understand that respect for others is essential and understand that, as the old adage says, charity begins at home. Through partnerships with schools around the world our students will contribute to their own communities following the maxim "Think globally, act locally."

Creating a curriculum that is relevant, challenging, integrative, and exploratory:

We want our students to develop the capacity to understand content that is complex, provocative and personally or emotionally challenging. To that end, we will create a curriculum that encourages our students to be inquirers, find connections relevant to the lives they live across content areas. Our primary goal is to create a learning environment that is safe and nurturing with a very small student to teacher ratio. In order to accomplish our curricular goals we will partner with the Cloud Institute for Sustainability and Boston Day and Evening Academy to develop a curriculum that will provide the desired results. As we do so we will embrace the following pedagogical practices:

- Designing and implementing projects that are connected to needs in the community
- Designing compelling topics and guiding questions
- Continuously using formative assessments and giving students rapid feedback on their progress
- Guiding students in the completion of projects directly linked to learning outcomes
- Utilizing a digital portfolio process that gives students a mechanism through which to present and defend high quality work
- Making learning transparent for students by clarifying for them exactly what they must do to achieve mastery

Using data to drive our decision making processes:

The founders' professional experience, past work with Paul Bambrick-Santoyo through New Leaders and a review of the current literature on best practices affirms the importance of using data to closely monitor every aspect of school programming. Analysis of the data collected will allow for the adjustment to programming where necessary to serve student needs and to make certain that programing remains in alignment with our mission.

Sustainable Futures will build an intentional, data driven culture that includes every member of the Sustainable Futures community. We will utilize a learning management system such as Loud Cloud or Edmodo that will support students in monitoring and reflecting on their own progress, provide teachers and administrators with the data necessary to be responsive to students' needs, allow students to monitor and pace their own learning, and allow parents to partner with their student and with the school to support student progress. We will also use Powerschool as our SIS. Powerschool will integrate easily with each of the learning management systems that we are considering. We are also seeking other platforms that will allow us to track data on every aspect of our school programs including the success of wrap-around supports provided both by the school and by our partner organizations. The data we collect will inform decision-making and allow us to work closely with our partners to align the services provided to student need in order to drive continuous improvement throughout our school community.

Providing a range of guidance and support services to ensure student success:

Fostering positive relationships between students and adults will be key to Sustainable Futures Campuses' success. Among disconnected youth, one of the most important factors in school success is the availability of caring and responsible adults who can function as mentors and models. To provide those mentors students will be grouped in "houses" of five students each. A Check and Connect Mentor will serve as a resource for and mentor to each group. Additionally, we understand that providing wrap-around services for students in the areas of health care, housing, and mental health will be necessary to ensure their academic success. Towards that end, we plan to provide wrap-around services to both the children and their families through our partnership with Mary's Center. Our student support team under the guidance of our Student Intervention Services Coordinator will also provide family counseling and parenting classes to facilitate the repair of relationships between students to aid in increasing family stability. We will also aid parents with children in obtaining childcare vouchers and offer space to groups such as Narcotics Anonymous and Alcoholics Anonymous that offers support for those students and parents that struggle with issues of substance abuse. Because we want to ensure that all students exit Sustainable Futures are prepared for college and the workforce, each student will be required to participate in three trimesters of post-graduate planning in preparation for graduation.

Creating an inviting and safe environment:

Safety and community are key elements in reconnecting disconnected youth. At Sustainable Futures community building and the creation of an inviting school climate will begin with the physical learning space. The Sustainable Futures' building and grounds will be clean, bright, and will serve as an interactive learning environment for our staff, students, and parents. Moveable furniture will allow for easy reconfiguration to support the work that takes place in the space. Dry erase walls will also increase the flexibility of the learning environment, and once we have been able to either purchase a building, or renovate a building to meet our needs, we anticipate having glass walls that can also be used as a learning surface. Glass walls and a variety of common areas will invite collaboration. Should the school not open in its permanent environment in the first year, rooms in our temporary space will be allocated specifically for collaborative work, and wherever possible open space in the building will be configured for collaboration and interaction as well. Throughout our first year we will focus on intentionally building a climate in which everyone who enters the building is warmly welcomed with a smile. We will consciously cultivate a culture, in which the participation of all stakeholders is welcome, and in which everyone is encouraged to speak, everyone is heard, and everyone is responded to with respect and appreciation. We strongly believe that making those behaviors the norm in the Sustainable Futures' culture will result in the development of an inviting school climate.

Sustainable Futures will utilize restorative practices and Positive Behavioral Interventions and Supports (PBIS) to aid in building a safe, respectful, and communal environment. Sustainable Futures' staff will also receive training with regards to supporting children and youth that have experienced trauma from the Child Trauma Academy. Further, we will specifically utilize the PBIS framework created by the Wisconsin Department of Instruction modified to support students affected by trauma.

2. Goals and Student Academic Achievement Expectations

Sustainable Futures expects to be found eligible for the Alternative Accountability Framework because we expect that greater than sixty percent of our target population will be comprised of youth who are reconnecting with the education system after exiting without a diploma, are overage and under credited, or have been engaged in some way with the juvenile justice or foster care systems. Accordingly we will opt to set individualized goals as specified in the application criteria and upon approval will work closely with the DC Public Charter School Board to develop our accountability targets.

Based upon the expectation that we will qualify for the Alternative Accountability Framework we have developed the goals listed below. The goals expressed below are those that we believe are reasonable based upon our research to date.

After discussions with the leadership at Boston Day and Evening Academy, and ROADS Public Charter School, we have elected to use the TABE (Test of Adult Basic Education) as both a diagnostic assessment and as a means of measuring student academic growth for each age group. Each of the schools that we spoke with indicated that they had initially used the NWEA MAP assessment and found it insufficient. Consequently, they identified the TABE as a more suitable diagnostic assessment. The TABE is a test often used by colleges and adult education programs to assess student academic levels and has, based on our discussions with schools serving similar populations, been a more accurate diagnostic for placing struggling students in competency-based high school programs than traditional K-12 assessments such as the NWEA MAP. We will use the TABE as a diagnostic for all students enrolling at Sustainable Futures.

Student Progress Goals	As Measured By	Frequency
1. 75% of students will attain or exceed their expected learning gains based on the goals expressed in their ILP and their entry assessment on the TABE annually 2. 75% of Sustainable Futures students at each grade will receive a rating of proficient or better on their portfolios 3. Beginning in 2018 80% of eligible Sustainable Futures students who have been at Sustainable Futures more than two years will complete a 14-week internship each year	TABE Individual Learning Plan Goals	Annually

Student Achievement Goals		
• 87% of students who enter the school with less than an 8th grade reading level and complete the school year will progress at least two grade levels in reading	TABE	Annually
• 60% of tested students will show at least a 20-point growth in reading on the PARCC assessment from year to year	PARCC	Annually
• 40% of tested students will show at least a 20-point growth in math on the PARCC assessment over time	PARCC	Annually
Leading Indicators		
• At least 97% of matriculating students will choose to re-enroll in Sustainable futures • 85% of students who have previously dropped out of another educational environment will graduate with their high school diploma after reenrolling in Sustainable Futures • 85% of Sustainable Futures students who attend Sustainable Futures for at least three years will apply to and be accepted to a college or workforce training program • At the end of year three, 80% of students who have been at Sustainable Futures for at least two years will be on track to graduate in four years • On average enrolled students will attend school 85 % of the time.		
Mission Specific Goals		
• Based on annual climate survey results, 90% of Learners will report feeling safe at Sustainable Futures • Sustainable Futures will retain at least 85% of the instructional staff over a period of three years		

3. Curriculum

a. Student Learning Standards

At Sustainable Futures we know that having rigorous standards aligned to rigorous assessments are necessary components of a college and career ready curriculum.

English Language Arts

Sustainable Futures will utilize the Common Core State Standards for English Language Arts as the foundation for our literacy program. Our English Language Arts and Literacy programs are grounded in the belief that students develop literacy skills by practicing the behaviors of proficient readers and writers continuously and in many varied contexts. We have selected the CCSS for English Language Arts because they are nationally and internationally benchmarked, rooted in cross –disciplinary literacy expectations and because they clearly address what students must know and be able to do in order to be prepared to enter college and the workforce.

The standards are also a good fit for the Sustainable Futures' academic program because they require a focus on non-fiction texts. That focus aligns well with teaching literacy across all content areas. The standards also fit well with Mathematical Practice Standards three, five and six in the Common Core Standards for Mathematics and with the expectation in the Next Generation Science Standards that students be able to construct explanations, be able to engage in arguments based on evidence, and be able to communicate information effectively.

Math

We have adopted the Common Core State Standards for Math as the standards that will drive the Mathematics program at Sustainable Futures. Our decision was based on the fact that the standards link well with the standards for other disciplines, particularly the Next Generation Science Standards, which encourage Mathematical Thinking and require that students be able to develop and use models. The CCSS for Mathematics requires that learners be able to apply Mathematical ways of thinking to real world issues and challenges. Because the Standards require that learners be able to apply their conceptual knowledge across the curriculum, they will be required to think critically and to be able to explain and support their conclusions. The CCSS for Math are vertically aligned and allow for both skills and content to be taught following a logical progression. Like the CCSS for English Language Arts, the standards for Math are designed to allow students to experience deeper learning around a few core topics rather than sampling a broad range of topics without developing a deep understanding of any.

Science

Sustainable Futures has chosen to adopt the recently revised Next Generation Science Standards. Developed by the National Research Council and The National Science Teachers Association, we have chosen the NGSS standards because they are rich in content and practice, arranged in a coherent manner across disciplines and grades to provide all students an internationally benchmarked science education.[16] The NGSS standards are well suited to project based learning because they require students to deeply understand core ideas in the Physical, Earth, and Life Sciences and they connect that understanding to Engineering practices. The standards encourage students to identify problems, particularly with relationship to the human impact on the earth and to develop solutions that can have an impact in the real world.

Social Studies

In the absence of Common Core Standards for Social Studies, Sustainable Futures will adopt the standards developed by the National Council for the Social Studies. We have chosen these standards because they reflect the commonly understood themes of the Social Studies, they align with national expectations and because we believe that they will aid us in helping our students build the understandings that will help to shape them into self directed, civic minded contributors to the community.

Health/Physical Education

We believe that being healthy is key to building a sustainable life. Global concerns about obesity, superbugs and infectious diseases are rapidly increasing. 21st century citizens must be able to sift through the deluge of information coming from various sources, evaluate their health care options, generate supported opinions about health care issues, and make informed decisions about their own health and the health of their families. We have elected to adopt the Health Education Standards for the District of Columbia because they require learners to develop and apply those skills.

Foreign Language

Sustainable Futures will utilize the World Readiness Standards for Foreign Languages Education to guide our foreign language instruction. The standards have been recently revised to reflect the Common Core State Standards and to incorporate 21st Century and College and Career Readiness skills. The standards are applicable to learners at all levels and to Native and Heritage Speakers including ESL students, sign language learners, and those studying classical languages.

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16 http://www.nextgenscience.org/next-generation-science-standards

Arts

Sustainable Futures has identified the National Core Arts Standards for use in our Arts and Humanities programs. We have selected these standards for use because they are nationally and internationally benchmarked and because they include a framework for competency-based education.

Career and Technical Education Standards

We have chosen the Common Career Technical Core Standards to prepare our students to be ready to enter the 21st century workforce. We will specifically align our programs to the Government and Public Administration and the Agriculture, Food, and Natural Resources clusters. We will align our Social Studies and Science curricula to the Common Standards and utilize the recommended programs of study as a guide in developing pathways for our students.

Supporting English Language Learners

We will augment the Common Core State Standards with the WIDA Consortium's English Language Development Standards[17] and the correlated Can Do descriptors. They articulate a direct connection between the Common Core State Standards while providing performance definitions that will aid teachers in understanding what different levels of language proficiency should look like. The Standards and Descriptors take an appreciative stance towards the "linguistic practices, skills, and ways of knowing" that students bring from their homes and communities. The educator's role in the implementation of the standards is to build upon those assets by providing frequent opportunities for language development through the use of authentic curriculum.

The literacy rich environment that we will create at Sustainable Futures will support the English Language Development of our Second Language learners. To further support the language development of our English Language Learners we will use a full inclusion service model supported by an ELL inclusion specialist. That model will include direct instruction, opportunities to practice language through collaborative work, and one on one support when necessary.

Meeting the Needs of All Learners

Sustainable Futures' program design has been consciously crafted to meet the needs of disconnected youth, many of whom will have learning disabilities and will require additional supports to be successful. Our model is learner centered and demands personalization based on the needs of the individual student. Our project-based format allows teachers to serve as facilitators of learning rather than the holders and conveyors of knowledge, thereby freeing them up to be able to provide individualized instruction to students as necessary. Our Special Education inclusion teacher will co-plan with general education teachers to ensure that the

[17] http://www.wida.us/standards/eld.aspx

standards and curricula are accessible to students. They will also work directly with students to provide accommodations for them.

In addition to the accommodations inherent in our model, we will use online platforms to create individualized, computer adaptive "playlists" for students with disabilities that will allow them to practice the prerequisite skills necessary for mastery before beginning work on the core competencies. Other strategies such as flexible grouping and tiered assignments will also be employed. Frequent assessment will allow teachers to adjust instruction as necessary so that it remains in alignment with student needs.

Using competency-based education will allow our learners to move at their own pace and to monitor their own learning through our learning management system. Our competencies will be written using the standards listed above and will give learners multiple opportunities for revision. Allowing learners to continue to focus on a competency until it is mastered rather than having to proceed with the whole class regardless of mastery, in concert with the provision of targeted supports based on each learner's needs will, we believe, provide all of our students, particularly those with IEPs, with every opportunity to be successful.

b. Methods of Instruction

Because competency-based education allows students to progress at their own pace as they master the standards, our program is inherently designed to meet the needs of all learners. Every learner at Sustainable Futures will have an individual learning plan that will address their particular learning needs and serve as a tool to guide them in tracking their academic progress and planning for their life beyond high school The ILP will provide teachers with information such as student aptitudes, student learning styles, their academic strengths and weaknesses and personal and academic goals. The Individual Learning Plans differ from the Individual Education Plans used in Special Education in that the IEP focuses specifically on students' special education needs and addresses the interventions and supports that they will need to make learning accessible for them despite their disability. The individual learning plan by contrast, is a strengths based tool geared towards helping all students to not only master content but to chart their academic and post K-12 path. The ILP will also provide students with the information they need to understand how they learn best and to drive their own learning accordingly. The combination of Blended Learning technologies, Competency-Based Learning and Project Based Learning will allow Sustainable Futures' teachers to construct a personalized learning framework that supports students at every level and from every background, including those that are far above or below grade level.

Our school day is purposefully designed to support a highly personalized learning environment. Structuring the day in two hour blocks will allow for deeper student engagement, more time for students to work collaboratively on projects, conference with teachers and engage with volunteer professionals who have expertise in areas students are studying. Those experts, who comprise our talent cloud, will serve as resources for students as they complete their projects. For example, if students are researching the economic effects of gentrification, we envision having an economist in our talent cloud that students can work with digitally, by phone or in person as a

resource. The same experts might present students with questions to challenge their thinking or direct them to other support resources.

Competency-Based Learning

Rather than being confined by a traditional seat time schedule learners at Sustainable Futures will advance when they have attained mastery in a given subject area. We have chosen to use a competency-based model because it provides much needed flexibility in pacing for students who might not otherwise graduate from high school. The Website Competency (competencyworks.org) works defines a high quality competency-based program as one in which:

- Students advance upon mastery
- Competencies include explicit, measurable, transferable learning objectives that empower students.
- Assessment is meaningful and a positive learning experience for students.
- Students receive timely, differentiated support based on their individual learning needs.
- Learning outcomes emphasize competencies that include application and creation of knowledge, along with the development of important skills and dispositions.

We have arranged to work with Boston Day and Evening Academy on a contractual basis throughout our planning year to develop our curriculum. Our team will attend a two-week curriculum development institute on the Boston Day and Evening campus during which we learn to develop competency-based curricula and will begin the curriculum development process. After that institute they will provide ongoing coaching both in Boston and in D.C. They will work closely with us, share their existing materials with us and advise us on designing our own comprehensive competencies. They will guide us in mapping out courses, identifying and aligning standards and benchmarks. All of the competencies will be calibrated using a rubric to ensure that they are measurable and assessable and that expectations are consistent across the school. Each course will culminate in a final performance task measured by a rubric aligned to the Hess Cognitive Rigor Matrix. Teachers will develop the performance tasks as a part of the curriculum design process and students will be encouraged to work with their teacher and their talent cloud experts to refine and personalize the task and align the rubric accordingly. Students will reflect on their performance task and the process they followed toward demonstrating mastery. To advance students must demonstrate mastery by presenting and defending their portfolio to a panel.

Project-Based Learning

After extensive research we have come to believe that Project-Based Learning will best support the needs of the students that we will serve. The Buck Institute for Education defines Project-

Based Learning as a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to a complex question, problem, or challenge.

The Essential Elements of PBL include:

- **Significant Content** - At its core, the project is focused on teaching students important knowledge and skills, derived from standards and key concepts at the heart of academic subjects.
- **21st century competencies** - Students build competencies valuable for today's world, such as problem solving, critical thinking, collaboration, communication, and creativity/innovation that are explicitly taught and assessed. By facing real world problems through projects and experiencing challenges that they might expect to see in the professional world students also develop the life and career skills referenced in the Partnership for 21st Century Learning Framework. Through Project-Based Learning learners will develop the ability to:
  - Adapt to Change
  - Be Flexible
  - Manage Goals and Time
  - Work Independently
  - Be Self-directed Learners
  - Interact Effectively with others
  - Manage Projects
  - Produce Results
  - Guide and Lead Others
  - Be Responsible to Others
- **In-Depth Inquiry** - Students are engaged in an extended, rigorous process of asking questions, using resources, and developing answers.
- **Driving Question** - Project work is focused by an open-ended question that students understand and find intriguing, which captures their task or frames their exploration.
- **Need to Know** - Students see the need to gain knowledge, understand concepts, and apply skills in order to answer the Driving Question and create project products, beginning with an Entry Event that generates interest and curiosity.
- **Voice and Choice** - Students are allowed to make some choices about the products to be created, how they work, and how they use their time, guided by the teacher and depending on age level and PBL experience.
- **Critique and Revision** - The project includes processes for students to give and receive feedback on the quality of their work, leading them to make revisions or conduct further inquiry.

- **Public Audience** - Students present their work to other people, beyond their classmates and teacher.

Project Based Learning aligns well with Competency-Based Learning and supports the development of 21st Century Skills and the development of cognitive skills. When participating in Project-Based Learning students are active learners and have the disconnected to focus on one problem or challenge for a sustained period of time thereby encouraging deeper learning.

We call our project-based learning block a "Learning Studio". A project-based unit might progress as follows:

Day 1:
The teachers launch the project with a hook that engages students in the content such as a film a piece of text, art, music or other artifact. They might then do a brief lesson explaining what the unit will be about, what content students will be learning. They then give students the project assignment page; review it, and direct students to potential resources. The teachers would then release students to begin exploring the topic individually.

Day 2:
The teacher would bring the students together and have them identify the specific content they want to explore related to the broader content area and then have them form groups or partnerships with other students that share the same interest. The groups would then begin creating their project plan using the guidelines that were provided by the teacher.

Day 3 and beyond:
Students work together to complete their projects seeking assistance from experts and professionals in the talent cloud and from the teacher as necessary. The teacher closely monitors student work and provides lessons, resources and activities to scaffold student learning as necessary.

At the conclusion of the unit, students present their projects to an audience beyond the classroom. They will then take some time to reflect in writing on their learning experience and include that reflection along with any other required artifacts, in their portfolios.
Students' mastery is determined using content specific rubrics and rubrics that assess their performance with regards to collaboration, presentation and creativity. Students that have not demonstrated mastery will work with their teacher to construct a follow up project or determine what additional assignments they might do to master the competencies they have not attained.

Blended Learning
We recognize we are working with youth that often have adult responsibilities and struggle with unique challenges. For students to have a successful learning experience they need flexible learning opportunities. Offering a blended learning option is critical for our learners. It will allow those with personal commitments that might keep them from attending brick and mortar classes consistently to remain enrolled and current in course work even when they cannot physically be present. The inclusion of a blended component benefits other learners because it allows them to be the drivers of their own learning.

Talent Cloud

We have opted to include a "talent cloud" as a key component of our model. Our talent cloud will be made up of volunteer professionals and experts in variety of subject areas that will be available to our students and teachers virtually. We have chosen to build a talent cloud because we believe that it will expand the resources that we will be able to make available to students and add additional "real world" context to students' work because they will be working with professionals in the subject areas that they explore. A talent cloud will also support anytime, anywhere learning. Using the talent cloud as a tool, learning can be customized to accommodate an individual, a small group, or an entire class without requiring additional personnel in the classroom. We expect to find experts for our talent cloud through word of mouth and research. As experts are identified, our Academic Specialist will add them to a database organized by subject area and expertise. Professionals that volunteer for our talent cloud will be asked to donate a specific number of hours of their time during the estimated time frame when a unit will take place.

Instruction at Sustainable Futures Public Charter School is focused around three key tenets:

- **A Spirit of Inquiry**
    - Teachers serve as model learners. They bring their ideas to the table and model the spirit of inquiry by making their reasoning, their questioning, and their reflection visible through think-aloud techniques and through their participation in the problem solving process.
    - The classroom is a safe space for exploration. The teachers' role within that space is to challenge students' thinking, to encourage their curiosity and to create an environment in which diverse ideas are celebrated.
    - We will use project-based learning as a vehicle for students to immerse themselves in the learning process. Within our project-based learning model essential questions for each unit will be formulated collaboratively with students. Students will work with their peers and their teachers to complete projects as a means of not only pursuing the answers to their questions but also a means of reflecting on their learning.
- **A Culture of Collaboration**

- Everyone in the learning environment works cooperatively to set goals and expectations and to develop processes to facilitate their learning.
- In Sustainable Futures' classrooms teachers are comfortable with not having all of the answers; instead they become co-learners. Everyone in the classroom collaborates to build common understanding.

- **Deep Engagement**

  - Learners in Sustainable Futures' classrooms feel safe exploring ideas and thinking out loud. A visitor in a Sustainable Futures' classroom will see and hear:
    - Students using technology as a means of sharing ideas and solving problems with their peers around the world.
    - Students using multiple literacies to interact with the community.
    - Students engaging in intense and extended conversations during which they build upon each other's ideas with the teacher and with their peers.

  - A visitor in a Sustainable Futures' classroom will experience a community in which respect and care are emphasized, the value of the learning process is evident and diverse thinking is valued.

  - Through project-based and experiential learning students have the chance to explore and expand upon their ideas, to test their hypotheses and to build upon their collective understanding.

- **A Flexible Learning Environment**
  - Sustainable Futures will implement a blended learning model to accommodate the differing learning needs, ages, and lifestyles of our students.
  - Students at Sustainable Futures are encouraged to take ownership of their learning and are provided with the necessary scaffolding to allow them to pace their own learning and progress as they master concepts.
  - Small groups within small classes that allow for intimate collaboration and discourse.
  - Sustainable Futures' students will have the opportunity to participate in community-based internships that align with their career goals and interests.

<u>English Language Arts and Literacy</u>

Literacy Instruction at Sustainable Futures is grounded in the belief that students will read authentic texts in order to develop multiple levels of textual understanding and connections. The purpose of using authentic texts throughout the curriculum as the tool to instruct literacy is that the stories, views and expertise of ordinary people are significant. Recognizing that our students may be several grade levels below in their reading skills we will use this information to obtain authentic texts that are aligned to students' readability levels as well as the instructional need and

subject of the unit being taught, both fiction and nonfiction that increase in text complexity utilizing their zone of proximal development to support their literacy growth.

We will build classroom libraries that include a variety of literary and informational texts in both hard copy and digital formats to support literacy instruction beginning in the ELA classroom and extending across the content areas. Teachers will model the thinking and behaviors of proficient readers and writers for students through think-alouds making their thinking visible and students will have the opportunity to practice those behaviors during sustained independent reading and through participation in book clubs.

Rather than using prescribed textbooks we will use the Workshop Model.

The workshop model consists of the following components:

1. Teacher leads a mini-lesson and models the skill or strategy being taught.

2. Learners practice the skill or strategy together with the teacher.

3. Learners break out into groups that are formed based on similar needs identified by the teacher through observation and assessment. The teacher works with each group, as needed using guided instruction to address their needs.

4. Learners work independently or collaboratively on a project or assignment that allows them to use and develop the target skill or strategy.

5. Learners have the opportunity to share their work with the class and engage in class-wide discourse.

6. The teacher conferences with individual learners regularly for assessment and discussion.

Collaborative literacy activities may include things such as interactive reading guides, book discussion groups, Collaborative Strategic Reading, Peer Review and Peer Editing Groups. Students might for instance, collaborate around a writing project using Google Docs for Education to give each other feedback and to edit each other's work. They might also carry on a virtual book discussion. In each case, the teacher would be able to see the students' changes and comments in real time and be able to comment as well to push student's thinking and correct misunderstandings. That online collaboration could then fuel even richer face-to-face discussions. Students might also use a tool such as Google Docs or Edmodo to share their review of a book that they've read, or to share examples of a writers' style and explain how it has influenced their own writing.

Students who need to practice targeted reading and writing skills might do so independently

using apps such as Brainnook, Brainpop, Edgenuity, or My Writing Planet, while other students hold a book discussion. There may be students who revisit a mini-lesson that the teacher has recorded and made available via a podcast or YouTube, while some students might choose to simply sit and read, while others might use that independent time to finish working on a writing piece. While these activities take place, the teachers might work with small groups on skill instruction or conference with students one on one.

We understand that the population we set out to serve will need significant support with their literacy skills and strongly believe, based on our experience and research done by Donald Graves, Linda Rief, Kylene Beers, and Richard Allington, that the workshop model including regular conferencing with students to reflect with them on their progress and to assess their projects will aid them in attaining significant growth in their literacy skills. We understand that although many of our students may be reading below grade level they are still adolescent learners and we will utilize texts that are engaging and relevant which will motivate them and in turn ultimately lead to strengthening their skills in literacy. We will alternate Literacy Workshop days with Humanities Learning studio days during which students work on content area projects in English, the Social Studies, and the Arts.

Math

Effective math instruction for disconnected youth must respect the learner's existing knowledge of math, reflect the fact that the most important outcome of math instruction is successful learning, make math enjoyable, and move beyond rote memorization to understanding. For instruction to fulfill the above criteria the instructor must serve as both a facilitator for learning and a source of knowledge.

Math is the one content area at Sustainable Futures that will not be taught using Project-Based Learning. Instead, in Math, we will use Problem Based Learning, which differs subtly from Project Based Learning in that while Project Based Learning has an end product in mind, Problem Based Learning is based on solving a particular problem using an inquiry model.

We have developed our approach in math based on what we learned from teachers, leaders, and students during our school visits to New Tech High School and High Tech High School, two schools that use Project Based Learning as their primary vehicle for instruction. Educators and students at both schools indicated that it was very challenging to construct quality projects that allowed for the teaching of core math skills. The educators that we spoke to felt that Problem Based learning was a better fit for math instruction.

As with literacy instruction, we will alternate the STEM learning studio with the math workshop. The math workshop will be structured very much like the literacy workshop. Both will be structured, well planned, predictable, and purposeful. During the workshop time, learners will receive explicit instruction in essential concepts based on the Common Core State Standards. They will also receive instruction geared towards reinforcing existing skills.

Over the course of the math workshop, the teacher might teach a mini-lesson on positive and negative numbers. After the lesson, students might apply that knowledge to tracking the ways that climate has changed over time. Alternatively, the teacher might teach a mini-lesson on quadratic equations and then challenge students to decide when a football team should punt the ball, and when they shouldn't.

After the mini-lesson, some students in the math workshop might work collaboratively to explore the problems above, while others might use apps such as Khan Academy, Dreambox, Mangahigh, or TenMarks to practice targeted skills, while other students might use an app such as "screencast" to review a mini-lesson that was previously taught, or use the app "showme" to review a teachers explanation of how to solve a specific problem. As students work, teachers might be seen conducting one on one-student conferences or working with a small group. Prior to the conclusion of the class, the teachers might pull the entire group back together so that students can share or reflect on their work or ask any final questions before departing.

Science

Science instruction at Sustainable Futures will be incorporated into a two-hour STEM Learning Studio, or project based block, on alternating days and will employ an array of hands on and virtual lab work grounded in an inquiry-based approach. Our curricula will allow students to explore scientific questions that relate directly to issues in their world, raise complex and insightful questions, and apply their learning to new situations. For example, students might learn about the history of vaccines and the role that they play in public health, read first person accounts of experiences with influenza epidemics and connect that learning to contemporary events such as the Ebola outbreak and contemporary issues about the use of vaccines today. Students might then take what they've learned about viruses and epidemics and construct an emergency response plan in the event of an epidemic in the United States today. They might also write a proposal asking for funding, or construct a media campaign to encourage the public to get their flu vaccinations. As students work, professionals in the Talent Cloud with expertise in infectious diseases would provide them with technical help when they request it.

Social Studies

History and Social Studies will be taught as a part of a two-hour project based Humanities learning studio on alternating days. To prepare for the Learning Studio, Teachers will scaffold learners as they work by modeling Historical thinking. Learners will connect the themes and topics in those texts to contemporary issues when completing projects. When launching a unit the teacher will introduce the unit with a hook event. That event could be a film, an article a piece of art, a quote, etc. For example, if doing a project relating to racism in the United States, students might begin by reading slave narratives, or Native American perspectives on American History and connect those perspectives to their own experiences with racism or recent events in the community related to racism. They might then extend their work by creating a social media campaign about the impact of racism on society and then launch that campaign. History teachers

will model Historical thinking and serve as learning coaches that help students understand History through action as they develop their projects.

As preparation for the Learning Studio, learners will read and respond to primary texts in the Literacy Workshop in multiple ways. For example, writing a letter to a character, using a journal to compare groups of individuals, predict the future of an individual, speculate on how people might react to issues and settings at other times or evaluate the choices a person makes in his life. That work will connect to the Standards for Literacy through History because it will ask students to cite textual evidence in support of texts, determine central ideas, and analyze events in detail.

At Sustainable Futures we are committed to actively engaging with our community and serving as agents of change and support. Our Social Studies and History Curricula will meet the National Council for the Social Studies Standards by providing our students with opportunities to develop their civic leadership skills, be exposed to various cultures and diversity, learn about their past, present and how each will contribute to their future.[18]

Additional Subjects (e.g. health, physical education, art, language, life skills)

Health

Health instruction will be incorporated into the STEM learning studio for Biology. During the Biology STEM Learning Studio students will complete projects that marry Science and Health standards. Students will design projects that ask students to set clear goals and encourage them to develop health-enhancing behaviors and minimize high-risk behaviors.

Art

Art instruction will be incorporated into the Humanities Learning Studio. Art instruction will focus on Art Appreciation and using the Visual Arts as means of expression. Students will study the same time periods they are studying in Social Studies and English Language Arts. For each unit of Study, students will complete projects that integrate the three subject areas.

English Language Learners

In addition to the instructional methods discussed above English Language Learners will receive specialized support provided by an ELL inclusion teacher. The inclusion teacher and the General Education teacher will use strategies such as Total Physical Response, a comprehension approach that uses physical movement to teach grammar through induction rather than teaching it explicitly, a journal to sketch and create drawings, mind maps, and other representations of concepts; note taking strategies such as Cornell Notes, graphic organizers, and cooperative learning. Cooperative learning accelerates learners' language acquisition because by interacting in heterogeneous groups learners have more opportunities to use their target language through conversation. Many of the strategies that be used to support English Language Learners will also

[18] http://downloads.ncss.org/NCSSTeacherStandardsVol1-rev2004.pdf

support learners with disabilities and struggling learners.

Students with Disabilities

We strongly believe that those practices that are effective in teaching students with disabilities are also the best practices that support general education students in their learning. The instructional strategies below are examples of strategies that we will use to support all of our students, particularly those with disabilities.

Reading Instructional Strategies:

- In literacy, using fix-up strategies reemphasizing those strategies in all content area classes.
- Collaborative Strategic Reading
    - When using collaborative strategic Reading the teachers first presents the reading strategies involved to the class (preview, click and clunk, finding the gist, and wrap up).
    - Once the teacher have become proficient applying the strategies they will be grouped heterogeneously and assigned roles so that they can collaboratively implement the strategies
- Explicit training in decoding skills
- Explicit instruction about how text is structured and how it is organized
- Use of blended learning playlists tailored to student needs
- Ongoing formative assessments to ensure that strategies and interventions are effective.

Math Instructional Strategies:

- Use of manipulatives
- Concrete Representational Abstract Sequence
    - When using CRAS teachers first model using concrete materials such as chips, cubes or base 10 blocks.
    - Students are then give many opportunities to practice independently and work towards mastery using drawings. The teacher will then model again using drawings that represent the concrete items used previously. Students are again given multiple opportunities to practice.
    - Finally the concept is then modeled using only numbers and mathematical symbols.
- Ongoing formative assessments to ensure that strategies and interventions are effective
- Use of blended learning playlists tailored to students needs

Students Below Grade Level

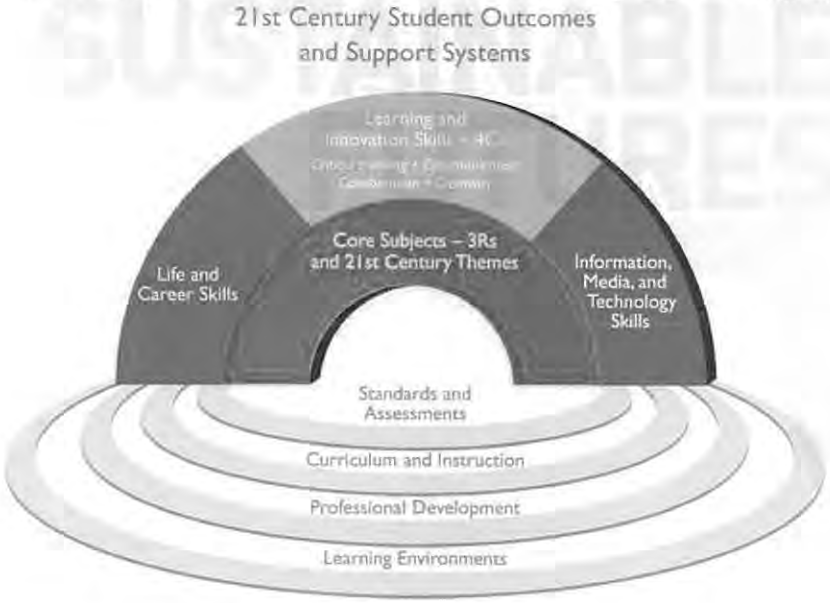
The Sustainable Futures model is specifically designed to meet the needs of students who are below grade level. The individualization of the curricula, the personalization that competency-based and project based learning afford the student and the flexibility provide by using blended learning strategies in the classroom all combine to create a learning experience in which students below grade level will thrive. The instructional practices listed above that will accommodate learners with disabilities accommodate students who are significantly below grade level.

Students Above Grade Level

We recognize that there are students who perform at high levels and demonstrate outstanding levels of aptitude or competence in various domains. As educators, we understand that it is our responsibility to provide a responsive educational plan to support our accelerated learners. Renowned educator Carol Ann Tomlinson states, "It's fiendishly difficult to achieve in schools where standardization is the norm, and where teachers are supported in being recipe followers, rather than flexible and reflective artisans."[19] The personalized nature of our program, the emphasis on student ownership, and our blended learning model all lend themselves both to effectively supporting and encouraging all learners. Because students have the opportunity to progress upon mastery and participate in modifying learning pathways to meet their needs, or where applicable create their own learning pathways we believe that accommodating the needs of all learners is an intrinsic part of the Sustainable Futures' Model.

c. Resources and Instructional Materials

Our curriculum will be grounded in the Project for 21st Century Skills (P21) framework and the 21st Century themes articulated there and exemplified in the graphic below



[19] C.A. Tomlinson, *"The Dos and Don'ts of Instruction: What It Means to Teach Gifted Learners Well"*, Instructional Leader (May 1997).

The P21 framework emphasizes the themes global awareness, financial, economic, entrepreneurial and business literacy, civic literacy, health literacy and environmental literacy. For each theme and content area identified competencies will be aligned with the Common Core State Standards and with any other applicable identified standards. Teachers will work together in each content area to create a curriculum framework that is driven by the interdisciplinary themes listed above.

The development of the full curriculum beyond that which is included in appendix H; will begin upon approval, with the selection of team leads, who will be hired on a contractual basis; and their orientation to the mission, vision, and philosophy of the school. That orientation will include a deep immersion in the tenets of Project Based learning, designing competencies that might also be referred to as benchmarks, and aligning those competencies to standards and assessment. Team leads will then assist in selecting and orienting education students in partnership with Howard Universities' school of education to assist in writing the curriculum. Participating students will receive credit through their school of education. Sustainable Futures was awarded funds from the CityBridge foundation through their Next Generation Breakthrough Schools fund. Those grant funds will enable us to pay our Lead teachers as contractors throughout the planning year to develop curricula. The team will work closely with Boston Day and Evening Academy, a competency-based school located in Boston MA to begin creating the benchmarks and competencies that they will use to build the scope and sequence for each course. Teachers and Leaders from BDEA will consult with us throughout the curriculum development by providing professional development around the writing of competencies aligned to the Common Core, sharing examples from their curricula and providing feedback on the curricula developed by our team.

Development and implementation of curriculum is an iterative process. Because of this, curricula at Sustainable Futures will be reviewed and revised on an ongoing basis. Annually, during the school's professional development institute, prior to the opening of school, teachers and staff will gather in critical friends groups for curriculum review and revision. They will use tuning protocols to examine and give feedback on curricula to include scope and sequence/frameworks and unit plans. Critical feedback will be used to revise curricula. We will utilize the following timeline as a guide for our initial curriculum development process:

Task	Date Completed	Person Responsible
Hire Team Leads on a contractual Basis	June 8, 2015	Natasha Warsaw
Student Interns from area colleges interviewed and selected	June 19, 2015	Natasha Warsaw and Rosalyn Rice-Harris
Student Interns Notified	June 26, 2015	Natasha Warsaw and Nilaja Taylor
Team Orientation	July 6-10, 2015	Led by Natasha Warsaw and Nilaja Taylor, supported by consultants
Curriculum Institute	July 13 –August 7, 2015	Natasha Warsaw, Nilaja Taylor, Lead Teachers, supported by consultants
Final Draft of Curriculum Maps Due	September 4, 2015	Lead Teachers, and Student Interns
Draft Unit Plans Due	September 30, 2015	Lead Teachers and Student Interns
Peer Feedback and Revision	October 12-13, 2015	Lead Teachers and Student Interns
Final Unit Plans Due	November 8, 2015	Lead Teachers and Student Interns
Draft Lesson Plans Due	March 4, 2016	Lead Teachers and Student Interns
Peer Feedback and Revision	March 10-11, 2016	Lead Teachers and Student Interns
Final Lesson Plans Due	April 29, 2016	Lead Teachers and Student Interns
Supplemental Sections, e.g. Lists of resources due	May 27, 2016	Lead Teachers and Student Interns
Final Edits and Revisions Completed	June 12, 2016	Team Leads in conjunction with contracted editor with input from Natasha Warsaw and Rosalyn Rice-Harris
Submit Curriculum for Printing	June 15, 2016	Natasha Warsaw

Quick identification of needs and rapid responsiveness to identified needs, failures and success is an integral part of the culture at Sustainable Futures. Teachers will participate in peer observations so that teaching practice will be transparent. Teachers will also be asked to reflect upon the degree to which weekly plans were implemented successfully and utilize those

reflections in their planning going forward. Teachers will plan collaboratively on a weekly basis and will gather monthly to use both their individual reflections and peer feedback as a tool for reviewing and revising curriculum.

While a substantial portion of our curricula will be teacher developed, we also expect to purchase commercially designed curricula. When evaluating commercial materials we will use the following criteria:

Criteria Specific to Computer-Based Programs
Adaptability
Allows for student choice
Includes a system of rewards
Allows students to see their progress
Includes robust assessments
Has good video and sound quality
Contains high quality animation
Includes a system of rewards
Criteria used to evaluate both computer-based and non computer-based materials
Content is structured to ensure that all students master competencies and develop literacy skills aligned to the P21 framework
Materials are research based
Competency-based or can be adapted to make it competency-based
Alignment to CCSS and additional applicable content standards
Accuracy of content
Materials are free from bias in their portrayal of ethnic groups, gender. age, disabilities, cultures, religions etc. and contain accommodations for multiple learning styles, students with exceptionalities, English Language Learners and cultural differences.
Materials allow for formative and summative authentic assessments
Information is organized logically, written at the students' developmental level, and presented clearly and will aid in increasing student literacy
Materials are high-interest and engaging, authentic, and encourage the use of critical thinking, problem solving, communication and personal direction skills

We identified the criteria above because they will aid us in making sure that we select materials that reflect a culturally responsive pedagogy, and that the materials selected allow for the flexibility required by our program design.

English

The English curriculum at Sustainable Futures will be aligned with the National Common Core Standards. English instruction will be incorporated in a two-hour Humanities Learning Studio on alternating days. During that Learning Studio, or project-based block, students will receive instruction through project based learning on integrated English, History, and Art content. Because many of our students will not read or write at grade level, students will also be required to take a Literacy Workshop course on the days opposite the Humanities Learning Studio. The Literacy Workshop will serve as a course in which students can focus on improving their reading and writing skills independent of traditional ELA and Social Studies content through direct skill instruction, independent reading and writing, and by using tools such as blended learning playlists to practice skills.

A review of current literature, accepted best practices and our experience tell us that young adults who struggle with reading show the most growth in comprehension when provided with extensive opportunities to read individual self selected texts and explicit instruction in the strategies proficient readers use to make sense of what they are reading. Students will be able to use those texts and the accompanying technological tools to support their project based work while teachers provide the necessary scaffolding by modeling the behaviors of proficient readers and writers for students and by making their thinking visible. By discussing common texts related to their projects and discussing those books read for pleasure. Students will further build their reading skills and their vocabulary through discourse.

To support our teachers in their professional development we will provide them with access to texts such as:
Seeking Diversity by Linda Reif
Adolescent Literacy: Turning Promise into Practice by Kyleene Beers and Robert E. Probst
Book Love: Developing Depth, Stamina, and Passion in Adolescent Readers by Penny Kittle
Reading for Their Life: Rebuilding the textual lineages of African American Adolescent Males

Math

Our commitment at Sustainable Futures is to provide our students with a rigorous, concept-based curriculum that will facilitate a deep understanding of Math. Math instruction will take place in a two-hour Math Workshop block on Alternating Days. We will focus on ensuring that students' work in heterogeneous ability groups when completing projects because research shows that peer assisted learning significantly enhances student growth in mathematics. Because many of our students will have struggled with math in the past, we know that they will require additional scaffolding to successfully progress through their math competencies. To provide that support teachers will use systematic and explicit instruction by modeling problem solving strategies, demonstrating the think-aloud as a strategy for students when solving problems and encouraging students to think aloud themselves. Students will also have ownership over their assessment data. We have not yet selected a math program but we are currently exploring options that can be

implemented effectively in a blended and project based learning format. The options that we are exploring include the Interactive Mathematics Program, MARS Math and CME Math. We will select a program that will augment our own curriculum work. The selected program will push students to reason, solve problems, conduct arguments, and apply Math to real world contexts.

Science

Our project-based approach will cater to the multiple learning styles our students represent to create an enriching and long lasting learning experience. We will select a Science Program such as Educurious or Late Night Labs that will serve as a complement to our staff developed curriculum. Alternatively, we are considering utilizing Project Lead the Way for some of our Science courses and electives. Project Lead The Way (PLTW) is the leading provider of rigorous and innovative STEM (science, technology, engineering and math) education curricular programs used in schools. As a 501(c)(3) charitable organization, PLTW exists to prepare students for the global economy through its world-class curriculum, high-quality professional development, and an engaged network of educators, students, universities, and professionals. PLTW's comprehensive curriculum has been collaboratively designed by PLTW teachers, university educators, engineering and biomedical professionals, and school administrators to promote critical thinking, creativity, innovation, and real-world problem solving skills in students. The hands-on, project-based program engages students on multiple levels, exposes them to areas of study that they typically do not pursue, and provides them with a foundation and proven path to college and career success.[20]

Social Studies

The two-hour Humanities Learning Studio that will be held every other day at Sustainable Futures will include a focus on the Social Studies. Social Studies at Sustainable Futures will include Financial, Economic, Business and Entrepreneurial Literacy, and Civics Literacy as well as History and Geography. Those themes and content areas are central to 21st century learning and are a part of the P21 Framework. Project based learning in the Social Studies will include resources such as the website the Big History Project, A People's History of the United States by Howard Zinn and primary sources that align to the content. We will also require all learners to take two additional courses, the Inventing the Future Course and the Business Entrepreneur and Education for the 21st Century by the Cloud Institute for Sustainability. The courses include modules on community and citizenship, creating sustainable communities, public policy, entrepreneurship, business trends, and the economy. The Cloud Institute will work with our Social Studies teachers to customize both courses so that they align with the school's program.

[20] https://www.pltw.org/

Students with Disabilities and English Language Learners

We are evaluating several blended learning resources to support both Students with Disabilities and English Language Learners including Edgenuity, Adaptive Learning and Mangahigh for Math intervention and StudySync, Achieve 3000 and Actively Learn for Reading intervention.

d. Assessing Learning

Whenever a new student enters Sustainable Futures they will be assessed using the TABE Survey Assessment and the TABE 9-10 complete basic skills battery. Based on those assessments they will be placed in cohort groups of 15 according to proficiency levels. Each cohort will be assigned a symposium teacher and will participate in a one-week orientation during which they will learn about school culture, learn competency-based language, learn about achievement benchmarks and develop their individualized learning plan.

After completing orientation, the cohort will begin their Symposium class. The Symposium teacher will continue to assess students both formally and informally. Using the results of those assessments the teacher will continue work with the students to develop their individual education plans. During Symposium, students will receive literacy specific instruction and complete their first project.

As students begin their first classes in content specific disciplines, symposium will be the place where they can bring their questions and seek support as they transition into the Sustainable Futures program. Upon completing symposium, the students will be assigned to an advisory group with whom they will meet regularly.

Learners at Sustainable Futures will be assessed formatively on a daily basis in each subject area and will receive real time feedback from their teachers via their technological device, as well as through individual conferences with their teachers. Teachers will conference with students, keep anecdotal notes, and share observations with colleagues in real time allowing for continuity of support and instruction across courses. Teachers will also construct authentic assessments that connect student learning to real-world experiences and serve as the culminating event to each unit taught. The assessments will be designed so that they effectively evaluate students' understanding of the material being taught. Each product will be evaluated by a rubric and aligned to the standards. We will ensure that the assessments are quality assessments and that they are aligned to the standards by using a tuning protocol during our weekly professional developments and through the use of Looking at Student Work protocols.

Each course offered at Sustainable Futures will be aligned to the identified standards and will address a core set of approximately ten competencies. For example, in a Humanities class, a student might be expected to "apply an understanding of historical themes to understand society in the present day" and "identify key events in and explain the significance of key strands in U.S. history, e.g. African-American history, Immigration history, Women's history, and Labor history, 20th century history." The student might demonstrate that they are able to identify key events in history and explain their significance, however they might not be able to apply that

understanding to contemporary events. In that case, the student would not have to repeat all of the content that led them to mastery with regards to identifying and explaining the significance of key events, they would simply work with their teacher to identify tasks that would help them achieve mastery on the competency they have not yet mastered. Once all competencies are mastered, the student would then move on to the next course.

The products resulting from each assessment will be included in the learner's portfolio. Learners must demonstrate mastery by completing projects and will track their progress towards mastery using a learning management system such as Mastery Connect, Loud Cloud or Edmodo. Each learner must present a portfolio before advancing to the next course. On demand task assessments will round out each student's portfolio and the portfolios will follow the students throughout their academic career at Sustainable Futures.

Each trimester all students will have the opportunity to present their portfolios five different times. They will present and defend their portfolios to a panel of teachers and community members and explain their products once per year. While we recognize that this is extremely complex work, our experience, our school visits and our conversations with teachers, students and leaders engaged in this work have led us to believe that this method of developing and implementing assessments provides the most useful data in a competency-based and project based learning environment.

Portfolios will also be presented to parents and guardians during student led conferences each trimester. In addition to student led conferences, parents will have access to the parent portal in Powerschool, our student information system. Through the parent portal parents will be able to track student progress towards mastery of competencies, view attendance, and access assessment data.

Internally, learners at Sustainable Futures will not be classified by grade level. Grade level classifications will be assigned for external purposes such as reporting and testing purposes only. Grade level classifications will be initially determined by TABE results, teacher created assessments and by transcripts. While a student may bring a transcript that states that they are in the 10^{th} grade, if their TABE results indicate that their actual skill level is lower, or the teacher created assessment that they take demonstrates that they have not mastered the competencies for Humanities two or Math two, they would be required to begin with courses that reflect their actual skill level and understanding versus the grade level that is reflected on their transcript.

Rather than using a students transcript and grade level to assign students to content area classes, Sustainable Futures will use teacher constructed content based assessments to assess students understanding of content area subject matter. Based on those assessment results, students will be assigned to an appropriate course. For example, a student's transcript may classify them as 10^{th} grade that would imply that they should take Biology, Geometry or Math 2, World Literature I, and World History I. If the student is repeating the 10^{th} grade, or if they performing above grade level, they may have mastered the content in World History I. That same student may not have mastered the content in Math 2. Rather than being expected to take those courses that they have already demonstrated competency in, the student might take World History II and take Math 2

rather than having to repeat all of the courses that a 10th grader might ordinarily take. Within that Math 2 course, the student would only be expected to work on the competencies that the assessment indicated they had not yet mastered. Once the student demonstrated mastery, they would move forward to take Math 3. Only students that have been placed in courses equivalent to those offered at testing grades would take the State Summative Assessment.
Four times a year, students who, based on their diagnostic tests can be classified as in a testing grade will be assessed in Reading and Math using benchmark assessments that are aligned to the National Common Core Standards and to the PARCC examination. In addition to the formative assessments previously mentioned, those same students will also take the state mandated summative assessment the PARCC. Only students that have been placed in courses equivalent to those offered at testing grades would take the State Summative Assessment. So, only the student who has been assessed at the 10th grade level in Math and Reading would take the PARCC. English Language Learners will also take the ACCESS for ELL's assessment annually. All Students will take the TABE twice a year at the beginning and the end of the school year.

The Learning Management System that we select will serve as the hub for teaching and learning at Sustainable Futures. The LMS will provide school leadership, teachers, and students with information about the students' progress towards mastery, assessment data and grades. It will be the vehicle through which school leadership monitors student and educator progress to ensure that the school is on track to meet its academic goals. The school leadership will also facilitate regular data discussions among the staff, students, and parents so that all stakeholders understand the assessment results and are able to be full participants in the school learning community. The learning management system will also serve as a means by which parents are notified of student progress.

e. Vertical Alignment and Promotion Requirements

Sustainable Futures will request a waiver that will allow us to develop competency-based promotion and graduation requirements rather than following the DC Board of Education graduation requirements. In order to complete the program at Sustainable Futures and graduate all students must master the competencies required for successful completion of the courses as set forth on the graduation roadmap included in appendix J. Those competencies will be calibrated using the Competency Validation Rubric adopted from the New Hampshire State Department of Education.

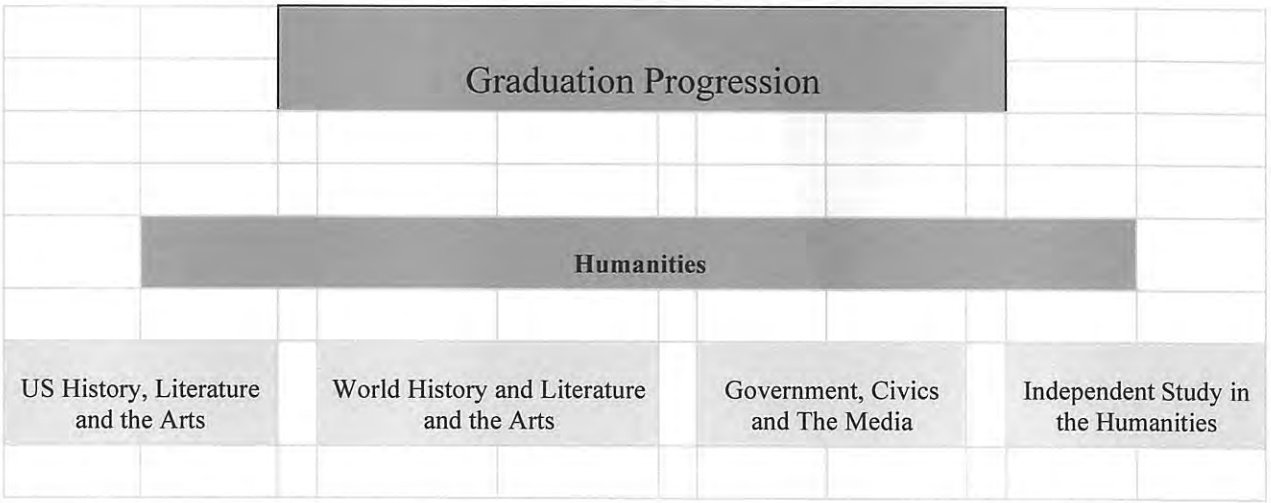
For example, A Humanities I course might have ten CCSS aligned benchmarks or competencies that a student would be required to master in order to move on to the next course. Each project or task for the course would be designed to assess specific course competencies, calibrated using a tuning protocol and would be scored using a rubric. The student would have the opportunity to demonstrate mastery by successfully completing the projects, performance tasks and other assignments for the course. If the student were to demonstrate mastery on every competency, that student would then be able to move on to the next course, Humanities II. If on the other hand, a student has mastered only eight out of ten benchmarks or competencies, the student would revisit those competencies using methods such as a blended learning playlist or a project that they have worked with their teacher to design. When the student successfully demonstrated mastery, they could then move on. These same principles would apply to all subject areas. In cases where there is little demonstrated mastery on the part of the student in a given subject area,

the student will receive targeted support during the correlating workshop block i.e. a student not progressing in a STEM course will receive targeted support during the Math workshop.

Students will also be required to complete a fourteen-week internship, successfully defend portfolios that demonstrate their mastery of the standards applicable to the courses in which they are enrolled, and give evidence of their deep understanding of the material that is included in the capstone project they must complete as a part of their final requirements.

Alignment to college acceptance requirements

Because competency-based education is relatively new, many colleges have not yet created mechanisms for evaluating the transcripts of students who graduate from competency-based programs. In our conversations with other competency-based schools, we learned that their counselors often work closely with college admissions officers to correlate student course work to college admissions requirements. We also learned that the New England Secondary School Consortium has obtained the endorsement of sixty-three colleges across New England affirming their support of competency-based education and their commitment to accepting graduates of competency-based high school



STEM			
Environmental Science/Math 1	Biology/Health/Math 2	Chemistry/ Math 3	Independent Study in STEM
Post Graduate Planning			
Symposium	Inventing the Future	Career Exploration	Internship Preparation
Internship	Capstone	Capstone Workshop	
	BEE 21 Entrepreneurship		
World Languages			
I	II	III	IV

4. Support for Learning

a. Planning Year

Timetable for Implementation of the Charter

	5/1/2015	6/15 - 8/15	9/15 - 12/15	1/16 - 3/16	4/16 - 8/16
Board of Trustees Organization and Procedures					
Develop board profiles and finalize job descriptions for board members					
Develop target list of potential board members					
Conduct elections/selection of remaining board members					

Establish plan for transition from start -up board to ongoing governance body					
Finalize Board Transition					
Parent Members recruited for the board					
Hold first Board Retreat to establish: Roles & Responsibilities Board, Governance, Relationship to Principal					
Student Recruitment, Enrollment, and Registration					
Finalize all enrollment deadlines					
Develop Website					
Develop print materials: Brochure and Flyers and grow web presence					
Contact key community stakeholders, present to community organizations and at churches					
Hand out flyers at supermarkets					
Canvas Neighborhoods					
Hold community meeting					
Press release about school and press follow up					
Identify additional advertising venues if needed					
Develop Student and Parent Handbook					
Conduct lottery and establish waitlist					
Send confirmation of admission or waitlist status; notify parents of deadline for enrollment					
Register Students					
Input all Students into Powerschool					
Obtain cumulative files (including existing IEPs) and suspension reports for all students					
Hold Open House					
Runs ads, distribute literature					
Human Resources					
Hire Directors					
Create Benefits Packages					
Create Staff Evaluation process and materials					

Develop HR policies and create Staff Handbook					
Write job descriptions for instructional and operational staff					
Advertise all openings					
Begin screening and interviewing instructional and operational staff					
Instructional and operational staff hired					
Staff Professional Development and Training					
Development					
Continue to identify and apply for private, corporate, foundation and government grants and support					
Educational Program Development					
Develop Curriculum according to established timeline					
Vet and Select Curricular Materials					
Facilities					
Identify and select a school site					
Lease negotiation and finalization					
Identify and address all zoning requirements and restrictions on the building we expect to occupy or build					
Complete any necessary renovations or remodeling					
Complete all inspections-fire code, health and safety, asbestos, etc.					
Obtain certificate of occupancy					
Financial Management					
Make financing and banking arrangements and obtain line of credit					
Develop financial management systems, policies and establish internal controls					
Determine insurance needs and obtain policies					
Contract with payroll firm (EdOps)					
Develop internal accounting, monitoring and financial reporting systems or vend					
Orientation for Students and Families					
Legal and Organizational					
Negotiate and sign MOU with PCSB					
Obtain licenses					

Procurement					
Establish Vendor Contracts					
Order and manage delivery of curriculum materials					
Order and manage delivery of desk, furniture and classroom equipment					
Order and manage delivery of computers and other technology					
Order and manage delivery of kitchen/cafeteria, and other equipment and supplies					

Anticipated Challenges

Identifying a Facility

Real Estate in the District is at a premium. As a new start charter school we will have limited funding with which to secure a facility and it is possible that finding a facility will be challenging. To address that challenge we will seek unconventional spaces that might include mixed-use developments, co-location or an incubator provided by a program such as Building Hope. Whatever the initial facility, we also recognize that it will not necessarily be an ideal space. While we seek a space that is optimal, we will use furnishings, dividers, and other materials to modify the space in ways that will accommodate our needs.

Potential Low Enrollment

As a new charter school we know that initially, low enrollment might be a concern. We will mitigate the risk of low enrollment by building strong relationships within the Juvenile Justice and Child and Family Services System and with key community members and organizations. We will also work with conventional middle and high schools to identify students who might thrive in our program, and by using grassroots recruiting methods such as door to door canvassing to make personal contacts with potential parents and students. We will begin our recruiting early and ardently and continue to recruit until we have reached full capacity.

Creating and Sustaining a Positive, Respectful and Reflective Culture

In a model such as the one that we have developed, the success of the model is in large measure dependent upon the establishment of a positive school culture. Creating that culture and effectively managing discipline challenges will be difficult and it will be essential that we be very intentional from the outset about doing so. Our first year will be at least as much about the establishment of culture as it will be about academics. Prior to opening we will ensure that every teacher has taken The Basic Restorative Practices training offered by the International Institute for restorative practices. During our professional developments prior to the opening of school, we will consciously use restorative practices as a staff throughout our time together as a staff so that we can begin embedding them into our culture. We will also create systems that encourage and even insist on collaboration and teamwork. We will strive to build a culture of inclusiveness by ensuring that staff meetings include all staff, and that every staff member has the opportunity

to participate in professional development pertaining to their role. We will establish clear systems, routines, and norms for staff and students. We will model them, and practice them repeatedly throughout the first year.

Identifying, Hiring and Retaining Staff

Teaching in a competency and project-based model will require a unique teacher. To be successful, a teacher at Sustainable Futures will have to be flexible and have an entrepreneurial mindset. Recognizing that, we will use a variety of methods to identify potential hires. We will begin by placing ads similar to those used by the New School in Northern Virginia. When placing ads for new teachers the New School asks that applicants respond to the ad by answering the question "What does it mean to be a renaissance teacher?" We will place those ads on sites such as Idealist, on listservs such as Young Education Professionals DC, and in National publications such as Education Week. Once we have used the responses to the ad to identify promising candidates, we will employ a rigorous interview process to make certain that they will be a good fit for Sustainable Futures and that we will be a good fit for them.

In addition to placing ads, we will use our extensive network to find talented candidates who will be a good fit. Finally, we will seek talented teachers through programs such as the Citybridge Innovation Fellows program, Leading Educators, High-Tech High's graduate school of Education, graduate programs such as the one at the International Institute for Restorative Practices, and through schools of Education at area universities.

Our goal is to retain the qualified, talented staff that we hire by ensuring that they receive individualized professional development, have some flexibility in their work schedule, and by offering a three-year contract upon the completion of a probationary year. We will also provide teachers with at least two two-hour blocks of planning time each day one collaborative planning time with colleagues and one individual planning time, and conscientiously work to create a positive, welcoming, and collaborative climate.

Student Scheduling

Implementing a competency-based program means employing unusual scheduling methods. Because our students will not necessarily be beginning and ending courses at the same time, student schedules will change frequently. During our visits to Boston Day and Evening High School, Design Tech High School, New Tech High School, and High Tech High, and Roads Public Charter Schools we have identified some methods of scheduling that we believe will work. We have also formed collaborative learning relationships with each of those schools and will collectively work to identify solutions to scheduling challenges.

Adjusting rapidly when unanticipated events occur.

While we have done our best to anticipate challenges and identify solutions to those challenges, we also understand that we will frequently face challenges that we could not possibly have imagined. We also understand that in a new start school, many of the things that we put in place with the expectation that they will work may not go as planned. When those situations occur, we know that we will have to adjust rapidly. We will respond to those events by making the design thinking process a deliberate part of our school culture so that staff are comfortable with using the process as a problem solving strategy. The design thinking process includes the following steps:

- Empathize (Work to fully understand the experience of the user for whom you are designing. Do this through observation, interaction, and immersing yourself in their experiences.)

- Define the problem (Process and synthesize the findings from your empathy work in order to form a user point of view that you will address with your design.)

- Ideate (Explore a wide variety of possible solutions through generating a large quantity of diverse possible solutions, allowing you to step beyond the obvious and explore a range of ideas.)

- Prototype (Transform your ideas into a physical form so that you can experience and interact with them and, in the process, learn and develop more empathy.)

- Test (Try out high-resolution products and use observations and feedback to refine prototypes, learn more about the user, and refine your original point of view.)

We fully recognize that starting a new school is incredibly difficult work. Our collective experience in schools has well prepared us to meet and address both the expected and the unexpected challenges that we will encounter and that our experience will prove a worthy guide as we address both the logistical and adaptive challenges that will chart our path to success.

b. School Organization and Culture

Everyone who walks into Sustainable Futures will be embraced by a culture that values community, diversity, celebration, innovation, inquiry, reflection, and service. The chart below demonstrates the ways in that we define those values and the structures that we will implement to make those values a living part of our culture.

Value	**Structure**
Community: We will create a culture of belonging and connectivity	• Advisory • Check and Connect • Restorative Practices
Celebration: We will recognize and celebrate student success.	• Regular on-going authentic appreciation and recognition
Inclusion: We will include all stakeholders in the decision making processes	• Volunteer Student Advisory Board • Student, parent and community member participation in School Focus Walks • Collaborative development of building wide norms and behavior expectations • Regular opportunities for student and community input into the curriculum
Diversity: We will support and extend the concepts of culture, diversity, equality, social practices and democracy into the school environment	• Restorative Practices • Everyone teaches, everyone learns through project-based learning • Curricular emphasis on Critical Literacy and Social Activism particularly sustainability and environmental justice • Use of technology to support global collaboration
Innovation: We will use novel technological tools to facilitate the teaching and learning process	• Talent Cloud • Rapid, iterative response to data • Ongoing exploration of the essential question: How can we use old things and apply old ideas in new ways throughout the curriculum and in daily practices? • Blended Learning • Competency-Based Learning

Inquiry: We will provide learning experiences that goes beyond the "Who, What, When, Where and Why" to the "What does this mean and how can I use this information?" to expand their understandings while creating new connections	• Project Based Learning • Essential questions • Design Practices
Reflection: We will engage in deiberate, active thought processes utilizing knowledge and experiences to foster change in positive teaching and learning practices	• Portfolio Process • Student-led Conferences • Staff and student goal setting • Individual Learning Plans • Practicing Gratitude • Staff evaluation process
Service: We will utilize the arts of democracy to engage in action towards the betterment of our local, national and global communities	• Advocacy incorporated into the curriculum • Making student voice integral to school culture

Value	**Structure**
Community: We will create a culture of belonging and connectivity	• Advisory • Check and Connect • Restorative Practices
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Inquiry: We will provide learning experiences that goes beyond the "Who, What, When, Where and Why" to the "What does this mean and how can I use this information?" to expand their understandings while creating new connections.	• Project Based Learning • Essential questions • Design Practices • Universal Design for Learning

Reflection: We will engage in deliberate, active thought processes utilizing knowledge and experiences to foster change in positive teaching and learning practices	• Portfolio Process • Student-led Conferences • Staff and student goal setting • Individual Learning Plans Staff evaluation process
Service: We will utilize the arts of democracy to engage in action towards the betterment of our local, national and global communities	• Advocacy incorporated into the curriculum • Making student voice integral to school culture

Students, teachers, leadership, parents and community members are lifetime learners and that is evidenced throughout the school environment on celebration walls, data walls and through displays of student work. It will be evident in everyone's language. The message that "This work is important. You can do this. We won't give up on you." Is conveyed constantly in our interactions with students, parents, and staff.

That message is conveyed in classrooms through opportunities for revision and competency-based grading. It is conveyed during teacher evaluations through feedback, during professional development where all staff will continue to grow through study groups and coaching and it is conveyed to all of our stakeholders through community engagement. The Sustainable Futures' culture will be supported by rituals, routines and structures and built on our core values and on the principles of youth development.

Positive youth development is a philosophy or approach emphasizing active support for the growing capacity of young people by individuals, organizations, and institutions, especially at the community level. The youth development approach is rooted in a commitment to enabling all young people to thrive. Research on positive youth development is clear about those things that support youth success. That research shows that youth that have physical, social, cognitive, behavioral and moral competence are more resilient and are less likely to engage in risky behaviors.[21] [22] To support our students in developing those competencies we have worked to be very intentional in incorporating the principles of positive youth development into our program

[21] Catalano, R. F., Berglund, L., Ryan, J. A. M., Lonczak, H. S., & Hawkins, J. D. (2002). Positive youth development in the United States: Research findings on evaluations of positive youth development programs.

[22] Catalano, R. F., Berglund, L., Ryan, J. A. M., Lonczak, H. S., & Hawkins, J. D. (2002). Positive youth development in the United States: Research findings on evaluations of positive youth development programs.

design. In her work on Positive Youth Development Jutta Dotterweich of Cornell University has identified the following principles of positive youth development:

1. Positive Developmental Outcomes
2. Youth Voice
3. Inclusiveness
4. Long Term Involvement
5. Community Involvement
6. Focus on Collaboration

Those principles are reflected in our strengths based approach to developing and using the Individual Learning Plan, making youth voice central to our school culture, using post graduate planning as a means of facilitating long term involvement, encouraging community involvement through our internship program and by establishing partnerships with community organizations.

Though culture is dynamic we will strive to build a culture that is sustainable by establishing strategic structures to support it. Those structures are delineated in the diagram below.

Restorative Practices

Through our implementation of the restorative practices framework students will learn that the school is a community and that within the community when harm is done it must be repaired and all students and stakeholders will come to understand that they are heard, and that their concerns matter.

Restorative practices are grounded in the premise that people are "happier, more productive, and more likely to make positive changes when those in authority do things with them rather than to them or for them" (International Institute for Restorative Practices Website) Restorative practices

are proactive and use formal and informal practices that proactively build relationships and a sense of community to prevent conflict and wrongdoing. According to Ted Wachtel, the President and Founder of the International Institute for Restorative Practices in his article "What is Restorative Practices," restorative justice, a subset of restorative practices is the formal or informal response to wrongdoing after it occurs (Defining Restorative by Ted Wachtel) The social capital or network of relationships that is already established as a result of restorative practices, when well established, it is easier to respond effectively to wrongdoing.

Advisory

In addition to the restorative practices framework, we will utilize advisories. The use of advisories will support relationship building between students and adults, and among the students aiding with the development of a culture of trust.

Through our review of the available literature and our focus groups with disconnected youth we have learned that students' low academic self-confidence, their lack of their social competence in

class, and their negative perceptions of school all negatively impact students' desire to attend school. Students also tend towards absenteeism when they do not feel respected, when they have poor relationships with teachers, when they are unable to keep up with their school work, when they feel that the curriculum is not challenging enough or does not relate clearly to their lives, and because they have competing responsibilities such as work that impede their school attendance. By contrast student attendance tends to increase when they are a part of an engaging, personalized, and culturally relevant school culture. Based on those understandings, the staff will work collaboratively with students; parents and community to create a culture of respect built upon restorative practices principles and ensure an engaging curriculum that is personalized and relevant to students lives.

Through structures such as our advisory program we will foster positive relationships between students and the adults who work with them. In concert with those imbedded structures and practices, we will use response to intervention strategies and the Student Support and Success Team to address chronic attendance issues.

Entering a new school can be unnerving and disconcerting for students. To help new students transition seamlessly into the Sustainable Futures' culture new students will be assigned a student mentor/partner and will have the disconnected to shadow classes across the school before actually beginning to matriculate. Because we want each learner's experience to be consistent with regards to beginning school at Sustainable Futures, we will schedule orientations for each group of fifteen students when they enroll.

The Sustainable Futures' dispute resolution policy is intended to align with the core values expressed above and with our restorative practices framework. It is as follows:

When a concern is voiced at the school level, an informal conversation between the parent, the student, the staff member/s, and any other parties concerned is encouraged. Should that conference not result in a satisfactory solution for all parties, a structured conversation facilitated by an administrator will be scheduled. That conversation will incorporate the principles of fair process. Those principles are:

- *Engagement* — involving the parties in decisions that affect them by listening to their views and genuinely taking their opinions into account

- *Explanation* — explaining the reasoning behind a decision to everyone who has been involved or who is affected

- *Expectation clarity* — making sure that everyone clearly understands a decision and what is expected of them in the future

If a satisfactory resolution cannot be achieved at the school level, the parent and/or student may submit a formal complaint to the school's governing board at which point the board will schedule a formal conference with all involved parties. The board may choose to engage a mediator to conduct that conference. If the issue cannot be satisfactorily resolved at the board

level, then the parent/student may choose to address their concern through the Office of the Ombudsman for Public Education.

- In lieu of suspension, students may be given the opportunity to help repair or restore the school community by either directly fixing the damage done by their behavior. For instance, should a student vandalize the school by writing on a wall, they would restore the school environment by painting over the graffiti. Should the damage be something that cannot be directly repaired, the student might perform general acts such as picking up trash that would make the entire student environment better.

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

We believe that effective professional development is job embedded and teacher driven. We also believe that such professional development is the key to teacher retention. In "Keeping Quality Teachers: The Art of Retaining General and Special Education Teachers", the guidebook developed by the State University of New York, the authors assert that "addressing retention through professional development activities that improve organizational structures and working conditions and improve professional support through targeted leadership preparation are most effective at retaining high quality teachers. In the article "Using Professional Development to enhance Staff Retention" the authors found receiving day-to-day professional development in the form of mentoring and coaching helped to strengthen staff's knowledge base and professionalism resulting in increased retention.

Throughout our professional lives, we have seen these principles in action and experienced their success as teachers and as leaders. We have designed a professional development plan that will both value teachers' skills and provide them with the support and funding to accomplish their professional growth goals. The professional development cycle at Sustainable Futures will begin with each teacher participating in an eight-week summer professional development institute. During the first institute all staff will become familiar with the school's philosophy, mission, vision, and goals. They will also participate in the following professional development:

Professional Development	Length of Time	Provider
Competency-based Education	Two Consecutive Weeks (initially, PD will continue throughout the year)	Boston Day and Evening
Project Based Learning	One Week (initially, PD will continue throughout the year)	Considering the Buck Institute for Education, The QED foundation, High Tech High, and New Tech High School
Restorative Practices	Four Days (Basic Restorative Practices	Provided by the Founding Team. Natasha Warsaw has registered to become a licensed trainer.
Response to Intervention and Special Education Service Delivery	One Week	TBD
Data Driven Instruction, Curriculum and the learning Management System and Curriculum	Three Consecutive Weeks	Leadership Team

Teachers will also become familiar with protocols and processes for looking at teacher work by using them to tune curriculum maps, lesson plans, and project plans. In our first two years, professional development will focus on the core elements of our program. Beginning in year three, based on staff responses to surveys, and a variety of personality and learning style inventories, teachers will be placed on professional growth teams. An experienced lead teacher or in the case of non-instructional staff, a supervisory staff member, will head each team. To the extent possible, team members will be matched so that their skills are complementary and so that each team member has someone on the team whose areas of strength match their growth areas. Members of the team will be asked to identify one common area of growth that the team can explore through a study group and asked to specify the resources they need to explore that topic in depth. That topic will be their focus for the year.

During the first two years of operation, study groups will focus on the major components of the Sustainable Futures model. In year one, teams will focus on Competency-Based Education and Project Based Learning. During year two, teams will focus on blended learning. During year three and beyond teams will be able to explore topics personalized to fit their professional development needs beyond the components of the school model.

To support the development of a professional learning community, brick and mortar classes will be suspended at 12:30 each week on Wednesday so that common planning, staff led professional development, and study groups can take place. During that time, learners will have the opportunity to participate in enrichment activities facilitated by community partners or to pursue blended learning or community based learning opportunities off campus. On those days, teachers will review student data and adjust curricula based on the data using tuning and looking at student work protocols.

That work encompasses not only adjusting teaching and learning to meet the needs of general education students, it also encompasses meeting the needs of English Language Learners and learners with disabilities. Once a trimester the school will hold formal professional development days during which workshops and school visits that address identified professional development needs can be held. Each month a building wide focus will be identified and throughout the month cohorts of staff members will conduct school focus walks to look for evidence of the identified priorities throughout the school building. The results of the focus walks will be examined in our professional development sessions so that successes can be celebrated and so that strategies can be developed to address areas of need. Individual teachers will meet with their lead administrator for an initial conference soon after being hired. During that conference the teacher, the instructional coaches, and the Director of Curriculum and Assessment or the Head of Schools will meet to discuss the teacher's professional growth needs and goals. Based on the outcomes from that conference the teacher will then develop their professional development plan for the year. That plan will be divided to reflect the trimester calendar. The teacher will meet again with their lead administrator at the mid-point and the end of each year to discuss the teacher's progress and any additional support needed. Each teacher will receive a professional stipend of $1500 to pursue professional development opportunities as outlined in their plan. The teacher will then be expected to seek out individual professional development opportunities that both augment and support those opportunities that are provided by the school for all staff. The Academic Specialist and the Director of Curriculum and Instruction will monitor professional development plans with support from the Head of School.

We believe that everything that is expected must first be modeled. We also believe that every member of the staff must be an active participant in the community of learning. In support of that philosophy the leadership team will also choose a focus for their professional learning and will form a study group that will meet over the course of the year. Each administrator will also develop their own annual professional development plan and choose a professional development partner to whom they will be accountable for the completion of their plan. Partners will be responsible for challenging each other and encouraging each other to stretch their professional thinking. Progress towards the completion of the professional development plan will be monitored on a quarterly basis.
The effectiveness of our professional development plans will be assessed through student assessment data, teacher surveys, student focus groups and our monthly focus walks in concert with instructional observations and daily walk-throughs by lead teachers and administrators.

Building a Pipeline of potential teachers, staff, and leaders for the school

Our staffing model allows teachers the opportunity to choose to work either from 7 AM to 3 PM or from 11:00 AM to 7 PM. We believe that offering teachers flexibility in scheduling will be both a recruiting tool and an aid in retaining teachers.

Beginning in our planning year, we anticipate collaborating with area schools of education to provide opportunities for graduate students to complete an independent study course working

with us to develop curricula. We have approached Howard University and the University of the District of Columbia about establishing such a partnership and anticipate that we will reach an agreement with both schools. This arrangement is a win-win both for Sustainable Futures and for the universities. Sustainable Futures will have the benefit of the students' current pedagogical knowledge and the students will receive specialized training in Competency-Based Education and Project Based Learning. We anticipate identifying potential hires within this group. In year two we will continue that partnership and begin inviting graduate students and undergraduate students with the classification of senior to complete their internships and observations at Sustainable Futures. By year three, we plan to develop a formal teacher residency that we hope will form the core of our recruitment pipeline. Finally, we will advertise in areas across the country where Project and Competency-based learning are being used, such to reach potential teacher candidates, with a strong preference for those teachers who have between 5-7 years of teaching experience.

We intend to build our leadership pipeline from within. We will utilize bi-annual goal setting conferences and teacher evaluation data as a means of identifying teachers who wish to advance first to a lead teacher role and then to an administrative role. We will support those individuals in pursuing professional development such as participation in New Leaders Emerging Leaders program or in Leading Educators to develop instructional leadership skills. We will also be intentional about extending to those individuals opportunities for mentorship and opportunities to lead. Those opportunities could range from designing and leading professional development, to taking on leadership responsibility for a school wide initiative or program. After completing a program such as Emerging Leaders, potential candidates would be encouraged to apply for New Leaders Aspiring Principals program or a similar program and to complete their residency at Sustainable Futures. Should we not have sufficient internal candidates, we will partner with organizations such as New Leaders to identify potential candidates and enable them to complete their residency year at Sustainable Futures. Successful completion of their residency year would result in regular employment as an administrator.

Draft School Calendar

Sustainable Futures will function under an extended school calendar lasting 191 days for students and 194 days for teachers. The calendar will be segmented into trimesters that last approximately fourteen weeks each, and a thirty-day summer bridge program that will be open to all students that will take place each July. During the summer of 2016, both the months of July and August will be dedicated to teacher professional learning, culture building and goal setting for the school year. Beginning in the summer of 2017, only the month of August will be dedicated to teacher professional learning.

Draft School Schedule

Sustainable Futures will be open daily from 7 AM until 8:00 PM with regular instruction taking place between the hours of 8:00 AM and 7:00 PM each weekday (except Wednesdays, when regular instructions ends at 12:30PM). The extended day schedule will allow students the

Projected School Calendar

191 Student Days and 194 Staff Student

2016-2017

September2016

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

October2016

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

November2016

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

December2016

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

January2017

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

February2017

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

March2016

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

April2017

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

May2017

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

June2017

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

July2017

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

Calendar Key

- Holiday,school closed
- Staff Professional Day, School Closed
- End Term
- 1st day of School/ Last Day of school
- Presentation Days
- Snow Days

Sample Student Schedule

Time	Minutes	Monday	Tuesday	Wednesday	Thursday	Friday
7:00-8:00	60	Breakfast Academic Support	Breakfast Academic Support	See Modified Schedule Below	Breakfast Academic Support	Breakfast Academic Support
8:03-8:33	30	Advisory	Advisory		Advisory	Advisory
8:36-10:36	120	Literacy Workshop	Humanities Studio		Humanities Studio	Literacy Workshop
10:39 – 12:39 Lunch Graduation Planning	120					
12:42 – 2:42	120	STEM Studio	Math Workshop		Math Workshop	STEM Studio
2:45- 5:45	120	World Languages	Elective		Elective	World Languages
5:48-7:00	72	Advisory	Advisory		Advisory	Advisory

Sample Wednesday Student Schedule

	Wednesday
7:00 –8:00	Breakfast
9:03-10:33	Advisory
10:36 12:06	Academic Support
12:06-12:36	Lunch
12:36-7:00	Exploratory

flexibility to create a schedule that meets their individual needs and it will allow ample individual and collaborative planning time for teachers. Supplemental, academic and wraparound supports and the flexible learning lab will be available throughout the time that the building is open.

While we have provided a sample daily schedule below, we also acknowledge that in a competency-based model student scheduling presents a significant challenge because all students do progress at different rates. Each of the schools that we visited approaches the scheduling challenge in a different way. High School in the Community utilizes a traditional bell schedule that remains static and creates flexibility within the classroom environment. Boston Day and Evening creates a fairly conventional master schedule and changes it each trimester. The leaders at Design Tech High School, which is in its first year of operation, started the year maintaining the same bell schedule, and changing student schedules on a weekly basis and have evolved to adjusting student schedules every six weeks based on their progress. After talking with the leadership at each school and hearing their reflections on their process, we expect to have to go through multiple iterations of our schedule and scheduling process to find a process that fits well with our model.

In addition to the schools that we visited, we also looked closely at the scheduling process used by Sanborn Regional High School in New Hampshire. Boston Day and Evening and Design Tech each use tools such as Excel or Google Spreadsheets build student schedules because of the need for flexibility, Sanborn Regional High School has shifted to software called Enriching Students. Enriching Students is an RTI scheduling software that will allow us to schedule students into Literacy and Math workshops based on their specific needs and adjust those schedules as required without having to substantively adjust our master schedule. Using a pre-formulated software such as Enriching Students will make such scheduling possible without making it logistically prohibitive.

f. Family Involvement

At Sustainable Futures our philosophy is that if the family is stable student learning will improve. With that in mind, we have partnered with Mary's Center to provide wrap-around supports for students and their families. Mary's Center will offer health care, dental services, behavioral and mental health services and social services. In year two, once we have a full time family engagement coordinator, we hope to add anger management, financial management classes. The FAST program referenced below will offer parents support with parenting skills. We view those services as particularly important because our teen parents are likely to need them also. Our goal is to empower and strengthen families by providing them with resources and support to effectively navigate through the barriers and challenges they face raising a child in today's society.

Sustainable Futures plans to partner with the non-profit organization Families and Schools Together (FAST). FAST supports our mission by providing parent involvement initiatives that

go well beyond the traditional workshop and volunteer programs. School-supported, universal/preventive programs and early intervention systems that improve family functioning and allow parents to seek the support they need to prevent risky and nonproductive childhood behaviors will be implemented. The experiential learning process will allow parents to reflect on their parenting skills to make changes where necessary. "Activities are designed to build deeper bonds between parents and their children and include embedded compliance requests, parent led family communication games, and one-to-one responsive play. For parents, sharing meals, music, and time to talk to other parents increases social capital and reduces stress."[23] At Sustainable Futures we believe that children will take notice of their parents consistency in their actions and commitment to being responsible which will in turn have a positive impact on their progress both academically and socially.

Parents are a significant factor in student success. Students need both feedback and support from their parents whenever possible. In order to leverage parent support in a way that maximizes the impact of that support on student achievement Sustainable Futures will hold quarterly student led conferences rather than holding conventional parent teacher conferences. To keep our families informed of our school's performance on the PCSB's Performance Management Framework and the State's accountability index we will send out regular updates via written communication. We will also provide necessary notifications through the Powerschool parent portal, via text, email, telephone calls and Quick Response (QR) codes. Additionally we will provide time during the summer for parents and students to come in and discuss outcomes and set goals for the following school year.

Communication with Families

Communicating with families regarding emergent situations

We will communicate with parents in a variety of ways to inform them of school closure, early releases, and late starts due to inclement weather or emergencies. We will use robo call systems that forward recorded messages to families, Edmodo which will send web messages to parents as well as via auto text and on our website, radio and television stations. These messages will be translated into the languages represented in our school.

Informing families about student progress

When communicating with parents about their student's progress we will ensure that all communications are translated in the languages represented by our student population. In addition, we will use the language line for translation purposes as well as technology such as Skype Translation that allows for near real time translation as well as make in-person translation available for families.

[23] https://www.familiesandschools.org/international.php

Informing families about school progress

Parents will be made aware of Sustainable Futures' performance on the PCSB's Performance Management Framework, OSSE's accountability index, the Equity Report, and the school's annual report by ensuring that the information is translated into written documents that reflect the languages represented throughout the school. We will also hold meetings for parents to receive the information orally from school leaders using translation devices and/or translators. We will also share the information with our school community via our website and through social media updates.

We will use Powerschool, our student information system, and some of the same blended learning tools that we use with students to communicate with parents. For instance, we might use screencast, YouTube or Vimeo to create a multi media message to share with families. We might also use a podcast. We will also encourage parents to download and use the Powerschool app. Additionally, we will use online translation services such as Google Translate, Skype Language Translator, Systran, and Sigmo. These technologies translate spoken language into another language.

Informing Families of their Rights

We will inform parents of their rights IDEA by translating the information into the native languages of our families. The school will communicate with all parents about their child's rights via information posted on the school website and in the parent portal, through flyers and signs around the school building, and during student-led conferences, over the course of parent phone calls, via electronic communications and by other means as necessary.

g. Community Participation

Sustainable Futures recognizes the important role the community plays in our school's success. In order to encourage the members of our community to share their expertise and be engaged in the planning, development and implementation of Sustainable Futures' model through focus groups and design sessions with a goal of creating a symbiotic relationship with the community. We will communicate the day to day activities of the school using a variety of tools such as our school's website, email, social networking sites (i.e., Facebook, Twitter), radio, newspaper ads, electronic newsletters and newspapers and most importantly, in person by visiting local businesses, churches, and other community organizations. Additionally we will participate in local community service fairs and other local events. Community members will have the opportunity to influence the management of the school through formal and informal meetings with the school leadership, public comments at Board of Trustees meetings, discussions at Parent/Teacher Organization meetings and community surveys.

We will engage in our community on an ongoing basis by partnering with local businesses to create internships for our students and by making the experts in our Talent Cloud available to local organizations and businesses whenever possible. We also anticipate partnering with the Department of Employment Services Office of Youth Programming specifically to identify internship and employment opportunities for our students.

In addition to the partnerships listed above, we are currently in discussion with the University of the District of Columbia and Howard University schools of education to develop teacher internship programs, and in the case of UDC, to institute a dual enrollment program. We also hope that professors from each of these institutions will volunteer to be a part of our talent cloud. The specificities of these partnerships have not yet been worked out.

H. Extra Curricular Activities

At Sustainable Futures we believe that extracurricular activities provide opportunities for students to pursue other areas of interest and develop their leadership skills while serving their school and local communities. While much of our extra curricular program will be developed with input from our students with regards to their interests, our core school activities and programs will support the development of students' advocacy and leadership skills.

We hope to partner with Brainfood, a local DC program that embraces youth development principles and teaches high school youth about the importance of nutrition, as well as cultivating leadership skills through their community garden and community kitchen programs. Our students will have the opportunity to take classes at Brainfood that will teach them about nutrition, cooking, and jobs in the food industry.

826 DC will partner with Sustainable Futures by working with students in the classroom on writing skills, providing tutoring after school, and sponsoring a writing club during exploratory time and afterschool. Access youth is a program that partners youth with community-based volunteers who serve as tutors and mentors. We hope to partner with access youth to provide additional mentoring and tutoring for our students' after-school and during their Wednesday exploratory time. We have classified this as an extra curricular activity because while it will serve as wraparound support, we anticipate children being able to work with their mentors to explore and to participate in activities that interest them.

Allowing students the room to explore their own interests is part of a personalized learning environment. Rather than create an extremely structured extra-curricular program, we have chosen to model our extra-curricular program after the program used by both New Tech High and High Tech High. We will create time for students to work with their advisors to incorporate extra-curricular explorations into their individual learning plans. At times, groups of students may share common interests. In those cases we will support those students in forming a group to explore that interest. Students will have time on Wednesday afternoons to work with members of the talent cloud and community members to create unique opportunities to delve into their interests. The last hour of the school day on Wednesdays will be devoted to an extended advisory time during which students can collaborate with other students, meet with teachers, and conference with their advisors about their progress on their individual learning plans.

The demographics of our student population dictate that our extra-curricular program is school funded since many, if not all of our students, will be economically disadvantaged. Those programs that cannot be supported through local school funds will be supported with funds generated through fund-raisers and held in a student activity fund. When student interests require additional training that carries an expense, we will work with them to access available city funding for vocational training and extended learning.

C. Business Plan

1. Planning and Establishment
2. Governance and Management
3. Finance
4. Facilities

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C. Business Plan

1. Planning and Establishment

a. Profile of Founding Group

Founding Group

Natasha Warsaw

A Ward 5, Washington, D.C. resident, Natasha Warsaw is the driving force behind Sustainable Futures. She has broad experience as a teacher and an administrator. She has spent her career serving the children of the District of Columbia at the elementary, middle and high school levels. Warsaw began her career in the D.C. Public Schools where she spent five years at Lincoln Middle School as an English teacher before becoming a part of the New Leaders for New Schools Program and serving first as a Resident Principal at Garnet Patterson Middle School and then a Principal at Whittier Elementary School before going on to serve as an administrator at IDEA Public Charter School and Center City Public Charter Schools respectively. Under Warsaw's Leadership Whittier Elementary School regained incentive status after not achieving adequate yearly progress in the year preceding her tenure. Natasha Warsaw holds a bachelor's degree in English from North Carolina Central University and a master's degree in educational administration from Trinity University.

Samantha Averett-Boyd

Samantha Averett –Boyd is a teacher in the District of Columbia Public Schools and a Fellow with Leading Educators, a rigorous two-year program that works to increase student achievement through teacher leadership. Averett-Boyd possesses both a bachelor's and a master's degree in United States history from Howard University.

Averett-Boyd began her career as a professional archivist before transitioning to education and beginning her teaching career at Frank W. Ballou Senior High School. She has also taught in the Chicago Public School System and at Idea Public Charter School. She currently teaches full time at Ballou Senior High School and is an adjunct professor with the City Colleges of Chicago, teaching part time through the distance-learning program. Most recently Samantha Averett-Boyd pursued and obtained her certification in Blended Learning Instruction and brings both that certification and her extensive pedagogical knowledge to the Sustainable Futures' founding team.

Nilaja Taylor

Nilaja Taylor is a Ward 8 resident who first came to be involved in the education of the youth of the District of Columbia at Moten Elementary School as an ESL teacher. She then transferred to Powell, and later Whittier Elementary School. After obtaining her master's in administration, Taylor transitioned to an administrative role at Whittier and became the school's Instructional specialist. She also served as the Instructional Specialist at Backus Middle School and as a Literacy Coach at IDEA Public Charter School Realizing that her true passion is literacy. Taylor accepted the role of Coordinator of Elementary Programs for the Department of Education in St. Croix, USVI. Taylor is currently a visiting clinical professor at the Texas Women's University and is pursuing her PhD in Literacy.

Nilaja Taylor received her bachelor's degree from Valparaiso University in Indiana, and a master's degree in educational administration from Trinity University in Washington D.C.

Cristine Doran

Cristine Doran is an operations, finance, and real estate professional with experience in both the private and non-profit sectors. Ms. Doran is currently the Director of Finance and Facilities at Center City Public Charter Schools in Washington, DC. She serves on the schools' executive leadership team, which develops short and long term strategies for the organization. Under her leadership in building a budget with over $25M in annual revenue, the organization has made shifts to it's financial model and is on track to have their best fiscal year since inception in 2008, including ending the fiscal year with its first capital reserve set-aside in over five years. Ms. Doran was also instrumental in developing and implementing financial and operational policies that align with Center City's goals. Prior to her work at Center City, Ms. Doran worked at a private equity firm with over $1 billion in committed capital, working with management during the evaluation and transactional periods of the company's acquisitions. Ms. Doran started her career as a teacher in the U.K., where her continued interest in education began. Ms. Doran holds a Bachelor of Science in Information Management and Technology from Syracuse University, where she was a member of the university's NCAA lacrosse team.

L. Nelson Burton

L. Nelson Burton, a Ward 8 resident, currently serves as Chief Operating Officer of Priority Professional Development for L. Nelson Burton, LLC. In this role he has gained an in-depth knowledge of the policies, procedures and professional development needed to help support and educate DC Government Employees. Burton counts among his clients the DC Fire and EMS department and the DC Department of Employment Services.

Burton is also a soldier and an educator who served with distinction in the United States Navy. Upon leaving the Navy Burton began teaching Social Studies at HD Woodson High School. Upon completing his tenure at HD Woodson he took the next step in his development as an educator through the New Leaders Program as a Resident Principal at Benjamin Banneker High

School in the District. The New Leaders Program paved the way for Burton to first become an Assistant Principal at Kramer Middle School, then Principal at Margaret Murray Washington High School, which afforded him the opportunity to then become Principal of Coolidge High School. Burton has a bachelor's in art history, and a Master of Science in Educational Administration. L. Nelson Burton will continue to serve on the transitional board.

Natalie Mitchell

Natalie Mitchell currently serves as the Director of Title I programs for Alexandria City Public Schools. In that role she oversees the programmatic and fiscal administration of over seven million dollars in federal funding. She also oversees the administration of the accountability systems maintaining the data that is required for the District's Virginia Accreditation and for the reporting requirements to the US department of Education. In her current and past roles Natalie has assisted in policy development, and served as the person responsible for the timely collection and reporting of data, program compliance and the provision of guidance, professional learning, and technical assistance for district and school based staff. Natalie Mitchell holds a Bachelor of Arts from Howard University.

Dr. Gishawn Mance

Dr. Gishawn Mance has a wealth of clinical experience working with Children and Youth in Chicago, Baltimore and in the District of Columbia. She is licensed as a Clinical Psychologist with the State of Maryland and with the District of Columbia. After receiving her Bachelor of Arts in Psychology from Bethune Cookman College, Mance went on to obtain a master's degree from DePaul University in Chicago, completed a pre-doctoral fellowship at Duke University Medical Center, and continued on to receive her Doctorate in Clinical Psychology with a specialization in child psychology from DePaul University. Mance has worked as a Kellogg Community Health Scholar at Johns Hopkins University, as a Clinical Psychologist with the Stone Foundation and as a consultant to the DC Public Charter School Board. Currently she serves as Assistant Professor of Psychology at American University, maintains a private practice at Campbell Psychological Services, and consults with Center City Public Charter Schools, Capitol Hill Campus. In addition to her other professional engagements, she is also the Director of the Network Project, Community Mental Health Intervention and Prevention Research Group. Dr. Gishawn Mance will continue to serve on the transitional board.

Tiffany Clemmons

Tiffany Clemmons is experienced as both a school-based and district level Administrator. She is currently the Director of Alternative Education and Strategic Partnerships for Mastery Charter Schools in Philadelphia, Pennsylvania. Prior to that role she served as a Principal in DC Public Schools at CW Harris Elementary School. Tiffany began her career as a teaching fellow through

the New Teacher Project in New York City before moving to Baltimore where she taught for two years. She is a graduate of New Leaders for New Schools, obtained her bachelor's degree from Morgan State University, and master's degrees from the College of Notre Dame, the College of Staten Island and the College of St. Rose in Elementary Education, Special Education and Educational Administration Respectively. Tiffany Clemmons' experience in special education, District-wide operations, and alternative charter school models has been invaluable to the founding team. Ms. Clemmons will continue to serve on the transitional board.

Sinclair Skinner

Sinclair Skinner is a Ward One resident and holds a Bachelor of Science in Engineering from Howard University and is the founder of Liberty Engineering and Design, a certified engineering firm based in Washington DC. Skinner has a detailed understanding of federal, state and municipal government processes and regulatory procedures. Through his company he offers his expertise locally, nationally and internationally in civil site development, environmental engineering, geotechnical engineering, structural engineering, construction management and material testing inspection.

He currently leads projects that support progress in governance, education, infrastructure, economics, and the human rights of the poor locally and internationally. To date, Skinner has participated in a humanitarian delegation to the Republic of Cuba, invested in organic farming to provide a source of food and income for the people of Harare Zimbabwe, and consulted on finance and agricultural development projects across the continent of Africa. Sinclair Skinner has spent his life working to improve the quality of life of people across the globe and is uniquely positioned to support the work of Sustainable Futures as a member of the founding group.

Rosalyn Rice-Harris

Rosalyn Rice-Harris began her career as a high school teacher in Delaware and has since worked as a curriculum developer, a teacher, and a school administrator in the District of Columbia, Maryland, and Virginia. She currently serves as Academic Principal at Jefferson Houston Elementary School in Alexandria, Virginia. Over the course of her career Rice-Harris has worked with Maryland's State Department of Education to review and evaluate statewide grant proposals, develop World and US History Curricula and revise the State Performance Assessment Program Tasks for Middle School Social Studies. She also served as an instructor at the University of Maryland Baltimore College through their Center for History Education preparing early career teachers to teach in Baltimore City Schools. Additionally, Rice-Harris taught middle school in Baltimore City where she increased student performance on the Maryland State Assessment by 38%, designed and presented faculty professional development, and acted as a citywide demonstration teacher modeling best practices for new and struggling teachers.

Upon leaving the classroom she became a fellow with New Leaders for New Schools and completed her residency year at Lafayette Elementary School before becoming the Principal of HD Cooke Elementary School. Rice-Harris subsequently served as the Principal of Potomac

Lighthouse Public Charter School in the District before joining Alexandria City Public Schools. Rosalyn Rice-Harris received her bachelor's degree in history and policy with a minor in secondary education from Carnegie Mellon University, a master's degree in curriculum and instruction also from Carnegie Mellon, and a master's degree in educational administration from Trinity University.

Crystal Clark-Thomas

Crystal Clark-Thomas is a lifelong D.C. resident and graduate of Eastern High School. She began her career as a teacher at Shadd Elementary School within the D.C. Public Schools and subsequently taught at M.L. King Elementary School before becoming the Student Support Manager for the Woodridge Campus of Friendship Public Charter Schools. During her tenure with Friendship Clark-Thomas became first the Academy Director and then the Principal of the Woodridge Campus. She has also served as the Assistant Principal at Winston Education Campus and the Interim Principal of the Langley Education Campus. She then transitioned to become an educator at the high school level serving as the Academy Coordinator at Coolidge Senior High School. Crystal Clark-Thomas was a New Leaders for New Schools' fellow and received a Bachelor of Arts in Psychology from the University of the District of Columbia, a Master of Education in Counseling and Psychology from Howard University and a Master of Science in Educational Administration from Trinity University.

Bernard Coleman Jr.

Bernard Coleman is a licensed attorney in the District of Columbia, Maryland and Virginia. He has been a member of the D.C. Bar for over 25 years. Coleman is one of a small number of attorneys in the country who can argue case before the Supreme Court. Throughout the years Coleman has had the opportunity to interact with many of the youth In the District Of Columbia and to serve as an advocate for them. Coleman shares the goals and vision of Sustainable Futures, hence his willingness to continue to assist in all aspects of making the School a reality.

Bernard Coleman brings to Sustainable Futures an extensive knowledge of the law and a background in counseling. That experience makes him uniquely qualified to serve as an advisor and member of the founding group.

Coleman received a bachelor's in sociology form Norfolk State in Virginia, Master of Education in Counseling form Coppin State University in Baltimore MD, a Masters of Ministry from Eastern Theological Seminary in Lynchburg Virginia, and a Doctorate in Jurisprudence from the Antioch School of Law in Washington D.C. Mr. Coleman will continue to serve on the transitional board.

Lashonda Steward

Ms. Lashonda Steward recently relocated to the DC Metropolitan Area and is in the process of purchasing a home in Ward 1 in DC. Steward received her bachelor's in business administration from Howard University and a master's in business administration from Johns Hopkins University.

After completing her education she went on to hold a wide variety of marketing positions around the world, most notably, she held the position of Senior Marketing and Communications advisor for the Global Fund to fight AIDS under the Auspices of the World Health Organization and the United Nations. While there, she was in charge of distributing more than 7.7 billion dollars to over 136 countries to treat and eliminate HIV and AIDS, tuberculosis and malaria. She was also responsible for marketing all public education campaigns and special events while developing and managing global partnerships in the private sector. She has served as the Director of Marketing and Sales for the American Association of Museums, been the Vice President of Marketing, Communications, and Membership for the Heart Rhythm society, the Director of Corporate Relations and Fund Development for America's Blood Center, and the Assistant Director for Health Marketing Communications with Danya International. She currently serves as the Vice President of Client services at Penngood, LLC.

Steward has a passion for the District of Columbia and the well being of its residents. She brings to Sustainable Futures her vast knowledge of marketing and her ability to bring innovative and cutting edge ideas to the market place whether operating on shoe string budget or administering a billion dollar fund. Steward ties to the District of Columbia and her passion for the District's children coupled with her expansive knowledge and expertise make her an asset to the Sustainable Futures' team. Lashonda Steward will continue to serve on the transitional board.

Patricia Lesesne

Patricia Lesesne is a visionary educational leader with skills in program design, development, implementation management and evaluation. Through her work as a District Supervisor in the Office of Intergovernmental Affairs and Grants Administration for Miami-Dade County Public Schools Lesesne manages twelve separate grant programs where she oversees data and budget management, reporting, and compliance. Prior to joining Miami Dade County Public Schools Lesesne worked as a Program Manager for Broward County Florida Public Schools managing a 4.5 million dollar US Department of Education High School Graduation Initiative Grant. She has served as a University Supervisor and consultant to teachers in the Tufts University School of Education in Medford Massachusetts and as a Faculty Assistant at Harvard Divinity School. Lesesne began her career in K-12 education as a Social Studies teacher at Roxbury Preparatory Charter School in Roxbury, Massachusetts before moving to Fort Lauderdale, Florida to work in the Broward County Public School System. Patricia Lesesne has a Master of Arts in Teaching from Tufts University and a bachelor's degree in liberal arts from Harvard University.

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Supporters and Advisors

Organization/Contact Person	Support/Services Provided
The school For Green Careers Brooklyn, NY /Karali Pitzele Founding Principal (visited) Ongoing support	Guidance in: Developing Curricula Program Development Portfolio Assessment Consulting and Advising
Academy Of Urban Learning Denver, CO / David Brown Founding Principal (Visited) Ongoing support	Guidance in: Creating a personalized Learning Environment Student Support Services Academic Program Design Culture Building Identifying Curricular Resources Restorative Justice Training and Implementation Scheduling Consulting and Advising
North Star Academy Newark, NJ/ Paul Bambrick-Santoyo (visited) ongoing support	Guidance in: Establishing Teacher Selection Criteria Creating Data Analysis Protocols Consulting and Advising
Design Tech High School San Francisco, CA / Ken Montgomery (visited) Ongoing support	Guidance in: Start Up process Competency Based Learning Design Thinking in schools Consulting and Advising

Organization/Contact Person	Support/Services Provided
Boston Day and Evening Academy Boston, MA Andrea Kuntz and Allison Hramiec (visited ongoing support)	Guidance in: Curriculum Design Program Development Competency-Based Program Design Supporting Student in College Persistence Creating Effective Students Intervention Systems Consulting and Advising
New Technology High School Napa, CA (visited)	Guidance in: Project-Based Learning Blended Learning Digital Portfolios
Roads Public Charter School Bronx, NY (visited)	Guidance in: Startup Process Academic Program Design Staffing Culture Building Developing Effective Partnerships
High School in the Community New Haven, CT (visited)	Guidance in: Competency Based Learning
Match Public Charter School Boston, MA (visited)	Guidance in: Program Development Building effective Partnerships Effective Branding

	Student Academic Support Strategic Planning
Academy of the Pacific Rim Boston, MA (visited)	Guidance in: Culture Building Program Development
Frederick Douglas High School Harlem, NY (visited)	Guidance in: School Culture
High Tech High School San Diego, CA (visited)	Guidance in: Academic Program Design Designing an Effective Learning Space Project-Based Learning Culture Building
E3 Civic High School San Diego, CA (visited)	Guidance in: Startup Process Designing an effective Learning Space Project-Based Learning
Summit High School Redwood Campus San Francisco, CA (visited)	Guidance in: Blended Learning Project-Based Learning
Building Hope / Thomas Porter (advisor)	Guidance in: Acquisition of facility suitable for school needs
Former Chief Academic Officer Envision Schools / Brian Greenburg (advisor)	Guidance in: Implementing a blended Learning Program School Planning for the first year

City Bridge Foundation / Steve Bumbaugh (advisor)	Guidance in: Funding Consulting and Advising
FOCUS / Anne Herr (advisor)	Guidance in: Charter Development Consulting and Advising
Next Generation Learning Challenge	Consulting and Advising
EL Haynes Public Charter School / Caroline Hill (advisor)	Guidance in: Implementing Competency-Based Learning
DC City Council / Brianne Nadeau DC Ward One (advisor)	Guidance in: Expression of on going support
EdOps / Bryan Patten (advisor)	Guidance in: Budget Business and Operations
2Revolutions (advisors)	Guidance in: Competency Based Education Blended Learning Utilizing time and talent effectively Program Design Design Thinking
Charter School Essentials / Emily Rodriguez (advisor)	Guidance in: Charter Development Education Planning

	Consulting and Advising
Former DCPS student and recent college graduate / Nathaniel Hughes (interviewed)	Guidance in: Meeting students needs Building Culture
Former DCPS student now in college / Jessica Chavez (interviewed)	Guidance in: Meeting Student needs
Former DCPS student now in graduate school / Sandra Villegas (Interviewed)	Guidance in: Meeting Student needs

b. Planning Process

Planning Process

The Founding Group of Sustainable Futures came together out of a desire to provide an excellent education for those students in the District of Columbia that are traditionally underserved. Each member of the team traveled a different path to reach the place where they desired to start a school. Natasha and Nilaja met through their work in D.C. Public Schools. After working together in both the public and charter school environments they realized that there was a need for a different kind of school. During their work together they repeatedly met and built relationships with students who struggled to be successful in traditional environments. Their experiences led to the idea for Sustainable Futures.

After discussing their individual ideas and the needs each was aware of in the D.C. community, they decided to work to establish a high school for disconnected youth – those who are not employed and are not in school; who are over age and under-credited; those who have been adjudicated; and those who are in the foster-care system and will soon become emancipated. Through further research conducted through interviews with experts in the field and other educators, through visits to schools that serve a similar population of learners, literature review, and most importantly, conversations with students, the founders began to develop the Sustainable Futures' model.

Sustainable Futures will be a fully competency-based charter high school that integrates project-based curriculum with a blended learning component. The founders will build a model that will provide students with the opportunity to progress upon mastery, allowing them to pace their own learning while providing them with the resources for remediation and flexibility that blended learning provides and the hands-on engagement that project-based learning offers. Those students who in the past were disengaged because they could not see the relevance of what they were learning will have the opportunity not only to understand why what they are learning is relevant, but to become deeply engaged and deeply familiar with what it takes to master the content.

Students who graduate from Sustainable Futures will have developed the competencies needs to enter careers where they will be able to work with diverse cultures and populations at home and abroad. The concept of sustainability as the Sustainable Futures founding team envisions it is about educating students to build purposeful lives and to sustain themselves financially, sustain their families, and contribute to sustaining their communities.

As Natasha and Nilaja worked, they continued to seek founding group members with a similar vision and complementary skills. After working in schools across the District at the elementary, middle, and high school levels and seeing first-hand the failure of the system to meet the needs of disconnected youth, these founding group members felt an urgency to create a high quality

program where those youth could experience success. The program design for Sustainable Futures is the result of the experience and reflection of all of the founding team members.

In addition to the considerable skills and experience comprised within the founding group the Founding Group has drawn upon and plans to continue to utilize the expertise of partner organizations EdOps (finance), Building Hope (facilities), Charter Board Partners (Board Development) CityBridge Foundation (Technical program assistance) to ensure that there are no gaps as the school works to execute a successful launch.

Since beginning to work together, the founding members have actively sought partnerships with community organizations. Specifically, the founding members worked closely with youth-based organizations including The Next Generation Learning Challenge Foundation, 2Revolutions, and Boston Day and Evening Academy, to ensure the inclusion of their voices in the development of Sustainable Futures. The table in question 1.a above provides a complete listing of the groups consulted and schools visited.

The founding group members have also spent considerable time talking with community members including potential and former students, community members in each ward at various community events, and the parents of potential students. We have also met with Councilwoman Brianne Nadeau, with staff from the Office of Youth programs, and with the D.C. Alliance of Youth Advocates. Going forward we will continue to meet with stakeholders and will begin conducting design sessions and invite community members and potential parents to give input on the school model, facilities and launch plans.

2. Governance and Management

a. Board of Trustees

Board of Trustees – Selection Process

Board Transition and Succession

The Board of Trustees at Sustainable Futures is responsible for maintaining the integrity of the board and ensuring that school processes align with the stated vision and mission. As the governing body of the school, the board will have oversight of the schools performance, provide strategic guidance, secure financial resources, ensure financial compliance, and sustain effective leadership at both the school and the board levels. Each potential nominee should possess the following characteristics:

- A passion for children and for education
- An entrepreneurial spirit
- The capacity to aid in the ongoing development of Sustainable Futures' mission and vision
- The ability to work as a part of a team
- The willingness to regularly attend Board and Committee meetings
- The ability and enthusiasm to be an ambassador for the school
- The ability to provide financial and strategic oversight over the schools operations or a desire and willingness to participate in board training to develop the requisite skills
- A belief in continuous improvement and lifelong learning
- A belief and investment in our mission, vision and core beliefs

The development of the board will be the result of gradual transition of responsibility from the founding group to the final board beginning the establishment of a transitional board whose members will include Gishawn Mance, Bernard Coleman, Natasha Warsaw, Cristine Doran, L. Nelson Burton, Lashonda Steward, Tiffany Clemmons, and Rosalyn Rice-Harris. The transitional board will set the strategic direction for the school; establish the guidelines for board policies and procedures; set the procedures for effective school monitoring; and, upon charter approval, begin recruiting and ensuring the development of the remaining individuals selected to serve on full the Board of Trustees. Our goal is to have the full Board seated by June 2016.

Once the full board is established, the recruitment and recommendation of new Board members will be guided by the Governance Committee of the Board of Trustees in consultation with the other trustees. Through consultation with individual Board members, Committee Chairs, and the administrative leadership of the school, the Governance Committee will be proactive about identifying skill sets required to meet current and anticipated challenges for the school and seek to recruit candidates matching those needs. Candidates recommended by the Governance Committee will be approved by the full Board. Time served on the transitional board will not count towards the established time limits for board service.

The members of the founding group have met with Charter Board Partners and expect to work closely with them to build a Board with quality members and to ensure that that Board is properly equipped to support the school in the achievement of the mission

Board of Trustees – Board Organization

The Sustainable Futures Board of Trustees will comprise several standing committees. Each board member will be expected to serve on at least one committee and will be limited to not more than three.

The standing committees are delineated in the chart below:

Committee	Description	Collaborating School Staff
Executive Committee	The Executive Committee evaluates the Head of School and puts accountability measures in place ensure that the policy platform, vision, mission and strategic directions of the school drive operational decisions. This committee monitors the performance of the Head of School on an annual basis, serves as a spokesperson for the school's agenda and serves as a liaison with external groups on behalf of the school. The Executive committee also handles the business of the Board when the full Board is not in session.	Head of School
Achievement Evaluation, and Accountability Committee	This committee focuses on broad issues of academic policy such as the special education framework and graduation requirements.	Head of School Director of Curriculum, Instruction and Assessment
Development and Marketing Committee	This committee is responsible for developing an annual marketing plan, implementing the various marketing strategies that are developed in the marketing plan, and providing oversight in all marketing efforts. Furthermore, this committee will oversee both local	Head of School

	community and external fundraising, coordinate applications for grants and other extraordinary efforts to raise funds and oversee voluntary and public relations activities on behalf of the school.	
Audit and Finance Committee	This committee monitors the fiscal activities of the school, including reviewing the monthly financial statements and draft budgets before they are presented to the full. Board. It recommends annual budget guidelines and priorities and is responsible for selecting a financial auditor and reviewing drafts of audits and 990 reports.	Head of School Director of Operations

Board of Trustees – Succession Planning

The first official board meeting will take place on June 1, 2016 and board terms will commence. At that time, Natasha Warsaw will transition to the role of Ex-Officio member and take on the role of Head of School. At that point one third of the board members will begin five-year terms, while another third will serve two-year terms, and the final third will serve a one-year term. Trustees serving one and two-year terms will not have those terms count towards term limits.

After the first official board meeting, the Governance Committee will assume responsibility for nominating and selecting new members to fill vacancies that arise as a result of retirement, death, or term limits. Generally speaking, this process will involve the Governance Committee reviewing the existing Board composition against organizational needs and identifying any skillset gaps, working with organizations such as Charter Board Partners to identify interested individuals to fill those gaps, and presenting potential candidates to the full Board for approval. The Board will work intentionally to try to cultivate and develop its next generation of leaders from within its own ranks. For instance, it will work to have an active Finance Committee so that when the Treasurer transitions, a knowledgeable replacement may be drawn from its ranks.

In general, any Trustee may resign effective upon giving written notice to the President, the Secretary, or the Board of Trustees, unless the notice specifies a later time for the effectiveness of such resignation. A Trustee serving as a parent/guardian representative shall be deemed to have resigned if he or she ceases to have a child properly enrolled at the public charter school. No Trustee may resign if the Board would then be left without a duly elected Trustee or Trustees in charge of its affairs, except upon notice to the appropriate agency of the District of Columbia. Trustees may be removed from office, with or without cause, with a two-thirds vote of the trustees then in office.

Staff Succession

The Board's Governance Committee will develop a succession plan for use should the head of school depart. The plan will include the designation of an individual on staff to assume executive responsibilities on an interim basis should the Head of School leave her role with short notice. In addition to developing a succession plan for the Head of School, the Governance Committee will task the Head of School to formulate professional development plans for key members of her own leadership team and to intentionally cultivate the next generation of leadership.

Board of Trustees – Accountability for Management

The Head of School reports to the Board of Directors and is the only employee at the school to do so. The Board recognizes that one of its most important responsibilities is to hold the Head of School accountable for the overall performance of the school. The formal mechanism for doing this is an annual review of the Head of School that will be completed each summer by the Executive Committee of the Board. The Executive Committee will be responsible for developing a written rubric to use for this review process that will be shared with the Head of School and will cover financial, operational, and academic performance.

Board's Relationship to Parents /Guardians, Students

As the governing body of the school, the Board must actively work to create connections between the Board members and school stakeholders including students and parents/guardians. Each group of stakeholders is essential to ensuring the success of the school. While the school administration holds primary responsibility for communicating with parents, the Board is committed to sharing its work and maintaining transparency through semi-annual open board meetings, hosting face-to-face communications opportunities with parents and the community, and having its membership periodically attend parent group meetings to share updates about Board activities.

Board's Relationship to School Staff

While the Board does not hold a supervisory role over staff other than the Head of School, they are expected to visit the school periodically and to engage with school staff. During school visits Board members will be expected to visit classrooms. From time to time Board members will be invited to Sustainable Futures' staff meetings to encourage comfort and communication between the staff and the board.

The Boards Relationship to the Head of School

An effective relationship and clear communication between the Board and the Head of School are essential. The Board is responsible for hiring and evaluating the performance of the Head of School annually. The Head of school is responsible for the implementation of the policies set by the Board and for managing the school's day-to-day activities in accordance with the mission set forth in the Charter. As discussed above, the Head of School is accountable to the Board for meeting the performance goals as set forth in the charter, holding students and staff to high

expectations with regards to learning outcomes, building a leadership pipeline within the school, and ensuring that Sustainable Futures maintains enrollment numbers that ensure the viability of the school.

Board of Trustees – Compliance with Nonprofit Corporation Law

Dissolution of the non-profit corporation will be conducted pursuant to the rules promulgated in the District of Columbia Code, Title 29, Chapter 4, Subchapter II.

b. Rules and Policies

Board of Trustees – Powers and Duties

The Board of Trustees will develop a Trustee's Manual fully enumerating the powers and duties of the Board. The Board is responsible for the development of policies that align with the schools mission and for monitoring the effective implementation of those policies. The Board also leads fundraising efforts for the school and holds fiduciary responsibility for the school. The Board must also ensure that ethical financial practices are established and maintained. The Board will approve organizational budgets and budget revisions. The Board is responsible for making certain that personnel, student, and educational policies are established and implemented in accordance with the requisite Federal laws.

The Board is also responsible for driving the continuous improvement of the organization by regularly assessing the needs of the organization and leading strategic planning processes that will ensure the schools' continued viability and relevance in the community. The Board will strive to forecast future community needs, monitor changes in the community and determine what the school must do to not only adapt to those changes but to identify the implications of those changes for our students and prepare them accordingly.

Board of Trustees Ethical Standards

The Sustainable Futures Code of Ethics and Conduct requires our trustees and employees to observe the highest standards of business and personal ethics in the conduct of their duties and responsibilities. As employees and representatives of Sustainable Futures, we must practice honesty and integrity in fulfilling our responsibilities and comply with all applicable laws and regulations.

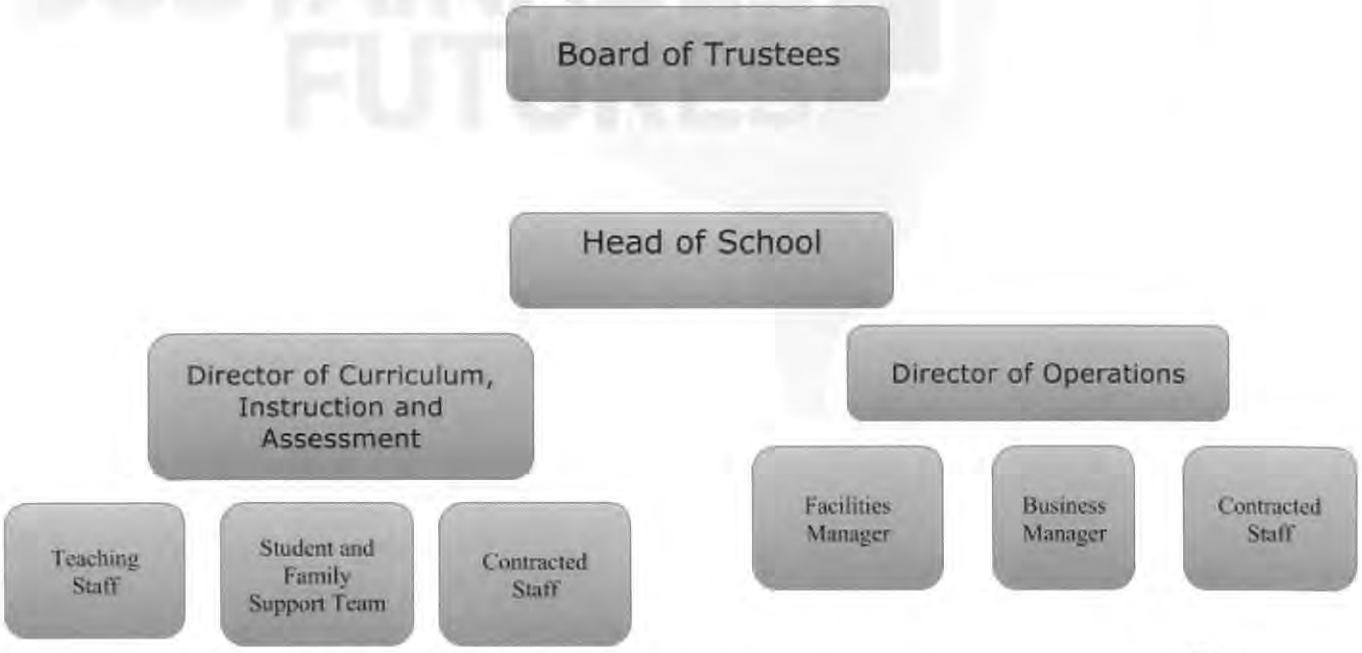
Board of Trustees – Conflicts of Interest

The Board of Trustees will have a Conflict of Interest Policy in place. As a part of that policy, all directors and executive leadership of the organization will sign a conflicts form each year on which they disclose all actual or potential conflicts of interest. The Governance Committee will review conflict of interest forms to determine whether or not a conflict exists and how to handle it. In the event of a potential conflict involving a member of the Governance Committee, the Executive Committee will resolve the issue.

c. Administrative Structure

Administrative Structure

Sustainable Futures plans to utilize a traditional administrative structure in which the Head of School reports to the Board of Trustees and supervises the Director of Curriculum and Instruction and the Director of Operations. The Director of Operations will have day-to-day responsibility for the business and operational sides of the school and will supervise facilities contractors/staff, accounting contractors/staff, as well as clerical and administrative staff. The Director of Curriculum and Instruction share day-to-day responsibility for the academic program with the Head of school. In our third year of operation we anticipate adding a separate Director of Student Support Services, who will also report to the Head of School and take over management of the student support services function. Until a Director of Student Intervention is hired the Head of School will assume responsibility for overseeing the student and family support staff. The Head of School will have executive responsibilities in the organization, manage the leadership team, offer support to the Director of Curriculum and Instruction and Director of Operations within their functional areas as needed (e.g. helping with the facilities hunt), and serve as the external face of the organization



Beginning with the inception of Sustainable Futures the founding board members have collectively and individually visited classrooms throughout the city and around the country speaking with youth that fall within the target range about their educational needs. The founders have also met with potential families in their homes to discuss the needs of their children and the need for a school such as Sustainable Futures within their communities. In addition, the founding members have met with community and city agencies such the Department of Employment Services, Office of Youth Programs, The DC Alliance for Youth Advocates, and City Council members including Brianne Nadeau. Finally, the founding group conducted focus groups and individual interviews with teachers in both public and charter high and middle schools across the city. These conversations will continue throughout the planning year and beyond.

3. Finance

a. Anticipated Sources of Funds

	Planning Year	Year 1	Year 2
Student Enrollment			
9th Grade		50	100
10th Grade		25	50
11th Grade		25	25
12th Grade		25	25
Total Number of Students		125	200
% of students receiving special education services		33%	33%

% of students who are English Language Learners (ELLs)		12%	12%
Per Pupil Allocations			
UPSFF		$2,369,453	$3,991,364
Facilities Allowance		$384,000	$614,400
Per Pupil Revenue			
Total Per Pupil Allocation		$1,535,766	$2,530,943
Total Facilities Allowance		$384,000	$614,400
Total Special Education Funding		$652,152	$1,054,594
Total ELL Funding		$74,019	$121,983
Total At Risk Funding		$107,516	$177,187
Total ESY Funding		$0	$106,657
Total Per Pupil Charter Payments		$2,753,453	$4,605,764
Other Public Revenue			
Federal Entitlements	$205,000	$393,247	$482,586
National School Lunch Program		$67,287	$120,876
Healthy Schools Act Program		$3,357	$6,190

E-Rate Program		$0	$9,455
Total Other Public Revenue	$205,000	$463,890	$619,108
Private Revenue			
Grants and Donations	$140,000	$170,000	$10,000
Activity Fees		$3,980	$7,811
Interest Income		$466	$778
Total Private Revenue	$140,000	$174,446	$18,589
Total Income	**$345,000**	**$3,391,790**	**$5,243,460**

Additional Expected Resources

Sustainable Futures will apply for Title V-B grant funds upon charter approval. It is our understanding that the standard practice for these funds is to provide capital for the first three years of the school's operations (Planning year, year one, and year 2). Our budget projections are based on $205,000 for the planning year and $300,000 that has been awarded as a Breakthrough Schools grant by the CityBridge Foundation. (See attached letter)

Note that our budgeting approach has been to only budget competitive grant awards in the event that they have been awarded, as is the case with the CityBridge funding. Beyond that, we have budgeted only $10,000/year in new fundraising.

Contingency Plans

The founding group recognizes that unanticipated delays in funding or other budget reductions sometimes occur. Should there be a delay in funding or a shortfall of enrollment we will take the following steps to ensure that the school still functions in accordance with our Mission and Vision:

- Reduce the salary of the Head of School by $25,000
- Reduce the salaries of each Director by $10,000
- Eliminate the Café Coordinator position and reassign those duties to the Office Manager
- Reduce office expenses by 3%

To give the school an additional lever in terms of managing enrollment variability, the school requests that the Public Charter School Board (PCSB) set our formal enrollment ceiling at a level that is 5% higher than the amounts set as our targets in this application for each school year.

Financial Goals and Objectives

Sustainable Futures has developed a budget focused on ensuring financial sustainability that supports our programmatic goals. For example, with respect to programmatic goals, we have planned so that we will have ample funds to pay a 1:1 ratio for technological devices for students, engage additional providers of wraparound services, purchase and maintain classroom and building-wide technology, and generally support key elements of our program. With respect to financial sustainability, we have adopted a conservative budgeting approach in which we target a cash surplus of 5%/year to build an operating cushion to serve as a buffer for the school in the event of a financial shock (e.g. missing enrollment, unexpected facilities problem requiring large cash outlay). In addition to serving as a buffer, this cash reserve can serve as equity that the school can contribute to meet its ultimate facilities financing need.

In the event that cash outlays are higher than expected for programming the founding group will enact the following contingency plan:

- Reduce the salary of the Head of School by 25,000
- Reduce the salaries of each Director by $10,000
- Eliminate the Café Coordinator position and reassign those duties to the Office Manager
- Reduce office expenses by 3%

b. Planned Fundraising Efforts

Fundraising Plans

To raise funds to generate capital and supplement the per pupil allocation for operating expenses Sustainable Futures will apply for all federal funds that we will be eligible for due to the demographics of the population we plan to serve. Once approved, Sustainable Futures will apply for the Walton Family Foundation Public Charter School Start up Grant and the Office of the State Superintendent of Education (OSSE) Charter Schools Program Planning and Implementation grant to assist with the expenditures of the Planning Year and Operating Years 1 and 2.

Listed below are organizations that are representative of the types of organizations where we will seek funding:

- District Department of the Environment
- Economic Development Administration Grant
- Department of Energy Office
- Computers for Learning
- The Morris and Gwendolyn Cafritz Foundation
- Charles Stewart Mott Foundation
- American Honda Foundation
- Ford Foundation
- Best Buy Foundation
- Lowe's Charitable and Educational Foundation

We will seek board members within the community with strong connections to solicit private donations and hold fundraisers. The Head of School and Director of Business and Operations will work together to support the fundraising and development activities as well. The team will also be responsible for managing the fundraising efforts, developing and refining fundraising targets and developing a comprehensive development strategy.

Funding the Planning Year

Sustainable Futures has been awarded a $300,000 Citybridge/Nextgeneration Learning Challenge Launch grant and will apply for additional grants such as the $250,000 grant offered by the Walton Foundation created to support start-up charter schools. Because the grant award is not guaranteed, the funds have not been included in the planning and five year budget models included in the application. Upon charter approval, Sustainable Futures will submit an application for Title V-B funds available to schools during the planning year. Finally, during our planning year we will develop a comprehensive fundraising strategy and continue to seek partners who will provide in kind services that will reinforce key components of our program.

c. Anticipated Financial Outlays

Anticipated Financial Outlays

Founding group member Natasha Warsaw guided the budgeting process. For the technical modeling work, Sustainable Futures partnered with EdOps, a D.C.-based firm specializing in providing accounting and financial services to the charter school community. EdOps has worked extensively with other D.C. charter schools, and it brought this experience to the budget planning process.

Budget assumptions were based upon data from comparable D.C. charter schools and EdOps' experience with charter school finances. In addition, the school founders brought their own experience with another D.C. charter school to help inform the budget assumptions. Ultimately, the creation of the various school budgets was guided by three priorities: high-quality programming, financial sustainability, and fiscal conservatism.

High-Quality Programming: Sustainable Futures will emphasize a strong focus on project-based and blended learning. Our primary goal is to create a mastery-based learning environment that is highly personalized with a very small student to teacher ratio. Therefore, the budget reflects the investments necessary to create such a school, including above-average teacher salaries and dedicated support staff to drive instructional improvements and student achievement.

Financial Sustainability: Even the best educational program will be undermined if the resources are not available to sustain it. Thus, the second priority was to ensure that the school's operations are built on a financially sustainable path, one that provides long-term viability. This was achieved by planning for a minimum 5% cash surplus in each of the first five years of operations, thereby building up a reserve balance to protect against unforeseen emergencies and other risks associated with start-up charter schools (i.e. enrollment shortfalls, cash-flow issues, lack of

operating history). Furthermore, by setting aside at least a 5% surplus each year, the school will be better prepared to finance the move to a permanent facility in a future year.

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

Budget E.3. Budget Narrative

<table>
<tr><th>Line</th><th>Category</th><th>Explanation</th></tr>
<tr><td colspan="3">REVENUES</td></tr>
<tr><td>01</td><td>Per-pupil charter payments</td><td>Foundation level of $9,493 for FY2015, with a 3% increase assumed year over year.
In Years 1 and 2, the budget reflects the following PPF revenue:

<table>
<tr><th></th><th colspan="2">Year 1</th><th colspan="2">Year 2</th></tr>
<tr><th></th><th>Students</th><th>Revenue</th><th>Students</th><th>Revenue</th></tr>
<tr><td>Grade 9-12</td><td>125</td><td>$1,535,766</td><td>200</td><td>$2,530,943</td></tr>
<tr><td>Level 1</td><td>14</td><td>$136,759</td><td>22</td><td>$221,354</td></tr>
<tr><td>Level 2</td><td>13</td><td>$157,101</td><td>21</td><td>$261,392</td></tr>
<tr><td>Level 3</td><td>13</td><td>$257,908</td><td>21</td><td>$429,119</td></tr>
<tr><td>Level 4</td><td>1</td><td>$35,146</td><td>1</td><td>$36,201</td></tr>
<tr><td>LEP/NEP</td><td>15</td><td>$74,019</td><td>24</td><td>$121,983</td></tr>
<tr><td>At Risk</td><td>49</td><td>$107,516</td><td>78</td><td>$177,187</td></tr>
</table>

• We assume 33% of our students will be Special Education students. Based on comparable schools and citywide data.
• We assume 12% of our students will be LEP/NEP because we hope to locate in Ward 4, where the English Language Learner population is growing rapidly.
• In Year 2 we will also receive ESY revenue (preceding Year 2) = $106,657, assuming 90% attendance of returning Special Education students</td></tr>
<tr><td>02</td><td>Per-pupil facilities allowance</td><td>Foundation level of $3,072 for FY2015 with no increases.

<table>
<tr><th></th><th colspan="2">Year 1</th><th colspan="2">Year 2</th></tr>
<tr><th></th><th>Students</th><th>Revenue</th><th>Students</th><th>Revenue</th></tr>
<tr><td>Facilities</td><td>125</td><td>$384,000</td><td>200</td><td>$614,400</td></tr>
</table></td></tr>
<tr><td>03</td><td>Federal Entitlements</td><td>No Child Left Behind:

Assuming a 3% year over year growth in funding for entitlements, we calculate the following revenue for entitlements for the first two years:</td></tr>
</table>

		<table><tr><th></th><th>Year 1</th><th>Year 2</th></tr><tr><td>Title I-a</td><td>$83,366</td><td>$137,388</td></tr><tr><td>Title II-a</td><td>$21,338</td><td>$35,165</td></tr><tr><td>Title V-b</td><td>$255,000</td><td>$255,000</td></tr><tr><td>IDEA 611</td><td>$33,542</td><td>$55,033</td></tr></table> We assume that that 80% of our students will be eligible for free and reduced lunches based on National Food Program = $67,287 There is no assumption of revenue from other competitive federal grants.
04	Other Government Funding/Grants	$3,357 from the Healthy Schools Act
05	Total Public Funding	Total Public Funding = $3,217,344 (Sum of lines 1 thru 5 with noted cash flow adjustments)
06	Private Grants and Donations	Assuming $160,000 from CityBridge and an additional $10,000 in private donations in Year 1.
07	Activity Fees	$3,980 for school lunch sales
08	Loans	We plan on securing a $100,000 line of credit but if revenue and expenses are as expected, we will not require use of it.
09	Other Income	$466 in interest income
10	Total Non-Public Funding	Total non-public funding = $174,446
14	Total Revenues	$3,391,790 (Sum on lines 6 thru 10)
EXPENSES		
Personnel Salaries and Benefits		
15	Principal/ Executive Salary	From Year 1: Head of School = $125,000 Director of Curriculum = $100,000
16	Classroom Teachers Salaries	Total Teachers' Salaries = $617,500 • 8 General Education teachers = $65,000 per teacher • Specialist teachers: o 1 English Language Support $65,000 o 0.5 Specials (Art, Music, PE) $32,500
17	Teacher Aides	$0 - There will be no teacher aides.
18	Other Education Professionals Salaries	Total Other Education Professional salaries = $550,000 • SPED Coordinator = $70,000 • SPED Teachers (2) = $65,000 each • Social Worker = $55,000 • Academic Specialist = $70,000 • Counselors (2) = $50,000 each • Student Intervention Coordinator = $70,000 • Family Services Coordinator = $55,000

19	Business/ Operations Salaries	Total Business/Operations salaries= $150,000 • Director of Operations = $100,000 • Data Manager = $50,000
20	Clerical Salaries	Total Clerical salaries = $52,500 • Office Manager = $35,000 • Café Coordinator (part-time) = $17,500
21	Custodial Salaries	$0 in Year 1 or 2. Custodial support will be contracted out.
22	Other Staff Salaries	$10,000 for Substitutes
23	Employee Benefits	3% match for retirement plan contributions = $32,100 Health insurance = $144,450 Payroll taxes = $142,701
24	Contracted Staff	Board consultant = $10,000 Marketing and Outreach consultant = $10,000 Security = $70,000 Curriculum development consultant = $40,000
25	Staff Development Costs	Total = $47,000
27	Total Personnel Costs	Year 1 = $2,101,251. This is 65.3% of total public funding. All staff salaries are assumed to increase by 3% year over year. (Sum of lines 15 thru 25)
29	Direct Student Costs	
30	Textbooks	$31,250. Assumed at $250 per student.
31	Student Supplies and Materials	$21,250. Assumed at $170 per student.
32	Library and Media Center Materials	$6,250. Assumed at $50 per student.
33	Computers and Materials	$86,905 • 1 computer lab estimated at $25,000 • $350 per student and staff member for laptops • $4,800 for 6 Apple TVs, projectors, screens
34	Other Instructional Equipment	None anticipated
35	Furniture and Classroom Supplies	$87,000 • $8,000 per new classroom • $15,000 for science lab
36	Student Assessment Materials	$15,625. Assumed at $125 per student.
37	Contracted Student Services	$166,960. Contracted Special Education services at to supplement in-house Special Ed teachers' capacity by offering PT/OT/Speech services.
38	Miscellaneous Student Expenses	$44,150 • $100/student miscellaneous • $7,900 for student information system

		• $100/student for field trips/activities • $11,250 for student recruiting
40	Total Direct Student Costs	$459,390, representing 14.3% of total public funding (Sum of lines 30 thru 38)
42	Occupancy Expenses	
43	Rent	$307,200 - We have assumed we will be part of the Building Hope incubator program with rent equal to 80% of our per pupil facilities allotment in Year 1 and 90% of the allotment in Year 2.
44	Mortgage Principal Payments	None
45	Mortgage Interest Payments	None
46	Building Maintenance and Repairs	Included in rent amount as part of Building Hope incubator program
47	Renovation/Lease hold Improvements	$10,000 assumed
48	Utilities	Included in rent amount as part of Building Hope incubator program
49	Janitorial Supplies	Included in rent amount as part of Building Hope incubator program
50	Equipment Rental and Maintenance	None
51	Contracted Building Services	Included in rent amount as part of Building Hope incubator program
53	Total Occupancy Expenses	$317,200, representing 9.9% of total public funding (Sum of lines 43 thru 51)
55	Office Expenses	
56	Office Supplies and Materials	$12,500. Assumed at an average of $100 per student. (This is based on similar schools' expenditures.)
57	Office Furnishings and Equipment	$28,350 assuming $2,700 per new staff member excluding teachers
58	Office Equipment Rental and Maintenance	$36,550 for the year based on $12,800 for a copier lease and maintenance and $23,750 for contracted technology support
59	Telephone/ Communications	$10,200 • $300 per month for phone service • $150 per month for internet service • $400 per month for cell phone service
60	Legal, Accounting and Payroll	$87,223 • $51,606 for finance/accounting service • $3,242 for payroll service • $13,125 for audit fees • $3,000 for 401K plan administration • $16,250 for legal services

61	Printing and Copying	$6,250, assumed at $50 per student. (This is based on similar schools' expenditures.)
62	Postage and Shipping	$1,875, assumed at $15 per student. (This is based on similar schools' expenditures.)
63	Other	$6,250, assumed at $50 per student.
65	Total Office Expenses	$189,198, representing 5.9% of total public funding (Sum of lines 56 thru 63)
67	General Expenses	
68	Insurance	$22,925 package to meet minimum requirements of PCSB
69	Interest Expense	None assumed
70	Transportation	$2,500
71	Food Service	$100,128 • Breakfast = $21,321 • Lunch = $60,035 • Snacks = $18,772 (Costs based on historical prices charged by food vendors and increased by inflation)
72	Administrative Fee to PCSB	$32,213 in authorizer fees (1.0% of DC PPF)
73	EMO Management Fee	None
74	Other General Expense	$21,086 • $100 per student miscellaneous • $8,585 for staff recruiting
76	Total General Expenses	$178,851. This represents 5.6% of total public funding.
78	Total Expenses	Year 1 - $3,245,890 Year 2 - $4,958,512 (sum of lines 1 thru 76)
81	Excess (or Deficiency) Retained by School	Year 1 Excess = $145,900, 4.5% of public revenue Year 2 Excess = $284,949, 5.5% of public revenue

d. Financial Management and Accounting

Financial Management and Accounting Procedures

Sustainable Futures understands the importance of transparency in terms of its financial obligations and will establish strong internal financial controls to ensure fiscal accountability. The Board of Trustees will hire an independent firm from the approved list of Certified Public Accountants provided by the DC Public Charter School Board to audit the records of Sustainable Futures annually. Financial reports will be presented to the Board of Trustees for approval.

The Director of Business and Operations will oversee the daily fiscal and accounting functions of the school and will report to the Head of School who will in turn report to the Board and/or the Audit and Finance Committee. The fiscal oversight will be the overall responsibility of the Board. Responsibilities such as setting up of all systems, finalization of fiscal policies, establishing purchasing and payroll systems and other fiscal matters will be completed prior to August 2015. The school plans on contracting with an outsourcing firm specializing in D.C. charter schools (EdOps) to maintain its books, assist with compliance, and advise it on charter-appropriate financial policies.

Cash Flow Management Plan

During the development of the charter petition Sustainable Futures has worked closely with EdOps to create a sustainable financial model, and on human resources planning. We will continue to work with EdOps throughout the planning year. Prior to the school's opening, Sustainable Futures will engage EdOps to aid in cash flow management, financial planning, building cash reserves, reporting, compliance and other back office services. Additionally, EdOps will generate a cash flow forecast each month that illustrates anticipated cash flow balances by month. The Director of Business and Operations will be responsible for working closely with EdOps to manage the school's cash flow position and adjust expenses as necessary.

To ensure availability of funds throughout the year, once approved, Sustainable Futures plans to spend conservatively and build up our cash reserves. In addition, we will seek to obtain a line of credit in the amount of $100,000 with a local bank. The Director of Business and Operations will manage the school's cash flow by adjusting revenues and expenses as needed. The Audit and Finance Committee will be regularly updated on the monthly cash flow reports by the Head of School with support from the Director of Business and Operations.

e. Civil Liability and Insurance

Insurance Coverage

Civil Liability and Insurance

Based on the requirements of the District of Columbia's Public Charter School Board (DCPCB), Sustainable Futures will obtain at least the minimum coverage recommended in the guidelines that is outlined in the chart below.

TYPE OF COVERAGE	ESTIMATED AMOUNT
General Liability	$1,000,000 per occurrence, $2,000,000 aggregate
Directors and Officers Liability	$1,000,000
Educators Legal Liability	$1,000,000
Umbrella Coverage	$3,000,000; $5,000,000 if providing transportation
Property/Lease Insurance	100% of replacement cost
Boiler and Machinery Insurance	$1,000,000 (if appropriate actual loss sustained)
Auto Liability Insurance	$1,000,000
Workers Compensation	As required by law

f. Provision for Audit

Annual Financial Audit

For Sustainable Futures to implement and maintain an accountable and transparent system of financial controls the Board of Trustees, the Board's Audit and Finance Committee will select an external auditor from the list of approved firms provided by the DCPCSB to perform a financial audit annually. At the completion of the audit, Sustainable Futures will ensure a copy of the findings will be submitted to the DCPCSB in accordance to the guidelines and deadlines established by the DCPCSB (currently November 1).

4. Facilities

a. Identification of a Site

Because Sustainable Futures has a specific target population the members of which will range across the city, location will not have any effect on our student recruiting strategy. Sustainable Futures is working to be located in an area that will allow for the enrollment of a diverse population of students. Ms. Doran will lead our search for a property. During the search process the founding group will consult with city officials and experts in school building design.

Spaces that are suitable for housing a school are sparsely available and competition can be intense for attractive facilities. To help us successfully navigate that field, we plan to partner with organizations that have a track record of helping charters secure facilities in the District. Specifically, during the planning year, the founding group will work closely with Building Hope to identify a facility that is suitable. We are also committed to a budgeting and financial planning strategy aimed at generating surpluses sufficient to make the school attractive to potential lenders and landlords.

Criteria Identified:

Sustainable Futures felt that a comprehensive and flexible facilities search plan would be the most logical and sensible approach. Therefore the Founding Group set forth these priorities to guide the site search process:

- The space would have to easily accommodate the initial 150 (15,000 sq. ft.) students with room for growth that would allow the school to grow to its capacity of 300 students (30,000 square feet).

- The site must be easily accessible to the Metro system by bus or by train since Sustainable Futures expects to receive students from every quadrant of the city. The founding team has had several conversations with Tom Porter at Building Hope and expects to work closely with him to identify a facility that will meet our needs with regards to accessibility.

- The site must have adequate space for a school based health clinic or at a minimum a full nursing suite. Why?

- The site must have adequate kitchen space. Why?

- The site must take into account the per pupil facilities allotment and must not exceed it.

- The cost of renovations and repairs must be low enough for the budget to accommodate the work easily so as not to deplete the limited financial resources immediately available to Sustainable Futures.

- The site must provide enough per student square foot space, (minimum of 100 sq. ft.) as well as adequate space for classrooms, indoor recreation, administrative offices, and offices for onsite partners, a dining area, assembly areas, teachers' lounges, and other common areas as needed. As part of our due diligence, we've completed a preliminary "bottoms up" space planning exercise that suggests a target square footage of between 20,796 and 26,802 SF. We have also been advised of a general shorthand industry metric of 100 SF/student.

Sustainable Futures is open to a variety of school layouts, because of the uniqueness of the schools programs and design.

The Founding Group had open discussions about leasing versus buying, versus building and which would be more cost effective given the initial budget and no proven financial and academic track record. The consensus was reached that building and or buying the initial site were simply not realistic or viable options based on budget constraints, and again citing the limited financial track record of the school. The Board of Trustees will revisit the building and or purchase options in year five and six of operations, once a proven financial and academic track record has been established. The founding group feels confident that they have made the best decision by moving forward with a strategy of leasing the initial building until it is feasible to do otherwise.

Options Evaluated:

When Sustainable Futures began to look at leasing options they soon realized that there were several options available to them.

Leasing of a surplus DCPS school building:

The Landrieu Act or D.C Statute Code 38-1802.09:
Specifically requires that all closed DCPS buildings be first offered to charter schools. It is Sustainable Futures' understanding through research and face to face meetings that the dollar for dollar rent credits offered by The District Of Columbia for all capital expenses and the more than favorable lease terms far out weigh those of most standard commercial lease agreements. Sustainable Futures is aware that a substantial community or private investment is usually

required for this option and that DC Public Schools prefers to award these sites to existing schools with a proven track record, the process for being awarded these facilities can be very competitive, so while it is very attractive financially it may not be the best option at this present time for the school.

The Founding Group has every intention to continue to work with local realtors and other various community organizations as well as local and federal government agencies to stay abreast of events related to the acquisition of recently closed government buildings and DCPS school buildings.

Commercial lease space:

Sustainable Futures, through realtors and private commercial property owners, has had ongoing discussions about available buildings in the District that are both in the projected price range and meet the criteria set forth. Based on the cost of renovations and the per foot cost for specialty space in the quadrant of the city in which Sustainable Futures wishes to locate, the founding group will continue to consider this option and seek properties as they become available.

Incubator Space:

For this option Sustainable Futures consulted with Building Hope and its director of Real estate Operations, Tom Porter. It was in this meeting that Sustainable Futures became very receptive to securing incubator space. Mr. Porter explained the ways in which Building Hope provides assistance to charter schools and elaborated upon the incubator program. Mr. Porter has pledged the full support and efforts of Building Hope to help secure an incubator space for Sustainable Futures should the school be approved though Building Hope does not currently have an incubator space in Wards 4 or 5. r. Porter has, in addition to his letter of support and commitment, offered to guide the founding group in securing a lease with DCPS should a building within those areas that meets its needs become available. While this option is the preferred option for the school, the founding group members recognize that given the nature of the bureaucratic process, acquiring a public school building may be long and arduous.

With an understanding of the leasing options, and knowing the long term and short- term needs and goals of Sustainable Futures, the founding group has reached the following logical and informed decision about the immediate and future site for the school.

Upon approval of the charter, Sustainable Futures' first priority is to acquire a facility with the assistance of Building Hope. If during the planning year Building Hope attains an incubator space then utilizing that incubator space will be the preferred choice for Sustainable Futures. This incubator option will allow Sustainable Futures to save money towards a more permanent location. This acquisition will be very high on the priority list upon charter approval.

In terms of timeline, Sustainable Futures' goal is to have identified its future home by July or August of 2016, have taken control of the site by December of 2016, completed renovations if any are necessary by March of 2016 and be ready for the academic school year of 2016-2017.

While the other lease options are viable options, the members of the Founding Group believe that by working very closely with Mr. Porter the acquisition of a site will be achieved in a timely manner.

Sustainable Futures realizes regardless of the site location that it must comply with all applicable local and federal facility building codes and occupancy regulations and guidelines. To this end either through Building Hope or through an independent consultant, Sustainable Futures will meet and exceed all these standards as set by these governing bodies.

Sustainable Futures knows that if the proposed site is acquired outright that the cost of repairs and renovations will be incumbent upon the school. Should that time come, the school will seek to take advantage of the dollar for dollar capital cost program currently in effect in the District of Columbia. This program coupled with the community partnerships and our very modest budgeted allotment should be sufficient to cover all renovation costs. In addition and if necessary, the school may pursue leasehold improvement loans through OSSE.

b. Financing for Facilities

Financing for Facilities

As discussed above, Sustainable Futures' first choice for a facilities solution is to pursue an incubator site from Building Hope. In that scenario the school would not be responsible for a major facilities renovation, instead just paying a fixed share of its facilities allotment to Building Hope.

We realize the incubator facility would only be a short-term solution for the school. To help finance the long-term facilities solution we will work to budget conservatively and pursue fundraising options so we can build cash reserves. This reserve can be used to help cover the equity required for traditional debt financing of a facilities renovation project and also provides a financial track record that should make us more financeable. For the debt portion we would retain professionals such as Building Hope and the Charter School Development Corporation with charter school expertise to advise us and work with us to pursue traditional options sought by charter schools for financing. These include commercial bank loans, tax-exempt bond issuances, new market tax credit financings, subordinate debt from OSSE or Building Hope (or other CDFIs), and credit enhancement products.

D. Operations Plan

1. Student Policies and Procedures
2. Human Resources Information
3. Implementation of Charter

c. Building Maintenance

Sustainable Futures plans to outsource facilities maintenance to a firm with experience serving local schools. The Director of Business Management and Operations will be responsible for managing the relationship with this firm and working with them to ensure that applicable codes and standards are continuously met. The Director of Business and operations, under the supervision of the Head of Schools will work with the outsource firm to develop a checklist of items it will review with staff on at least an annual basis to ensure appropriate maintenance steps are being taken.

D. Operations Plan

1. Student Policies and Procedures

a. Policies and Procedures for Enrollment and Withdrawal of Students

1. Student Policies and Procedures

a. Student timetable for enrolling

Lottery Plans

Sustainable Futures will not participate in the Common Lottery. Although we will be open to all District of Columbia students, the school is particularly designed to serve disconnected youth therefore our marketing will be specifically targeted towards that population. As indicated in the diagram above, Student enrollment at Sustainable Futures will begin in November 2015 and continue until August 1, 2015..

By law, all DC charter schools must hold a lottery if the number of applications received exceeds the number of spaces available for each age band. Should Sustainable Futures' receive more applications than spaces in any grade band, we will hold a lottery for each age band on March 20, 2016.

The lottery process entails using a random method to select applicant names. One example of such a method is the use of numbered balls correlated to the names of those who have entered the lottery. The lottery will be open to the public. Families will be welcome to attend the lottery, however attendance will not be required. All families who participate in the lottery will receive a letter notifying them of either the opportunity to enroll or their placement on a waiting list. Anyone whose numbers are drawn after all of the spaces in an age band have been filled will be placed on a waiting list. Students who are admitted through the lottery will be asked to accept or decline that spot by May 8, 2016. Students on the waiting list will be notified if space becomes available. Students who wish to enroll after the lottery has taken place will be accepted on a first come first served basis if space is available within their age band. Should a student who has received a seat through the lottery or after the application deadline have a sibling in an age band with a waiting list, the sibling will be added to the bottom of the waitlist if space is not available.

Enrollment Policy

Enrollment Eligibility and Procedures

Sustainable Futures will enroll any student of appropriate age that resides in the District of Columbia provided there is space available within the age group in question. As indicated earlier in the application however, our specific target population is those students that are over age and under-credited for their current grade-level, students who currently reside in and are likely to age out of the foster care system, homeless youth and youths who have been adjudicated and can thereby be considered disconnected. Should space become available mid-year, we will enroll any students who fit within our specified age ranges. Any open seats will first be offered to students on the waitlist. After all students on the waitlist have been offered the opportunity to enroll, other students will be able to do so on a first-come, first-served basis. All students may attend Sustainable Futures without bias regarding gender, ethnicity, national origin, sexual orientation, or any other basis prohibited by law.

Because Sustainable Futures is a mastery-based school, we will not classify students by grade level. Sustainable Futures will serve students from ages 14-21 and students will be classified in age group bands. Sustainable Futures is open to all students from 14-21, and that Sustainable Futures will accept students in any part of that age band as long as space is available.
Every student registering at Sustainable Futures must complete the following forms to be considered for enrollment:.

Sustainable Futures' Enrollment Form
Release of Student Records
DC Residency Verification form
Home Language Survey
Free and Reduce Price Meals Family Application

New Enrollees need to bring the following documentation to support the forms listed above:

- The student's original birth certificate
- Proof of legal guardianship (where applicable)
- A Copy of the Individualized Education Plan or 504 Plan (If Applicable-for purposes of complying with federal Child Find requirements only.)
- A copy of the student's records from the previous school (if available)
- Accurate Contact Information
- Proof of Residency which may include a signed lease, a utility bill, or a driver's license
- The student's immunization records

Once a student has been officially enrolled as a student at Sustainable Futures, the student and his/her family will be asked to participate in a confidential family orientation interview. During that interview a social history of the family will be collected. The information gained during that interview will not be used to discriminate against the student in any way; it will only be used to identify any needed supports for both the student and the family.

Withdrawal

At the written request of a parent or legal guardian (or the student if emancipated), a student may withdraw at anytime and Sustainable Futures will work diligently to facilitate a smooth transfer to another school by forwarding records and meeting with the receiving school as appropriate. The school will also conduct an exit interview to gather perceptual data and feedback regarding school programs and practices. The information gathered will be used to improve school quality and to compile data regarding the reasons for student withdrawal.

c. Students with Disabilities

Sustainable Futures will serve as its own LEA for the purposes of serving students with disabilities and will comply with all Federal and OSSE requirements with regards to identifying and evaluating students with disabilities.

To ensure that we appropriately identify those students requiring special education services as early as possible we will first ask the parent/guardian and student at the time of enrollment both verbally and in writing on the enrollment form. Should the parent/guardian or student indicate that there is an IEP in place we will request a copy of the IEP from the parent/guardian, and should it not be available, then we will acquire it through the OSSE's Special Education Data (SEDS) system. During each student's first year at Sustainable Futures, Special Education staff will conduct an IEP review within the first thirty days to ensure that the IEP developed by the learner's previous school is appropriate for the learner's needs.
The school will be intentional about informing parents of their rights by making Child Find information available to parents through the school website and the parent newsletter. Should a parent/guardian request an evaluation the school will evaluate the student and determine to whether or not the student qualifies for an IEP or a 504 plan within 60 days.

Using Data

In order to determine appropriate levels of Special Education services for students with disabilities, Sustainable Futures will conduct a Social History Interview, a Psychological assessment, and administer the Woodcock Johnson cognitive skills assessment.

Providing a Continuum of Services

Sustainable Futures is committed to providing learners with disabilities who qualify services under the Individuals with Disabilities Education Act. To ensure that we meet the needs of those learners we will hire a Special Education Coordinator to manage the provision of Special Education services in the school. We will also make every effort to hire teachers who are dual certified in Special Education and a content area.

Sustainable Futures will ensure that all learners with disabilities will have access to the full continuum of services provided in the least restrictive environment. Whenever possible, the goal will be to place learners in a fully inclusive environment with the support of an inclusion teacher. Should a fully inclusive placement not be appropriate, the learner may be served in a combination of resource room and inclusion room placement. Those learners who cannot be well served in a combined environment will be educated in a self-contained classroom and every effort will be made to integrate the learner into a fully inclusive environment as soon as possible. In the event that additional services are required, Sustainable Futures will contract with outside service providers such as occupational or physical therapists.

Section 504 Plans

Learners who qualify for 504 plans will be identified through the Child Find system articulated below. Once identified, those learners will receive services as outlined in the plan.

Child Find and RTI

Students that are struggling academically or who are demonstrating a need for additional support based on their own reflections and the observations of their teachers will be referred to the Student Support for Success Team (SSST) the SSST team will be an ad-hoc committee comprised of Administrators, teachers and service providers and parents. The team will observe the student throughout every aspect of school life to gather the specific information about academic and social needs. When necessary functional behavior assessments will also be conducted. All of the student's teachers will be asked to submit anecdotal notes and examples of student work. The team will then meet again to develop an intervention plan that encompasses both educational and behavioral interventions as needed for each student referred and will use the Response to Intervention Protocol that includes additional classroom observations to measure each students improvement as a result of the interventions. Once interventions have been identified and implemented for at least six weeks, the team will again observe the student and meet to determine next steps, which could include new interventions, referral for additional services such as counseling, referral for Special Education Services, or the development of a 504 plan.

c. English Language Learners

Communication with non-English speakers

At Sustainable Futures English Language Learners (ELL) will be identified by a home language survey and teacher formal and informal observations and evaluations. All students who indicate that a language other than English is spoken at home will be administered the WIDA-ACCESS Placement Test (W-APT). This "screener" will be used to identify the students' initial level of proficiency in the domain of social and instructional language as well as academic language in the areas of Language Arts, Mathematics, Science and Social Studies. Students identified as in need of English language support and services will be administered the Assessing Comprehension and Communication in English State to State for English Language Learners (ACCESS for ELLs) annually. To ensure growth of the students' language acquisition ACCESS for ELLs will be used to monitor and assess student progress.

The SSST will review the data and develop a learning plan that targets the needs of the student to support their English language development. Staff will be trained on effective strategies on how to educate ELLs using the inclusionary model. They will also be skilled in establishing a school culture that values diversity and respects the various languages of our learning community.

To ensure effective communication with families who are not English speakers, the staff at Sustainable Futures will provide translation services throughout the process of their child's academic career. Highly qualified translators will be present at all school activities such as student-led conferences, progress meetings, parent assemblies and so forth. Simultaneous translation technologies will be used as necessary to facilitate this process and to ensure that the diversity of languages represented is served.

2. Human Resource Information
a. Qualifications of Key Leadership and School Staff

Qualifications of Key Leadership and School Staff
Head of School

Experience and Qualifications:

- Masters Degree
- At least seven years of teaching and administrative experience (at least three of those years should be administrative)
- Experience in fiscal management and budget oversight

Core Competencies:

- Able to lead, plan, and manage in an entrepreneurial, team-oriented, and fiscally constrained environment
- Possesses a demonstrated ability to communicate well with a wide variety of people
- Possesses entrepreneurial instincts
- Able to develop a clear direction and create a sense of shared purpose that guides and unifies stakeholders.
- Able to facilitate the development of curriculum
- Skilled in instructional observation and supervision
- Possesses a deep understanding of instruction
- Excellent communication skills and the ability to represent and advocate for Sustainable Futures to a wide variety of stakeholders
- Flexible and innovative with a demonstrated ability to improvise, take risks, and implement new initiatives
- Possesses a fierce belief in the potential of young people
- Possesses the ability to rethink structures and staffing in service to student learning
- Possesses a demonstrated ability to nurture strong relationships between adults and students through advisory models and/or other culture-building systems.

Job Description

The **Head of School** leads, manages and oversees all functions of Sustainable Futures, including the academic program; student support services; performance data and accountability; local, state and federal reporting and compliance requirements; budget and finance; staff recruiting and talent development; school office operations; and community relations and facilities management and serves as the primary spokesperson for the school to all officers.

- Works with the Director of Curriculum and instruction to plan, supervise, and evaluate programs, activities, projects, and staff related to curriculum and instruction
- Responsible for providing staff leadership to ensure understanding of and promote the mission, philosophy and educational objectives of the school

- Responsible for ensuring that processes are in place to assess organizational performance and to support planning for ongoing school improvement
- Responsible for assuring an ongoing process of data collection to gain information that assists the Board and the school leadership team in setting the strategic direction of the school
- Works with the Director of Business and Operations, the staff, the finance committee and the Board to prepare budgets, monitor progress, and initiate changes as appropriate
- Collaborates with staff on addressing school-based challenges in innovative ways

Director of Curriculum and Instruction

Experience and Qualifications:

- Masters Degree
- At least one year of urban school leadership experience
- At least five years of urban teaching experience

Core Competencies:

- Skilled in curriculum design
- Skilled in the observation and supervision of instruction
- Able to lead a team effectively
- Able to communicate effectively with all stakeholders
- Possesses strong interpersonal and communication skills
- Excellent verbal and written communication skills
- Resourceful in generating creative solutions to problems
- Possesses Entrepreneurial instincts
- Comfortable with start-up and ambiguity
- Demonstrated ability to implement high-quality instructional practices for students
- Willing to contribute to a collaborative culture that challenges and supports each member

Job Description

With an overall focus on maximizing academic achievement for all students, the **Director of Curriculum and Instruction** reports to the Head of school and works as a part of the Administrative team to foster a healthy, collaborative, vibrant school culture, and is responsible for supporting quality instruction and plays a critical role in what?

- Conducts focused formal and informal evaluations of instructional staff based on school-wide PD goals or an identified area of need based on data and provides appropriate feedback
- Ensures that the pedagogy and instructional model implemented within the school reflects the mission and philosophy of Sustainable Futures
- Ensures the deliberate and meaningful integration of community-based and project-based

learning experiences into the school based learning experience
- Models and fosters a culture of transparency, risk-taking, continuous learning, and collaboration
  Supports the ongoing development of the curriculum and instructional model as the school grows
- Works with the instructional team to develop and implement a system of formative and summative assessments that support student and teacher growth and learning

Director of Business and Operations

Experience and Qualifications:

- Masters in Business Administration or commensurate degree
- At least three years of experience; some of which should include responsibility for supervision
- School-based experience preferred

Core Competencies:

- Able to communicate effectively with all stakeholders
- Able to develop effective systems that support school operations
- Able to effectively supervise a team
- Able to work effectively as a part of a team
- Possesses highly developed problem solving skills
- Possesses strong project management skills
- Willing to contribute to a collaborative culture that challenges and supports each member
- Models and fosters a culture of transparency, risk-taking, continuous learning, and collaboration

Job Description

The Director of Business and Operations reports to the Head of School to work as a part of the Administrative Team to foster a healthy, vibrant and collaborative school culture. The Director of Business and Operations is responsible for all non-academic operations at the school, including the school's business operations, finances, and compliance with its charter and all laws and regulations. He or she is responsible for the school's budget, accounting, and financial reporting; enrollment and student records; human resources, payroll, and credential management; meals programs and receipts; the physical plant; nursing services; information technology; procurement; security and school safety programs; regulatory compliance; and relationships with the charter authorizer.

- Ensures timely and proper enrollment and attendance reporting
- Ensures the timely and accurate collection of public funds
- Supervises the maintenance of all student records
- Supervises the maintenance of the schools' waiting list and enrolls new students in compliance with the law

- Oversees and administers personnel matters, including (through vendors) payroll, benefits, and COBRA
- Properly implements all Sustainable Futures policies and procedures relating to human resources
- Oversees the school's meals program
- Manages and oversees the schools custodial staff including all repairs and preventative maintenance programs
- Works with vendors to ensure that the school's information systems are fully operative and ensures that staff have technical support for IT issues
- Ensures strict compliance with state and federal regulations and maintains an effective relationship with the authorizer and the Office of the State Superintendent of Education

We have developed our hiring criteria based on our mission to reengage disconnected youth in a community of learning, and to help them build purposeful sustainable lives. Starting a new school requires something of an entrepreneurial spirit. The Sustainable Futures model in particular will require professionals that are able to think out of the box. These criteria encompass the range of professional experiences, pedagogical knowledge, and the required mindsets to effectively implement a model such as the one we have developed.

The search for and hiring of these key staff members will be critical to the school's culture and learning environment. Each of the key staff positions have some core competencies in common and includes job specific mission critical core competencies that support the school's work towards helping our students build sustainable lives.

When selecting staff in addition to the basic qualifications listed above we will seek candidates that have the characteristics that embody our school philosophy. We will seek staff members that will understand and invest in our mission and vision and demonstrate the commitment required to effect change in the lives of the students we serve, thereby providing those students with an education that will lead them to a purposeful, sustainable future.

With that in mind we will seek candidates that are:

Inquirers that are:
- Able to identify problems
- Able to pose the right questions
- Be solution oriented

Thinkers that are:
- Able to think interdependently
- Metacognitive
- Able to think flexibly

Risk takers that are:

- Willing to take responsible risks to achieve a desired outcome

- Persistent

Knowledgeable professionals that:

- Demonstrate a wealth of pedagogical knowledge
- Have the ability and willingness to access collective knowledge
- Are able to apply learning and experience to current contexts
- Are reflective

Communicators that:

- Listen with understanding and empathy
- Are able to communicate with clarity and precision

Committed Professionals that:

- Demonstrate a passion for learning and use that passion as well as a range of pedagogical tools to engage students in the learning process
- Are mature and authoritative yet respectful
- Hold high expectations
- Understand that past performance is not an indicator of future possibilities

Job Descriptions of School Staff

Academic Specialist

Experience and Qualifications:

- Masters Degree
- At least three years of urban teaching experience
- Experience effectively leading, managing, and coaching adults

Core Competencies:

- Possesses a deep understanding of instruction and instructional best practices
- Able to work collaboratively with a team of teachers
- Possesses excellent organizational skills
- Able to give constructive feedback
- Able to see and articulate the big picture in an inspiring way
- Able to establish positive, collaborative relationships
- Models and fosters a culture of transparency, risk-taking, continuous learning, and collaboration
- Able to use systematic observations, documentation and other effective assessment strategies to meet the diverse needs of students.

- Able to build respectful and reciprocal relationships with students, parents, and community members
- Able to use systematic observations, documentation and other effective assessment strategies to meet the diverse needs of students
- Possesses a growth mindset

Job Description

The Academic Specialist reports to the Director of Curriculum and Instruction and works in collaboration with the Head of School and the Director of Curriculum and Instruction to oversee every facet of the school's operation as they relate to student learning. This includes the monitoring of classroom instruction, coaching and facilitating the continuous improvement of the teaching staff, The Academic Specialist

- Provides teachers support in creating and implementing appropriate lesson plans; assists teachers in adjusting, modifying, and enriching curricular approaches and pedagogy
- Provides support for creating a collaborative planning model and professional learning community
- Collaborates with the Director of Curriculum and Instruction and instructional staff to develop curriculum
- Identifies practical, research-based resources (electronic, paper-based, human) to assist teacher in meeting their goals
- Provide teachers with instructional support in analyzing student assessment data and assists with implementing instructional practices based upon the results
- Designs and facilitates large and small group professional development sessions (face to face and online)

Special Education Coordinator

Experience and Qualifications:

- Masters Degree in Special Education
- At least two years of classroom teaching experience in an urban school setting
- Demonstrate an advanced understanding of instructional strategies for meeting the needs of students with autism, developmental delay, specific learning disabilities, and behavior disorders.

Core Competencies:

- Possesses a demonstrated ability to build strong partnerships with families
- Possesses excellent oral and written communication skills
- Understands how children and youth learn and how their role supports their growth and development
- Able to create a safe and challenging learning environment
- Able to build respectful and reciprocal relationships with students, parents, and community members

- Able to use systematic observations, documentation and other effective assessment strategies to meet the diverse needs of students
- Willing to contribute to a collaborative culture that challenges and supports each member
- Possesses extensive knowledge of federal and state law as well as judicial decisions relevant to special education

Job description

The Special Education Coordinator works as a part of the leadership team to ensure that the educational program at Sustainable Futures enables special needs students to use their abilities to the fullest extent possible; to coordinate the development, implementation, and evaluation of instructional programs for students.

- Maintains all special education and Section 504 files
- Ensures that all students with disabilities receive the appropriate school services including the provision of related services and monitoring the speech language and counseling schedules to ensure that all students receive their services in accordance with their IEP
- Ensures that all students with IEPS and Section 504 plans receive their mandated testing modifications and accommodations during state and local exams
- Coordinates the evaluation, reevaluation, triennial, and annual review processes for the school
- Ensures that all Special Education processes occur within the appropriate time frames
- Supervises related service providers and works with them to create open lines of communication between teachers and providers
- Supervises ELL and Special Education inclusion teachers to ensure appropriate delivery of services.
- Models and fosters a culture of transparency, risk-taking, continuous learning, and collaboration.
- Supports the ongoing development of the curriculum and instructional model as the school grows

Student Intervention Coordinator

Experience and Qualifications:

- Masters Degree in Counseling or Social Work

Core Competencies:

- Possesses knowledge of research related to Response to Intervention
- Able to use data multiple sources of data to identify areas of strength and opportunity in the school program
- Able to create a safe and challenging learning environment

- Able to build respectful and reciprocal relationships with students, parents, and community members
- Possesses a fundamental belief that every student has the ability to design his or her own path to success in the post-secondary world
- Able to effectively collaborate with outside partner agencies to provide effective wraparound supports for students
- Possesses a growth mindset

Job Description

The Student Intervention Coordinator works closely with learners, parents, teachers, fellow administrators, counselors, social workers and outside partners to:

- Help students develop a positive attitude towards school and learning
- Ensure that an appropriate Response to Interventions system is in place including trauma informed research based interventions
- Work collaboratively with the instructional team to ensure that all students receive appropriate instructional services and support
- Lead the school's Student Support and Success Team
- Manage data collection and progress monitoring at every tier
- Schedule, organize, and conduct RTI meetings in virtual environment
- Plan and implement RTI professional development opportunities
- Collaborate with teachers through coaching and feedback with regards to the effective implementation of intervention strategies at the classroom level
- Analyze student data to ensure that the highest need students receive appropriate intervention and instruction
- Collaborate with teachers and instructional staff to establish a positive and supportive climate using Restorative Practices and PBIS
- Effectively use coaching tools to support classroom teachers in the effective implementation of Response to Intervention
- Work closely with outside partners to ensure the smooth delivery of wraparound supports to students
- Model and foster a culture of transparency, risk-taking, continuous learning, and collaboration
  Support the ongoing development of the curriculum and instructional model as the school grows
- Assist with managing IDEA activities that fall under Child Find requirements

Counselor

Experience and Qualifications:

- Masters Degree in Psychology, Social Work, or School Counseling
- At least three years of counseling experience in an urban setting

Core Competencies:

- Able to build respectful and reciprocal relationships with students, parents, and community members
- Understands how children and youth learn and how their role supports their growth and development
- Able to Model and foster a culture of transparency, risk-taking, continuous learning, and collaboration
- Possesses a demonstrated ability to build strong partnerships with families
- Adheres to ethical standards of the counseling profession and abides by laws, policies, and procedures that govern schools
- Possesses a fundamental belief that every student has the ability to design his or her own path to success in the post-secondary world

Job Description

The School Counselor at Sustainable Futures works with administrators, teachers, parents, community organizations, and other stakeholders to identify and implement prevention services for students and their families. The Counselor will work closely with the Student Intervention Coordinator to develop and coordinate a comprehensive system of support and outreach to hope students succeed in school and in their life. In addition, the counselor will manage a caseload and will be responsible for coordinating the school's advisory program.

- Plans and implements a variety of programs and activities to enhance the personal, social, and emotional development of learners
- Works with teachers, administrators, community organizations, and other stakeholders to provide preventions services to students and their families
- Communicates with the student's advisor to ensure that the student's ILP is current and up to date
- Designs, implements, and evaluates the school-wide advisory program
- Provides training and development for teachers, students, parents, and other stakeholders as necessary
- Manages a caseload of students based on either student need or student age
- Assist in the development and implementation of Individualized Education Plans
- Maintains accurate and appropriate case records and documentation

Teachers

Experience and Qualifications:

- Bachelors Degree in the subject area and passing scores on the Praxis Content Area Tests
  - or an advanced degree in the content area
  - or have attained National Board Certification in the content area
- A minimum of three years of experience (preferred)

Core Competencies:

- Understands how children and youth learn and how their role supports their growth and development
- Able to create a safe and challenging learning environment
- Able to build respectful and reciprocal relationships with students, parents, and community members
- Able to use systematic observations, documentation and other effective assessment strategies to meet the diverse needs of students
- Deep knowledge of and love for their content area
- Possesses a fundamental belief that every student has the ability to design his or her own path to success in the post-secondary world
- Possesses a strong desire to design authentic project based learning experiences and performance assessments to increase students' exposure to different fields of study.
- Willing to implement and assess learning through a CCSS aligned competency-based approach
- Possesses strong technology skills and the belief in using the one-to-one model to support personalized learning for students
- Comfortable with using multiple types of data to inform instruction
- Willing to collaborate, design, and co-teach with community and business partners
- Willing to contribute to a collaborative culture that challenges and supports each member

Job Description:

Teachers at Sustainable Futures serve as facilitators of learning and collaborate with their peers and the instructional leadership to create rigorous, dynamic learning experiences for students.

- Utilizes a variety of instructional strategies to attain lesson objectives and provides students opportunities which extend beyond the classroom
- Recognizes the basic structural framework for the development of instructional programs and works toward the achievement of the objectives
- Develops, maintains, and completes all required written records and reports within established timelines
- Diagnoses and evaluates student abilities and progress to develop effective instructional strategies to help students meet instructional objectives and provides timely feedback to the student concerning their progress
- Recognizes and uses appropriate technological enhancements relevant to the curriculum taught
- Participates in curriculum review and redesign as required
- Maintains an ongoing program to enhance professional competence for the attainment of a job goal
- Maintains open lines of communication with administrators, parents, students, staff members, and the general public

Family Services Coordinator

The Family Services Coordinator promotes positive relationships and effective communications with families. The Coordinator provides relevant training and information for families, connects families to outside services as needed and seeks to engage families in the day-to-day life of the school.

Extended Learning Coordinator

This position holds primary responsibility for coordinating the student internship program and for facilitating learning experiences and managing activities that occur outside of the regular school day.

School Nurse

The School Nurse is responsible for developing, implementing, and managing the school health program. Responsibilities include program management, nursing services, community health and emergency planning, and professional practice. The School Nurse will also ensure that all state and city health requirements are met by staff and students including, but not limited to: medical exams, maintenance of school medical records, medication management, and medication storage and immunization documentation.

Business Manager

Experience and Qualifications

- Bachelors Degree Required
- At least two (2) years of accounting or finance experience
- A Proven track record of mastery of general accounting practices and procedures
- Comfortable and familiar in a technologically savvy environment
- Committed, and strong work ethic
- Driven by results and achievements
- Ability to thrive in a detailed management oriented position

Core Competencies

- Very strong interpersonal skills and extremely detail oriented
- Strives for continuous improvement and has a strong work ethic
- Works well in a team environment
- Has the heart of a educator, and the mind of a entrepreneur
- Able to oversee all vendor relations and procurement processes
- Able to work with the outsourced accounting firm to ensure effective back office operations and accountability
- Able to be responsible for the collection of student fees, documents, receipts and all other paperwork associated with accurate recordkeeping
- Able to maintain accurate accounting records and vendor files
- **Able to** be the on site resource for any payroll issues
- Be able to work with the outsourced payroll company to ensure all staff is paid on time
- Be able to track and review the bi-weekly payroll

Data Manager
Core Competencies:

- Able to enforce and administer all grading, enrollment, and scheduling standards and oversee organizational operating procedures and timelines
- Able to work collaboratively with others to effectively utilize data
- Able to provide technical data support to the entire school
- Able to identify trends in the data and report to the Head of School any information that impacts the school's performance

Job Description
The Data Manager will be responsible for the timely collection and dissemination of all data to the Public Charter School Board as well as the management of all academic data and school performance data. The Data Manager will be expected to analyze the data to identify trends that impact the functionality of the school. Through this analysis Sustainable Futures will be able to improve and continue to shape critical decision that will help improve the learning culture of the school. This will in turn allow Sustainable Futures to keep the mission and goals of the school in focus and on track.

Interim Leaders and Recruitment Plan

Head of School
Cofounder Natasha Warsaw will concentrate 100% of her efforts to leading the startup of Sustainable Futures. She will oversee recruitment and hiring processes, work closely with other members of the founding group to develop curriculum and plan professional development, develop and maintain community partnerships, and lead student recruitment efforts. Warsaw brings fifteen years of experience in the public and charter school sectors to the team as a result of her work in each as a teacher and as an administrator.

Director of Curriculum, Instruction and Assessment

Until a Director of Curriculum, Instruction and Assessment is hired, cofounder Natasha Warsaw will work with cofounders Rosalyn Rice and Tiffany Clemmons to carry out the day-to-day work of crafting the academic program. That work will include finalizing the school calendar, designing the teacher evaluation system, selecting and implementing a learning management system, planning and leading professional development and hiring teaching staff.

Director of Business and Operations

Until a Director of Business and Operations has been identified, Cristine Doran will serve as the business officer and will work with the transitional board to establish and implement financial policies, prepare financial reports as required and ensure that all reporting deadlines are met. He will also administer the budget by monitoring expenditures and cash flow. Once identified, the Director of Business Management and Operations will assume the role on a full time basis and will have direct responsibility for all operational aspects of the school. The Director of

Operations will work closely with the Head of School to ensure that the school meets all of its operational goals. Burton has served as a Principal within the D.C. Public Schools' system and currently serves as the Chief Executive Officer of Priority Professional Development.

Legal Counsel

Bernard Coleman, Esq. has offered his services as legal counsel on a pro-bono basis and will continue to do so until the school opens. Mr. Coleman holds a Masters Degree in Education Counseling and a Doctorate in Jurisprudence from Antioch School of Law. Coleman has practiced law in the Washington, D,C. area for 20 years.

Staff Pipeline

Not only will staff members at Sustainable Futures have to be academically qualified, they will need to be innovative, flexible and committed to working with disconnected youth. Applicants for all positions will be rigorously screened so that only the highest quality candidates become a part of the Sustainable Futures Staff. Each applicant will be asked to answer a brief essay question in addition to submitting a resume. The instructional leadership team will screen all incoming essays and resumes. Selected applicants will then participate in a phone interview. Those applicants selected to move beyond the phone interview will be asked to submit a video of them teaching. Members of the instructional leadership team will offer feedback on that video and ask that a video of a follow up lesson be submitted. Based on the follow-up lesson and the candidate's responsiveness to feedback, the candidate may be asked to spend a day at Sustainable Futures shadowing a teacher, to teach a demonstration lesson, and to participate in a panel interview. During the planning year we hope to partner with Monument Public Charter School so that our teacher candidates can teach a demonstration lesson to a similar population. Those candidates invited to move forward will conclude the interview process by interviewing with the Head of School and the Director of Curriculum and Instruction. We recognize that it will take a significant amount of time to fill vacant positions using the process articulated above. Because of that it is our goal to begin our hiring process every year in December. When unexpected vacancies occur throughout the course of the year, we will utilize identified substitutes until a teacher can be hired.

The demands of working at a school such as Sustainable Futures will be high. To attract and retain staff we will offer a flexible working environment, competitive pay, and an inclusive environment as inducements for joining the Sustainable Futures team.

The Washington, D.C. area is rich with quality teacher and principal development programs. Sustainable Futures will seek partnerships with teacher education programs across the region including those at Howard University, the University of the District of Columbia, American University, George Washington University, George Mason University, The University of Maryland, Bowie State University, and Morgan State University. Beginning in our planning year we will work with the universities to identify talented students to participate in an independent study course during which they have the opportunity to learn about curriculum design, competency based learning and project based learning while helping to design the Sustainable Futures Curriculum under the guidance of Sustainable Futures Lead Teachers. We expect the students who participate in that course to become a part of the pipeline of talented candidates to teach at Sustainable Futures. We will also seek out talented candidates through programs such as the CityBridge foundation's Education Innovation Fellowship, the Urban Teacher Center,

Leading Educators, and the New Leaders Emerging Leaders Program.

Our goal is to build our leadership pipeline from within by establishing a leadership progression for teachers. While we have not yet created that plan, we do know that we would like to provide teachers with multiple paths to leadership. Ultimately, it is our hope that any plan that we develop will offer teachers opportunities to continue to develop as master teachers and teacher leaders while remaining in the classroom, or to choose an administrative pathway that will lead them beyond the classroom and into building level leadership. We would also like to develop a similar pipeline for non-instructional staff using their individual professional development plans to develop a growth progression. As we do this work, we will partner with organizations such as Education Pioneers, Edfuel, and New Leaders to identify training opportunities. We anticipate that over time, through our work with these programs and organizations we will create a pipeline of high quality teachers and leaders

b. Staffing Plan

The staffing model of Sustainable Futures is designed to meet the needs of the students enrolled by providing the educational, personal and social services they will need to successfully meet the objectives outlined in our school's mission and vision. Our school will serve students ages fourteen through twenty-one beginning in year one. Our school will be fully staffed by year five.

Sustainable Futures will engage in a nation-wide search to recruit the highest caliber of staff. We will partner with organizations such as the National Board for Professional Teaching Standards, New Leaders for New Schools, Teach for America, and the New Teacher Project and the Urban Teacher Center to identify potential staff. We may also partner with a recruitment firm such as Carney Sandoe to assist in candidate screening.

Sustainable Futures will be an environment that prospective teachers will desire to teach in because we will be an innovative program that offers flexible scheduling for students and for teachers. We will also offer teachers a three year contract that we believe will be an inducement as will the fact that all teachers will be given a professional development stipend to pursue individualized professional learning opportunities.

As previously indicated Co-Founder Natasha Warsaw will transition into the role of Head of School and begin working on a contract basis upon approval. With the Board of Trustees, the Head of School will hire the Director of Curriculum and Instruction and the Director of Business Management and Operations on a contract basis in the first month of 2016. The Instructional Coach and Lead teachers will be identified by May of 2016 and hired on a contractual basis so that they may be included in the selection of the remainder of the teaching staff.

Both the Instructional Coach and the Lead teachers will be hired on a full time basis beginning in July of 2016 as will the remaining office staff. We will also contract with a consulting firm that will assist with the selection and installation of all of our technology.

Teaching and Instructional Staff Years 1-5

Special Education Coordinator
Beginning in year one we will hire one Special Education coordinator who will support the Special Education Teacher in providing inclusion services, manage student case files, and coordinate contracted services and necessary based on student IEPs.

Inclusion Specialists
Three Special Education teachers and one English Language Support Teacher will join the staff in year one and team with General Education teachers on an inclusion basis. These teachers will co-plan with general education teachers and team-teach in the general education classroom.

Our staffing plan allows for eleven general education teachers in the first year with a progressive increase in number as our enrollment increases capping at thirty-three teachers in year five. Whenever possible we intend to hire teachers who are dual certified in either Special Education or ELL and a content area.

Family and Student Support Staff for Operating Years 1-5

Student Intervention Coordinator
The Student Intervention Coordinator position is a mission driven position. The individual selected for this position will be responsible for managing the SSST and related processes, and coordinating wraparound services.

Director Of Student Intervention
Beginning in year three we will hire a director of student intervention to supervise the expanding needs for student support as our enrollment increases. The individual selected for this position will supervise the Student Intervention Coordinator, the School Counselors and the school Social Worker, the Family Services Coordinator, the Extended Learning Coordinator, and the School Nurse.

Family Services Coordinator
The position of Family Services Coordinator is also very much a mission driven position. The Family Services Coordinator will work closely with the Student Intervention Coordinator to coordinate wraparound services for families. The Family Services Coordinator will also be responsible for planning and executing parent education classes and for working closely with the Head of School in planning family oriented academic events.

Extended Learning Coordinator
The Extended Learning Coordinator will be responsible for managing volunteers and tutors and coordinating the before and after-care programs during the academic calendar year and will direct the Summer Bridge program. This position will begin as a part-time position in year one and grow into a full time position by year three.

Social Workers

Sustainable Futures will hire one full-time Social Worker beginning in year one and expand the position to two full time Social Workers by year five. These Social Workers will serve as a vital part of the Family and Student Support Services Team aiding students and parents in utilizing school and community resources effectively.

Counselors

Sustainable Futures will hire one full-time Counselor in year one and increase to two full time positions by year four to meet the needs of our growing population. The Counselor will work closely with our students, parents, and faculty to ensure the academic and emotional/social supports are in place to ensure our students success both in and out of the school environment.

Staffing Assumptions

Staffing	Year 1	Year 2	Year 3	Year 4	Year 5
Ages Served	**14-21**	**14-21**	**14-21**	**14-21**	**14-21**
Expected Enrollment	**125**	**200**	**250**	**300**	**300**
EXECUTIVE LEADERSHIP TEAM					
Head of School	1	1	1	1	1
Director of Curriculum, Instruction and Assessment	1	1	1	1	1
Director of Business and Operations	1	1	1	1	1
Director of Student Services			1	1	1
Total Leadership Staff	**3**	**3**	**4**	**4**	**4**
INSTRUCTIONAL LEADERSHIP TEAM					
Academic Specialist	1	1	1	1	1
Special Education Coordinator	1	1	2	2	2
Total Instructional Support Staff	**2**	**2**	**2**	**2**	**2**
TEACHERS					
General Education Teacher	8	13	20	30	35

Special Education Teacher	2	6	7	12	17
English Language Support Teacher	1	1	1	1	1
Special Subject Teacher (Art, Music, Physical Education)	0.5	3	3.5	4	4
Media Specialist	1	1	1	1	1
Total Faculty	**23**	**29**	**42**	**46**	**46**
STUDENT AND FAMILY SUPPORT TEAM					
Student Intervention Coordinator	1	1	1	1	1
Counselor	2	2	3	3	4
Social Worker	1	2	3	4	5
Family Services Coordinator	1	1	1	1	1
Extended Learning Coordinator	0	0	0	1	1
School Nurse	0.5	0.5	0.5	0.5	0.5
Total Support Team	**5.5**	**5.5**	**6.5**	**7.5**	**7.5**
BUSINESS AND OPERTATIONS TEAM					
Business Manager	0	1	1	1	1
Office Manager	1	1	1	1	1
Data Manager	1	1	1	1	1
Development Manager	0.5	0.5	1	1	1
Clerk	0	0	0	1	1
Café Coordinator	0.5	0.5	0.5	0.5	0.5
Total Business and Operations Team	**4.5**	**4.5**	**5**	**6**	**6**
Other Staff					
Substitutes	**1**	**1.60**	**2.20**	**3.0**	**3.80**

Teacher Recruitment

The Sustainable Futures Leadership team will consist of the Head of School, The Director of Curriculum and Instruction, the Director of Business and Operations.
Sustainable Futures Teachers will be organized into both departmental and cross-disciplinary teams. English, Social Studies, and Art teachers will be partnered to team-teach Humanities Learning Studios. Science and Math teachers will be partnered to team-teach STEM Learning Studios. Teams of teachers will have at least one planning block during which they can co-plan along with the Inclusion Specialists serving the special needs students and English Language Learners enrolled in those classes. Additionally, although much of our technological support will be provided on a contract basis, we anticipate hiring a Media Specialist capable of providing some building based technology support in the first year, and at least one teacher with past experience in blended learning. We will specifically work with the CityBridge Foundation to identify prospective teachers who meet these qualifications.

The Academic Specialist will serve as a support to the entire teaching staff by providing coaching and resources and the Director of Curriculum and Instruction will provide feedback, coaching and support to the Academic Specialist and will take the lead among the instructional staff with regards to creating a collegial community of learners and ensuring the delivery of effective instruction.

The Student Intervention Coordinator will provide leadership, support and coaching to the Student and Family Support Team that will include the school Counselors, Social Workers, Family Engagement Coordinator, and Extended Learning Coordinator until a Director of Student Intervention is hired in year three. Staff members on the Student Support team will work closely with outside providers such as those at Mary's Center and those who are contracted to provide Special Education Services to ensure cohesion of services provided to students.

Under the leadership of the Director of Business and Operations, the operations team that includes the Data Manager, the Business Manager, the Office Manager, The Café Coordinator, and The Clerk will work closely together to ensure that all logistical aspects of the school flow smoothly. The school's Data Manager will coordinate the collection of all reporting data and transmit that data in a timely manner to the Public Charter School Board. The Data Manager will also work closely with the Academic Specialist to disaggregate and disseminate academic data to the instructional staff.

The Business Manager will supervise the Café Coordinator and the Business Clerk. With the support of the Clerk, the Business Manager will be responsible for procuring supplies, managing transportation and food services, managing enrollment and student records, and coordinating technology implementation, supervise payroll and work closely with contractors to ensure that all back office functions are completed satisfactorily.

The School Office Manager will work closely with the Business Manager and will welcome students, parents, community members and other guests to the school, coordinate school mailings and emergency notifications, and ensure the smooth operation of the front office. The Director of Business and Operations will manage all human resources functions and manage the facility. The Director of Business and Operations will also take the lead with the operations staff in creating a community of learners and ensuring the smooth operation of all of the logistical processes in the school.

The Development Coordinator will serve as a member of the Administrative team and will work with the Directors and the Head of School to assess school needs and identify potential funding sources beyond federal and state entitlements. The Development Coordinator will also lead the writing and submission of grant proposals with the support of other members of the staff, and work closely with the Head of School to maintain meaningful relationships with current and potential funders and donors.

The Director of Curriculum, Instruction, and Assessment, the Director Business and Operations and the Head of School will work closely together to implement systems that facilitate easy collaboration, the establishment of a community of learners, and a collegial spirit among the staff. The Head of School will provide coaching, support, and guidance to the Director of Curriculum and Instruction and The Director of Business and Operations and will oversee the effective operations of the school.

Teacher Retention

Unique Approaches

Sustainable Futures is all about sustaining the lives of everyone involved. Our teachers are no exception. We have talked with teachers in the city and across the country. There are three issues that have repeatedly come up during those conversations:

1. Not having adequate resources, including time, to effectively do their jobs.
2. Not having the support that teachers need from their administration
3. Not being respected as professionals with a defined skillset. The teachers that we interviewed felt as though their professional expertise was disregarded when policies about teaching and learning were enacted in their present environments.

Sustainable Futures' model is based on the entrepreneurial spirit. That spirit requires that we think outside of the box. We have set a goal that we will retain at least 85% of our staff over a period of three years. We believe that our approach will enable this to accomplish that goal.

We will:

- Offer teachers a three-year contract
- Provide teachers with two two-hour planning blocks each day
- Ensure that each classroom is properly equipped to allow teachers to function at maximum capacity
- Ensure that teachers receive consistent, clear feedback and consistent support from their administrators
- Encourage and support high quality individual professional development by providing teachers with a stipend specifically for that purpose.
- Ensure that school administrators personally interact with every teacher daily and offer them positive feedback and encouragement
- Regularly acknowledge excellent performance and celebrate our teachers
- Work to create an environment where teachers are glad to come to work everyday
- Let our teachers teach

We plan to accomplish that goal by ensuring that all staff receives individualized professional development and have some flexibility in their work schedule. We will also offer a three-year contract upon the completion of a probationary year. We will also provide teachers with at least two hours of planning time each day and work to create a positive, welcoming, and collaborative climate.

c. Employment Policies

Salary and Benefits Policies

Sustainable Futures Board of Trustees will collaborate with the Head of School and with the organizations legal counsel to develop a comprehensive human resources policy manual that aligns with the mission, vision and philosophies of the school. Policies will include but will not be limited to:

- Hiring policies
- Dismissal and termination policies
- Certification and eligibility requirements
- Evaluation processes and procedures
- Leave policies
- Harassment policies

Human Resources Philosophy

The values of respect, accountability, and community are at the core of Sustainable Futures human resources philosophy. The Sustainable Futures community will be an inclusive one in which relationship building and collaboration for continuous improvement will be emphasized with a focus on learning for professional growth. Accountability and responsibility of all members of the staff to and for each other will be supported with individual and organizational

reflection there for consistently direct, clear, and respectful communication will be expected of all staff.

Salaries

The success of Sustainable Futures is dependent upon recruiting and hiring the highest possible caliber of staff. We also embrace the philosophy that a highly skilled staff should be compensated to the extent possible in accordance with their skills and with respect to the expectations placed on them.

Benefits

All full time employees at Sustainable Futures will be able to elect to participate in the organizations' benefits program that will include health insurance, dental and vision insurance, disability insurance, and a 401k retirement plan.

Hiring

The hiring of school-based staff will be at the discretion of the Head of School in collaboration with the other administrative leadership and members of the existing staff as relates to the roles being filled. In keeping with the school's philosophy, Sustainable Futures will strive to hire a staff that reflects the diversity of the student body. As indicated earlier in this document, a rigorous application and interview process will be used to ensure that only the highest caliber candidates are selected for employment with Sustainable Futures. All new employees will receive an initial one-year contract. To encourage staff retention and to build a culture of safety, employees that are rated distinguished or adept after being evaluated at the conclusion of their first year will be offered a three-year contract. Those employees with a rating of progressing will be offered a one-year contract for the subsequent year. Employees that earn a rating of "ineffective" may have their contracts extended on a probationary basis at the discretion of the Head of School.

Sabbaticals and Leaves of Absence

Staff members that have been employed at Sustainable Futures for at least five years and that have received a rating of "distinguished" for at least two years in a row will be eligible to take a sabbatical with pay of up to six months or one semester to pursue professional learning or conduct action research on the topics of their choice. Staff members that avail themselves of this opportunity will be expected to produce work products and conduct trainings that will allow for the incorporation of the best of their professional learning to be incorporated in the school's programs.

Evaluation

The Head of School, with the advice of the Board of Trustees and the support of both the Director of Curriculum and Instruction and the Director of Operations will construct or adopt evaluation tools for all staff roles. In conjunction with their evaluation cycles the Head of School, the Director of Curriculum and Instruction, and the Director of Operations will participate in a 360 assessment. Exclusive of the two formal evaluations, ongoing feedback and coaching will be a hallmark of the Sustainable Futures' evaluation system.

Classroom Practitioners

The evaluation of classroom practitioners will include the development of a professional growth and learning plan; ongoing informal observations and feedback; and two formal observations one at the mid-point of the year and one at the conclusion of the academic year.

Measures of teacher effectiveness will include but are not limited to:

- Effective preparation and planning
- Effective implementation of project-based learning
- Determining instructional outcomes
- Creating and maintaining an environment conducive to learning
- Reflective practice
- Progress towards professional goals
- Use of effective questioning techniques
- Effective assessment practices

Clerical Staff

Clerical staff will be evaluated twice annually at the mid-point in the academic year and at its conclusion by the designated supervisor. Prior to the beginning of the annual evaluation cycle each member of the clerical staff will develop a professional growth and learning plan in conjunction with their direct supervisor. Measures of effectiveness for the schools' clerical staff will include but will not be limited to:

- Timely completion of assigned projects
- Accurate completion of assigned projects
- Initiative
- Contributions to the overall mission of the school
- Effectiveness at problem solving
- Overall professionalism
- Communication with parents
- Communication with students
- Communication with community
- Communication with fellow staff
- Progress towards professional growth and learning goals

Director of Curriculum and Instruction

The cycle of evaluation for the Director of Curriculum will begin with the creation of a professional growth and learning plan developed in conjunction with the Head of School. The Head of School will evaluate the Director of Curriculum and Instruction twice annually at the mid-point and the conclusion of the Academic year. Measures of effectiveness for this role will include but not be limited to:

- Effectiveness with regards to communication with stakeholders
- Skillfulness with regards to designing and conducting professional development
- Proficiency at coaching, supporting, and supervising staff
- Effectiveness with regards to instructional observation and supervision

Director of Operations

The Head of School will supervise the Director of Business and Operations. As with all other roles, the evaluation cycle for the Director of Operations will begin with the development of a professional growth and learning plan. The Director of Operations will then be evaluated twice over the course of the academic year once at the mid-point in the year and again at its conclusion. Measures of effectiveness for this role may include but are not limited to:

- Effectiveness with regards to ensuring the cleanliness and beautification of the physical plant
- Ability to coach, support and supervise staff
- Effectiveness and coordinating multiple teams to support smooth operations in the areas of food service, materials and resources, and the overall operation of the facility
- Ability to develop systems that ensure fiscal and physical controls of the building

Head of School

The Head of School will report to and be evaluated by the Board of Trustees. The Head of School evaluation will take place annually and be driven in part by the professional growth and learning plan developed at the outset of the academic year. Measures of effectiveness for this role may include but are not limited to:

- Proficiency with regards to coordinate multiple teams and projects to ensure the smooth operation of the school
- Proficiency with regards to effectively allocating resources
- Effective observation and supervision of instruction
- Proficiency at establishing systems that support a positive culture
- Proficiency at coaching, supporting and supervising staff

Dismissal

Dismissal policies at Sustainable Futures will be aligned with the laws of the District of Columbia and of the Federal Government. Specific protocols and support documents will be developed with the Board of Trustees in consultation with legal counsel.

Equal Opportunity Employer and a Drug-Free Workplace

Equal Opportunity Employment

Sustainable Futures hiring practices will comply with Title VII of the Civil Rights Act of 1964 which prohibits employment discrimination based on race, color, religion, sex, or national origin; The Equal Pay Act of 1963 which protects men and women who perform substantially equal work in the same establishment from sex-based wage discrimination; The Age Discrimination in Employment Act of 1967 which protects individuals who are 40 years of age or older; and Title I and Title V of the Americans with Disabilities Act of 1990 as amended which prohibit employment discrimination against qualified individuals with disabilities in the private sector and in state and local governments.

Compliance with the above laws and adherence to the mission, vision, and philosophies of the school will ensure that the school is an equal opportunity workplace.

Drug Free Work Place

Sustainable Futures will adhere to Title IV of the Safe and Drug-Free Schools and Communities Act and will be free of the safety hazards and limitations in productivity that result from employee use of drugs. Accordingly, it will be considered a violation of school policy for any employee to be impaired by any substance while carrying out the functions related to their role at the school. Additional policies related to a drug free work place would be crafted by the Board of Trustees in consultation with the school's legal council prior to the fall of 2014.

Rights and Benefits of Current DCPS Employees

Current DCPS employees may request a two-year leave of absence from the District, renewable every two years for an unlimited time. Any current DCPS employee that chooses to work for Sustainable Futures may request that Sustainable Futures pay into their DCPS retirement plan at the specified rate and the request will be accommodated.

3. Implementation of the Charter

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

Technology Infrastructure and Data Reporting Plan

Technology as a Leverage Point

The effective use of technology will allow staff, students, parents, and the community to community to communicate, collaborates, innovate, analyze data, and solve problems. It will

also allow the school to easily fulfill mandatory reporting requirements. As a school positioned to prepare students to be full participants in a rapidly changing global community while protecting our planet's resources Sustainable Futures must create an infrastructure that supports a future focused technology platform. That platform will include a wireless system with enough bandwidth to allow for extensive streaming of rich content. The ability to effectively address the needs of our target population hinges on the using technology not only to influence what happens in the classroom but also to create new means for students to access the classroom.

Pearson's PowerSchool offering appears to be the most viable option for use as a student information system given that it is currently used in a number of schools in the District and therefore should be better structured to accommodate our needs as a reporting tool. Power School is a robust system that also:

- Has a student portal through which students can access course content, review their progress, communicate with their teachers and seek support services
- Allows teachers and administrators to create collaborative records of student performance and behavior
- Power School, our identified SIS can be used to easily transmit data Office of the State Superintendent of Educations SLED system and with ADT utilizing an additional ADT client that we will install on our servers so that data can be easily transmitted into the Public Charter School Board's Proactive system
- Allows staff to easily monitor key data points and generate necessary reports in areas such as grades, student and teacher attendance, demographic information, participation in the school nutrition program, discipline reports and records of communications between the school, the home, and other agencies providing services to our students

Data reporting will fall under the auspices of the Data Manager supervised by the Director of Business and Operations. PowerSchool our selected SIS will support scheduling, track all reportable academic data, track enrollment data and attendance data, support our management of special education services, and facilitate the transmission of data to the DCPCSB.

To help ease the financial burden of accomplishing all of those goals, the school will apply for the Federal Governments E rate program. Additionally the Head of School in consultation with the Board of Trustees will develop a comprehensive technology plan.

b. Major Contracts Planned

Major Contracts Planned

Service Required	Vendors Under Consideration
Food Services	Revolution Foods Farm to Table DC Central Kitchen
Facilities	DCPS Building Hope
Accounting and Business Management Services	EdOps
Building Fixtures (Classroom and Office Furniture)	School Outfitters
Building Technology	TBD
Special Education and Related Services	TBD
Blended Learning Services	TBD
Student Information Management Systems	TBD

Contract Procurement Compliance

The members of the founding group are aware of the D.C. Public Charter School Board's public bid requirements for contracts over $25,000 and abide by those requirements when qualifying contracts.

c. Services Sought from the District of Columbia Public Schools

Services Sought from DCPS

Sustainable Futures PCS does not anticipate seeking any services from the District of Columbia Public Schools.

d. Non-Profit Status

Non-Profit Status

Sustainable Futures Public Charter School has formally incorporated as a nonprofit in the District of Columbia. The Certificate of incorporation was issued on November 14th 2014 The bylaws, articles of incorporation, and requisite application documents and fees have been submitted to the IRS as required to apply for 501©3 tax exempt status and are awaiting approval.

e. Technology Plan

Technology Plan

Because we will use a blended model, Sustainable Futures will require a variety of hardware and other technological equipment. In our stationary learning lab we will utilize leased iMac's that will come with a service contract. Additionally, we will employ a 1:1 device ratio.
We will utilize Apple TV devices, HD Television Screens, and projectors for each classroom. We will continually evaluate our program to ensure that we are using both software and hardware that best meet the needs of our learners so that each learner will have a device for individual use that can be used at home and at school. The devices will be purchased, and serviced by an onsite contracted technology staff. Students and families will need access to reliable Internet service. In the event that a family does not have access to reliable Internet service, we will provide them with information about the Connect DC digital inclusion initiative and support them with the application process.

We will engage an outside vendor for data storage and protection. That company will be responsible for continuous data protection including virus protection and the provision of intrusion prevention and detection software. In the event of a catastrophic system failure, our outside vendor will also be responsible for restoring data utilizing the continuously stored backups. The vendor will be held to a contractual recovery time objective that will ensure that data is restored in a timely fashion. Our classrooms will connect to the Internet wirelessly.

Our flex learning lab will be hard wired. Because we will need significant space for media storage and because cost must be considered, we have selected Google Drive for Education as our media storage platform. That staff will be available at all times when the school is open. We are considering several software programs for curriculum design and student assessment. We are considering Mastery Connect, Adaptive Curriculum, and Loud Cloud. Should we identify other software we will consider those as well. For content, we are considering Adaptive Curriculum, Compass Learning and Edmodo. We are considering those programs both for their flexibility and for their low cost. Because blended learning is a rapidly evolving educational approach, we expect that new technologies and software programs will emerge rapidly. Should technology fail as a result of connectivity problems or equipment challenges we will maintain a variety of print materials that can be used as a substitute to ensure that instruction continues.

Acceptable Use Policy

Sustainable Futures has adopted an Acceptable Use policy that will govern the use of technology by all students and staff. The policy holds students and staff responsible for their choices with regards to the use of the school network and school owned equipment. The policy further delineates the restrictions with regards to use of the school network and the potential consequences for misuse of the school network and equipment up to and including termination of access to the network.

E. Budget and Finance

1. Pre-opening Budget
2. Two-year Operating Budget
3. Estimated Five-year Budget Projections
4. Capital Budget
5. Cash Flow Projection for Year one

	REVENUES	Year 0 (Pre-Opening)
1	Per Pupil Charter Payments	
2	Per Pupil Facilities Allowance	
3	Federal Entitlements	$205,000
4	Other Government Funding/Grants	
5	**Total Public Funding**	
6	Private Grants and Donations	$140,000
7	Activity Fees	
8	Loans	
9	Other Income (please describe in footnote)	
10	**Total Non-Public Funding**	
11	EMO Management Fee (= line 73, col. G)	
12		
13		
14	**TOTAL REVENUES**	$345,000
	EXPENSES	
	Personnel Salaries and Benefits	
15	Principal/Executive Salary	
16	Teachers Salaries	
17	Teacher Aides/Assistance Salaries	
18	Other Education Professionals Salaries	
19	Business/Operations Salaries	
20	Clerical Salaries	
21	Custodial Salaries	
22	Other Staff Salaries	
23	Employee Benefits	
24	Contracted Staff	$265,000
25	Staff Development Costs	$10,000
26		
27	**Subtotal: Personnel Costs**	$275,000
28		
29	***Direct Student Expenses***	
30	Textbooks	
31	Student Supplies and Materials	
32	Library and Media Center Materials	
33	Computers and Materials	
34	Other Instructional Equipment	
35	Classroom Furnishings and Supplies	
36	Student Assessment Materials	
37	Contracted Student Services	
38	Miscellaneous Student Expenses	$10,000
39		
40	**Subtotal: Direct Student Expenses**	$10,000
41		
42	***Occupancy Expenses***	**Year 0 (Pre-Opening)**
43	Rent	$12,000
44	Mortgage Principal Payments	

	Mortgage Interest Payments	
	Building Maintenance and Repairs	
	Renovation/Leasehold Improvements	
	Utilities	
	Janitorial Supplies	
	Equipment Rental and Maintenance	
	Contracted Building Services	
	Subtotal: Occupancy Expenses	$12,000
Office Expenses		
	Office Supplies and Materials	
	Office Furnishings and Equipment	$3,000
	Office Equipment Rental and Maintenance	
	Telephone/Telecommunications	$2,500
	Legal, Accounting and Payroll Services	$24,500
	Printing and Copying	$1,500
	Postage and Shipping	$1,000
	Other Office Expense	
	Subtotal: Office Expenses	$32,500
General Expenses		
	Insurance	$1,500
	Interest Expense	
	Transportation	$10,000
	Food Service	
	Administration Fee (to PCSB)	
	EMO Management Fee	
	Other General Expense	$2,000
	Subtotal: General Expenses	$13,500
	TOTAL EXPENSES	$343,000
EXCESS (OR DEFICIENCY)		$2,000

	DESCRIPTION	BUDGETED AMOUNTS			
		Column A	Column B	Column C	Column D
		501(c)3 School Applicant	Education Management Organization	Total Revenues by Funding Source	Expenditures as a Percent of Total Public Funding
	REVENUES				
1	Per Pupil Charter Payments	$2,369,453		$2,369,453	
2	Per Pupil Facilities Allowance	$384,000		$384,000	
3	Federal Entitlements	$393,247		$393,247	
4	Other Government Funding/Grants	$70,644	$0	$70,644	
5	**Total Public Funding**	$3,217,344	$0	$3,217,344	
6	Private Grants and Donations	$170,000	$0	$170,000	
7	Activity Fees	$3,980	$0	$3,980	
8	Loans	$0	$0	$0	
9	Other Income	$466	$0	$466	
10	**Total Non-Public Funding**	$174,446	$0	$174,446	
11	EMO Management Fee (= line 73, col. G)		$0	$0	
12					
13					
14	**TOTAL REVENUES**	$3,391,790	$0		
		501(c)3 School Applicant	Education Management Organization	Combined Total	Expenditures as a Percent of Total Public Funding
	EXPENSES				
	Personnel Salaries and Benefits				
15	Principal/Executive	$225,000	$0	$225,000	7.0%
16	Teachers	$617,500	$0	$617,500	19.2%
17	Teacher Aides/Assistants	$0	$0	$0	0.0%
18	Other Education Professionals	$550,000	$0	$550,000	17.1%
19	Business/Operations	$150,000	$0	$150,000	4.7%
20	Clerical	$52,500	$0	$52,500	1.6%
21	Custodial	$0	$0	$0	0.0%
22	Other Staff	$10,000	$0	$10,000	0.3%
23	Employee Benefits & Taxes	$319,251	$0	$319,251	9.9%
24	Contracted Staff	$130,000	$0	$130,000	4.0%
25	Staff Development Expense	$47,000	$0	$47,000	1.5%
26					
27	**Subtotal: Personnel Costs**	$2,101,251	$0	$2,101,251	65.3%
28					
29	***Direct Student Expenses***				
30	Textbooks	$31,250	$0	$31,250	1.0%
31	Student Supplies and Materials	$21,250	$0	$21,250	0.7%
32	Library and Media Center Materials	$6,250	$0	$6,250	0.2%
33	Computers and Materials	$86,905	$0	$86,905	2.7%
34	Other Instructional Equipment	$0	$0	$0	0.0%
35	Classroom Furnishings and Supplies	$87,000	$0	$87,000	2.7%
36	Student Assessment Materials	$15,625	$0	$15,625	0.5%
37	Contracted Student Services	$166,960	$0	$166,960	5.2%
38	Miscellaneous Student Expense	$44,150	$0	$44,150	1.4%
39					
40	**Subtotal: Direct Student Expenses**	$459,390	$0	$459,390	14.3%
41					
42	***Occupancy Expenses***				
43	*Rent*	*$307,200*	*$0*	*$307,200*	9.5%
44	Mortgage Principal Payments	$0	$0	$0	0.0%
45	Mortgage Interest Payments	$0	$0	$0	0.0%
46	Building Maintenance and Repairs	$0	$0	$0	0.0%
47	Renovation/Leasehold Improvements	$10,000	$0	$10,000	0.3%
48	Utilities	$0	$0	$0	0.0%
49	Janitorial Supplies	$0	$0	$0	0.0%
50	Equipment Rental and Maintenance	$0	$0	$0	0.0%
51	Contracted Building Services	$0	$0	$0	0.0%
52					
53	**Subtotal: Occupancy Expenses**	$317,200	$0	$317,200	9.9%
54					
55	***Office Expenses***				
56	Office Supplies and Materials	$12,500	$0	$12,500	0.4%
57	Office Furnishings and Equipment	$28,350	$0	$28,350	0.9%
58	Office Equipment Rental and Maintenance	$36,550	$0	$36,550	1.1%
59	Telephone/Telecommunications	$10,200	$0	$10,200	0.3%
60	Legal, Accounting and Payroll Services	$87,223	$0	$87,223	2.7%
61	Printing and Copying	$6,250	$0	$6,250	0.2%
62	Postage and Shipping	$1,875	$0	$1,875	0.1%
63	Other Office Expense	$6,250	$0	$6,250	0.2%
64					
65	**Subtotal: Office Expenses**	$189,198	$0	$189,198	5.9%
66					
67	***General Expenses***				
68	Insurance	$22,925	$0	$22,925	0.7%
69	Interest Expense	$0	$0	$0	0.0%
70	Transportation	$2,500	$0	$2,500	0.1%
71	Food Service	$100,128	$0	$100,128	3.1%
72	Administration Fee (to PCSB)	$32,213	$0	$32,213	1.0%
73	Management Fee	$0	$0	$0	0.0%
74	Other General Expense	$21,086		$21,086	0.7%
75					
76	**Subtotal: General Expenses**	$178,851	$0	$178,851	5.6%
77					
78	**TOTAL EXPENSES**	$3,245,890	$0	$3,245,890	100.9%
79					
80	**EXCESS (OR DEFICIENCY)**				
81	Excess (or deficit) retained by school	$145,900		$145,900	4.5%
82	Excess (or deficit) retained by EMO		$0	$0	0.0%

ASSUMPTIONS	
Student Enrollment	125
Facility Size (square footage)	12,500
Average Teacher Salary	$65,000
Student/Teacher Ratio	11 to 1
Other Major Assumptions	

NOTES:

	DESCRIPTION	BUDGETED AMOUNTS			
		Column A	Column B	Column C	Column D
		501(c)3 School Applicant	Education Management Organization	Total Revenues by Funding Source	Expenditures as a Percent of Total Public Funding
	REVENUES				
1	Per Pupil Charter Payments	$3,991,364		$3,991,364	
2	Per Pupil Facilities Allowance	$614,400		$614,400	
3	Federal Entitlements	$482,586		$482,586	
4	Other Government Funding/Grants	$136,521	$0	$136,521	
5	**Total Public Funding**	$5,224,871	$0	$5,224,871	
6	Private Grants and Donations	$10,000	$0	$10,000	
7	Activity Fees	$7,811	$0	$7,811	
8	Loans	$0	$0	$0	
9	Other Income	$778	$0	$778	
10	**Total Non-Public Funding**	$18,589	$0	$18,589	
11	EMO Management Fee (= line 73, col. G)		$0	$0	
12					
13					
14	**TOTAL REVENUES**	$5,243,460	$0		
		501(c)3 School Applicant	Education Management Organization	Combined Total	Expenditures as a Percent of Total Public Funding
	EXPENSES				
	Personnel Salaries and Benefits				
15	Principal/Executive	$231,750	$0	$231,750	4.4%
16	Teachers	$1,220,550	$0	$1,220,550	23.4%
17	Teacher Aides/Assistants	$0	$0	$0	0.0%
18	Other Education Professionals	$890,950	$0	$890,950	17.1%
19	Business/Operations	$221,450	$0	$221,450	4.2%
20	Clerical	$54,075	$0	$54,075	1.0%
21	*Custodial*	$0	$0	$0	0.0%
22	Other Staff	$16,480	$0	$16,480	0.3%
23	Employee Benefits & Taxes	$498,337	$0	$498,337	9.5%
24	Contracted Staff	$133,900	$0	$133,900	2.6%
25	Staff Development Expense	$56,135	$0	$56,135	1.1%
26					
27	**Subtotal: Personnel Costs**	$3,323,627	$0	$3,323,627	63.6%
28					
29	***Direct Student Expenses***				
30	Textbooks	$25,750	$0	$25,750	0.5%
31	Student Supplies and Materials	$41,458	$0	$41,458	0.8%
32	Library and Media Center Materials	$10,300	$0	$10,300	0.2%
33	Computers and Materials	$95,381	$0	$95,381	1.8%
34	Other Instructional Equipment	$0	$0	$0	0.0%
35	Classroom Furnishings and Supplies	$40,170	$0	$40,170	0.8%
36	Student Assessment Materials	$25,750	$0	$25,750	0.5%
37	Contracted Student Services	$270,478	$0	$270,478	5.2%
38	Miscellaneous Student Expense	$61,182	$0	$61,182	1.2%
39					
40	**Subtotal: Direct Student Expenses**	$570,468	$0	$570,468	10.9%
41					
42	***Occupancy Expenses***				
43	Rent	$552,960	$0	$552,960	10.6%
44	Mortgage Principal Payments	$0	$0	$0	0.0%
45	Mortgage Interest Payments	$0	$0	$0	0.0%
46	Building Maintenance and Repairs	$0	$0	$0	0.0%
47	Renovation/Leasehold Improvements	$10,000	$0	$10,000	0.2%
48	Utilities	$0	$0	$0	0.0%
49	Janitorial Supplies	$0	$0	$0	0.0%
50	Equipment Rental and Maintenance	$0	$0	$0	0.0%
51	Contracted Building Services	$0	$0	$0	0.0%
52					
53	**Subtotal: Occupancy Expenses**	$562,960	$0	$562,960	10.8%
54					
55	***Office Expenses***				
56	Office Supplies and Materials	$20,600	$0	$20,600	0.4%
57	Office Furnishings and Equipment	$2,781	$0	$2,781	0.1%
58	Office Equipment Rental and Maintenance	$44,084	$0	$44,084	0.8%
59	Telephone/Telecommunications	$10,506	$0	$10,506	0.2%
60	Legal, Accounting and Payroll Services	$102,337	$0	$102,337	2.0%
61	Printing and Copying	$10,300	$0	$10,300	0.2%
62	Postage and Shipping	$3,090	$0	$3,090	0.1%
63	Other Office Expense	$10,300	$0	$10,300	0.2%
64					
65	**Subtotal: Office Expenses**	$203,998	$0	$203,998	3.9%
66					
67	***General Expenses***				
68	Insurance	$36,992	$0	$36,992	0.7%
69	Interest Expense	$0	$0	$0	0.0%
70	Transportation	$2,575	$0	$2,575	0.0%
71	Food Service	$181,038	$0	$181,038	3.5%
72	Administration Fee (to PCSB)	$52,327	$0	$52,327	1.0%
73	Management Fee	$0	$0	$0	0.0%
74	Other General Expense	$24,527		$24,527	0.5%
75					
76	**Subtotal: General Expenses**	$297,458	$0	$297,458	5.7%
77					
78	**TOTAL EXPENSES**	$4,958,512	$0	$4,958,512	94.9%
79					
80	**EXCESS (OR DEFICIENCY)**				
81	Excess (or deficit) retained by school	$284,949		$284,949	5.5%
82	Excess (or deficit) retained by EMO		$0	$0	0.0%

ASSUMPTIONS	
Student Enrollment	200
Facility Size (square footage)	20,000
Average Teacher Salary	$66,950
Student/Teacher Ratio	9 to 1
Other Major Assumptions	

NOTES:

Five-Year Budget

DESCRIPTION	Year 1	Year 2	Year 3	Year 4	Year 5
REVENUES					
Per Pupil Charter Payments	$2,753,453	$4,605,764	$6,507,523	$9,112,186	$11,870,772
Federal Entitlements	$463,890	$619,108	$500,806	$699,805	$888,887
Income from Grants and Donations	$170,000	$10,000	$10,000	$10,000	$10,000
Activity Fees	$3,980	$7,811	$11,296	$15,883	$20,985
Other Income	$466	$778	$1,036	$1,417	$2,164
TOTAL REVENUES	**$3,391,790**	**$5,243,460**	**$7,030,662**	**$9,839,291**	**$12,792,808**
EXPENSES					
Personnel Salaries and Benefits	$2,101,251	$3,323,627	$4,410,571	$6,332,748	$7,626,503
Direct Student Expense	$459,390	$570,468	$762,165	$1,074,872	$1,407,929
Occupancy Expenses	$317,200	$562,960	$770,320	$1,046,800	$1,323,280
Office Expenses	$189,198	$203,998	$301,298	$349,525	$446,889
General Expenses	$178,851	$297,458	$417,628	$587,840	$764,381
TOTAL EXPENSES	**$3,245,890**	**$4,958,512**	**$6,661,982**	**$9,391,785**	**$11,568,982**
EXCESS (OR DEFICIENCY)	**$145,900**	**$284,949**	**$368,680**	**$447,506**	**$1,223,826**

Capital Budget

	Year 1	Year 2	Year 3	Year 4	Year 5
Computers and Materials	$86,905	$95,381	$130,383	$180,491	$258,936
Classroom Furnishings and Supplies	$87,000	$40,170	$25,462	$43,709	$45,020
Office Furnishings and Equipment	$28,350	$2,781	$32,941	$14,752	$37,986
Renovation/Leasehold Improvements	$10,000	$10,000	$10,000	$10,000	$10,000
TOTAL CAPITAL BUDGET	**$212,255**	**$148,332**	**$198,786**	**$248,952**	**$351,942**

DESCRIPTION	Pre-Opening	Month 1 July	Month 2 August	Month 3 Sept	Month 4 Oct	Month 5 Nov	Month 6 Dec	Month 7 Jan	Month 8 Feb	Month 9 March	Month 10 April	Month 11 May	Month 12 June	Total
1. Cash on Hand (start of month)	$0	$2,000	$594,455	$336,099	$58,283	$675,376	$463,519	$258,286	$658,542	$466,435	$274,327	$553,861	$359,503	
2. Cash receipts														
Per Pupil Charter Payments	$0	$710,836	$0	$0	$592,363	$0	$0	$592,363	$0	$0	$473,891	$0	$0	$2,369,453
Per Pupil Facilities Allowance	$0	$115,200	$0	$0	$268,800	$0	$0	$0	$0	$0	$0	$0	$0	$384,000
Federal Entitlements	$205,000	$21,250	$21,250	$21,250	$21,250	$21,250	$41,000	$41,000	$41,000	$41,000	$41,000	$41,000	$41,000	$598,247
Other Government Funding/Grants	$0	$5,887	$5,887	$5,887	$5,887	$5,887	$5,887	$5,887	$5,887	$5,887	$5,887	$5,887	$5,887	$70,644
Private Grants and Donations	$140,000	$14,167	$14,167	$14,167	$14,167	$14,167	$14,167	$14,167	$14,167	$14,167	$14,167	$14,167	$14,167	$310,000
Activity Fees	$0	$0	$0	$398	$398	$398	$398	$398	$398	$398	$398	$398	$398	$3,980
Other Income	$0	$39	$39	$39	$39	$39	$39	$39	$39	$39	$39	$39	$39	$466
3. Total Receipts	$345,000	$867,378	$41,342	$41,740	$902,904	$41,740	$61,490	$653,853	$61,490	$61,490	$535,381	$61,490	$61,490	$3,736,790
4. Total Cash Available	$345,000	$869,378	$635,797	$377,839	$961,187	$717,116	$525,009	$912,140	$720,032	$527,925	$809,708	$615,351	$420,993	$3,736,790
5. Expenses														
Personnel Salaries and Benefits														
Principal/Executive	$0	$18,750	$18,750	$18,750	$18,750	$18,750	$18,750	$18,750	$18,750	$18,750	$18,750	$18,750	$18,750	$225,000
Teachers	$0	$51,458	$51,458	$51,458	$51,458	$51,458	$51,458	$51,458	$51,458	$51,458	$51,458	$51,458	$51,458	$617,500
Teacher Aides/Assistants	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Other Education Professionals	$0	$45,833	$45,833	$45,833	$45,833	$45,833	$45,833	$45,833	$45,833	$45,833	$45,833	$45,833	$45,833	$550,000
Business/Operations	$0	$12,500	$12,500	$12,500	$12,500	$12,500	$12,500	$12,500	$12,500	$12,500	$12,500	$12,500	$12,500	$150,000
Clerical	$0	$4,375	$4,375	$4,375	$4,375	$4,375	$4,375	$4,375	$4,375	$4,375	$4,375	$4,375	$4,375	$52,500
Custodial	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Other Staff	$0	$0	$0	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$10,000
Employee Benefits & Taxes	$0	$19,469	$19,469	$28,031	$28,031	$28,031	$28,031	$28,031	$28,031	$28,031	$28,031	$28,031	$28,031	$319,251
Contracted Staff	$265,000	$10,833	$10,833	$10,833	$10,833	$10,833	$10,833	$10,833	$10,833	$10,833	$10,833	$10,833	$10,833	$395,000
Staff Development Expense	$10,000	$3,917	$3,917	$3,917	$3,917	$3,917	$3,917	$3,917	$3,917	$3,917	$3,917	$3,917	$3,917	$57,000
Direct Student Expenses														
Textbooks	$0	$0	$15,625	$15,625	$0	$0	$0	$0	$0	$0	$0	$0	$0	$31,250
Student Supplies and Materials	$0	$1,563	$2,813	$2,813	$1,563	$1,563	$1,563	$1,563	$1,563	$1,563	$1,563	$1,563	$1,563	$21,250
Library and Media Center Materials	$0	$0	$0	$625	$625	$625	$625	$625	$625	$625	$625	$625	$625	$6,250
Computers and Materials	$0	$21,726	$21,726	$21,726	$1,629	$1,629	$1,629	$1,629	$1,629	$1,629	$1,629	$1,629	$8,691	$86,905
Other Instructional Equipment	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Classroom Furnishings and Supplies	$0	$21,750	$21,750	$21,750	$1,631	$1,631	$1,631	$1,631	$1,631	$1,631	$1,631	$1,631	$8,700	$87,000
Student Assessment Materials	$0	$1,302	$1,302	$1,302	$1,302	$1,302	$1,302	$1,302	$1,302	$1,302	$1,302	$1,302	$1,302	$15,625
Contracted Student Services	$0	$0	$0	$16,696	$16,696	$16,696	$16,696	$16,696	$16,696	$16,696	$16,696	$16,696	$16,696	$166,960
Miscellaneous Student Expense	$10,000	$2,250	$10,150	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$4,750	$4,750	$4,750	$54,150
DESCRIPTION	Pre-Opening	Month 1 July	Month 2 August	Month 3 Sept	Month 4 Oct	Month 5 Nov	Month 6 Dec	Month 7 Jan	Month 8 Feb	Month 9 March	Month 10 April	Month 11 May	Month 12 June	Total
Office Expenses														
Office Supplies and Materials	$0	$1,042	$1,042	$1,042	$1,042	$1,042	$1,042	$1,042	$1,042	$1,042	$1,042	$1,042	$1,042	$12,500
Office Equipment Rental and Maintenance	$3,000	$3,046	$3,046	$3,046	$3,046	$3,046	$3,046	$3,046	$3,046	$3,046	$3,046	$3,046	$3,046	$39,550
Office Furnishings and Equipment	$0	$7,088	$7,088	$7,088	$532	$532	$532	$532	$532	$532	$532	$532	$532	$28,350
Telephone/Telecommunications	$2,500	$850	$850	$850	$850	$850	$850	$850	$850	$850	$850	$850	$850	$12,700
Legal, Accounting and Payroll Services	$24,500	$6,175	$6,175	$6,175	$6,175	$6,175	$19,300	$6,175	$6,175	$6,175	$6,175	$6,175	$6,175	$111,723
Printing and Copying	$1,500	$521	$521	$521	$521	$521	$521	$521	$521	$521	$521	$521	$521	$7,750
Postage and Shipping	$1,000	$156	$156	$156	$156	$156	$156	$156	$156	$156	$156	$156	$156	$2,875
Other Office Expense	$0	$0	$0	$625	$625	$625	$625	$625	$625	$625	$625	$625	$625	$6,250
Occupancy Expenses														
Rent	$12,000	$25,600	$25,600	$25,600	$25,600	$25,600	$25,600	$25,600	$25,600	$25,600	$25,600	$25,600	$25,600	$319,200
Mortgage Interest Payments	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Mortgage Principal Payments	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Building Maintenance and Repairs	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Renovation/Leasehold Improvements	$0	$2,500	$2,500	$2,500	$188	$188	$188	$188	$188	$188	$188	$188	$1,000	$10,000
Utilities	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Janitorial Supplies	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Equipment Rental and Maintenance	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Contracted Building Services	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
General Expenses														
Insurance	$1,500	$1,910	$1,910	$1,910	$1,910	$1,910	$1,910	$1,910	$1,910	$1,910	$1,910	$1,910	$1,910	$24,425
Interest Expense	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Transportation	$10,000	$208	$208	$208	$208	$208	$208	$208	$208	$208	$208	$208	$208	$12,500
Food Service	$0	$8,344	$8,344	$8,344	$8,344	$8,344	$8,344	$8,344	$8,344	$8,344	$8,344	$8,344	$8,344	$100,128
Administration Fee (to PCSB)	$0	$0	$0	$0	$32,213	$0	$0	$0	$0	$0	$0	$0	$0	$32,213
Management Fee	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Other General Expense	$2,000	$1,757	$1,757	$1,757	$1,757	$1,757	$1,757	$1,757	$1,757	$1,757	$1,757	$1,757	$1,757	$23,086
6. Total Expenses	$343,000	$274,923	$299,698	$319,557	$285,811	$253,598	$266,723	$253,598	$253,598	$253,598	$255,848	$255,848	$273,093	$3,588,890

DESCRIPTION	Pre-Opening	Month 1 July	Month 2 August	Month 3 Sept	Month 4 Oct	Month 5 Nov	Month 6 Dec	Month 7 Jan	Month 8 Feb	Month 9 March	Month 10 April	Month 11 May	Month 12 June	Total
7. Fund Balance (end of month)	$2,000	$594,455	$336,099	$58,283	$675,376	$463,519	$258,286	$658,542	$466,435	$274,327	$553,861	$359,503	$147,900	$147,900

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	Month 10 April	Month 11 May	Month 12 June	Total
1. Cash on Hand (start of month)	$0	$3,000	$3,000	$3,000	$3,000	$3,000	$6,857	$10,714	$14,571	$18,429	$22,286	$26,143	
2. Cash receipts													
Per Pupil Charter Payments													$0
Federal Entitlements						$22,000	$39,333	$32,333	$32,333	$32,333	$37,333	$9,333	$205,000
Grants and Donations	$25,000	$22,000	$22,000	$22,000	$22,000	$3,857	$3,857	$3,857	$3,857	$3,857	$3,857	$3,857	$140,000
Activities Fees													$0
Other Income													$0
3. Total Receipts	$25,000	$22,000	$22,000	$22,000	$22,000	$25,857	$43,190	$36,190	$36,190	$36,190	$41,190	$13,190	$345,000
4. Total Cash Available	$25,000	$25,000	$25,000	$25,000	$25,000	$28,857	$50,048	$46,905	$50,762	$54,619	$63,476	$39,333	$345,000
5. Expenses													
Personnel Salaries and Benefits													
Principal/Executive Salary													$0
Teachers Salaries													$0
Teacher Aides/Assistance Salaries													$0
Other Education Professionals Salaries													$0
Business/Operations Salaries													$0
Clerical Salaries													$0
Custodial Salaries													$0
Other Staff Salaries													$0
Employee Benefits													$0
Contracted Staff	$18,750	$18,750	$18,750	$18,750	$18,750	$18,750	$25,417	$25,417	$25,417	$25,417	$25,417	$25,417	$265,000
Staff Development Costs											$5,000	$5,000	$10,000
Direct Student Expenses													
Textbooks													$0
Student Supplies and Materials													$0
Library and Media Center Materials													$0
Computers and Materials													$0
Other Instructional Equipment													$0
Classroom Furnishings and Supplies													$0
Student Assessment Materials													$0
Contracted Instructional/Student Services													$0
Miscellaneous Student Expenses							$5,000	$1,000	$1,000	$1,000	$1,000	$1,000	$10,000

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	Month 10 April	Month 11 May	Month 12 June	Total
Office Expenses													
Office Supplies and Materials													$0
Office Furnishings and Equipment							$3,000						$3,000
Office Equipment Rental and Maintenance													$0
Telephone/Telecommunications	$208	$208	$208	$208	$208	$208	$208	$208	$208	$208	$208	$208	$2,500
Legal, Accounting and Payroll Services	$2,042	$2,042	$2,042	$2,042	$2,042	$2,042	$2,042	$2,042	$2,042	$2,042	$2,042	$2,042	$24,500
Printing and Copying							$250	$250	$250	$250	$250	$250	$1,500
Postage and Shipping							$167	$167	$167	$167	$167	$167	$1,000
Other Office Expense													$0
Occupancy Expenses													
Rent	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$12,000
Mortgage Interest Payments													$0
Maintenance and Repairs													$0
Utilities													$0
Janitorial Supplies													$0
Equipment Rental and Maintenance													$0
Contracted Building Services													$0
General Expenses													
Insurance							$250	$250	$250	$250	$250	$250	$1,500
Interest Expense													$0
Transportation							$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$10,000
Food Service													$0
Administration Fee													$0
Management Fee													$0
Other General Expense							$333	$333	$333	$333	$333	$333	$2,000
6. Total Expenses	$22,000	$22,000	$22,000	$22,000	$22,000	$22,000	$39,333	$32,333	$32,333	$32,333	$37,333	$37,333	$343,000
7. Fund Balance (end of month)	$3,000	$3,000	$3,000	$3,000	$3,000	$6,857	$10,714	$14,571	$18,429	$22,286	$26,143	$2,000	$2,000

F. Board of Trustees Supporting Documents

Conflict of Interest Form

NATASHA WARSAW

[redacted]

AREAS OF EXPERTISE

Observation & Supervision
Administrative Acumen
Data-Driven Instruction
Curriculum Design
Professional Development
Strategic Planning
Program Development
New Teacher Induction & Support
Staff Recruitment & Evaluation
Relationship & Partnership Building
Literacy Program Development
Instructional Coaching
Distributed Leadership
Student Support
Continuous Process Improvement
Visionary Leadership
Classroom Technology Initiatives
Crisis Planning & Emergency Plans
High Standards Curriculum

LEADERSHIP SKILLS

Analytical & Problem Solving
Strategic Planning
Critical Decision Making
Staff Management
Change Management

TECHNICAL SKILLS

Microsoft Word
Microsoft Excel
Microsoft PowerPoint
Microsoft Outlook

AFFILIATIONS

Learning Forward (Member), National Council of Teachers of English (Member), and National School Reform Faculty (Facilitator)

CERTIFICATIONS

District of Columbia Administrative Service Credential (grades K-12)
District of Columbia Standard Teaching Certificate (grades 6-12)

FELLOWSHIPS

New Leaders for New Schools Fellow, Washington, DC

EDUCATIONAL ADMINISTRATOR

Highly-organized Educational Administrator with a forward-thinking, student-focused, value-centered approach to learning. Creative, responsible, quality-driven professional with more than 10 years of teaching and educational leadership in multi-cultural private and public schools. Demonstrated expertise in curriculum and staff development, literacy initiatives, and learning development. A leader in building collaborations and blazing new trails for program building.

EDUCATION

TRINITY UNIVERSITY, Washington, DC
Master of Science in Educational Administration

NORTH CAROLINA CENTRAL UNIVERSITY, Durham, NC
Bachelor of Arts in English

PROFESSIONAL EXPERIENCE

Leadership and Instruction Consultant, Washington, DC **2011-Present**

Management and Leadership Instructor-District of Columbia Fire and Emergency Management Services

- Designed and implemented a two-part course in leadership created to facilitate the growth of department Lieutenants, Captains, Battalion Chiefs, and Deputy Chiefs.

Leadership Coach – Ballou Senior High School

- Served as a coach for the Leadership Team.
- Executes professional development meetings and seminars for teachers and leadership staff.
- Ensures the most effective operations through program development, process improvement, and coordination and integration of processes.

CENTER CITY PUBLIC CHARTER SCHOOLS, Washington, DC **2009-2010**

Principal/Liaison to DC Public Charter School Board

- Created policies, procedures, and systems to ensure a safe learning environment.
- Managed teacher development and student programs, instruction, and strategic planning.
- Maintained fiscal responsibility of a $2.4 million school budget.
- Developed school programs, teams, campus action plan, and a literacy improvement program.
- Designed the Core Values Program resulting in a decrease in discipline referrals by 35%.

IDEA PUBLIC CHARTER SCHOOLS, Washington, DC **2008-2009**

Assistant Principal

- Created the IDEA Public Charter School Teacher Professional Performance Evaluation.
- Encouraged reflective practice and data-driven feedback to 32 teachers in a collaborative setting
- Designed the school restructuring plan and improved school performance with school leaders.
- Managed the Early Intervention Team to identify students with special learning needs.

DISTRICT OF COLUMBIA PUBLIC SCHOOLS, Washington, DC **2000-2007**

Principal (2006-2007)/Assistant Principal (2005-2006)/Lead Teacher (2000-2005)

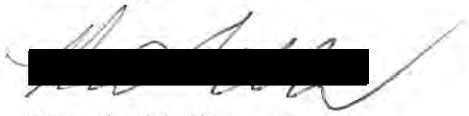
- Developed assessments, data collection and analysis, and boosted data-driven instruction.
- Observed and coached teachers to utilize reflective practice and best practice techniques.
- Taught a graduate course on Secondary Literacy for teachers and staff members.
- Teamed with the Principal and Guidance Counselor resulting in a 10% decrease in tardiness.
- Led the Peer Mediation Program and transitioned programs from interim to establishment.
- Developed the Early College Initiative to promote continuing education for at risk students.
- Promoted training via differentiated instruction, design planning, and curriculum planning.

To Whom It May Concern:

I moved to Washington DC fifteen years ago excited to begin my first year as a teacher at Lincoln Middle School. In the years that have followed I have had the opportunity to see the very best, and the very worst that public Education has to offer. It has been my privilege to see the first of my students become adults and begin to build their own lives. It has also been my privilege to maintain relationships with many of them and to talk with them about their reflections regarding their own educational journeys. The vision for Sustainable Futures was born at the intersection of our common experiences.

I believe that Sustainable Futures will provide an absolutely necessary opportunity for those children in the District of Columbia that have not been successful in other educational environments. I am absolutely committed to establishing a school that offers our students every possible opportunity to be successful and every possible support to help them achieve their goals. The establishment of Sustainable Futures is a work of heart, a work of purpose and a work of service.

Sincerely,



Natasha M. Warsaw

Natasha Warsaw

Personal Statement

I moved to Washington DC thirteen years ago excited to begin my first year as a teacher at Lincoln Middle School. In the years that have followed I have had the opportunity to see the very best, and the very worst that public Education has to offer. It has been my privilege to see the first of my students become adults and begin to build their own lives. It has also been my privilege to maintain relationships with many of them and to talk with them about their reflections regarding their own educational journeys. The vision for Sustainable Futures was born at the intersection of our common experiences.

I believe that Sustainable Futures will provide an absolutely necessary opportunity for those children in the District of Columbia that have not been successful in other educational environments. I am absolutely committed to establishing a school that offers our students every possible opportunity to be successful and every possible support to help them achieve their goals. The establishment of Sustainable Futures is a work of heart, a work of purpose and a work of service.

I am honored to have had the opportunity to learn from and work with my fellow educators and the children of the District and I look forward to the continued opportunity to serve them in this new way.

Sincerely,

[redacted]

Natasha M. Warsaw

Conflict of Interest Form

Instructions: Check "yes or no" to each question in the table below. If you answer "yes" to any of the following questions, provide an explanation on a separate sheet of paper, labeling explanations with the number of the corresponding question.

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

Signature [redacted]

Name (Printed) Natasha Wasson Title Founding Member

Sustainable Futures
Name of Proposed School

Date 2/22/15

ROSALYN RICE-HARRIS

[redacted] [redacted]

EDUCATION ADMINISTRATION PROFESSIONAL

[redacted]ctive communicator able to provide tactful feedback on teaching performance and student engagement. Diligent educator who blends innovative and traditional methods to produce a solid foundation for increased student achievement. Dynamic leader who promotes the concept of equity despite cultural differences. A top-notch performer able to work well under pressure and quickly evolves with quick-arising problems and address appropriately with ease and professionalism.

PROFESSIONAL EXPERIENCE

JEFFERSON-HOUSTON PK-8 SCHOOL, Alexandria, VA 2011-present

Principal

- Led a staff of 66 certified and non-certified personnel, a student population of 400 in developing the first public PK-8 school within Alexandria City Public Schools.
- Steered efforts to adopt extended learning time resulting in the instructional day being increased by 90 minutes and the implementation of Saturday Academy for the second semester.
- Implemented and supported a differentiated instructional model that supported mastery of skills and concepts that addressed learning needs for all students.
- Coordinated the training and implementation of a target literacy approach which resulted in 30% gains in reading mastery for grades 1-4 and 100% reading mastery using Kindergarten standards.
- Initiated instructional plan and assessment system that supported 80% of K-2 students to mastery of current grade level and 1st quarter of the next grade level's math standards.
- Executed a coaching model that supported instruction through lesson plan development, mentoring, co-teaching and instructional feedback loops in increase use of effective teacher pedagogy.
- Implemented a PBIS program that resulted in a 70% decrease in student referrals from 2012 SY to 2013 SY.
- Managed the final authorization phase of the International Baccalaureate (IB) Primary Years Programme candidacy process to be awarded April 2014.

GEORGE WASHINGTON MIDDLE SCHOOL, Alexandria, VA 2009-2011

Associate Principal

- Assisted managing a staff of 60, a student population of 485 (grades 6-8) and engaged parents in a new, district – wide, small learning community initiative for middle school students.
- Designed and facilitate intensive academic support programs for students using student performance data.
- Coordinated co-curricular and extracurricular learning experiences for at-promise students which supported a 10% increase in proficiency according to end of the year assessment performance for at-promise students.

POTOMAC LIGHTHOUSE PUBLIC CHARTER SCHOOL, Washington, DC 2008-2009

Principal

- Boosted student population from 90 students to 238 students within the initial 5 months of employment.
- Oversaw the school relocation and expansion projects and established new operation systems.
- Implemented the Middle Grades Accreditation process and use of NWEA test data to drive student mastery.
- Designed staff professional development programs to increase data and management capabilities and enhance planning, standards alignment, and instructional rigor.

H. D. COOKE ELEMENTARY SCHOOL, Washington, DC 2005-2008

Principal

- Managed a staff of 35, a student population of 300 (grades Headstart-6th grade) and engaged parents in supporting a dual language immersion coupled with strong academic programs and cultural diversity.
- Disaggregated and analyzed student reading performance data from school-wide benchmark assessments and created individualized learning plans resulting in the highest reading and mathematics scores since 2005.
- Increased student enrollment by adding preschool classes and employing strategic marketing initiatives.
- Incorporated the International Baccalaureate (IB) Primary Years Programme school candidacy process.
- Expanded Spanish dual-language program to the 6th grade resulting in 50% more bilingual English-dominant students.
- Secured $92,200 in DCPS Pilot School Grants to advance dual language, IB, and extended year programs.
- Increased parent involvement by 60% in 2 years with a new PTA, parenting classes, and a Parent Resource Center.

DISTRICT OF COLUMBIA PUBLIC SCHOOLS, Washington, DC 2004-2005

Elementary School Assistant Principal

- Conducted teacher observations and coached teachers through reflective practice techniques and instruction.
- Coordinated self-esteem and behavior management workshops and safe, supportive environment for children.
- Integrated an after school program focused on Spanish language development and DCCAS preparation.
- Collaborated with administration and parent coordinator driving a 10% reduction in tardiness.

WESTPORT ACADEMY, Baltimore, MD 2001-2004

7th and 8th Grade Social Studies Teacher

- Increased by 38% 8th grade performance on the Maryland State Assessment Test by using best practices of reading, writing, and mathematics throughout the curriculum resulting in meeting of AYP every year.
- Designed and presented faculty professional development activities comprised of differentiated instruction, backwards-design planning and multidisciplinary curriculum planning, contributing to stronger school instruction.
- Acted as citywide demonstration teacher modeling best practices for new and/or struggling teachers.
- Taught a teacher's coaching class for PRAXIS I examinations resulting in a 50% increase of highly qualified teachers.
- Implemented the month-long African-American History Month celebration contributing to a cultural school climate.

DUNDALK MIDDLE SCHOOL, Dundalk, MD 1999-2001

8th Grade Social Studies Teacher

- Increased 8th grade student proficiency by 24% on the MSPAP by developing a curriculum based on student needs.

DELCASTLE TECHNICAL HIGH SCHOOL, Wilmington, DE 1998-1999

11th Grade U.S. History Teacher

- Created district-wide annual World History and United States history assessments and other evaluation materials to promote systemic long-term planning and to improve high school history instruction.

CENTER FOR HISTORY EDUCATION AT UMBC, Baltimore, MD 2003-2004

Master Teacher

- Developed year-long course syllabus for Baltimore City Social Studies teachers in order to deliver instruction to support the improvement of teacher historical content knowledge and pedagogy.
- Collaborated with university professors, district content specialists and CHE representatives to create course materials that aligned with Baltimore City Social Studies Curricula.
- Evaluated teachers lesson plans and pedagogy using various observation techniques.

MARYLAND STATE DEPARTMENT OF EDUCATION, Baltimore, MD 2000-2004

Curriculum Writer/Consultant & MSPAP Task Developer

- Reviewed and evaluated statewide grant proposals for the Maryland Technology Satellite Programs for teachers.
- Revised the 8th grade Social Studies portion of the Maryland State Performance Assessment Program tasks.
- Developed model World History and US History lessons aligned with the Maryland Voluntary State Curriculum (VSC) providing improved receptivity and understanding of the VSC.

PROFESSIONAL CREDENTIALS

Education

MSA in Education Administration, Trinity University, Washington, DC 2005
Graduate Coursework in Education, College of Notre Dame, Baltimore, MD 2004
B.S. in History & Policy/Secondary Ed, Carnegie Mellon University 1998

Certification

District of Columbia Administrative Service Credential (Grades K-12)
Commonwealth of Virginia Administrative Certificate (Grades PK-12)
Commonwealth of Virginia Professional Certificate in History (Grades 6-12)
State of Maryland Advanced Professional Certificate in History (Grades 6-12)

Affiliations

New Leaders for New Schools Washington DC Fellow, 2004-Present

Personal Statement: Rosalyn Rice-Harris

I, Rosalyn Rice-Harris serve as a founding member for Sustainable Futures. I have supported the development of this charter school opportunity for the past 5 years. I believe in the vision and mission of the Sustainable Futures to prepare our most underserved and nontraditional students ages 14-21 by providing a competency-based expeditionary program in order to prepare the students to be career and college ready. This concept will support the most vulnerable youth populations of Washington DC and provide them an avenue to become effectively educated in an environment that will support their needs.

I am committed to supporting the development of curriculum and school governance structures in order to see this school come to fruition. I will provide my experience of over 16 years in K-12 urban education, assessment and curriculum development, professional development and organizational development to further the vision and mission of Sustainable Futures. As a founding member of the Sustainable Futures team, I supported the founding group by revising and vetting materials, assisting in the development of the master schedule and lending support in the areas of curriculum development.

If Sustainable Futures is authorized, I am committed to support the planning process with my time, and resources in order to be successful.

DocuSigned by:
Rosalyn Rice
9FE6E1F3FE7E43C...

Rosalyn Rice-Harris

Conflict of Interest Form

Instructions: Check "yes or no" to each question in the table below. If you answer "yes" to any of the following questions, provide an explanation on a separate sheet of paper, labeling explanations with the number of the corresponding question.

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

Signature DocuSigned by: [redacted] 9FE6E1F3FE7E43C...	
Name (Printed) Rosalyn Rice-Harris	Title Founding Member
Name of Proposed School Sustainable Futures	Date 3/5/2015

Patricia Lesesne

[redacted]

Summary

I am a visionary and collaborative educational leader with the following skills: program design, development, implementation, management, evaluation and expansion; grant writing and grants administration, team leadership; project supervision; process and systems development, as well as process and systems oversight, and strategic planning. I am passionate about providing educational leadership that results in access to a world-class education for all students regardless of their race, gender, sexual orientation, immigration status, ethnicity or socioeconomic background. I am also a proven professional who has the personal traits, practice wisdom, academic background, teaching experience and leadership capacity to bring the vision of large educational institutions and organizations to fruition through a well-executed and timely holistic plan utilizing a systematic approach.

Personal Traits

- dynamic
- solutions-driven
- customer service-oriented
- self-starter
- passionate
- driven
- organized
- innovative
- influential
- team builder
- knowledgeable
- analytical
- enthusiastic
- energetic
- personable

Employment

Miami-Dade County Public Schools (M-DCPS) (4th largest school district US) – **Miami, FL**
1450 NE 2nd Avenue, Miami, FL 33132
District Supervisor, Office of Intergovernmental Affairs and Grants Administration
January 2014 – Present

- Facilitate program conceptualization for over $450 million annually in grant funded programs which fund a wide array of programming and services that support the academic achievement and post-secondary success of students in the fourth largest school district in the nation – a majority minority district (67% Latino and 23% Black) with a large segment of the student populations who are who are at risk of, or already, disconnected from school, a high immigrant population and 74% of the student population from low-income homes.
- Effective member of high-functioning district-level grants administration and intergovernmental affairs leadership team comprised of five district administrators who together develop and oversee processes for securing and monitoring grant funds, including all district entitlement allocations: Title I, Title II, Title III, and Title X
    - Work closely with district leaders in the Financial Reporting Unit to regularly review financial reports and database to ensure that grants funds are being managed properly; address concerns as they arise.
    - Fulfill multi-faceted grants administration responsibilities as department contact or support for the following grant funded programs:
        - Carl Perkins Secondary – Florida Department of Education: Agriscience; Support Services of Students with Disabilities; Business Technology Education; Industrial Education; Career Pathways Consortium; Diversified Education; Health Science Education; Technology Education; Family Consumer Science Education; Public Service Education, Marketing Education; Special Population; Marketing, Recruitment,& Professional Development; School Site Industry Certification
        - Carl Perkins Post-Secondary – Florida Department of Education: Health Science Education; Career Pathway Consortium; Business Technology Education; Industrial Education; Family Consumer Science Education; Support Services Students with Disabilities; Marketing, Recruitment, & Professional Development
        - Financial Literacy – Discover Card Foundation
        - Florida Teacher Quality Program/Social Studies – Florida International University
        - Teacher Ranger Program – National Park Service

        - Learning for Life – Florida Department of Education
        - 21st Century Community Learning Centers – Florida Department of Education
        - Turnaround School Leaders Program (iLead) – United States Department of Education
        - Women of Tomorrow Mentor Scholarship Program
        - GEAR UP, Miami-Dade College (Wolfson Campus) - United States Department of Education
        - Robert Noyce Teaching Fellowship/Master Teaching Fellowship Track, Florida Memorial University - National Science Foundation
        - Close up Foundation Civics Education and Mentoring Programs
    - Identify and spearhead the pursuit of grant opportunities in the areas of K-12 Math and Science, Social Studies, Humanities, Character Education, Financial Literacy; Secondary School Reform, Career Technical Education, Adult/Vocational Education/Alternative and Community Education, Food and Nutrition, Transportation, Impact Aid, Carl Perkins grants, College Readiness, Mentoring, Minority Student Success, and Educational Transformation Office initiatives.
        - Assemble widely diverse regional group of stakeholders to collaborate on interdisciplinary and cross-functional concept development and grant writing teams comprised of university leaders and professors, district subject area administrators, district research associates, school leaders, teachers, parents, students, research and evaluation consultants, policy associates and/or leaders of governmental and non-governmental agencies, faith-based organizations and other community institutions such as the Museum of Science, The Children's Trust, and the Miami-Dade County government.
        - Design the concept development and grant writing process, timeline and division of responsibilities; and communicate plan to cross-functional team.
        - Manage relationships and communication between members of the concept development and grant writing team, including guiding regular project status reporting, calling team meetings, coordinating conference calls and utilizing remote communications tools.
        - Lead every aspect of the concept development and grant writing process and ensure successful submission of grant proposals, including making certain that team members clearly understand the grant scoring criteria of the funding agency, as well as the technical requirements, necessary commitment letters from the Superintendent of Schools and approvals from district leaders, as well as required appendices, and ensure on-time submission.
        - Ensure that final research design aligns with requirements outlined in the request for proposal and edit the final proposal to ensure its strength and likelihood for funding.
- Supervise AmeriCorps VISTA volunteers
    - Manage workflow
    - Maintain communication between national office and district
    - Develop expectations and performance benchmarks
    - Perform evaluations
    - Troubleshoot
    - Spearhead recruitment and hiring process(es)
- Establish and maintain positive working relationships with funding agencies, including serving as a liaison between funding agencies and department, regional center or school submitting the grant proposal and managing the grant-funded program.
- Supervise, evaluate, and revamp, when necessary, the office procedures, processes and systems to ensure the most efficient workflow and effectiveness toward meeting department goals and objectives, including office manuals, metrics collection and reporting, division of responsibilities.
- Create and facilitate school, regional center, and district-based training for district administrators and teachers relative to grant development.
- Conduct regular searches for funding opportunities and ensure that detailed information about these opportunities is disseminated in writing and in a timely manner to potential applicants throughout the district.
- Collaborate with fellow leaders weekly to ensure that all applicable funding opportunities have been identified and create a collective strategy for providing necessary support for each grant application submitted on behalf of or in partnership with the district.

- Provide funding source search and grant writing technical assistance upon request for staff in district schools, regional centers, district departments, as well as community-based organizations that partner with the district.
- Write or coordinate the preparation of portions of grant applications, as necessary, as well as detailed reports for presentation to The School Board of Miami-Dade County Public Schools, as needed for regular school board meetings and upon request.
- Ensure that project managers prepare and provide deliverables and performance reports in a timely manner and ascertains that supporting documentation is properly filed.
- Proactively build partnerships with and between a wide array of businesses, individuals, organizations, governmental and non-government agencies, and institutions with complementary goals in preparation for future partnerships and/or upcoming grant opportunities.
- Guide the program set-up process once grant programs are funded.
- Serve as a liaison between funding agencies and department, regional center or school submitting the grant proposal.
- Regularly review financial reports and database to ensure that grants funds are being managed properly.
- Ensure that project managers prepare and provide deliverables and performance reports in a timely manner and ascertains that supporting documentation is properly filed.
- Continuously evaluate and revamp, if necessary, office procedures, systems and processes to ensure the most efficient workflow.
- Proactively build partnerships with and between a wide array of businesses, individuals, organizations, governmental and non-government agencies, and institutions with complementary goals in preparation for future partnerships and/or upcoming grant opportunities.
- Coordinate the preparation of detailed reports on funded grants for presentation to The School Board of Miami-Dade County Public Schools, FL.
- Oversee the management of multiple program budgets simultaneously.

Broward County Public Schools (6th largest school district, U.S.) – Fort Lauderdale, FL
600 SE 3rd Avenue, Fort Lauderdale, FL 33301
Grant Manager (Program Manager), Mentoring Tomorrow's Leaders (MTL), Student Services Department
January 2011 – January 2014

- Oversaw all aspects of the design, implementation, and management and day-to-day operations of the Mentoring Tomorrow's Leaders (MTL) high school graduation/dropout prevention program, funded by a five-year, $4.5million United States Department of Education High School Graduation Initiative grant, including providing leadership for a team of three full-time Graduation Coaches and over fifty adult volunteers, in collaboration with district departments, school principals, faculty, staff and community partners for a program impacting over 1100 at-risk students and student mentors at two large, urban Title I district high schools.
- Attended district-sponsored Common Core training and coordinated efforts with curriculum leaders to ensure that program design supported the mastery of academic standards and benchmarks.
- Worked closely with the district's Title I leadership and staff to create and manage complementary program components funded through Title I funds.
- Secured an additional $350,000 in grant funds of further program expansion.
- Responsibilities included directing program research and evaluation process
    - Determined program evaluation and research needs according using district and USDOE requirement and toward the goal of program expansion and replication.
    - Decided, communicated and managed research design, scope and deliverables of the research/evaluation project(s).
    - Directed the work of the research/evaluation consultant to ensure that project goals were met.
- Created program data reporting tools, developed and oversaw program reporting processes, including daily and weekly student progress indicators, bi-weekly team reports, monthly presentations to the advisory board, scheduled sessions with the School Board of Broward County Public Schools, and annual gatherings with United States Department of Education Program Officers.

- Prepared program-related reports and presentation and dissemination to Superintendent of Schools, School Board Members, Executive Leadership Team members, legislators, other elected officials, school leaders, parents, and community partners.
- Directed production of additional program-related reports on an as-need basis.
- Manage preparation of program-related manuscripts for presentation and dissemination.
- Member of the district's Student Services Department Leadership Team
    - Contributed to collaborative departmental leadership.
    - Remained abreast of district policies, particularly those impacting Student Services programs and initiatives.
    - Developed strategies to ensure collective impact of various district-wide programs and initiatives represented by members of the leadership team.
    - Played an active role in identifying solutions to interdepartmental challenges.
- Integral member of the Superintendent's Black Male Success Task Force
    - Guided data collection, analyses and interpretation system toward the end of identifying and supporting initiatives that could address the Black male achievement gap throughout the district.
    - Made recommendations and influenced policy decisions pertaining to the Black male achievement gap throughout the district, region and nation.
    - Maintain knowledge of district policies that had a particular impact on Black male achievement.
- Designed Program Model
- Created Program Infrastructure
- Developed and facilitated all training modules for principals, staff, volunteers, students, community members, social workers and administrators working in or with the program.
- Spearheaded program branding process, including:
    - creating text for and designing program brochure,
    - generating website content,
    - creating logo,
    - building and maintaining of Facebook page,
    - identifying a wide range of diverse opportunities to increase program visibility,
    - gaining local and national support and recognition of program.
- Responsible for sustaining program and ensuring fidelity of program implementation.
- Lead grant staff in consistently evaluating effectiveness of the program and making necessary adjustments to ensure that desired results are achieved.
- Responsible for management of grant budget, including maintaining School Board and federal financial compliance, oversight of contracts, payments, vendor relationships, reporting, suggesting, ensuring that results justify spending, and making adjustments when necessary.
- Initiate and manage contracts with partnering individuals and organizations.
- Coordinate, evaluate, and make adjustments to contracts and partnerships to ensure fidelity of implementation.
- Developed an advisory board by engaging a diverse group of community stakeholders, including elected officials, educational leaders, students, parents, teachers, non-profit leaders, community activists, juvenile justice professionals and others to work together toward ensuring the accomplishment of the grant and program objectives.
- Identified and initiated partnerships with locally-based, as well as nationally recognized individuals, organizations, and corporations that provide premium services, which will best enable our team to meet grant objectives, including ScholarCentric, College Summit, Compass Learning, Alpha Phi Alpha Fraternity, Inc., 100 Black Men of Fort Lauderdale, the Black Ministerial Alliance, Betty's Soul Food Restaurant, the African American Research Library and Cultural Center, Faith Leaders for Change, and CE Tours.
- Led program replication and expansion process throughout the district
- Provided direction to school leaders seeking to implement no-cost or low-cost programs replication in nine additional Broward County Public Schools.
- Provide ongoing support with successful implementation of each program.

- Invented program replication and funding process.
- Oversaw all fiscal management and budgetary oversight for the grant and program.

Social Sciences Instructor
Creator and Team Leader, The Academy of Oral History and Community Research
Faculty Sponsor, Mentoring Tomorrow's Leaders (MTL)
August 2003 – June 2005
August 2007 to December 2010

- Served on grant-writing team that secured a 5-year, $4.5 million, United States Department of Education High School Graduation Initiative (HSGI) grant to expand the Mentoring Tomorrow's Leaders (MTL) dropout prevention, educational re-engagement, and student leadership program.
    - Provided direction with identifying research that would support the program proposal.
    - Authored significant sections of the literature review.
    - Authored the program structure and program management sections of the grant, both of which received the maximum score from the United States Department of Education HSGI grant reviewers.
- Created action research project design to address the Black male achievement gap at one of the lowest-performing urban schools in the district; design based on qualitative and quantitative research on Black Male Learning Styles, Student Engagement, Parental Involvement, Culturally Relevant Teaching, and Peer Influence.
- Lead action research project, Mentoring Tomorrow's Leaders (MTL), which resulted in an effective and sustainable dropout prevention program model for Black male students that served as the framework for what is now a flagship district program.
- Project approach and results included the following:
    - Recruited high-achieving students to mentor at-risk students
    - Maintained nearly 90% retention rate among mentors
    - Developed community partnerships which yielded sponsorships of college tour, guest speakers, in-kind donations, and a plethora of incentives and services
    - Conceptualized relevant, well-attended parent education workshops to support dropout prevention efforts
    - Planned engaging, culturally-relevant student modules that enabled students to acquire academic and social skills necessary for academic achievement
    - Exposed students to experiences that build leadership skills
    - Organized personalized college and scholarship application assistance for mentors
    - Arranged ongoing community service opportunities for mentors and mentees
    - Among pilot group of mentors, 100% of the mentors currently attend four-year colleges and universities.
    - Among pilot group of mentees, 67% of students who were at-risk when entering the program graduate on time with solid plans for post-secondary education, including four-year college and universities, vocational programs, and/or the armed services.
- Member of African American Male Student Achievement (AAMSA) group, a teacher-led initiative out of which Mentoring Tomorrow's Leaders (MTL) was birthed.
- The first Social Sciences Instructor in Broward County Public Schools, FL to teach Advanced Placement Human Geography in two different large, urban high schools; thereby exposing ninth grade, minority and students to the habits and skills required to be successful in advanced academic courses.
- Designed action research project, "Academy of Oral History and Community Research," to address literacy needs of low-income minority students entering high school reading below the fifth grade reading level, which took the form of a small learning community within large urban school that served 70 ninth graders reading at the lowest reading levels in the district
    - Conceptualized and designed theme-based learning community in which students' literacy needs were addressed through rigorous skills-based instruction coupled with long-term project in which students collected, analyzed, and presented oral histories of community elders
    - Fostered partnership with African American Research Library which enabled students to work on-site regularly with historians, research associates, and special collections librarians to create final project
    - Increased the effectiveness of program through building school/community partnerships

  - On average, students showed 1.5 years learning gains within one school year, one student showed 2.5 year learning gains.
  - Ensured the fidelity Academy for low readers program implementation
  - Used a variety of student achievement data to set the goals and foci of program, as well as inform ongoing changes and responses to effectively meet the students' needs.
  - Ensured curriculum alignment among core classes for maximum effectiveness and learning to occur.
  - Collaborated with teachers outside of academy to ensure that student's needs were being met.
  - Facilitated regular team meetings, professional development sessions and other activities designed to ensure consistency and effectiveness in curriculum, pedagogy, discipline, climate and culture.
- Utilized extensive graduate and undergraduate research background in the areas of urban education, African-American students, Black male student learning styles to form a strong theoretical framework that informed effective teaching practice with urban students in Broward County Public Schools – the sixth largest school district in the nation.
- Created a program which successfully tutored and prepared students for FCAT (state exam); students have previously failed the exam multiple times.
- Created and taught interactive and engaging college and career exploration summer program, including visits from local professionals from many fields of interest to students, SAT prep, guide to college admissions, ability tests, career matching, personality tests and other tools that to support students in making suitable college and career choices.
- Taught standard, honors, and advanced placement Social Science courses at large urban high school, including American History, World History, AP Human Geography, and World Cultural Geography.
- Used research on academic achievement gaps to the end of addressing and decreasing such gaps in the classroom.
- Demonstrated dedication to effectively integrating technology in classroom instruction.
- Proven dedication to encouraging students to think critically about social justice and anti-racist issues to the end of developing young people who are critical thinkers, active citizens, and change agents.
- Incorporate effective reading strategies into history lessons in six sections of 10th grade required course.
- Effectively integrate technology into classroom instruction.
- Encourage students to think critically about social justice and anti-racist issues in history lessons.
- Develop young people who are critical thinkers, active citizens, and change agents.
- Promote self-knowledge and pride as a means to inspire academic achievement.
- Facilitate effective analysis of historical events and connections to the modern world.
- Faculty Advisor, Teen Trendsetters/Florida Future Educators of America.
- Participated in creation of Mentoring Tomorrow's Leaders (MTL).
- Contribute to elimination of achievement gap in the classroom through effective practice based on research, experience, culturally responsive pedagogy, and guidance from master teachers.
- Align curriculum to state standards such that students develop the skills to do well on state exams.
- Foster supportive relationships with parents and caregivers to effectively address academic and behavior challenges.
- Collaborate with colleagues to create a nurturing and informative advisory program/curriculum for students.
- Maintain an advisory classroom community that serves as "home base" for students.
- Used a combination of traditional, project-based, and small group teaching strategies to create classroom environment that enabled students to successfully complete Humanities requirement that they had not met in previous year.
- Inspire non-traditional students to succeed in advanced courses and aspire to attend the best colleges and universities in the nation.
- Create a rigorous academic environment in which students are expected to achieve at high levels
- Create a college-going culture that engages at-risk students
- Encourage students to think critically about social justice and anti-racist issues in history lessons.

New Mount Olive Baptist Church – Fort Lauderdale, FL
400 NW 9th Avenue, Fort Lauderdale, FL 33311
Interim Minister of Education
June 2007 – January 2010

- Oversaw the Christian Education Department of one of the largest African American churches in Florida.
- Quadrupled the attendance of adult Sunday School classes through the creation of a full and diverse offering of topical adult Sunday School courses.
- Assess, observe and evaluate effectiveness of teaching staff and programs.
- Provide guidance and support to ministry leaders in carrying out programs, classes, and events designed as a team.
- Identify educational needs of the congregation (ages 0 – adult) and guide leadership team to design classes to meet these needs.
- Lead ministry leaders in carrying out programs, classes, and events that we designed as a team.
- Identify educational needs of the congregation (ages 0 – adult) and help leadership team design classes to meet them.
- Provided budgetary and visionary direction for over seven different ministries and ministry leaders in congregation of over 6000 persons.
- Serve as lead teacher in adult, topical church school courses and training modules.

Roxbury Preparatory Charter School – Roxbury, MA
22 Regina Rd, Dorchester Center, MA 02124
Seventh Grade English Teacher
July 2005 – August 2006

- Create engaging English curriculum that gives students extensive practice in mechanics and foundations of speaking and writing English and provide daily opportunities to put these mechanics into use through meaningful writing projects, assignments, and projects
- Utilize professional experience as a published writer to create "real world" English curriculum
- Scaffold complex and higher order writing concepts and techniques in such a way that makes them accessible to and usable by students

Diversity Educational Programs – Cambridge, MA
808 Memorial Drive, Cambridge, MA 02138
Founder/Independent Consultant
June 2000 – Present

- Providing consulting services to educators on issues of race, class, difference, and diversity in learning communities, as well as differentiated instructions and Black male learning styles. Consulting is based on the growing body of research and scholarship on anti-racist education, culturally responsive teaching, community building, and racial identity development in students.
- Increase the effectiveness of schools and youth organizations through building school/community partnerships. Partners include professors, artists, ministers, elected officials, youth workers, police, local professionals, and a plethora of others.
- Clients have included Cambridge Rindge and Latin School, The Christian Science Publishing Society, and several other camps, schools, and youth organizations in New England and South Florida.

Experience in Higher Education

Tufts University – Medford, MA
419 Boston Avenue, Medford, MA 02155
University Supervisor and Consultant
September 2006 – September 2007

- Supervise student teachers through clinical education program.
- Oversee field experiences for assigned student preparing for teacher certification.

- Regularly observe student teachers and provide written and verbal feedback.
- Assess the needs of student teachers and match them with appropriate resources.
- Identify goals with student teachers and develop a plan to meet them.
- Evaluate the progress of student teachers and help them make necessary adjustments when necessary.
- Ensure that student teachers meet university and Massachusetts Department of Education professional teacher standards and expectations.
- Facilitate professional learning community among colleagues to equip us to respond to ever-changing student needs.
- Enhance Department of Education supports to public schools through consulting services

Harvard University– Cambridge, MA
45 Francis Avenue, Cambridge, MA 02138
Faculty Assistant, Harvard Divinity School
September 1997 – December 1999

- Provided complex administrative support to high-profile faculty and high-ranking staff members, thereby increasing effectiveness of programs, courses, and maintenance of quality relationships between faculty, students, and administration.

10 Garden Street, Cambridge, MA 02138
Staff Assistant, Radcliffe Institute
December 1999 – December 2001

- Provided high-quality programmatic support to adult education programs, including recruitment and retention of well-known and highly-regarded participants from key institutions throughout the nation, advertising and promotion, identifying and securing course materials, registration, travel arrangements, arranging guest speaker accommodations, and budget management.

Workshops & Presentations Created and Delivered

"Harnessing the Power of Peer Leadership to Impact Black Male Achievement, Release Potential of Black Children"

- Bridge to Prevention Academy 2013, sponsored by Broward County Public Schools --Project Bridge/Safe Schools Healthy Students initiative, Title I, and the Diversity, Cultural Outreach & Prevention Department, June 11-13, 2013
- Florida League of Middle School's Conference – "Fusing Community and School through Innovation,
- Imagination and Collaboration", February 8, 2013
- National Alliance of Black School Educators Broward Chapter in Partnership with Miami-Dade County
- Chapter, 5th Annual Curriculum Conference, December 8, 2012
- National Black Child Development Institute, 42nd Annual Conference, October 9, 2012

"21st Century Christian Education: Models for Transformative Transformative Teaching, Learning, and Living"

- The Samuel DeWitt Proctor Conference, February 2011

"Incorporating African Studies into 6th Grade Social Studies Curriculum"

- Boston University African Studies Curriculum Conference, November 2003

"Utilizing Oral History Projects to Increase Literacy Competence among Low-income an Minority Students"

- The Center for Excellence and Innovation in Urban Education, Florida International University (FIU), November 2005

Published Works

"Seniors, Elders, and Grandparents Day Cultural Resources", The African American Lectionary (2012)

"Confessions of Hip Hop Generation Minister", *The Black Church and Hip Hop Culture: Toward Bridging the Generational Divide.* Edited by Emmett G. Price III (2012)

"Other' People's Children: The Lasting Impact", *Other People's Children: Cultural Conflict in the Classroom* by Lisa Delpit (2006)

'Your Friend, Mommy", *Chicken Soup For the Single Parent's Soul,* Santa Barbara, CA

Other articles and columns appear in "The Christian Science Monitor", Boston, MA, "The Christian Science Sentinel", Boston, MA, "The Boston Parents Paper", Boston, MA, and "The Westside Gazette", Ft. Lauderdale, FL

Research

Master of Arts in Teaching, Tufts University, Medford, MA June 2003
Independent Study, "The Silent Minority: Teacher Preparation Experiences of Black Teachers in Urban Education"

Independent Study, "Disproportionate Representation: African American Males and Special Education"

Bachelor's Degree, Harvard University, cum laude, Cambridge, MA June 2002
Reading and Research, "Can Diversity Training Impact Cultural Relevant Teaching Practices Among White Teachers in Urban Schools?"
June 2001
Reading and Research, "Despised and Feared: Nurturing African American Males in a Race Conscious Society"

Education Leadership Courses Completed Beyond Masters Degree– Course Title and Grade

Leadership 1: Adult Learning and Assessments A
Leadership 2: Theories and Assessment A
Leadership 3: Administrative Processes A
Educational Governance A-
Practical School Law A

Education & Credentials

Tufts University, Massachusetts, Masters of Art in Teaching (GPA: 3.9) Social Studies Education, June 2003
Harvard University, Massachusetts, Bachelor's Degree, Liberal Arts, cum laude, 2002
Florida Teacher Certification, Social Sciences, 6-12
Licensed and Ordained Clergy, December 2006 and June 2008