Personal Statement: Patricia Lesesne

I, Patricia Lesesne, am a founding member of Sustainable Futures Public Charter School because I strongly believe in the mission and vision of the school.

As an Educator and Minister I have worked with many youth who were unable to find success in a traditional school and who later dropped out. I believe, that had it been available to them, a school such as Sustainable Futures would have given them a much needed opportunity for success. I am excited about helping the Sustainable Futures vision become reality. I easily pledge my commitment to doing what is required to make the school a success.

Sincerely,



Patricia Lesesne

Founding Member Sustainable Futures Public Charter School

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]	
Patricia Lessesne Name (Printed)	Title founding Members
Sustainable futures Name of Proposed School	Date 3/4/15

LASHONDÁ STEWARD

[redacted] [redacted]

Senior Marketing & Communications Leader with Significant Experience in International Development, Partnerships and Program Management

- 16 years of experience in the creation, implementation and evaluation of multi-channel national and global campaigns, strategic marketing and communications, and corporate communications
- 11 years of partnership expertise with key international organizations, U.S. government agencies, foreign ministries of health, multinational corporations and associations
- 10 years of experience in marketing operations to improve organization's effectiveness and efficiency through processes, systems, and technology
- Oversight of multi-million dollar and -year programs including client services, budget management, work planning, and contract reporting
- International development experience (in-country): Ghana, Nigeria, and Sierra Leone

AREAS OF EXPERTISE

Strategic Marketing	Strategic Communications	Global Marketing
Program Management	Behavior Change Communications	Brand Management
Partnership & Alliance Building	Agency & Vendor Management	Client Services
Business Development	Campaign Management	Corporate Communications

PROFESSIONAL EXPERIENCE

DANYA INTERNATIONAL, INC. **Mar 2011 – Present**
Atlanta, GA
Associate Director, Health Marketing Communications

Serve as the project director for Global Health and National Prevention Partnerships contracts. Oversee multi-year, - and million dollar task orders for the Division of Global HIV/AIDS (Global AIDS program, Ethiopia, Nigeria, Namibia, PEPFAR.net), and the Prevention Communications Branch(PCB) for the Centers for Disease Control and Prevention (CDC). Serve as the marketing and internal branding lead enterprise-wide. Oversee resources (technical and business), budgets, and subcontracts; contract reporting, monitor deliverables, project accomplishments, and work planning; and conflict resolution

- Oversee resource development and technical assistance for 19 national social and civic prevention partners, in addition to Latino/Hispanic and LGBT community organizations, resulted in campaign results of 150 million impressions within a 8-month period
- Provide strategic leadership in building the global health function enterprise-wide, including business development and partnerships. Established relationships with U.S. government agencies and international development organizations working in Africa, Central America, and Central Asia resulting in proposals and statements of work. Oversee global health communication team and contracts, including development and implementation of print and electronic health marketing materials and resources for 41 country offices

- Design and develop strategic communication (traditional and digital) plans, including campaign frameworks, messaging, descriptions of target audiences, methodologies for building on local capacities and existing programs, and identification of appropriate channels of media/communication
- Develop and implement strategic marketing plans for conferences and events. Oversee the conference and event planning and logistics
- Oversee the development of communication evaluation and performance monitoring tools and the implementation of monitoring activities
- Develop strategies that are align with the partnership strategic framework
- Lead branding initiative to reposition Danya International. Work with internal and external stakeholders as to develop internal branding campaign and a multi-channel brand identity
- Oversee formative and quantitative communication research and provides analysis of communications resources and knowledge, attitudes, and practices of target audiences

HABITAT FOR HUMANITY INTERNATIONAL(HFHI) **Sep 2010 – Mar 2011**
Atlanta, GA
Cause Marketing Director (contracting position)
Positioned HFHI as a leading cause partner to corporations and marketing communications agencies, $2.5 million profit center. Overall responsibility for ensuring that procedures are established and adhered to for activity development, implementation, monitoring, and evaluation of the cause marketing program.

- Developed and implemented operating procedures and policies for effective implementation of a Cause Marketing department, including resource kit, tools, and training
- Developed and executed an internal communications campaign to be integrated in resource development, affiliates, area offices, and national organization
- Managed partnership that garnered 400 placements and over 138M+ impressions in a 2-week period
- Presented first cause platform that aligns with advocacy, branding, and resource development efforts
- Developed a strategy and proposal for a $1M partnership with automotive company

THE GLOBAL FUND TO FIGHT AIDS, TUBERCULOSIS AND MALARIA **Aug 2007 – Apr 2010**
Geneva, Switzerland/Atlanta, GA
Senior Marketing & Communications Advisor
Managed the Global Fund brand. Drove day-to-day execution of and improvement on The Global Fund's strategic marketing plan. Led the awareness- and revenue-driven marketing tactics by leveraging the brand, positioning, public-private partnerships, advertising, promotions, PR, and thought leadership. Advised on communication issues around reputation management. Served as strategic communications advisor for the Executive Director's office.

- Developed and launched integrated, multi-channel marketing campaign that strengthened The Global Fund's positioning with Ministries of Health and key stakeholders to reach resource mobilization goals and as a leading international development model
- Served as liaison and marketing partner for Product RED and communications initiatives
- Developed and executed employee and partner communications strategy for the transition out of the United Nations Common System
- Served as the point-of-contact for change communications and corporate communications
- Developed and implemented a strategic media and communications training program for executives and field staff, including speech writing, global meetings and event appearances
- Launched an interactive knowledge portal for partners to exchange information, research, and best practices, representing more than 80 countries generating 30,000 members within a 4-month period
- Served as the initial contract and project administrator for No Child Born with HIV by 2015
- Served as project administrator for the website architecture and branding project, including documentation, communications, budgeting, and strategy
- Created and executed first-ever internal brand campaign that created message consistency, media and communications training for staff, leadership and board members.

- Served as program marketing manager for a global multimedia, multi-lingual travelling exhibit to six countries. Served as point of contact for event planning and communications onsite.

While taking care of parent, worked as a part-time business analyst & communications consultant for an IT firm contracting with DC Government. Washington, DC *Oct 2006 – Jun 2007*

HEART RHYTHM SOCIETY **Apr 2004 – Sep 2006**
Washington, DC
Vice President, Marketing, Communications and Membership

Oversaw a $2.3M budget, 6-member team, and 10 contracted employees. Led the relocation and re-branding of international medical association. Leveraged relationships with medical device industry to strengthen association's positioning, business development, and continued education opportunities. Directed marketing planning, corporate communications, public and media relations, leads generation, product launches, interactive marketing, tradeshow marketing, special events, and member acquisition and retention. Developed and implemented change management communications. Managed market intelligence on members, competitors, and consumers -- creating efficiencies and improving communications and customer service. Responsible for pricing strategy and promotions of educational products:

- Boosted revenue by 11% and participation by 5% with the development and implementation of global marketing and sales initiatives for educational products and events
- Led the implementation of technical and training elements of the customer relations management (CRM) system, researching and identifying customer service and systems issues, and developing remedial solutions
- Developed a media plan and created a PR division, including speech writing, creative copy, event identification, case studies, white papers, presentations, and media training for CEO and Trustees; resulted in 900M media impressions within an 18-month period
- Managed the crisis communication strategy for device recall; achieved 19M media impressions with the development and implementation of a communications strategy for the device recall policy conference
- Co-developed educational tools and resources for patients and caregivers
- Managed sales lead generation via seminars, trade shows, events, and direct purchases; resulted in 8% increase in product sales
- Developed and managed market intelligence activities, e.g., satisfaction surveys, focus groups
- Saved $250K+ through a debt reduction strategy and streamlining operations for fulfillment

AMERICAN ASSOCIATION OF MUSEUMS
Director, Marketing and Sales

NATIONAL ASSOCIATION OF BROADCASTERS
Senior Marketing Manager

AMERICA'S BLOOD CENTERS / ABC FOUNDATION
Director of Corporate Relations / Director, Foundation

EDUCATION/ PROFESSIONAL DEVELOPMENT

- Master of Business Administration, Johns Hopkins University, Baltimore, Maryland
- Bachelor of Business Administration, Howard University, Washington, DC
- Leadership Development Program – Johns Hopkins University
- Project Management Professional Certification *(Currently pursuing)*

Statement of Support

I, LaShonda Steward, give my full support in the efforts to establish and sustain the *Sustainable Future Public Charter School.* Having the privilege to serve as a board member is an honor because I recognize the need and believe that there are viable solutions to serving, supporting and helping to save disconnected youth. In my opinion, Sustainable Future is great solution to address a segment of the populations that is and should remain a part of the national agenda, especially here in the District of Columbia.

I serve as Vice President of Client Services for a strategic communications firm with over 20 years of experience in marketing, communications, strategy and partnerships. My program experiences extends the gamut from behavioral and environmental health communications to stakeholder engagement and business strategy.

I am committed to offering my advice, skills, time, and network to ensure that Sustainable Future becomes a reality from inception to full operation.

Respectfully,

[redacted]

LaShonda Steward

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.

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1	Do or will you, your spouse, or any member of your immediate family have any contractual agreements with the proposed charter school?		✓
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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?		
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Signature [redacted]	
Name (Printed) LASHONDA STEWART	Title
Name of Proposed School Sustainable Future	Date 2/2/15

[redacted]

Crystal Thomas

[redacted]

QUALIFICATIONS SUMMARY

- Skilled administrator with proven results as an effective facilitator, organizer and leader in an urban school setting
- Excellent interpersonal skills and ability to work collaboratively with others
- Committed to providing quality educational experiences to all children

EDUCATION

Master of Science/Educational Administration	Trinity University	(5/06)
Master of Education/Counseling Psychology	Howard University	(5/98)
Bachelor of Arts/Psychology	University of the District of Columbia	(5/95)

CERTIFICATIONS/PROGRAMS

Administrative Services Credential/K – 12 – Standard Professional
School Counselor/ K – 12 – Standard
New Leaders for New Schools (NLNS) – Cohort 05

EXPERIENCE

Coolidge Senior High School, Washington, District of Columbia Public Schools
Dean of Students/Academy Coordinator
2013-2014

- Support 9th Grade Academy teachers in planning effective learning and social experiences designed to support students transitioning from middle school to high school
- Facilitate weekly teacher meetings to review and discuss the academic, social and emotional needs of 9th grade students
- Work with teachers to establish common rituals and routines to cultivate student engagement and academic stamina
- Assist teachers in planning Academy celebrations to recognize students' academic and social successes
- Plan and organize school-wide assessments such as PIA, SRI, DCCAS and PARCC Field test
- Oversee Evening Credit Recovery program to ensure that students have an opportunity to complete all courses required for graduation

Langley Education Campus, Washington, District of Columbia Public Schools
Interim Principal/Assistant Principal
2011-2013

- Worked with early childhood teachers to implement the Tools of the Mind curriculum with fidelity
- Facilitated data meetings with teachers to analyze interim assessment data and create re-teach plans
- Worked collaboratively with the PTA to secure resources to help support the school's goals
- Provided professional development to teachers on school and district initiatives
- As interim principal provided the instructional, operational, and administrative leadership necessary to ensure the success of the school

Winston Education Campus, Washington, District of Columbia Public Schools
Dean of Students/Assistant Principal
2009-2011

- Provided extensive professional development to teachers on DCPS Teaching and Learning Framework (TLF)
- Developed a middle school advisory program to improve the culture and climate of the middle school
- Facilitated data meetings with teachers using the ANET data cycle model
- Developed the master schedule for instructional programs to accommodate the school's instructional goals
- Set and Enforced fair and consistent discipline expectations
- Regularly communicated with parents to create cooperative relationships and support student educational goals

Friendship Public Charter School, Washington, District of Columbia Public Charter Schools
Principal
2005-2009

- Carried out instructional and operational responsibilities and contributes to the overall growth of the school.
- Coached teachers to improve their instructional practices and implement strategies to increase student achievement
- Observed and supervised new and veteran teachers using the Friendship Public School's evaluation process
- Assisted grade-level teams with analyzing and using data to improve student achievement
- Monitored monthly benchmark assessments for trends and anomalies in student performance
- Provided on-going professional development to teachers and staff
- Developed community contacts and worked with community organizations to supplement the school program
- Worked with district and building staff to develop the schools budget for the effective use of resources
- Managed 75+ staff members and 600+ students including two assistant principals
- Observed and made recommendations for improvements in building maintenance and operations

Academy Director/Assistant Principal
2002-2005

- Provided instructional leadership, direction, and supervision to the implementation of the school's instructional and program plans
- Analyzed monthly benchmark assessments and assisted teachers in using data to improve instruction
- Contributed to establishing performance objectives and drafting a 5-year Accreditation for Growth Plan that resulted in the school's full accreditation by the Middle States Association of Schools and Colleges
- Participated in the decision-making as part of the leadership team and assumed the responsibility of the principal when the principal was not on site

Student Support Manager
1999-2002

- Served as Chair of the Family and Student Support Team which successfully provided academic, social and emotional support to students deemed at-risk of failing
- Developed partnerships with dozens of community organizations to enhance the educational, social and physical development of students
- Helped establish an active parent advisory council for the school
- Worked closely with the parent advisory council to assure regular communication between home and school
- Provided group and individual counseling to help students adjust and cope with a variety of issues including grief/loss, anger management and self-esteem
- Served as a mentor to colleagues nationwide in the Edison school system by providing on-going support and training
- Presented at Edison School's national conferences on topics relating to student support and student success in schools

M.L. King Elementary School, Washington, District of Columbia Public Schools
Head Start Teacher/Pre-Kindergarten Teacher
1998-1999

- Provided direct instruction to students to equip them with the necessary pre-school skills needed to enter kindergarten
- Tailored instruction to meet the developmental needs of pre-school students
- Invested parents in their children's learning by inviting them to be active participants in the classroom
- Maintained positive home-school connections by conducting regular home visits
- Supervised and collaborated with educational assistant to assure student's needs were met
- Administered pre-school assessments to students and developed educational plans to address each student's needs

Shadd Elementary School, Washington, District of Columbia Public Schools
Teacher
1995-1998

- Used a variety of instructional methodologies and curriculum resources to present material to students
- Provided individual, small group and whole group instruction in the areas of math, reading, science, and social studies
- Created a caring and safe learning environment by employing responsive classroom techniques
- Worked collaboratively with grade-level team members to plan and deliver instruction
- Appropriately utilized community resources to provided needed support to students and families

I, Crystal Thomas, am pleased to offer this letter in support of Sustainable Futures Public Charter School. I firmly believe in Sustainable Futures' mission to re-engaged students who have struggled in traditional school settings by providing them with a comprehensive, personalized education that prepares them to lead purposeful, productive and sustainable lives.

My professional background includes 20 years of experience in public education in Washington, DC. I have served in the capacity of classroom teacher, counselor and administrator in various DC schools. I know first hand the tremendous need that currently exits to reach and reengage our most vulnerable students. I feel that Sustainable Futures has a solid plan, curriculum and design to reengage students that have not been successful in the traditional school setting.

Should Sustainable Futures PCS be granted a charter. I plan to offer my time and skills to help the school achieve its mission.

Sincerely,

[redacted]

Crystal Thomas

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.

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1	Do or will you, your spouse, or any member of your immediate family have any contractual agreements with the proposed charter school?		X
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Signature [redacted]	
Name (Printed) Crystal Thomas	Title
Name of Proposed School Sustainable Futures Public Charter School	Date 2-23-15

[redacted]

SINCLAIR M. SKINNER, EIT

EDUCATION

Howard University School of Business, Washington, DC
Masters of Business Administration, (3 years of a 4 year Program)

Howard University School of Engineering, Washington, DC
Bachelors of Science Degree in Mechanical Engineering, 1996

ACTIVE REGISTRATION

Engineering in Training (EIT)

SUMMARY OF QUALIFICATIONS

Business consultant, with more than 15 years of business management experience and more than 20 years of community organizing experience. Served three terms as an elected DC government official as an Advisory Neighborhood Commissioner. Worked several national and local political campaigns but reached the pinnacle of political success as the Fenty '06 for Mayor Field Director. Business management includes numerous entrepreneurial ventures including a startup dry cleaning store that became a four store enterprise that included several commercial and government contracts. Served six years as an Engineering & Construction professional for new commercial construction and renovation projects. These broad set of experiences allow for a very unique ability to solve complex problems that face the rapidly changing business environment. The ability to use practical, political, business and technical knowledge address challenges that call for real insight. All of these activities and ventures have established a vast reservoir of key relationships of people who respect and support the years of political and business activities.

RELEVANT EXPERIENCE

1911 United Super Political Action Committee (PAC), Washington, DC DEC 2007- Present
Treasurer. Perform management, organizing, financial management, HR management, marketing and PR, fundraising, community relationships for Super PAC.

Liberty Industries, LLC, Washington, DC FEB 2007 – Present
Consultant. Perform organizing, controlling, coordinating, reviewing and approving business and development projects.
Insurance Broker. Licensed in DC, MD, VA, PA, IL, DE, CA, IN. Won Major Contract with District Government and Children's Hospital.

Liberty Engineering and Design, PLLC, Washington, DC JAN 2007- DEC 2011
Owner. Perform organizing, controlling, coordinating, reviewing and approving business and real estate development projects.

Fenty for Mayor, Washington, DC JAN 2005 – DEC 2006
Field Director. Performed organizing, controlling, coordinating for Washington DC mayoral campaign field operations.

Georgia Avenue Kleaners, Washington, DC AUG 1999 – AUG 2005
Owner. Managed four dry cleaners daily operations and supervised construction coordination schedules between Mechanical, Electrical & Plumbing (MEP) to maintain multi facility operations.

Advisory Neighborhood Commission, Washington, DC JAN 1999 – DEC 2004
Commissioner, 1B. Performed organizing, controlling, coordinating, reviewing and approving over $50M in new construction multi-family and mixed-use development projects. Worked with development firms, architect companies and land-use attorneys during community approval process.

Ohmeda, Inc., Columbia, Maryland MAY 1996 – MAY 1998
Mechanical Engineer. Designed mechanical schematics for Heating Ventilating and Cooling (HVAC) systems to be used for construction projects. Developed HVAC Specifications.

The Architect of the Capitol, Washington, DC Summer 1994, Summer 1995
Operations Engineer. Inspected operations equipment and emergency systems at U.S. Senate. Inspected mechanical systems, interior finishes as well performed structural analysis at U.S. Senate Hart Building. Supervised escalator repairs, subway installations. Inspected elevator upgrades.

Macon County Engineer, Macon County, Tuskegee, AL MAY 1993 – JAN 1994
Project Superintendent. Supervised the construction and upgrades of rural county highways and bridges. Performed land surveys and inspected accuracies of recorded benchmarks.

McDonnell Douglas Corporation, St. Louis, MO AUG 1989 – MAY 1991
Mechanical Engineer. Served as Systems and Facilities Engineer, supervising engineering and construction personnel in the renovation of a [commercial/manufacturing/office] building. Inspected mechanical plumbing systems. Created Computer Aided Design drawings for existing and new facilities.

MEMBERSHIP

American Society of Mechanical Engineers Student	1990-1996
Chair, Tuskegee University, Tuskegee, AL	1991- 1992
Chair, Howard University, Washington, DC	1994- 1995
American Society of Mechanical Engineers	1996- Present
National Society of Professional Engineers	2011- Present

LIBERTY INDUSTRIES LLC

February 28, 2013

Personal Statement

Sinclair Skinner

Sustainable Futures Public Charter School

I am pleased to serve as a Founding Group Member for Sustainable Futures Public Charter School. My interest in the school stems from my work as a resident and community activist in the District of Columbia where I have lived for almost twenty years. I believe that this charter will serve as an effective means of meeting the needs of an often neglected part of our community, those youth who have not achieved success in traditional school environments.

My role within the founding group has been to assist my co-founders with developing a community engagement strategy. It is my pleasure to contribute my expertise in business management, community engagement and fundraising to this worthwhile effort.

Sinclair Skinner

[redacted]

Principal

700 12TH STREET NW, SUITE 700 • WASHINGTON, DC • 20005
PHONE: 202-558-5143

Conflict of Interest Form

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Signature [redacted]	
Name (Printed) Sinclair Skinner	Title founding member
Name of Proposed School Sustainable Futures	Date March 4, 2015

Tiffany Clemmons

[redacted] [redacted]

Professional Experience

Mastery Charter Schools
Philadelphia, PA

8/2013-present

Director of Alternative Education and Strategic Partnerships

- Responsible for managing a portfolio of five alternative education programs that service over 400 students with combined contracts of over 4 million dollars.
  - Providing operational, instructional, and special education specific guidance.
  - Monitoring compliance to negotiated contracts between Mastery Charter Schools and alternative education providers.
    - Negotiating new contracts for providers upon expiration.
- Lead Director for the creation of Emotional and Autism Support continuum throughout Mastery Charter Schools secondary campuses.
  - Recruited partner program to implement Emotional Support supplemental classrooms at a comprehensive high school.
  - Created four tiers of support for students with emotional disabilities.
  - Collaborate with Mastery Charter Schools CEO and Chiefs of School, Academic, Operations, and Finance on a continuous basis to expand programming.
- Responsible for managing students' placements at state approved private special education schools.
  - Facilitate application process for state funding.
  - Coordinate transfer of LEA for each student case.
  - Collaborate with Counsel to ensure implementation of settlement agreements.
  - Approve tuition and related service payments for enrolled students.
- Provide direct school leadership coaching to three School District of Philadelphia principals through a Gates Foundation grant.
  - Create individualized professional development plans
    - Focus Areas: Observation/Feedback, Data Analysis, and Management of Staff
  - Supervise teacher coaches and conduct teacher observations.
  - Maintain and report Mastery Charter and District data for the grant.
- Facilitate professional development sessions for teachers and school administrators

District of Columbia Public Schools
Washington, DC

C.W. Harris Elementary School Principal *7/2010-8/2013*

- Recruited and hired instructional and support staff after reconstituting the school in the Spring of 2011.
- Responsible for the professional development of Resident Principal from New Leaders for New Schools as a Mentor Principal with job-embedded experiences.
- Awarded the Capital One Heart of America 2012 Principal of the Year Award
- Member of:
  - 2010-2011 Chancellor's Cabinet
  - IMPACT Evaluation task force: responsible for revising current teacher rating system
  - School Leaders Network
- Collaborated with District officials to create additional special education academic programs for the DC community.
  - Tripled the special education student population in the 2012-2013 school year by opening non-categorical and behavior support self-contained special education classes for Pre-kindergarten through fifth grade students.

- Served as primary lead for all special education matters as the Local Education Agency Representative.
  - Responsible for maintaining special education compliance in accordance to the Blackman-Jones decree.
  - Responsible for leading IEP meetings and ensuring related service providers and parent participation.
  - Responsible for supervising all Multi-Disciplinary Team members.
  - Liaison between school and educational advocates/attorneys.
  - Responsible for monitoring all special education databases (SEDS, DIMS, and Child Count)
- Created a school-wide RTI program to provide additional intervention services to general and special education students.

- Applied for and was awarded:
  - Proving What's Possible Grant ($340,000 in 2012 and $300,000 in 2013): to create an extended day model that increased student academic time by 280 hours and teacher professional development by 46 hours; provide classrooms with updated technology to implement hybrid foreign language instruction and online academic remediation programs; create partnerships with City Year and The Fishing School (5th grade off-campus learning site); expanding consultancy to include increasing implementation fidelity to Common Core State Standards
  - Federal Race to the Top grant to promote collaborative mathematics instruction in both DCPS and DC Charter schools.
- Collaborated with district management to implement:
  - Tools of the Mind (all classes in grades PS-K)
  - Wilson Just Words reading program for at-risk students in grades 4 and 5
  - Wilson Fundations reading program in grades K-2
  - Wilson Reading intensive program for lowest performing students in grades 3-5.
  - Rosetta Stone Hybrid Foreign Language Program
- Supervised and observed Instructional Staff in grades PS-5 and provide verbal and written feedback (informal and formal) through the IMPACT evaluation system.
- With my team, increased DC-CAS school-wide performance by 12% in Mathematics in the 2011-2012 school year and double-digits in both Reading and Mathematics in the 2012-2013 school year.
- Managed partnership with The Flamboyan Foundation to implement family engagement initiatives.
  - 90% of teachers were trained in the Home Visit model.
  - Almost 70% of the students had home visits conducted by teachers.
  - PS-2nd grade teachers piloted the Academic Parent Teacher Team model.
- With my team, decreased student out-of-school suspensions by 70% in the 2011-2012 school year.
- Increased student enrollment by 29% over two school years.
- Responsible for effective communication with stakeholders (parents, local community and district officials).
- Managed school budget and purchasing as the school's business manager
- Facilitated Professional Development sessions for DCPS K-12 Principals at Leadership Academy
  - Creating a Shared Vision
  - Diagnosing the Adaptive Challenge

Resident Principal- New Leaders for New Schools *7/2009-7/2010*

- Supervised and observed instructional staff and provide verbal/written feedback
- Coordinated Saturday Scholars intervention program

- Refined and managed school-wide detention program
- Created and implemented parent satisfaction survey
- Participated in the hiring of school-based staff.
- Supervised student body during arrival, dismissal, and lunch.
- Monitored school professional development initiatives
- Facilitated community article discussion group
- Facilitated parent and student behavior/academic conferences.
- Granted DC School Administrator License.

Pace University
New York, NY

Adjunct Lecturer- School of Education (Graduate) *9/2007-1/2008*

- Instructed two courses of Interdisciplinary Teaching of Social Studies
- Classes consisted of current K-12 NYCDOE teachers (Bilingual, Special, and General Education).
- Developed and implemented course syllabus.

P.S.297K/P.S.361K **Brooklyn, NY**

New York City DOE

Special Education Teacher (1-6), Data Specialist and School-Based Mentor *9/2004- 6/2009*

- Supervised the analysis of school-wide assessment and instructional data as Data Specialist and coordinator of Inquiry Team.
- Trained administrative and pedagogical staff on utilizing the following academic data management programs: ARIS, NYStart, ACUITY, CFI SHAREPOINT, Study Island, and MCLASS.
- Developed data collection methods in grades 2-5 in order to implement data driven instruction.
- Provided monthly updates to school faculty on student assessment data and instructional implications through newsletters and conferences.
- Compared previous years' assessments and made projections on upcoming state assessments by analyzing the various subgroups as outlined in the NYS Accountability Report.
- Coordinated after school and weekend programs for approximately 100 students with corporate sponsorship and volunteer groups.
- Facilitated staff development for teachers of grades K-5 on a variety of topics.
- Mentored novice special education teachers as School-Based Mentor using the Santa Cruz Model.
- Developed Individualized Education Plans for students with disabilities classified under IDEA.
- Organized and facilitated IEP meetings with student's parents and various related service providers.
- Employed various instructional strategies for Special Education students in an inclusion, SETSS, and 12:1:1 (self-contained) setting.
- Instructed students using the Teacher's College workshop model, Wilson Reading Systems and Wilson Fundations in Literacy and Everyday Mathematics, which led to all students in SETSS setting achieving a level 2 or better on the 2007-2008 NYS ELA and Math assessments.

NYC Teaching Fellows **Brooklyn, NY**

The New Teacher Project **9/2005-10/2006**

Elementary Special Education Content Liaison/Fellow Advisor (Special Education K-12)

- Produced high-quality supplements to the training materials syllabus that incorporated Special Education specific curriculum, which are available on the program's website as a permanent reference tool.

- Designed and delivered workshops to prepare Special Education Teaching Fellows to use NYCDOE curricula effectively.
- Observed Fellow Advisors and provided detailed feedback to improve their incorporation of content into the special education training curriculum.
- Evaluated newly hired teachers performance during training and provided feedback to the NYC Teaching Fellows program director.
- Modeled unit and lesson planning in all content areas that incorporated High Impact Teaching Strategies.

Tench Tilghman Elementary School **Baltimore, MD**
Baltimore City Public Schools **8/2002-6/2004**
Elementary Education Teacher (grades 3 and 4)

- Coordinated team interventions, analyzed data and assessed grade level progress as team chairperson.
- Managed and cultivated comprehensive student portfolios to document individual academic growth and achievement.
- Utilized explicit teaching practices to implement and meet district and statewide curriculum and content standards demands.
- Developed and taught interdisciplinary lessons and activities for regular and extended day programs.
- Achieved proficient ratings in various components on annual evaluations in the 2002-2003 and 2003-2004 school years.

Education and Credentials

College of Saint Rose
Albany, NY
Major: Education Administration *6/2007-12/2008*

- Completed 600 hour Administrative Internship
- Granted NYS School Building (K-12) and District Leader certification
- Granted a Masters of Science in Education Administration- GPA 3.8

College Of Staten Island
Staten Island, NY
Major: Special Education/Elementary Education- Childhood grades 1-6 *6/2004-8/2006*

- Granted NYS Special Education (1-6) certification
- Granted a Masters of Science in Special Education/Elementary Ed.- GPA 3.6

College Of Notre Dame
Baltimore, MD
Major: Elementary Education *9/2002-5/2004*

- Pursued a Masters of Arts in Elementary Education
- Completed 24 credit hours- GPA 3.8

Morgan State University
Baltimore, MD
Major: Sociology *1/2000-5/2002*

- Minored in Criminal Justice
- Inducted into the Alpha Kappa Delta International Sociology Honor Society
- Granted a Bachelors of Arts in Sociology

Tiffany Clemmons

633 W Rittenhouse St Apt B418• Philadelphia, PA 19144• Phone: 347-268-2684 •
E-mail: tiffany.clemmons2@gmail.com

Date: March 3, 2015

Dear Sir or Madame:

I enthusiastically write this statement of support for Sustainable Futures Public Charter School and am willing to lend my time, talents, and skills to the founding group. Based on my conversations and review of the application documentation, it is clear that Sustainable Futures will make a tremendous impact in the lives of the residents in the District of Columbia. If Sustainable Futures is authorized, I will contribute my knowledge from being a Principal in DC and a Director of Alternative Education programs that educate over 350 students in four schools (disciplinary, over-aged/under-credited, and special education) throughout Philadelphia to provide support to the school.

Educationally Yours,

[redacted]

Tiffany Clemmons, MS, MS Ed.
Director of Alternative Education and Strategic Partnerships, Mastery Public Charter Schools Philadelphia, PA

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 [redacted]

Tiffany Clemmons
Name (Printed)

Director of Alternative Ed and Strategic Partnerships
Title

Sustainable Futures
Name of Proposed School

Date 03/03/2015

[redacted]

GiShawn A. Mance, Ph.D.

[redacted]

[redacted]

PROFESSIONAL EXPERIENCE

2008 – Present **Assistant Professor**
American University, Washington, DC

2012 - Present **Psychologist – Private Practice**
Campbell Psychological Services, LLC, Silver Spring, Maryland

2009 – 2011 **Psychologist**
The Stone Foundation, Towson, Maryland

2006 – 2008 **W.K. Kellogg Community Health Scholar**
Johns Hopkins University, Baltimore, Maryland
Site Directors: Lee Bone, RN, MPH and Dr. Janice Bowie

2005 – 2006 **Clinical-Child Psychology Intern**
Duke University Medical Center, Durham, North Carolina
Internship Director: Dr. Karen D. Wells

EDUCATION

Ph.D. 2006 **DePaul University, Chicago, Illinois**
Major: Clinical Psychology with a specialization in child psychology
Advisors: Drs. Kathy Grant and Bernadette Sanchez

M.A. 2003 **DePaul University, Chicago, Illinois**
Major: Clinical Psychology

M.S. 2002 **Florida Agricultural and Mechanical University, Tallahassee, Florida**
Major: Community Psychology

B.S. 1999 **Bethune-Cookman College, Daytona Beach, Florida**
Major: Psychology, Summa Cum Laude

PROFESSIONAL LICENSES:
Licensed Clinical Psychologist - State of Maryland & District of Columbia

RESEARCH EXPERIENCE

2012 – Present **The Network Project, Community Mental Health Intervention and Prevention Research Group, Washington, DC**
Director
A preventive intervention research group that addresses adolescent depression, chronic stress, coping, and social/community networks. The Network Project's broad objective is to examine coping resources, stressful life experiences, and the role of support networks in the emergence of psychological problems among low-income adolescents with a history of violence exposure. The project uses an ecological framework to investigate the multi-level protective factors for youth residing in low-income communities. It is a partnership with CMHIP research group and several DC Public Charter Schools.

2010 - 2012 **Center for Adoelscent Health, Johns Hopkins University and Youth Opportunity Center, Baltimore, Maryland**
Clinical Consultant
Administered post-intervention surveys and conduct structured clinical interviews with study participants. Provided supervision to peer leaders with the project coordinator. Served as clinical lisasion for peer leader training, participant-observer of clinical groups, and revision of intervention curriculum. Conducted quantitative analyses for manuscript preparation.

2006-2008 **W.K. Kellogg Foundation Community Health Scholar, Johns Hopkins University, Baltimore, Maryland**
Postdoctoral Fellow
Site Directors: Lee Bone, RN, MPH and Janice Bowie, Ph.D.
Fellowship with emphasis on reducing health disparities and increasing access to health services for underserved populations. Implemented Community Based Participatory Research (CBPR) methods to understand social determinants of mental health disparities. Fostered collaborations between community organizations and academic institutions to cultivate an equal partnership in CBPR. Emphasized education, research, and policy. Conducted quantitative and qualitative analyses for manuscript preparation and conference presentations.

Center for Adolescent Health, Johns Hopkins University and Youth Opportunities Center, Baltimore, Maryland
Health Opportunities Partnership (HOPE) Project
Principal Investigators: Freya Sonenstein, Ph.D. and Darius Tandon, Ph.D.
Co-developed curriculum for mental health awareness intervention group targeting young adults (18-24 years) enrolled in Youth Opportunities program. Work collaboratively with Peer Leadership Group (PLG) to develop, implement, and evaluate the cultural adaptation of an empirically-validated intervention, Structure Psychotherapy for Adolescents Responding to Chronic Stress (SPARCS). Curriculum addressed symptoms of complex posttraumatic stress symptoms, depressive symptomatology, chronic stress, and coping. Coordinated data collection, co-authored quantitative and theorectical articles; assisted in writing R34 NIH grant.

2003-2004 **Depression Reduction for African American Adolescents, DePaul University, Chicago, Illinois**
Group Facilitator on Research Project
Principal Investigator: Dr. LaVome Robinson
Administered selected modules of the Computerized Diagnostic Interview Schedule for Children (C-DISC) to screen prospective participants for depression, oppositional defiant disorder, and conduct disorder. Served as a co-facilitator for a culturally-adapted cognitive-behavioral curriculum-based intervention designed to reduce depressive symptoms in urban, inner city African American youth.

2001-2004 **Stress and Coping Project, DePaul University, Chicago, Illinois**
Research Assistant and Clinical Liasion
Principal Investigator: Dr. Kathy Grant
Served as clinical interviewer for school-age children and administered the Adolescent Stress Interview and Schedule for Affective Disorders and Schizophrenia for School-Age Children Present and Lifetime version (K-SADS-PL). Qualitative data coordinator and supervisor responsible for qualitative data coding and development. Supervised 8 undergraduate students and trained team in coding procedures for stress interview. Served as clinical consultant and provided clinical intervention and services to participants identified as at-risk. Supervised 4 undergraduate students who served as mentors for mentorship program. Conducted quantitative anlyses for manuscript preparation; co-authored publications from data collection; prepared conference presentations and dissemination of study findings.

CONSULTANT EXPEREINCE

2013 – Present Center City Public Charter School – Capitol Hill, End to End Solutions, Washington, DC
Provides behavioral support service consultation for Individualized Education Planning for students grades 3 – 8.

2010-2012 Trans-Atlantic School Innovation Alliance (TSIA) – District of Columbia Public Charter School Board
Research Consultant
Provided technical assistance to the District of Columbia's Public Charter School Board (DCPCSB). Guided the design and implementation of action research project developed to encourage ongoing inquiry, research, and reflection of practices to improve student achievement of at-risk students in the United Stated and the United Kingdom. Assisted five participating District of Columiba public charter schools and five public schools from Birmingham, England in identifying challenges and best practices to promote an understanding of cultural similarities and differences in educational policies and practices for low-income, at-risk students.

CLINICAL EXPERIENCE

2012- Present **James J Gray Psychotherapy Training Clinic, American University, Washington, DC**
Director
American University Cognitive Behavioral Therapy speciality clinic housed in the psychology department; responsible for clinic operations, patient enrollment, assignment of clinical cases, and medical records. Develops and implements clinic policies and procedures; manages operational budget; provides training opportunities for student-therapists, and supervises clinical assignments.

2012 - Present **Campbell Psychological Services, LLC, Silver Spring, Maryland**
Psychologist
Administers, interprets, and writes cognitive assessments for Baltimore County Public Schools; Assessments include Wechsler Intelligence Scale for Children (IV), behavioral observations, and review of school records. Provides individual and family direct services in private practice setting.

2009 - 2011 **Stone Foundation and Gifts LLC, Towson, Maryland**
Psychologist (2011)
Psychology Associate/Therapist (2009 – 2010)
Supervisor: Akitunde Morakinyo, Ph.D.
Provided direct clinical services to children and families. Administered, interpreted and wrote psychological assessments: Wechsler Intelligence Scale for Children (IV), Wechsler Adult Intelligence Scale (III); Robert's Apperception Test; Thematic Apperception Test; Draw-A-Person; sentence completion; self report measures (e.g., BDI, CDI, TSC); Children's Behavior Checklist; Trauma Symptoms Checklist. Presented continuing education training on trauma treatments.

2010 **Johns Hopkins Univeristy Bloomberg School of Public Health, Baltimore, Maryland**
Mothers and Babies Facilitator
Principle Investigator: Darius Tandon, Ph.D.
Facilitated 6-week curriculum-based intervention group for pregnant and/or parenting mothers guided by attachment theory and cognitive behavioral therapy to teach participants how to recognize thoughts, behaviors, and social contacts that influence mood, the effect of mood on health, and the benefits of strengthening maternal-infant bonding. Attended weekly supervision to assess adherence to study protocol and intervention manual.

2008 **East Baltimore Mental Health Partnership/Johns Hopkins Hospital, Baltimore, Maryland**
Psychology Associate
Supervisor: Leon Rosenberg, Ph.D.
Conducted intervention groups with emphasis on organizational skills and impulse control for students exhibiting symptoms of Attention Deficit Hyperactivity Disorder. Provided direct clinical services to students and families in a school setting. Collaborated with teachers, parents, and community service providers to meet client needs

2007-2008 **Johns Hopkins University Bloomberg School of Public Health, Baltimore, Maryland**
Incredible Years Co-facilitator
The Prevention Center
Principal Investigator: Nicholas Ialongo, Ph.D.
Co-facilitated intervention groups utilizing an empirically-validated intervention, Incredible Years, which is an 18-week curriculum-based intervention guided by developmental theory concerning the role of multiple interacting risk and protective factors (child, family, and school) in the development of conduct problem. Attended biweekly team meetings to assess the appropriateness of the intervention for Baltimore City Public Schools.

2005-2006 **Duke University Medical Center – APA accredited Pre-doctoral Internship, Durham, North Carolina**

Intern

The Center for Child and Family Health

Supervisor: Ernestine Briggs, Ph.D.

Provided direct clinical services in community mental health center with 6-8 children and families affected by trauma and mental illness. Administered, interpreted, and wrote assessments of self-report measures evaluating Posttraumatic Stress Disorder, exposure to violence, and general cognitive, emotional, and behavioral functioning. Trained in Trauma Focused -Cognitive Behavioral Therapy (TF-CBT), Trauma Systems Therapy (TST), Structured Psychotherapy for Adolescents Responding to Chronic Stress (SPARCS). Observed Parent-Child Interaction Therapy (PCIT). Co-facilitated SPARCS adolescent group, a 22-week curriculum-based intervention rooted in cognitive-behavioral and dialectical behavioral theories. Attended weekly didactic seminars that enhanced understanding of trauma, developmental psychology, treatment efficacy, and cultural issues of trauma and treatment.

Durham Community Guidance Center

Supervisor: Janet Whidby, Ph.D.

Provided direct clinical services to primarily underserved children and families in a community setting. Collaborated with community partners and service providers to meet clients' needs.

The Duke University Child and Family Studies Center

Supervisors: Karen Wells, Ph.D, Edward Bridges, MD, Stephen Hawthorne, LCSW

Participated in a weekly didactic seminar with a multi-disciplinary faculty of psychologists, psychiatrists, and social workers, as well as, a multi-disciplinary trainee group (psychology interns, psychiatry residents). Participated in supervised trainings within family assessment and family therapy; utilized a live, behind-the-one-way-mirror supervision model. Observed therapy sessions by supervisors and other team members and supervisors provided immediate call-in supervision via telephone link-up between the observation and the therapy room.

The Duke University Attention Deficit Hyperactivity Disorder Program

Supervisors: Desiree Murray, Ph.D., David FitzGerald, Ph.D., and Kristina Hardy, Ph.D.

Performed diagnostic assessment for attention deficit hyperactivity disorder; interpreted and wrote comprehensive diagnostic assessments. Experienced with following assessment tools: Conners' Adult ADHD Diagnostic Interview for DSM-IV (CAADID): Parts I & II; Conners' Parent Rating Scale-Revised, Long Version (CPRS-R: L), completed retrospectively; Conners' Adult Rating Scales-Self Report: Long Version (CAARS-S: L); Conners' Adult Rating Scales-Observer: Long Version (CAARS-O: L); Conners' Continuous Performance Test (CPT-II); Structured Clinical Interview for DSM-IV (SCID); Beck Depression Inventory (BDI); Parent Interview. Attended weekly group supervision; discussed assessment results, recommendations, and treatment options. Presented assessment results, feedback, and recommendations to families. Consulted with clinic psychiatrist to establish treatment services when needed.

2004-2005 **Chicago Children's Advocacy Center, Chicago, Illinois**
Pregnant and Parenting Teen Therapist
Supervisor: Denise Gray, LCSW
Provided individual therapeutic services to pregnant and/or parenting teen mothers with a history of sexual abuse or pregnancy as a result of sexual abuse or assault in a multi-disciplinary agency which provided counseling, medical support, options planning, legal and educational advocacy. Collaborated with case managers, Department of Child and Family Services, foster placement, and family members to provide supportive services for clients. Facilitated a 12-week parenting group for teen mothers, which included review of developmental stages of early childhood (birth to 2 years), addressing cognitive, behavioral and physical needs of child, and the provision of peer support and stress reduction strategies.

2004-2005 **Rush University Medical Center, Chicago, Illinois**
Assessment Extern, Diagnostic Assessment Practicum
Supervisors: David Anderson, Ph.D., and Hollie Sobel, Ph.D.
Administered, interpreted, and wrote reports of cognitive and projective diagnostic assessments. Gained profiency with the following assessment tools: Rorschach, Bender Gestalt, Minnesota Multiphasic Personality Inventory (2) and (A); Wechsler Intelligence Scale for Children (III), Wechsler Adult Intelligence Scale (III); Robert's Apperception Test; Thematic Apperception Test; Draw-A-Person; sentence completion; self report measures (e.g., BDI, CDI, RCMAS); Children's Behavior Checklist; and Diagnostic Inventory for Screening Children (DISC). Attended Grand Rounds with multidisciplinary team. Participated in weekly didactic seminars and group supervision to address current issues in testing.

2003-2004 **John H. Stroger, Jr. Hospital (formerly Cook County Hospital), Chicago, Illinois**
Adolescent Extern, Clinical Psychology Practicum
Supervisors: Sybil Hosek, Ph.D., Rocco Dimonico, Ph.D., & Greg Lewis, Ph.D.
Provided direct service in adolescent psychiatry clinic. Engaged in treatment and diagnostic cases, which included a caseload of 4 to 5 cases. Direct service in Adolescent and Young Adult Clinic, which provides a team model of medical and psychological services; Engaged in clinic intakes, consultations, and treatments cases. Provided direct service in Emergency Room and Ambulatory Screening Clinic. Provided psychiatric consultations for children, adolescents, and adults. Attended weekly didactic seminars to increase knowledge and improve clinical skills, and monthly Grand Rounds with a multidisciplinary team to discuss current cases and issues within psychiatry.

2002-2003 **Community Mental Health Center, DePaul University, Chicago, Illinois**
Trainee
Supervisor: Winifred Dunn, LCSW
Provided direct service in Child/Adolescent program with a caseload of 6-7 treatment and diagnostic cases. Engaged in one-hour weekly intake appointments. Administered psychological evaluations as assigned. Participated in community service project. Attended community team meetings, treatment team meetings, individual supervision with team supervision, in-service meetings, and quarterly trainee meetings

2002-2003 **Community Mental Health Center, DePaul University, Chicago, Illinois**
Sister X Adolescent Girls Group Co-facilitator
Supervisor: Shirley Woods, LCSW
Co-facilitated weekly group sessions with 8 to10 adolescent girls between the ages of 13 and 17 years in the Cabrini Green community with community outreach worker. Facilitated groups on issues related to anger management, conflict resolution, social skills and cultural identity. Implemented culturally specific curriculum for African American adolescent girls centered on knowledge of self, culture, and diversity. Recruited clients, performed group needs assessment, devised group treatment plan, secured relevant speakers, and mobilized needed support services.

2001-2002 **Community Mental Health Center, DePaul University, Chicago, Illinois**
Extern, Clinical Psychology Practicum
Supervisor: Catherine Pines, Ph.D.
Participated in weekly consultation with treatment team to discuss and develop effective therapeutic strategies. Attended in-service lectures that addressed various therapeutic issues, symptomatology, and community resources. Provided treatment, counseling, and consultation to children and/or families under care as a mental health service provider.

1999-2001 **Community Intervention and Research Center, Tallahassee, Florida**
Intervention Specialist
Supervisor: Jennifer Metcalf, MS
Provided treatment, counseling, and consultation to individuals and families with needs in areas such as parenting, personal and family adjustment, home management, behavior modification, and physical and mental health. Assessed strengths and needs of individual clients and devised an individualized treatment plans that would allow client to work effectively and successfully towards treatment plan goals and objectives. Consulted with clinical leader and psychiatrist to provide case recommendations and changes to program plan. Provided follow-up treatment to individuals and families.

RESEARCH PUBLICATIONS

Laveist, T., Thorpe, R., Pierre, G., **Mance, G.**, & Williams, D. (2014). The relationships between vigilant coping style, race, and depression. *Journal of Social Issues, 70(2), 241-255.*

Williams, T., **Mance, G.A.**, & Caldwell, C., & Antonucci, T. (2012) The role of maternal support in the psychological well-being of teen fathers. *Journal of Black Psychology 38(4), 455-470.*

Hill, J., **Mance, G.A,** Anderson, R., (2012) The role of ethnic identity in interventions to promote positive adolescent development. *Global Journal of Community Psychology Practice,* 2(3), 1-12.

Tandon, S., **Mance, G.A.,** & Mendleson, T. (2010). Feasibility and preliminary outcomes of a peer-lead depression prevention intervention for African American adolescent and young adult in employment training programs, *Journal of Community Psychology*, 39(5), 621-628.

Mance, G.A., Mendleson, T., Byrd, B., & Jones, J. Tandon, S. (2010). Utilizing community based participatory research to adapt a mental health intervention for African American emerging adults, *Progress in Community Health Partnerships: Research, Action, and Education*, 4(2), 131-140.

Wilson, D., Anderson, S., Foster, J., & **Mance, G.A.** (2008). Racial socialization's moderating effects between poverty stress and psychological symptoms for African American youth, *Journal of Black Psychology*, 35, 102-124.

Gaylord-Harden, N. K., Gipson, P., **Mance, G. A.,** & Grant, K. (2008). Coping patterns of African American adolescents: A confirmatory factor analysis and cluster analysis of the children's coping strategies checklist, *Psychological Assessment*, 20(1):10-22.

LaVeist, T., Thorpe, R., **Mance, G. A.**, & Jackon, J. (2007). Overcoming confounding of race with socioeconomic status and segregation to explore race disparities in smoking, *Addictions,102,* 65-70.

BOOK CHAPTERS

Hill, A., **Mance, G.A.,** Tizmari, T. (2010). A place at the table: Mental health in the realm of primary prevention. In L. Cohen, V. Chavez, & S. Chehim (Eds.). Prevention is primary (2nd ed). John Wiley & Sons, Inc.

Mance, G.A., Sanchez, B., & Jaha-Echols, N. (2009).Community engagement and collaborations in community based research: The road to implementing project butterfly. In S.Y. Evans, C. Taylor, M. Dunlap, & D. Miller (Eds.). African Americans and community engagement in higher education. New York: State University Press of New York.

INTERVENTION MANUALS

Mance, G.A., Mendelson, T., Jones, J., Byrd, B., & Tandon, D. (2007). Structured Psychotherapy for Adolescents Responding to Chronic Stress – Cultural Adaptation: Baltimore. Center for Adolescent Health – Johns Hopkins University & Youth Opportunities Program – East Baltimore.

MANUSCRIPTS IN PREPARATION

Mance, G.A., & Tandon, D. Chronic stressors and protective factors of disconnected low income urban african american youth.

NON-PEER REVIEWED PUBLICATIONS

Rodgers, C.R.R., & **Mance, G.A.** (2007). Community-based participatory research: Consideration in developing partnerships between African American researchers and African American communities, *The Community Psychologist*, 40(2), pp.25-27.

INVITED PROFESSIONAL PANELS AND PRESENTATIONS

Mance, G.A. (2014, July). *Understanding the impact of complex trauma on student engagement.* Invited presenter for School Culture and Climate: Alternative to Suspension Conference, Maryland State Department of Education, Baltimore, MD.

Mance, G.A. & Barksdale, C. (2013, March). *Cultural and contextual considerations of evidence-based practices with adolescents of color.* Continuing Education Workshop, Maryland Psychological Association, Columbia, MD.

Mance, G.A. (2013, February). *Race related stress among African Americans.* Invited presenter for Ethnicity and Health in America Series for the American Psychological Association Office of Ethnic Minority Affairs, Washington, DC.

Mance, G.A. (2012, April). *Community intervention approaches for youth chronically exposed to violence*. Invited panelist for conference – 'Crossing Boundaries: Public and Private Roles in Assuring Child-Well Being' - sponsored by Council on Contemporary Familes and University-based Child and Family Policy, Chicago, IL.

Mance, G.A. (2012, November). *Collaborative intervention approaches for disconnected youth exposed to violence.* Invited presenter for University of Virginia Department of Psychology Clinical Colloquium, Charlottesville, VA.

PROFESSIONAL PRESENTATIONS

Hill, J., **Mance, G.A.,** Anderson, R. (2011, June). *The role of ethnic identity in interventions to promote positive adolescent development.* Smposiuim paper presented at the 13th Biennial Conference of the Society for Community Research and Action, Chicago, IL.

Mance, G.A., Sanchez, B., & Jaha-Echols, N. (2009, June). *Cultural interventions and the psychological well-being of African American girls.* Symposium paper presented at the 12th Biennial Conference of the Society for Community Research and Action, Mont Clair, NJ.

Mance, G.A., Sanchez, B., & Jaha-Echols, N. (2008, July). *The influence of culturally relevant information on mental health interventions for African American girls.* Symposium paper presented at the 17th International Council on Women's Health Issues Congress 2008, Garborone, Botswana.

Thorpe, R.J., **Mance, G.A.,** Francis, S.A., Jackson, J., & LaVeist, L.A. (2007, November). *Racial disparity in smoking: Overcoming confounding of race with socioeconomic status and segregation.* Poster presented at the Annual Meeting of the Amerian Public Health Association, Washington, D.C.

Tandon, D., Templeman, A., **Mance, G.A.**, Mendelson, T., Byrd, B., Jones, J., Turner, A., & Sonenstein, F. (2007, May). *Development of an intervention to promote adolescent mental health using community based participatory research: Process and preliminary findings.* Symposium paper presented at the 15th Annual Meeting of the Society for Prevention Research, Washington, D.C.

Mance, G.A., Tandon, D., Templeman, A., Mendelson, T., Byrd, B., Jones, J., Turner, A., & Sonenstein, F. (2007, June). *Collaborating with African American adolescents to develop a mental health intervention*. Paper presented at the Biennial Conference of the Society for Community Research and Action, Pasadena, CA.

Gipson, P., **Mance, G.A.,** & Grant, K. (2005, August). *Depression symptoms in Low income urban adolescents*. Poster presented at the Annual Meeting of the American Psychological Association, Washington, D.C.

Mance, G.A. & Jaha, N. (2005, June). *Let me tell you who I am: Cultural identity development of African American adolescent girls.* Paper presented at the Biennial Conference of the Society for Community Research and Action, Champaign-Urbana, IL.

Mance, G.A. & Sanchez, B. (2004, October). *From Caterpillars to Butterflies: A culturally-specific approach to assisting African American adolescent girls to womanhood.* Paper presented at the Annual Meeting of the Diversity Challenge Conference. Institute for the Study and Promotion of Race and Culture. Boston, MA.

Mance, G.A. & Sanchez, B. (2004, July). *Transitions: The evaluation of an African-centered rites of passage for African American adolescent girls.* Paper presented at the Annual Meeting of the Black Graduate Students in Psychology. Ann Arbor, MI.

Gaskill, L. & **Mance, G.A.** (2003, May). *The Relationship between chronic stress and symptomatology among urban, ethnic minority, low-income adolescents.* Paper presented at the Annual Meeting of the Midwest Psychological Association, Chicago, IL.

Mance, G.A. & Jackson-Lowman, H. (2002, May). *Depression in African American single mothers* . Poster presented at the Annual Meeting of the American Psychological Society, Atlanta, GA.

Mance, G.A. & Jackson–Lowman, H. (2002, June). Effects of depressive symptomatology in African American single mothers on perception of child behavior. Paper presented at the Annual Meeting of the Black Graduate Students in Psychology, Ann Arbor, MI.

TEACHING EXPERIENCE

Spr 2013 – Spr 2015 Theories of Personality, American University, Washington, DC
Child Abuse and Neglect, American Universtiy, Washington, DC
Abnormal Psychology, American University, Washington, DC
Child Psychology, American University, Washington, DC

Fall 2011-Spr 2013 Theories of Personality, American University, Washington, DC
Psychology: Understanding Human Behavior, American University, Washington, DC

Summer 2011 Theories of Personality, American University, Washington, DC
Cross-Cultural Psychology, George Washington University, Washington, DC

Spring 2011 Theories of Personality, American Univertsity,Washington, DC
Community Interventions, American University, Washington, DC

Spr/Fall 2010 Theories of Personality, American University, Washington, DC
Child Psychology, American University, Washington, DC
Psychology: Understanding Human Behavior, American University, Washington, DC
Community Interventions &Mental Health Disparities, American University, Washington, DC

Summer 2010 Social Justice and Diveristy in Counseling, Johns Hopkins University, Rockville, MD Campus

Fall 2009 Theories of Personality, American University, Washington, DC
Child Psychology, American University, Washington, DC
Advanced Personaltiy, Amercan University, Washington, DC

Summer 2009	Advanced Techniques in Counseling, Johns Hopkins University, Columbia, MD Campus
Spring 2009	Theories of Personality, American University, Washington, DC Child Psychology, American University, Washington, DC Psychology of Sex Differences and Similiarities,American University, Washington, DC
Fall 2008	Abnormal Psychology, American University, Washington, DC Theories of Personality, American University, Washington, DC Psychology of the African American Child, American University, Washington, DC
Summer 2008	Counseling the Early Adolescent, Johns Hopkins University, Columbia, MD Campus
Spring 2007	Psychology of the Black Experience, University of Maryland-Baltimore County, Baltimore, MD
2006	Foundations of Psychology, Center for Talented Youth and Johns Hopkins University, at California Lutheran University, Thousand Oaks, California.
2005	Child Psychology, DePaul University, Chicago, Illinois
2004	Psychology of the African American Child, DePaul University, Chicago, Illinois

PROFESSIONAL DEVELOPMENT

2012	Robert Wood Johnson – New Connections Research and Writing Coaching Clinic
2012	Faculty Success Program, National Center for Faculty Development and Diversity
2007	*Fellow,* Child Intervention, Prevention, and Services Research (CHIPS) Interdisciplinary training consortium, created to enhance career development for early career scientists pursuing research careers in the areas of intervention, prevention, and the provision of services for children and adolescents. Fellows develop mentoring relationships with CHIPS faculty, who assist in developing and meeting fellows' career objectives and embark on a large-scale research project. CHIPS is hosted every summer in one of 6 sites, including Pittsburgh, Los Angeles, Baltimore, San Diego, Tempe, and Eugene. CHIPS Mentor: Dr. Bonnie Zima NIH Mentor: Dr. Joel Sherrill
2006	2nd Biennial Career Development Workshop to Increase Diversity in Research Funding Sponsored by the National Institute of Health/National Cancer Institute, Palm Desert, California (*Attendee*)

HONORS AND AWARDS

2011-2012	Mellon Research Award ($4,000) – American University
2007	National Institute of Mental Health Travel Award – 2007 Child Depression Consortium Meeting, University of Pittsburg Medical Center, Pittsburg, Pennsylvania
2005	Richard J. Meister Scholarship, DePaul University, Stean Center of Community-Based Learning, Chicago, Illinois
2001	Dean's Fellowship, DePaul University, Chicago, Illinois
2000	Leadership Award, Board of Higher Education and Learning, Nashville, Tennessee
1997-1998	Luard Scholar – University of Sussex - Brighton, England

1995-1999 Merit Scholar, Bethune-Cookman College, Daytona Beach, FL

PROFESSIONAL MEMBERSHIPS

2005 - Present Society for Community Research and Action
2001 - Present American Psychological Association
2006 - 2009 Society for Prevention Research
2006 - 2009 American Public Health Association
2001 - 2005 The Association of Black Psychologists

ACADEMIC JOURNALS

2006 - 2008 *Editorial Fellow*, Progress In Community Health Partnerships: Research, Education, and Action
2002 *Reviewer*, The Journal of Black Psychology

NATIONAL PROFESSIONAL SERVICE

2009 – 2011 *Early Career Committee*, Division of Psychology of Women – American Psychological Association
2011 *Reviewer*, Society for Community Research and Action Biennial Conference
2007 *Reviewer*, Society for Community Research and Action Biennial Conference
2007 *Award Committee*, Division of Psychology of Women – American Psychological Association Graduate Student Award Focusing on the Psychology of Black Women

AMERICAN UNIVERSITY
WASHINGTON, DC

DEPARTMENT OF PSYCHOLOGY

STATEMENT OF SUPPORT

It is with great pleasure that I offer support to the charter of Sustainable Futures. I believe in the pedagogical philosophy and mission of the school. It is with sincere commitment and confidence that I offer my professional expertise and personal support to the establishment of this institution. As a member of the founding group, I have participated in discussions and planning. I am willing to offer ongoing strategic support to help the school achieve its goals.

Sincerely,

[redacted]

GiShawn Mance, PhD
Licensed Psychologist

COLLEGE OF ARTS AND SCIENCES
4400 MASSACHUSETTS AVENUE, NW WASHINGTON, DC 20016-8062 202-885-1710 FAX: 202-885-1023
american.edu/cas/psychology

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) G. Shawn A Mance Title Psychologist

Name of Proposed School Sustainable Futures Date 3/2/15

[redacted]

Natalie Mitchell
[redacted]

Current Employment

Director, Title I Programs 6/2010-Present
Alexandria City Public Schools

- Responsible for the programmatic and fiscal administration of over $7M in federal funding provided under the various Title I Programs to include Title I, Parts A and D and School Improvement Grants
- Oversees the division's administration of the accountability systems for both Virginia Accreditation and USED School Improvement
- Responsible for compliance and interpretation of sanctions, requirements and expectations for division and school-based staff regarding the usage of federal funds; program monitoring; full academic reviews and reports; development and maintenance of funding applications; timely collection and reporting of division and school-level state and federal data requests and reports; development and provision of guidance and capacity-building professional learning and technical assistance for principals and school staff; coordination of meaningful parental involvement and engagement in the various Title I initiatives
- 100% clean federal, state and local audits including A-133 and programmatic compliance
- Converted each of the school division's Title I schools from Targeted Assistance models to Schoolwide Programs, thereby ensuring maximum flexibility in the integration and coordination of Title I funded services

Federal Grants Reform Program Analyst – Title I 3/2009-6/2010
Office of the State Superintendent of Education (OSSE), Teaching and Learning

Policy Lead for: Title I, Part A Allowability, Allocations, Carryover and Reallocation, New and Expanding Charter Schools, Schoolwide Programs (SWP), Consolidated Application Coordination, Title I, Part B, Subpart 1 (Reading First), Federal Time and Effort

Policy Writing and Technical Assistance

- Developed New and Significantly Expanding Public Charter Schools Policy and Guidance
- Jointly developed OSSE Policy on Time and Effort
- Developed policy decisions that drastically altered OSSE's practices in administering SWPs including developing accommodations for LEAs to consolidate funds under SWPs
- Created and delivered internal and external agency trainings on Title I, Part A Allowability, Schoolwide Programs and Time and Effort to ensure LEA and SEA compliance

Program Administration

- Responsible for development and approval of applications for funding, programmatic monitoring and TA and funding portfolio including approval of reimbursement requests for a cohort of 13 LEAs under Title I, Part A (including ARRA and consolidated funds), SFSF, 1003(a), 1003(g), Title III, Part A and Reading First totaling more than $26.3 million
- Jointly developed current LEA Consolidated Application for Funds; consulted on development of 1003(a) and (g), SFSF and SES Provider applications and rubrics
- Jointly oversees process for accurate development of and compliance in Title I, Part A LEA allocations, reallocation, and carryover allocation
- Monitoring team lead for four FFY2009 LEA Consolidated Monitoring Visits responsible for all aspects of monitoring from pre-site preparation to Corrective Action Plan writing
- Developed a new allocations formula for Reading First that adhered to statutory requirements and re-calculated previously incorrectly made FFY08 subgrantee allocations
- Coordinator of OSSE's Federal Programs Bootcamp
- Voting member on the District of Columbia Title I Committee of Practitioners

Employment History

Director, In-School Programs 2/2006-2/2009
Acelin Learning Solutions, Inc.

- Built In-School Programs and corresponding Up-Link divisions from the ground up, producing average program gains in reading at 2.6 years and math at 2.1 years.
- Developed and directed 12 specially adapted multisensory reading and math remediation and enrichment programs in just under three years, overseeing all aspects from contract-writing to operation to successful project closure.
- Designed hybrid comprehension curriculum for middle school students that was shown to improve performance across the board in all academic subjects
- Created reading and math essential curriculum for elementary summer school institute which resulted in 100% grade promotion.
- Oversaw clinical quality for evaluation administration, interpretation and development of learning strategies.
- Developed and produced systematic symbol imagery, phonemic awareness and concept imagery training as well as organization orientation schematic for program coordinators, reading specialists and tutors in division.
- Developed mentoring schematic for Assistant Director and Program Coordinators to use in gauging technical expertise and performance of clinician/tutoring staff.
- Introduced standard formats for Program Coordinators/Reading Specialists to utilize in student grade/progress, test, incident, attendance and budget reporting.
- Created and conducted informational and training sessions for schools and parents designed to market Acelin's proprietary programs.

Associate Clinic Director, Project Dir., Consultant, Clinician 4/2001-2/2006
Lindamood-Bell Learning Processes, Inc.
Associate Clinic Director

- Oversaw client caseload for entire clinic, managing four consultants and an average of 700 student hours weekly.
- Co-planned marketing directives, presentations and clinic events for fall and spring
- Reviewed and finalized weekly financial reports and co-planned clinic budget.
- Led seasonal staff training in full range of company programs
- Developed system for conducting seasonal staff performance reviews

Project Director, Joint Reading Intervention Research Study 1/2005-6/2005

- Responsible for all aspects of project management including operational procedure development, marketing, personnel, student and school staff interaction, and directing student instructional plans.
- Worked within strict clinical research guidelines to determine instructional plans; trained and supervised on-site staff in project-specific methods.
- Liaised with Research and Development to ensure clinical integrity, effective administrative oversight and development of strategic marketing functions to publicize project.
- Lauded for clinical outcomes of second phase; primary findings of which demonstrated statistically significant gains in both reading and math treatment groups as well as fMRI detected physiological correlates.

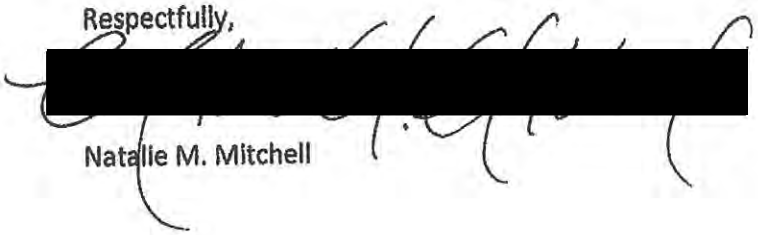
Education

BA, Cum Laude, Howard University, Washington, DC 2003
Jazz Studies/Music Business

As a founding member of Sustainable Futures Public Charter School, I, Natalie M. Mitchell, look forward to lending my full, ongoing support to the entire Sustainable Futures community of educators, students and community. The ideals upon which the school is to be built speak to some of my personal key values in education, and seek to address a continuing critical need in secondary school options in the District. Upon charter approval, I will continue to participate in the planning and development of the school and its programs with an eye towards both thoughtful planning and competent execution of its mission.

My professional experience has been entirely in education, primarily in public and public charter. Currently I serve as the Director of Title I and School Improvement Programs in a neighboring district and have lent my expertise in federal programs; grants management, monitoring and reporting; school improvement; funding structures and management; program design, review and monitoring; local/state and federal policy and implementation; and parental and community involvement.

Respectfully,



Natalie M. Mitchell

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 [redacted]	
Natalie M. Mitchell Name (Printed)	Founding Member Title
Sustainable Futures PCS Name of Proposed School	3/2/2015 Date

L. Nelson Burton

[redacted]

Qualifications Summary

In-depth knowledge of the policies, procedures, and professional development needs of the D.C. Fire and EMS
Proven track record of improving organizational culture and efficiency
Exceptional ability to communicate with diverse stakeholders to fully articulate and realize a vision of high expectations
Demonstrated ability to collaboratively lead a diverse team toward a common goal of excellence
Documented record of creating, developing and implementing successful professional development programs
Expert trainer in areas of leadership, communication, and public relations.

Experience

Priority Professional Development, Washington, D.C. 2009-Present
Chief Operating Officer

Duties include: Overall responsibility for managing all programmatic operations, as well as leading the team of consultants to achieve the measurable, cost effective results required to realize the professional development goals of a wide range of organizations, including municipal agencies and education organizations. Developing and leading training programs in all aspects on organizational leadership, including but not limited to; leadership basics, staff management, effective communication, customer service and community relations, in addition to staff workforce development. The firm completes a critical analysis of an organizations operational policies and procedures then presents the results of the analysis to the leadership, making recommendations for critical adjustments and planning a comprehensive professional development program to improve operations.

Highlights

- Facilitated agency-wide staff development programs for municipal agencies.
- Developed and facilitated a professional skills and workforce development program for D.C. residents.
- Created a comprehensive training program to support the development of new organizational leaders.

Calvin Coolidge Senior High School, Washington, D.C. 2005-2009
Principal

Duties included: Providing instructional and operational leadership for a previously struggling urban high school. Developing a course of study and curriculum map aligned with the local academic performance standards and the needs of the student population. Developing a comprehensive school-wide plan to review and analyze student performance data to drive daily instruction. Developing a results-driven, people-centered approach to all facets of the school's operation.

Highlights

- Decreased the percentage of students scoring Below Basic in Reading and Math by 80%.
- Increased the number of students earning diplomas by 40%.
- Prepared several subordinates to lead their own school.
- Developed and managed a multimillion dollar budget annually.

Margaret Murray Washington Career High School, Washington, D.C. 2005
Principal

Duties included: Planning and leadership of the academic and technical development of a vocational high school program. Leading and evaluating vocational programs concentrating on business, health care professions and culinary arts.

Highlights

- Revamped the master schedule to maximize instructional time in critical core subject areas.
- Restored the Business program using the National Academies Foundation and NFTE models.

Stephen Elliott Kramer Middle School, Washington, D.C. 2004-2005
Assistant Principal

Duties included: Developing and implementing initiatives, systems and procedures that promote and maintain an effective instructional program and a positive school climate. Facilitating the professional growth of the faculty and staff by executing a comprehensive research based professional development plan. Coaching and supporting the instructional performance of the faculty, through observations and both one-on-one and group training.

Highlights

- Institution of a comprehensive faculty professional development plan based on evaluated needs.
- Creation of a values based behavior modification plan.
- Implementation of a discipline matrix to insure uniformity in responding to inappropriate student behaviors.

Benjamin Banneker Academic High School, Washington, D.C. 2003-2004
Resident Principal

Duties include: Facilitating the articulation and implementation of the Banneker vision of learning with the support of all stakeholders. Promoting and nurturing a school culture and instructional program conducive to the academic development of students and the professional growth of faculty. Collaborating on the development and implementation of a data-driven instructional plan to improve teaching practices and academic achievement.

Highlights:

- Used data to galvanize faculty towards development of improvement plans for students.
- Designed and implemented professional development plans for faculty and support staff members.
- Updated and streamlined operational procedures to reflect current school needs.

Associates for Renewal in Education, Washington, D.C. 2000-2003
Passport-to-Work Program Coordinator

Duties included: Developing and supervising an after-school and summer career exploration program for teenagers. Developing and revising the academic and vocational program. Recruiting and training all staff members. Maintaining the operating budget and payroll of staff members and student participants. Preparing periodic reports on the program's progress for funding agencies and D.C. Department of Employment Services.

Highlights:

- Achieved 100% college acceptance for graduating participants
- Used data analysis to individualize instruction.

H.D. Woodson Senior High School, Washington, D.C. 1998-2003
Social Studies Instructor

Duties included: Constructing and implementing a long-term academic plan with clear motivational goals to promote student achievement. Building relationships with students and families from diverse socio-economic backgrounds to promote an inclusive culture of high expectations.

United States Navy, Norfolk, VA 1991-1995
Disbursing Clerk Third Class (DK3)

Duties included: Supervising maintenance of the Personal Financial Records of military personnel. Overseeing liquidation of travel reimbursement claims for military and civilian personnel. Developing and conducting training courses in military accounting procedures, logistical problem solving, and customer service.

Education & Training

Master of Science in Administration	Trinity University	2004
Bachelor or Arts in History	University of the District of Columbia	1997

Priority Professional Development
2422B Alabama Avenue, Southeast, Washington, D.C. 20020 • 202-241-4126 • 877-704-5174 (fax)

February 26, 2015

I, L. Nelson Burton, am a founding member of the Sustainable Futures Public Charter School. I wholeheartedly believe in its to providing an exception education opportunity to a population that has been ignored by so many for so long, most notably those in the foster care system.

My entire professional career has been dedicated to supporting and broadening the access to quality education offered to people of the District of Columbia; especially those who have encounter significant barriers to success. My education and extensive experience in the areas of instruction and work-force development serve me well in informing my decisions and action regarding pedagogical approaches, school-based leadership, and work-force development.

Once Sustainable Futures is granted a charter, I shall support their efforts by continuing to offer my skills and expertise to promote the mission and vision.

Very truly,

[redacted]

L. Nelson Burton
Chief Operating Officer

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.

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9	Does any other board, group or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of 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) L. Nelson Burton	Title
Name of Proposed School Sustainable Future PCS	Date 26 Feb 2015

[redacted]

Cristine M. Doran
[redacted]

QUALIFICATIONS SUMMARY

Operations, finance, and real estate professional with project, budget, and facility management experience. Self-starter who has worked in both the non-profit and for-profit sectors with an educational background in Information Management and Technology.

WORK EXPERIENCE

Center City Public Charter Schools, Washington, DC

Director of Finance and Facilities *August 2013-present*

- Key member of CEO's five person executive leadership team shaping fiscal, strategic, human resources, facilities, business, and operational priorities of the organization
- Lead planning and oversight for an annual budget with over $25M in revenue
- Manage internal and external reporting, including monthly departmental reports and campus budgets, and advise CEO and Board of Trustees on financial matters
- Developed and implemented budgeting process that aligns with organization's short and long term goals while ensuring financial targets are met across all departments and campuses
- Implement processes that align with GAAP accounting standards and the authorizer's policies resulting in full adherence to all criterion and a clean audit report
- Oversee Title I application process and work with Academic team to ensure all requirements as determined by OSSE are consistently met and reported on
- Lead expansion project efforts by engaging key stakeholders, including Landlord, facility partners, affiliates, neighbors, and the Board of Directors
- Engaged community through outreach and town hall meetings resulting in first round approvals for a potential renovation project
- Planned for and managed all facilities and real estate functions, including developing strategies to increase the value of existing portfolio through renovation efforts and exploration of relocation or expansion sites with annual capital expenditures over $1.5M

Director of Facilities and Real Estate *November 2012- August 2013*

- Developed short-term and long-term facility strategy aligned with the organizational model
- Analyzed and revised reporting practices to monitor site-based occupancy expenses that inform making decisions about lease renewal and capital investment
- Negotiated terms for new leases, lease renewals, and amendments
- Directed all real estate operations in alignment with local and Federal regulations
- Managed all aspects of renovation and leasehold improvement work, including publishing requests for proposals, bid analysis, contract negotiation, budget management, and schedule management

- Worked with Principals and leadership to assess improvement opportunities that exist within the individual buildings by developing project plans and completing feasibility studies
- Track projects and evaluate facility conditions to create reports for leadership team that inform capital planning

Associate Director of Facilities and Real Estate *November 2011-November 2012*

- Interacted with senior leadership to ensure that real estate assets are managed in full compliance per DCRA, DOH, District Fire Marshall, and all Federal safety and health mandates
- Established expense and rent schedules to help inform organizational strategy and improve Landlord relationships through consistently meeting lease requirements
- Directed communications between Landlord and campus leadership across eight sites
- Represented organization's interests at quarterly meetings with Landlord and representatives to address real estate issues for shared use facilities
- Obtained Landlord approvals for renovation and leasehold improvement projects to further organization's mission and negotiated amortization schedules
- Analyzed facility spending on a per campus level and developed a strategy to reduce operating expenses saving the organization over 20% compared to Landlord's prior contracting costs

Facilities Contracting Manager *September 2008-November 2011*

- Project Manager for over $2.8 million of leasehold improvement projects that were consistently delivered on-time and under budget
- Developed summer leasehold improvement budgets and tracked spending
- Managed $1.7 million design/build HVAC installation across five sites, a $250,000 central office suite build out, and over $900,000 in design/build projects across six sites, including classroom build-outs, office fit-outs, electrical, plumbing, painting, and flooring work
- Worked with architects and leadership to establish a consistent floor design and color scheme for instructional spaces and developed plan to implement across campuses, including specific research based schematics for early ed, elementary, and middle school classrooms
- Managed over $1 million in annual contracting expenses related to janitorial, maintenance and other facilities work across eight sites

Arlington Capital Partners, Washington, DC
Executive Assistant to Managing Partner *August 2005-September 2008*

Polam Hall School, Darlington, England
Teacher, Head Lacrosse Coach *August 2004-July 2005*

EDUCATION

Syracuse University, School of Information Studies, Syracuse, NY
Bachelor of Science in Information Management and Technology *May 2004*

Personal Statement: Cristine Doran

I, Cristine Doran, support and promote the mission, vision, and goals of Sustainable Futures Public Charter School. I strongly believe that high quality educational opportunities should be available to all youth and young adults within the District of Columbia, regardless of their experience and challenges within the traditional system. Sustainable Futures offers programming that allows students to connect with their community and pursue academic success by offering a distinct model and support systems, ultimately allowing them to become productive and contributing members of society.

I look forward to sharing my professional experience to help advance the work that the Sustainable Futures team has started. As a member of the executive leadership team at a charter school in Washington, DC, I have done substantial work in creating and implementing operational processes and policies, helping to shape short and long term organizational strategy, and ensuring our schools are both academically and financially sustainable.

I believe that Sustainable Futures will provide another valuable option for our youth to achieve excellence, which will strengthen our city through education and exposure.

Respectfully,



Cristine Doran
Director of Finance and Facilities, Center City Public Charter Schools

Conflict of Interest Form

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6	Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors?		✓
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) Cristine Doran	Title Founding Member
Name of Proposed School Sustainable Futures	Date 3/5/2015

[redacted]

Samantha Averett – Boyd

[redacted]

Objective

To engaged in the demanding and beneficial rigor that is expected of a teacher or instructor.

Education

Trinity University
(08/16/2009 – 08/10/2010)
Washington, District of Columbia
Secondary Education Certification Major: Secondary Education

Howard University
(08/16/1999 - 05/10/2002)
Washington, District of Columbia
Degree: M. A. - Major: United States History; Minor: Public History;

Howard University
(08/16/1996 - 05/10/1999)
Washington, District of Columbia
Degree: B. A. - Major: History; Minor: Legal Communications;

Certifications and Awards

Master Certificate in Online Teaching
University of Illinois 3/2015

Online Teaching
Center for Distant Learning Academy Series

District of Columbia Teacher Certification
Initial – expiration 11/2015

Praxis I
Math: 182 Reading: 185 Writing: 176

Praxis II
0081 Social Studies: 176 0084 Social Studies: 194

Relevant Experience

College Instructor: *I am applying my researching, writing, speaking, and analytical skills to a classroom setting while expanding my area of interest and research as a historian and college instructor.*

City Colleges of Chicago
(08/26/2005 - Present) - Adjunct

Chicago, Illinois United States
Supervisor: Dr. Martha Madkins, - 312-553-5975;
Duties:
*Received an excellent evaluation that highlighted my cooperative learning method while teaching at the Kennedy King Campus
*Instructor of Social Sciences/ History to students in a classroom and online setting
*Advising and evaluating post secondary students
* Research and scholarly work in the Social Sciences

Robert Morris Colleges
(06/26/2007 – 05/01/2008) - Adjunct
Chicago, Illinois
Supervisor: Paula Diaz, - 312 – 935 - 4222;
Duties:
*Instructor of History to students in a classroom setting with an online Blackboard component
*Participation in instruction, retention, and curriculum seminars
* Research and scholarly work in the Social Sciences

Educator: *I am applying skills and knowledge gained training, professional development, and research to the instruction of high school age students. While doing so, I created an AP program for a charter school, a curriculum for a Civil War summer camp, and add in the integration a college preparation computer program, "Choices Planner".*

Leading Educators
(07/12/2013 - Present) – Teacher Leader Fellow
Washington, District of Columbia United States
Program Manager: Ms. Tirza Buelto - 202-815-7043;
Duties:
* Increased leadership skills
*Developed, implement, and maintain a plan that training and developing teachers
*Collaborated with colleague to create and evaluate improvement plans
*Participation in coaching session, development workshops, and school visits in order to development my skills and understanding of school leadership and successful turnarounds.

District Of Columbia Public Schools
(08/16/2010 - Present) - Social Studies Teacher
Washington, District of Columbia United States
Supervisor: Dr. Reeves - 202-645-3400;
Duties:
* Increased a Social Studies AP program
*Developed and maintained a collaborative relationship with department and business to support the department and school improvement plan
*Facilitated departmental meetings and trainings as Department Chair for three years
* Teaching social studies to high school age children
* Serving as advisor for the Frank W. Ballou Chapter of the National Honor Society
* Sponsored and Assisted students with National History Day submissions
*Collaborated with colleague to create a performance based social studies curriculum for two history courses

IDEA Public Charter School
(09/01/2008 – 05/30/2010) - Social Studies Teacher

Washington, District of Columbia United States
Supervisor: Major Lewis - 202-399-4750;
Duties:
* Created a Social Studies AP program
* Received an excellent end of the year evaluation
* Taught social studies to high school age children
* Facilitated a conflict resolution and mentor group for girls
* Assisted with the special education annual student education assessment evaluation
* Created and participated in monthly professional developments
* Assisted with the creation of a social studies curriculum

DuSable Leadership Academy
(01/10/2006-06/15/2007) - Long Term Substitute Teacher
Chicago, Illinois United States
Supervisor: Dr. Loretta Wright - 773-535-1170;
Duties:
* Instruction of high school age children
* Long term Substitute for Computer Technology
* Helped students to met all educational goals
* Served as School Administrator for Choices Planner and Key Train

District of Columbia Public Schools
(09/01/2001 - 09/01/2002) - Social Studies Teacher
Washington, District of Columbia United States
Supervisor: Human Resources - 202-442-4080;
Duties:
* Received an excellent end of the year evaluation
* Taught social studies to high school age children
* Advised the Eastern Senior H.S. Chapter of the National Honor Society
* Instructed children who had learning disabilities based on their I.E.P. / Educational Assessment Test
* Assisted with the special education annual student education assessment evaluation
* Hosted and administered an annual induction ceremony for the National Honor Society

Professional Membership

Phi Alpha Theta
Historical Honor Society
1999 – Present

Association of Black Women Historians
2006

American Historical Association
2006

I am the product of teachers and a school system that worked hard to help me development my future. These adults understood that their success equaled my success. Many of my teachers were innovative and did not have to compete with mandates and policies. I have watched the education system fail many students because of the one size fits all approach. As a District of Columbia Public School teacher, I joined this group of educators so that we can be innovative and creative because our success ensures the students' success.

I am confident that Sustainable Futures will provide the needed innovation and creativity that will give our students the opportunities that other local education agencies have not been successful at creating. I came to the team with a passion for creating successful citizens and continual learners and have worked with the team to create unique pathways that will give every child the opportunity to reach success in their educational career.

It is a pleasure to service our future in any capacity and I look forward to continuously finding ways to give to the students of the District of Columbia what was given to me.

Sincerely,

[redacted]

Samantha Averett - Boyd

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) Samantha Averett-Byd	Title
Name of Proposed School Sustainable Futures	Date 3/2/15

NILAJA TAYLOR

[redacted]

A self-driven leader with excellent communication and interpersonal skills who effectively collaborates with all levels of staff members and fosters quality relationships with students. Key strengths include: Curriculum Design and Development, Staff Development, Data Driven Instruction, Progress Monitoring, Literature-Based Instruction and Team Building

EDUCATION AND CERTIFICATIONS

- Certified Reading Recovery Teacher Leader (2009)
- Obtained 36 doctoral credit hours in Reading from Texas Women's University, Denton, Texas (2009)
- Certified in Educational Administration (2007) Passed the Praxis School Leaders Licensure Assessment (SLLA)
- Masters of Science, Educational Administration (2006), Trinity University, Washington DC
- Certified in Teaching English as a Second Language (2001), American University, Washington DC
- Bachelor of Arts, Spanish (2000), Valparaiso University, IN

WORK EXPERIENCE

2009-2012 Department of Education, St. Croix St. Croix, USVI

Coordinator of Elementary Programs

- Plan, develop, facilitate and conduct professional development in the areas of early literacy and English Language Development to administrators and educators throughout the district
- Support teachers to use standards-based instructional and assessment practices to accelerate learning
- Help schools and Specialists analyze data and identify appropriate re-teaching methods and strategies
- Serve as a liaison and resource between the district and the local schools in the area of reading/language arts
- Provide leadership in the development, implementation and coordination of district wide programs and resources
- Plan, implement, and /or broker ongoing training for teachers including new teachers and support staff
- Provide on-site technical assistance and support to schools in curriculum, instruction and assessment
- Monitor the implementation of district-wide programs, resources and services
- Assist schools through classroom visits, consultations, demonstration lessons and conferences

- Work in conjunction with other district departments (Special Education, English Language Learners, etc.) to facilitate and support literacy development and implementation across all programs
- Collaborate with other content area curriculum specialists to provide an integrated literacy program
- Serve as the central office contact and liaison to keeps parents, administrators and community citizens informed about reading and English Language Arts programs in the school system
- Design and oversee the development of curriculum
- Assist the school system with the selection of appropriate textbooks, teacher guides and other instructional materials and equipment
- Work with state, community, business and university groups to address educational issues

2009-2012 Department of Education, St. Croix St. Croix, USVI

Reading Recovery Teacher Leader

- Organize and deliver the training course for Reading Recovery teachers;
- Provide ongoing support to trained Reading Recovery teachers through teacher leader visits and Continuing Contact Sessions and/or training sessions
- Guide testing and selection of children in the Reading Recovery program
- Screen, test, and diagnose the reading deficiencies of eligible students
- Guide record keeping for Reading Recovery throughout the district and prepare reports
- Conduct inservice sessions at the school buildings involved in Reading Recovery
- Plan, organize, and coordinate Reading Recovery program for building implementation

2008-2009 IDEA Public Charter School Washington, DC

Literacy Coach

- Researched and provided content knowledge and resources to staff about learning and teaching literacy
- Demonstrated effective and innovative literacy practices in classrooms
- Evaluated literacy needs within various subject areas and collaborated with teachers and administrators to interpret, use assessment data to improve instruction, and problem solve
- Used assessment data to assist administrators with placement of students in appropriate instructional or intervention programs
- Lead faculty in the selection and use of a range of assessment tools as a means to make sound decisions about student literacy needs as related to the curriculum and to instruction
- Conducted regular meetings with classroom teachers to examine student work and monitor progress in order to support teacher reflection and action

- Assisted classroom teachers with analysis of formal and informal assessment data on their students to determine student response to instruction
- Worked with the school's Leadership Team, Lead Literacy Team, and other constituent groups to determine the school's strengths and needs for improvement in the area of literacy in order to improve students' reading, writing, and communication skills and content area achievement
- Assisted teachers with planning, sequencing, and scaffolding of instruction
- Participate in team reviews concerning academic progress of at-risk students who were not responding to interventions
- Provided inservice training and follow-up coaching to assist classroom teachers in the use of reading/learning strategies in their classrooms
- Worked with teachers individually, in collaborative teams, and/or with departments, providing practical support on a full range of reading, writing, and communication strategies
- Observed and provided feedback to teachers on instruction related to literacy development and content area knowledge

2007 Backus Middle School, DCPS Washington, DC

Instructional Facilitator

- Assisted teachers in analyzing classroom and state assessment data to advise teacher's practice
- Assisted in the implementation of staff development components of the school plan
- Planned and provide formal and informal professional development learning opportunities for classroom teachers by conducting formal workshops, group discussions and one-on-one mentoring
- Provided classroom teachers with observational data and feedback based upon mutually agreed upon focus areas of the language arts program

2002-2007 Whittier Elementary School, DCPS Washington, DC

English as a Second Language Teacher

- Taught mixed ability English Language Learners using a variety of instructional methods including cooperative learning and use of learning centers
- Provided native language support when necessary to facilitate the acquisition of both English language skills and content knowledge
- Co-taught and conducted demonstration lessons to mainstream classroom teachers to model effective ESL strategies
- Acted as a liaison between the student and other teachers, staff members and family
- Administered specialized ESL assessments (LAS & WIDA)

- Assessed the accomplishments of students on a regular basis, provided progress reports as required, and communicated with parents while also providing families with opportunities for socialization and acculturation
- Served as test coordinator organizing the state test administration
- Organized ten-week Saturday school by recruiting staff, managing payroll and materials and grouping students
- Coordinated and monitored after-school tutoring program
- Assisted in the development and administration of quarterly interim assessments aligned with the DC CAS resulting in the attainment of Annually Yearly Progress (AYP)

COMMITTEES and ORGANIZATIONS

- Association for Supervision and Curriculum Development (ASCD)
- Reading Recovery

To Whom It May Concern:

As a founding member of Sustainable Futures Public Charter School, I Nilaja R. Taylor, am delighted to provide my expertise and support to ensure the success of the school. I have spent the past fifteen years serving in public and public charter school systems in a variety of capacities and I strongly believe that we are failing our youth. It is time to empower our youth with a solid education so they can go out into the world prepared with the critical thinking skills to successfully engage in reflective practices and action to bring about change in the right direction to their local and global communities.

.

Sustainable Futures was created with the purpose to catch our youths before they fall. We specifically designed our school to serve our vulnerable youth because we are their last chance. I will happily contribute my expertise in early literacy and adolescent literacy and in English as a Second Language and school administration to the founding team of Sustainable Futures and look forward to being a part of the schools success.

Sincerely,

[redacted]

Nilaja Taylor

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 you to discharge your duties or exercise your judgment independently on behalf of the proposed charter school?		✓

Signature [redacted]

Name (Printed) DILAJA TAYLOR Title CO-DIRECTOR, READING RESCUE

Name of Proposed School SUSTAINABLE FUTURES Date 3/3/15

[redacted]

BERNARD C. COLEMAN, JR.

[redacted]

SUMMARY

Chief legal officer of a solo practice with over 20 years of experiences in civil litigation, trial advocacy experiences, family law, criminal law, personal injury, corporate and non-profit law, and probate & estate administration.

EDUCATION

Eastern Theological Seminary, Lynchburg, VA — 1991
Masters in Ministry

Antioch School of Law, District of Columbia — 1987
Doctorate in Jurisprudence

Coppin State College, Baltimore, MD — 1976
Masters of Education in Counseling

Norfolk State University, Norfolk, VA — 1973
Bachelor of Arts in Sociology

AREAS OF PRACTICE

- Civil litigation
- Criminal law
- Family law
- Probate and estate administration
- Corporate and non-profit law
- Personal injury
- Misdemeanors

PROFESSIONAL EXPERIENCE

Attorney — 2001 – Present
Law Offices of Bernard C. Coleman, Jr., Oxon Hill, MD
Solo practitioner and advocate of over 1,000 clients yearly in the areas of employment and labor law, personal injury, probate and estate administration, family and misdemeanor cases, criminal law, family law, corporate and non-profit law.

Senior Attorney — September 1995 - 2001
Fashoro & Coleman, LLP, Alexandria, VA

- Provided legal counseling in civil litigation in:
  - Employment and labor law
  - Personal injury
  - Administrative law
  - Probate and estate administration
  - Family and misdemeanor cases.

Associate Attorney — August 1992 – May 1995
Law Offices of Judge Lutrelle F. Parker, Arlington, VA

- Conducted legal research
- Wrote and dispersed memoranda
- Litigated federal statute cases, probate, administration, and family law.

Behavioral Health Counselor — April 1994 – September 2000
Kaiser Permanente, District of Columbia

- Conducted assessments
- Developed treatment plans
- Facilitated education classes and individual and group therapy for members

BAR ADMISSIONS/MEMBERSHIP

Licensed to practice law in the District of Columbia and the State of Maryland. Member of the District of Columbia Bar and the Maryland State Bar, United States District Courts of the District of Columbia and Maryland, Fourth Circuit Court of Appeals and the United States Supreme Court.

SKILLS

Word Perfect 6.0, Microsoft Word, Legal Writing & Research, Office Management, Communication, Negotiation, and type 80 WPM.

TRAINING

National Institute for Trial Advocacy (NITA), Georgetown University, 1999
Innovative Jury Trial Practices, November 1998
Managing Solo Practice, September 1992
Professional Responsibilities and Ethics, October 1992

Statement of Support:

It gives me great pleasure to give all support to the efforts of the Founding Group of Sustainable Futures. When I was asked to be a member for the founding group I said yes without hesitation. After extensive conversations and meetings it is clear that the school that Sustainable Futures promises to be is one needed by the District of Columbia and one to which I am more than willing to contribute my skills and my support.

Respectfully,

[redacted]

Bernard C. Coleman

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 [redacted]	
Bernard C. Coleman, Sr. Name (Printed)	Title Attorney at Law
Sustainable Futures Public Charter School Name of Proposed School	Date March 4, 2015

G. Additional Required Documents

1. Articles of Incorporation
2. By-laws
3. Board Members Agreements
4. Board of Trustees Performance Expectations
5. Code of Ethics
6. Discipline Policy
7. Assurance Form

SUSTAINABLE FUTURES

Articles Of Incorporation
Of
Sustainable Futures Public Charter Schools

We, the undersigned, being natural persons over the age of twenty-one, (21) acting as incorporators of a corporation under the District of Columbia Nonprofit Corporation Act, adopt the following Articles of Incorporation:

First: The name of the corporation is Sustainable Futures Corporation (hereinafter referred to as the "Corporation")

Second: The period of the Corporation's duration is perpetual.

Third: The Corporation is organized and shall operate exclusively for the following lawful purposes: educational, charitable, environmental, scientific, literary, musical, social, athletic, job training and promotion of the arts, but only to the extent that such purposes are permitted within the meaning of Section 501(c)(3) of the Internal Revenue Code 1986,as amended (hereinafter referred to as the "Code"), including the operation of a public charter school. The above-listed purposes for which the Corporation is organized are those necessary and appropriate to carry out its Charter. The Corporation shall have all powers granted to it by law other its above stated purposes, including those expressly stated by its bylaws, in accordance with DC Code Title 29 Chapter 4. In furtherance of its corporate purpose, the Corporation shall have all the general powers enumerated in §29-403.02 of the D.C. Nonprofit Corporation Act as now in effect or as may hereafter be amended, together with the powers to solicit grants and contributions for purpose.

Fourth: Persons of any race, religion, and either sex shall be entitled to all of the rights, privileges, programs and activities generally made available to participants in the Corporation, its program and activities. The Corporation shall not discriminate on the basis of race, color, religion, creed, national origin, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special needs, academic achievements or proficiency in the English language in administering its policies and programs.

Fifth: The Corporation shall have one (1) class member. He members of the Corporation shall consist of the Incorporator of the Corporation and of such other persons as shall be elected to membership at any meeting of the members by a vote of a majority of all member. Each member shall have one vote.

Sixth: No part of assets or the net earnings of the Corporation shall be distributed to or inure to the benefit of its Board of Directors, officers, or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article Third hereof. No substantial part of the Corporation's activities shall consist of carrying on

propaganda or otherwise attempting to influence legislation. The Corporation shall not participate or intervene (including the publishing or distributing of statements) in any political campaign on behalf of any candidate for public office. Notwithstanding any other provision of these Articles, the Corporation shall not carry on any activities not permitted to be carried on (i) by an organization exempt from Federal income tax under Section 501(c)(3) of the Code. Nor shall the Corporation ever be organized or operated for purpose that are not exclusively charitable, educational, scientific, environment, religious, or literary within the meaning of the Code, section 501(C)(3) and organization, contributions to which are deductible under Section 170(c)(2) of the Code, or contributions to which are deductible for federal income tax purposes under code section 170(a)(1) (ii) by an organization formed pursuant to the Charter.

In the event of dissolution of the Corporation, none of its assets shall be distributed except to any organization qualifying as a tax-exempt charitable, educational or scientific organization under applicable federal revenue statutes.

Seventh: The Board of Directors of the Corporation shall be the same as the Board of Trustees described in the Bylaws. A statement as to manner in which directors shall be elected or selected shall be provided in the bylaws of Corporation.

At no time shall there be less than three and no more than fifteen directors of the Corporation, but that number may be changed by amendment to the bylaws. A majority of the directors shall be residents of the District of Columbia and at least two of the director shall be parents or guardians of children attending Sustainable Futures Public Charter School. The election or selection of parent/ guardian directors shall be conducted on the earliest practicable date after classes at the school have commenced. One third of the number of directors, as that number may be amended by the bylaws, shall constitute a quorum for conducting business. The Board of Directors may also include any number of ex-officio member who shall serve as elected or selected by the Board of Directors. The initial Board of Directors of the Corporation, who serve as directors until the first annual meeting or until their successors are elected and shall qualify are:

Natasha Warsaw [redacted]

Nilaja Taylor

Roslyn Rice

Eight: The initial registered agent of the Corporation is Natasha Warsaw, a resident of the District of Columbia. The initial registered office of the Corporation is c/o Natasha Warsaw, 4812 Fort Totten Drive, NE, Washington DC 20011-7510

Ninth: Meeting of the Board of Directors may be held within or outside of the District of Columbia as the bylaws of the Corporation provide. The book for the Corporation may be kept (subject to any provision contained in the laws of the District of Columbia and the Charter)

outside the District of Columbia at such place as may be designed from the time to time by the Board of Directors or in the bylaws of the Corporation.

Tenth: The Corporation reserves the right to amend, change, alter or repeal any provision contained in these Articles of Incorporation, in manner now or hereafter prescribed by statute, and all rights conferred upon the offices, directors and members herein are granted to this reservation.

Eleventh: The name and address of each incorporator of the Corporation is:

Natasha Warsaw [redacted]

IN WITNESS WHEREOF, the undersigned have signed these Articles of Incorporation on the 17 day of July, 2011

[redacted]

Natasha Warsaw

BYLAWS
OF
SUSTAINABLE FUTURES PUBLIC CHARTER

A District of Columbia Nonprofit Corporation

ARTICLE I
NAME

Section 1.01 **NAME** The name of this Corporation shall be Sustainable Futures Public Charter School. The Business of the Corporation Shall be conducted as Sustainable Futures or Sustainable Futures DC.

ARTICLE II
General Provisions

Section 2.01 **Charter** The Corporation shall be operated in a manner consistent with the Charter granted to the Corporation pursuant to D.C. Code §31-2801.

Section 2.02 **Registered Office** The Corporation shall maintain a registered office within the District of Columbia at such a place as the Board of Trustees may designate.

Section 2.03 **Other Offices** The Corporation may also have offices at such other places, within or without the District of Columbia, as the Board of Trustees may designate.

Section 2.04 **Principle Place of Business** The principal place for transacting the business of this corporation shall be in Washington, The District of Columbia.

Section 2.05 **Nonprofit Purposes** This corporation is organized exclusively for the Educational and Charitable purposes as specified in Section 501(c)(3) of the Internal Revenue Code, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under section 501(c)(3) of the Internal Revenue Code of 1986, and or any current and corresponding sections of any Federal tax code.

Section 2.06 **PURPOSE** The primary purpose of Corporation is to operate a public charter with at target student population ages 14-21 years of age. While Sustainable Futures Public Charter school is open to all the Students of the District of Columbia. This target population for the school, shall include but not be limited to those individuals that have come in contact with the Justice System, Foster care system, Health and Human Services system, and or homeless. It is the goal of Sustainable Futures to provide these students with the necessary

social, emotional, physical and mental help and support they may need to hone the life skill that will ensure their success in the Future. Sustainable Futures seeks to create a learning environment that is second to non with teachers, administrators and support staff that are fully and whole hearted committed to making a difference in the lives of each of the students that pass thru the doors of this school. While Sustainable Futures Public Charter school is open to all the Students of the District of Columbia.

Section 2.07 CHARTER The Corporation shall be operated in a manner consistent with the Charter granted to the Corporation pursuant to D.C. Code § 38.1802 governing public charter schools.

ARTICLE III
Members

Section 3.01 Members: The Corporation shall have one (1) class of members. The members of the Corporation shall consist of the Incorporator of the Organization and of such other persons as shall be elected to membership at any regular meeting of the members by a vote of a majority of all the members. Each member shall have one vote.

ARTICLE IV
Board of Trustees

Section 4.01 General Powers: The Board of Trustees shall manage the affairs of the Corporation in conformance with the law, the Articles of Incorporation, the Charter, and these Bylaws. The Board may delegate the management of the corporation's activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board. No assignment, referral or delegation of authority by the Board or anyone acting under such delegation shall preclude the Board from exercising full authority over the conduct of the corporation's activities, and the Board may rescind any such assignment, referral or delegation at any time.

Section 4.02 Power: The Corporation shall have all powers as set forth in the Articles Of Incorporation

Section 4.03 Specific Powers: Without prejudice to its general powers set forth above, the Board shall have the following powers in addition to any other powers enumerated in these Bylaws and permitted by law:

a. To select and remove all of the officers, agents and employees of the Corporation; to prescribe powers and duties for them which are not inconsistent with law, the corporation's Articles of Incorporation or these Bylaws; and to fix their compensation;

b. To conduct, manage and control the affairs and activities of the Corporation and to make such rules and regulations therefore which are not inconsistent with the law, the Corporation's Articles of Incorporation or these Bylaws, as it deems best;

c. To adopt, make and use a corporate seal and to alter the form of the seal from time to time, as it deems best;

d. To acquire real property for use as the Corporation's facilities, from public or private sources;

e. To receive and disburse funds for Corporate purposes;

f. To secure appropriate insurance and to make contracts and leases, including agreements to procure or purchase services, equipment, and supplies;

g. To incur debt in reasonable anticipation of the receipt of funds from the general fund of the District of Columbia or the receipt of Federal or private funds;

h. To solicit and accept any grant or gifts for Corporate purposes, if the Corporation does not accept any grants or gifts subject to any condition contrary to law or contrary to its Charter, and if the Corporation maintains for financial reporting purposes separate accounts for grants or gifts;

i. To sue and be sued in the Corporation's own name; and

j. To carry out such other duties as are described in the Charter granted by the eligible chartering authority, including the submission of an annual report on the extent to which the Corporation is meeting its mission and goals.

Section 4.03 Number and Qualifications of Trustees : The Board of Trustees shall be comprised of at least nine (9), members and no more than 15 members, the majority of whom must be residents of the District of Columbia, In accordance with the DC school Reform Act ("DCA"). Whereas it is allowed that the Board of Trustees shall have not less than three (3) members until such time that a full charter has been granted to this corporation by the Public School Charter Board of The District of Columbia. Therefore the President of the corporation shall then be in fact an ex-officio member of the board of trustees. Upon the Corporation's commencement of operations as a public charter school, the Board of Trustees shall include at

least two parent representatives, who shall be elected by parents and guardians of children properly enrolled in the school, according to a process specified by the Board. During the first three years of operation as a public charter school, the Board shall include at least two founding members of the Corporation, or their designates. The Board may modify requirements or qualifications related to the membership of the Board, including setting a fixed number of Trustees, by Board resolution or amendment of the Bylaws.

Section 4.04 Election and Term of Trustees: the first board of Trustees shall consist of those persons named in the Articles of Incorporation. The Board subsequently may elect or appoint any person who in its discretion it believes will serve the interests of the Corporation faithfully and effectively. All Trustees shall hold office until the first annual election of Trustees; thereafter each Trustee will hold office for a term of two years. The Board may choose to create a system of staggered terms, with roughly half of the Trustees up for election annually, in order to provide continuity of leadership. Trustees may be re-elected to successive terms and may serve simultaneously as one or more officers. No decrease in the number of Trustees shall have the effect of shortening the term of any incumbent Trustee.

Section 4.05 Vacancies, Resignation, and Removal: Vacancies on the Board of Trustees shall exist (1) on the death, resignation or removal of any director, and (2) whenever the number of authorized directors is increased.

a. 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 Corporation 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.

b. Trustees may be removed from office, with or without cause, as permitted by and in accordance with the laws of the District of Columbia.

c. Unless otherwise prohibited by the Articles of Incorporation, these Bylaws or provisions of law, vacancies on the board may be filled by approval of the Board of Trustees. If the number of Trustees then in office is less than a quorum, a vacancy on the Board may be filled by approval of a majority of the Trustees then in office or by a sole remaining Trustee. A person elected to fill a vacancy on the Board shall hold office until the next election of the Board of Trustees or until his or her death, resignation or removal from office.

Section 4.06 Non liability and Indemnification: The Trustees shall not be personally liable for the debts, liabilities, or other obligations of the Corporation, and shall be indemnified by the corporation to the fullest extent permissible under law.

Section 4.07 Compensation: Trustees shall not receive any compensation for their services as officers of the Corporation, although they may be reimbursed for the ordinary and necessary expenses incurred by virtue of their responsibilities, or as employees of the Corporation.

ARTICLE V
Officers

Section 5.01 Designation of Officers: The officers of the Corporation shall be a President, a Vice President, a Secretary, and a Treasurer. The Corporation may also have a Chairperson of the Board, one or more Vice Presidents, Assistant Secretaries, Assistant Treasurers, and other such officers with such titles as may be determined from time to time by the Board of Trustees. A Trustee may hold any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as the President.

Section 5.02 Election and Term of Office: Officers shall be elected by the Board of Trustees, at any time, and each officer shall hold office until he or she resigns or is removed or is otherwise disqualified to serve, or until his or her successor shall be elected and qualified, whichever occurs first.

Section 5.03 Removal and Resignation: The Board may remove any officer, either with or without cause, at any time. Such removal shall not prejudice the officer's rights, if any, under an employment contract. Any officer may resign at any time by giving written notice to the corporation, the resignation taking effect on receipt of the notice or at a later date of specified in the notice.

Section 5.04 Vacancies: Any vacancy caused by the death, resignation, removal, disqualification, or otherwise, of any officer shall be filled by the Board of Trustees. In the event of a vacancy in any office other than that of President, such vacancy may be filled temporarily by appointment by the President until such time as the Board shall fill the vacancy. Vacancies occurring in offices of officers appointed at the discretion of the Board may or may not be filled, as the board shall determine.

Section 5.05 Duties of President Subject to Board control, the Chair has general supervision, direction and control of the affairs of the Corporation, and such other powers and duties as the Board may prescribe. If present, the Chair shall preside at Board meetings.

Section 5.06 Duties of Vice President: If the President is absent or disabled, the Vice President shall perform all the President's duties and, when so acting, shall have all the

President's powers and be subject to the same restrictions. The Vice President shall have other such powers, perform such other duties, and oversee committees as the Board may prescribe.

Section 5.07 Duties of Secretary: The Secretary shall:

a. Keep or cause to be kept, at the Corporation's principal office, or such other place as the Board may direct, a book of minutes of all meetings of the Board and Board Committees, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings;

b. Keep or cause to be kept a copy of the Corporation's Articles of Incorporation and Bylaws, with amendments;

c. Give or cause to be given notice of the Board and Committee meetings as required by the Bylaws; and

d. Have such other powers, perform such other duties and oversee committees as the Board may prescribe.

Section 5.08 Duties of Treasurer: The Treasurer shall:

a. Keep or cause to be kept adequate and correct accounts of the Corporation's properties, receipts and disbursements;

b. Make the books of account available at all times for inspection by any Trustee;

c. Deposit or cause to be deposited the Corporation's monies and other valuables in the Corporation's name and to its credit, with the depositories the Board designates;

d. Disburse or cause to be disbursed the Corporation's funds as the Board directs;

e. Render to the President and the Board, as requested but no less frequently than once every fiscal year, an account of the Corporation's financial transactions and financial condition;

f. Prepare any reports on financial issues required by an agreement on loans; and

g. Have such other powers and perform such other duties as the Board may prescribe.

ARTICLE VI
Meetings

Section 6.01 Regular Meetings: Regular meetings of the Board of Trustees may be held without notice at such time and place as the Board of Trustees may determine.

Section 6.02 Special Meetings: Any Trustee or the President may call a special meeting of the Board with at least one-week prior notice to each Trustee. Such notice may be oral or written, may be given personally or by first class mail, by telephone, e-mail, or by facsimile machine, and shall state the place, date and time of the meeting and the matters proposed to be acted upon at the meeting.

Section 6.03 Waiver of Notice: Any Trustee may waive notice of a meeting by written waiver. A Trustee's attendance at the meeting shall constitute waiver of notice of such meeting, except attendance for the sole purpose of objecting to the transaction of business because the meeting is not lawfully called or convened.

Section 6.04 Conduct of Meetings: Meetings of the Board of Trustees shall be presided over by the President or, in his or her absence, by the Vice President of the Corporation or, in the absence of each of these persons, by a Chairperson chosen by a majority of the Trustees present at the meeting. The Secretary shall act as secretary of all meetings of the board, provided that, in his or her absence, the presiding officer appoint another person to act as Secretary of the Meeting.

Section 6.05 Quorum and Action by the Board: One-third of the number of Trustees in office shall constitute a quorum for the transaction of business. Except as otherwise provided under the Articles of Incorporation, these Bylaws, or provisions of law, the act of a majority of Trustees present at a meeting at which a quorum is present shall be the act of the Board.

Section 6.06 Meetings by Telephone Conference: Any or all Trustees may participate in a meeting of the Board or a Committee of the Board by means of telephone conference or by any means of communications by which all persons participating are able to hear one another, and such participation shall constitute presence in person at the meeting.

Section 6.07 Annual Meetings: The member class shall hold annual meetings, and hold a special meeting at the request of the Board of trustees.

Section 6.08 Action by Unanimous Consent: Any action required or permitted to be taken by the Board or any Committee may be taken without a meeting if all Trustees consent in

writing to the adoption of a resolution authorizing the action and such consents are filed with the minutes of the proceedings of the Board or Committee.

ARTICLE VII
Committees

Section 7.01 Board Committees: The Board of Trustees, by resolution adopted by a majority of the Trustees in office, may appoint one or more committees, each of which shall consist of two or more Trustees and which shall have and exercise such authority as specified in the resolution.

Section 7.02 Advisory Committees: The Board of Trustees may also elect or appoint such advisory committees, which may include individuals who are not Trustees, as the Board may deem appropriate.

ARTICLE VIII
Conflict of Interest

Section 8.01 Disclosure of Conflict Required: Any Trustee, officer, key employee, or committee member having an interest in a contract, other transaction or program presented to or discussed by the Board or Board Committee for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board or committee prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction that might reasonably be construed to be adverse to the Corporation's interest. The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows that a conflict of interest exists or can reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, nor use his or her personal influence on, nor be present during the discussion or deliberations with respect to, such contract or transaction (other than to present factual information or to respond to questions prior to the discussion). The minutes of the meeting shall reflect the disclosure made, the vote thereon and, where applicable, the abstention from voting and participation.

Section 8.02 Definition: For the purposes of this section, a person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the Corporation, or is a trustee or officer of, or has a significant financial or influential interest in the entity contracting or dealing with the Corporation.

ARTICLE IX
Nonprofit Status and Limitations on Activities

Section 9.01 Nonprofit Status and Limitations on Activities

(1). **Nonprofit Legal Status** Sustainable Futures shall be a legally structured and recognized nonprofit public corporation with all the benefits, rights, and responsibilities afforded such corporation under Section 501 (c) (3) of the United States Internal Revenue Code, and thus have been organized under Chapter 4 of the Title 29 D.C. Code and its primary and sole function is the operation of a public charter school.

(2). **Limitations of and on Activities** No substantial part of the activities of this corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation [except as otherwise provided by Section 501(h) of the Internal Revenue Code], and this corporation shall not participate in, or intervene in (including the publishing or distribution of statements), any political campaign on behalf of, or in opposition to, any candidate for public office. Notwithstanding any other provisions of these Bylaws, this corporation shall not carry on any activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or (b) by a corporation contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code.

(3). **Non-Discrimination** This Corporation shall adopt and abide by the following guideline to not discriminate in any form and or fashion of the basis of race, ancestry, martial status, age, creed, gender, physical disability, sexual orientation, political affiliation, religion, color, military status, ethnicity, nationality, or any other exclusionary criteria. This corporation shall practice this policy in all aspect of conducting business of the school, which shall include but not be limited to, hiring and firing, recruitment of students, awarding of contracts, grants, scholarships, choosing of partnerships, and so forth.

(4). **Dissolution** wherein here by outlined in the Articles of Incorporation, this Corporation shall dissolve if the Charter awarded is revoked or is not renewed or has been voluntary or involuntary relinquished. Any and all Assets that were to be dispersed in accordance with a plan of distribution shall be transferred immediately without delay to the State Education of the District of Columbia. This process and assets shall be controlled by the Office of Education Facilities and Partnership used solely for education purposes

Section 9.02 Prohibition Against Private Inurement: No part of the net earnings of this corporation shall inure to the benefit of, or be distributed to, its members, directors or trustees, officers, or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes of this corporation.

Section 9.03 Distribution of Assets: Upon the dissolution of this corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities of this corporation shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code or shall be distributed to the federal government, or to a state or local government, for a public purpose. Such distribution shall be made in accordance with all applicable provisions of the laws of the state.

Section 9.04 Private Foundation Requirements and Restrictions: In any taxable year in which this corporation is a private foundation as described in section 509(a) of the Internal Revenue Code, the Corporation (1) shall distribute its income for said period at such time and manner as not to subject it to tax under Section 4942 of the Internal Revenue Code; (20 shall not engage in any act of self-dealing as defined in Section 4941(d) of the Internal Revenue Code; (3) shall not retain any excess business holdings as defined in Section 4943 (c) of the Internal Revenue Code; (4) shall not make any investments in such manner as to subject the Corporation to tax under Section 4944 of the Internal Revenue Code; and (5) shall not make any taxable expenditures as defined in Section 4945(d) of the Internal Revenue Code.

ARTICLE X
Indemnification

Section 10.01 Indemnification: To the fullest extent permitted by law, the Corporation shall indemnify any present or former Trustee or officer, and may, by resolution of the Board of Trustees, indemnify any employee, against expenses (including attorneys' fees), judgments, fines, and amounts paid in settlement actually and reasonably incurred by the individual so indemnified in connection with any threatened, pending, or completed action, suit or proceeding, whether civil, criminal, administrative, or investigative, to which he or she may be or is a party by reason of having been such Trustee, officer, or employee.

Section 10.02 Advances: Before the final disposition of any action, suit, or proceeding referred to in this Article, the Corporation shall pay the expenses incurred by any present or former Trustee or officer seeking indemnification in defending a civil or criminal action, suit, or proceeding, upon receipt by the Corporation of an undertaking by or on behalf of such individual to repay such amount if it shall be ultimately determined that he or she is not

entitled to such indemnification. Such expenses incurred by employees and agents of the Corporation may also be paid upon such terms and conditions, as the Board deems appropriate.

Section 10.03 Not Exclusive: The indemnification provided by this Article shall not be deemed exclusive of any other rights to which such Trustee, officer, or employee may be entitled under any statute, Bylaw, agreement, vote of the Board of Trustees, or otherwise.

Section 10.04 Insurance: Except as may be otherwise provided under provisions of law, the Board of Trustees may adopt a resolution authorizing the purchase and maintenance of insurance on behalf of any agent of the Corporation (including a director, officer, employee or other agent of the corporation) against liabilities asserted against or incurred by the agent in such capacity or arising out of the agent's status as such, whether or not the corporation would have the power to indemnify the agent against such liability under the Articles of Incorporation, these Bylaws or provisions of law.

ARTICLE XI
Other Provisions

Section 11.01 Fiscal Year: The fiscal year of the Corporation shall begin on July 1 of each year and end on June 30 of the following year, unless otherwise determined by the Board of Trustees.

Section 11.02 Checks, Notes, and Contracts: The fiscal Board of Trustees shall determine those persons authorized on the Corporation's behalf to sign checks, drafts, or other orders for payment of money; to sign acceptances, notes, or other evidence of indebtedness; to enter into contracts; or to execute and deliver other documents and instruments.

Section 11.03 Deposits: All funds of the Corporation shall be deposited from time to time to the credit of the Corporation in such banks, trust companies, or other depositories as the Board of Trustees may select.

Section 11.04 Books and Records: The Corporation shall keep at its principal office in the District of Columbia; (1) correct and complete books and records of account, and (2) minutes of the proceedings of the Board of Trustees and any committee having any of the authority of the Board.

Section 11.05 Inspection Rights: Every Trustee shall have the absolute right at any reasonable time to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the Corporation and shall have such other rights to inspect

the books, records and properties of this corporation as may be required under the Articles of Incorporation, other provisions of these Bylaws, and provisions of law.

Section 11.06 Amendment of Articles and Bylaws: The Articles and Bylaws of the Corporation may be amended by a majority vote of the Trustees then in office.

ADOPTION OF BYLAWS

We, the undersigned, are all of the initial directors or incorporators of this corporation, and we consent to, and hereby do, adopt the foregoing Bylaws, consisting of 12 preceding pages, as the Bylaws of this corporation.

Dated: July 16, 2008

[redacted]

Natasha Warsaw
Incorporator

Initial File #: N00005067187

GOVERNMENT OF THE DISTRICT OF COLUMBIA

DEPARTMENT OF CONSUMER AND REGULATORY AFFAIRS
CORPORATIONS DIVISION

CERTIFICATE

THIS IS TO CERTIFY that all applicable provisions of the District of Columbia Business Organizations Code have been complied with and accordingly, this ***CERTIFICATE OF INCORPORATION*** is hereby issued to:

SUSTAINABLE FUTURES PUBLIC CHARTER SCHOOL

Effective Date: 11/24/2014

IN WITNESS WHEREOF I have hereunto set my hand and caused the seal of this office to be affixed as of 11/24/2014 12:09 PM

Business and Professional Licensing Administration

Patricia E. Grays

PATRICIA E. GRAYS
Superintendent of Corporations
Corporations Division

Vincent C. Gray
Mayor

Tracking #: p19PSTPx

District of Columbia Government
Department of Consumer and Regulatory Affairs
Corporation Division
1100 4th Street, SW
Washington, DC 20024

Billing Voucher

Charge To: SUSTAINABLE FUTURES PUBLIC CHARTER SCHOOL

Office Use Only

		Fund:	3222
Charge For	**QTY**	**Price**	
1 Day Expedite Services	1	$100.00	
NonProfit Initial Domestic Backoffice	1	$80.00	
Date: 11/24/2014 mch **PAY THIS AMOUNT PAYABLE TO THE D.C. TREASURER**		$180.00	**Total**

Government of the District of Columbia - Office of the Chief Financial Officer

Returned Check Fee - $65.00 - DCMR § 1-108

All checks returned are subject to electronic representment along with a $65.00 fee.

Board Member Agreement Form

As a member of the board of Trustees for Sustainable Future Public Charter School, I Accept the duties and responsibilities as has been set forth herein:

- The Board will review and maintain appropriate bylaws
- The Board will set the general policies of the school as well as its curriculum, policies and procedures.
- The Board will approve the school's personnel policies, and monitor their implementations.
- The Board will define and adapt a clear and concise mission, vision and strategic goal for " Sustainable Futures Public Charter School.
- The Board will establish policies and plans consistent with this statement.
- The Board will carefully evaluate and select the Head of the school.
- The Board will ensure that the school operates within the guidelines and all compliances of all applicable laws and or regulations.
- The Board will oversee the maintaining of all personnel policies and their updates.
- The Board will constantly review, as need the Student Disciplinary policies and procedures, the management of crisis procedures and insurance coverage.
- The Board will approve a conflict of interest policy and make it mandatory that all board members are in compliance, by requiring each member to sign off of this form.
- The Board will ensure that all fiduciary responsibilities are being met in the most responsible way.
- The Board will thru closely evaluating, monitoring and accountability checks make sure those in a position to handle both public and private funds are being great stewards of the communities trust and resources.
- The Board will approve and annual budget.
- The Board will ensure that the financial resources and aligned with the Academic goals of the school.
- The Board will keep very detailed records of all meetings including but not limited to committee meetings.
- The Board will keep all matters discussed at all meetings confidential.
- The Board will consist of members that possess the skill set that are needed to make the school a success.
- The Board will maintain open and honest communication with the Head of School.
- The Board will support the Head of School to desired culture for the school.
- The Board will require through ongoing training and recruitment the continued development of the staff, and programs and procedures of the school.

- The Board will identify, deliverables consistent with the goals set herein for the school, collect the data, analyze and review the schools performance on an annual bases to facilitate proper and consistent growth in the desires direction.
- The Board will in compliance with applicable laws serve as the board of final appeals for parent's grievances, suspensions and expulsions.
- The Board will approve all contracts
- The Board will approve the school calendar, promotions and graduation requirements.

As an Individual Board Member I will be expected to:

- Gain a thorough understanding of the bylaws and all legal requirements.
- Exercise good judgment in all fiduciary responsibilities.
- Believe in, support and do everything within my purview to promote the overall all growth and success of the school.
- To be a positive link between the students, the faculty, and parents.
- To stay abreast to the ever-changing components that drives the education process.
- To have a genuine desire to educate our youth.
- To ensure against potential conflicts on my behalf as well as other board members, and staff.
- To Promote sound financial practices for the school.
- To participate on a committee as needed by the school
- To provide positive and ongoing advice in my field of expertise to the board when need as it relates to the best interest of the students and school

I have read and fully understood what is required of me as a board member of Sustainable Futures Public Charter School.

[redacted]
Signature

3/2/18
Date

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[redacted]

Signature

March 4, 2015

Date

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I have read and fully understood what is required of me as a board member of Sustainable Futures Public Charter School.

[redacted]

Signature

2-23-15

Date

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- The Board will ensure that the financial resources and aligned with the Academic goals of the school.
- The Board will keep very detailed records of all meetings including but not limited to committee meetings.
- The Board will keep all matters discussed at all meetings confidential.
- The Board will consist of members that possess the skill set that are needed to make the school a success.
- The Board will maintain open and honest communication with the Head of School.
- The Board will support the Head of School to desired culture for the school.
- The Board will require through ongoing training and recruitment the continued development of the staff, and programs and procedures of the school.

- The Board will identify, deliverables consistent with the goals set herein for the school, collect the data, analyze and review the schools performance on an annual bases to facilitate proper and consistent growth in the desires direction.
- The Board will in compliance with applicable laws serve as the board of final appeals for parent's grievances, suspensions and expulsions.
- The Board will approve all contracts
- The Board will approve the school calendar, promotions and graduation requirements.

As an Individual Board Member I will be expected to:

- Gain a thorough understanding of the bylaws and all legal requirements.
- Exercise good judgment in all fiduciary responsibilities.
- Believe in, support and do everything within my purview to promote the overall all growth and success of the school.
- To be a positive link between the students, the faculty, and parents.
- To stay abreast to the ever-changing components that drives the education process.
- To have a genuine desire to educate our youth.
- To ensure against potential conflicts on my behalf as well as other board members, and staff.
- To Promote sound financial practices for the school.
- To participate on a committee as needed by the school
- To provide positive and ongoing advice in my field of expertise to the board when need as it relates to the best interest of the students and school

I have read and fully understood what is required of me as a board member of Sustainable Futures Public Charter School.

DocuSigned by:
Rosalyn Rice-Harris
Signature [illegible]3FE7E43C...

3/5/2015
Date

Board Member Agreement Form

As a member of the board of Trustees for Sustainable Future Public Charter School, I Accept the duties and responsibilities as has been set forth herein:

- The Board will review and maintain appropriate bylaws
- The Board will set the general policies of the school as well as its curriculum, policies and procedures.
- The Board will approve the school's personnel policies, and monitor their implementations.
- The Board will define and adapt a clear and concise mission, vision and strategic goal for " Sustainable Futures Public Charter School.
- The Board will establish policies and plans consistent with this statement.
- The Board will carefully evaluate and select the Head of the school.
- The Board will ensure that the school operates within the guidelines and all compliances of all applicable laws and or regulations.
- The Board will oversee the maintaining of all personnel policies and their updates.
- The Board will constantly review, as need the Student Disciplinary policies and procedures, the management of crisis procedures and insurance coverage.
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Signature

26 Feb 2015

Date

Board Member Agreement Form

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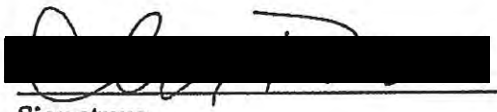
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Signature

3/5/2015

Date

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[redacted] 2/23/15

Signature Date

Job Description

Chairperson of the Board of Trustees

As the senior leader of Sustainable Futures Public Charter School the chairperson will preside over all meetings of the Board of Trustees. The major role of the Chairperson is to oversee the implementation of all policies that are applicable both federal and state. The chair will also implement and maintain administrative systems and serve as an ex-officio member of all committees.

Major Responsibilities:

The chairperson of the Board of Trustees shall:

- Report directly to the Board of Trustees.
- Work with the Head of School and Executive Committee to develop all
- agendas for the Board of Trustees meetings.
- With Board approval appoint committee chairs, delegates and members
- as well as delegate activities per committees.
- Serve on all finance, audit and executive committees as may be needed.
- Serve as an official representative for Sustainable Futures
- Enter into and approve contracts with the agreement of the board.
- Set an example for all other board members to follow.
- Perform and all duties necessary for the successful execution of
- the mission of Sustainable Futures Public Charter School.

Job Description

Vice Chairperson Board of Trustees

- The Vice Chairperson will serve as the second senior leader behind the chairperson
- The Vice chairperson must be able to assume the role of the chairperson should the need arise.
- Serves as a member of any and all committees in the absence of the chairperson.
- Represent Sustainable Futures at all fundraisers and events should the chairperson be unable to.
- Perform and fulfill other duties as assigned by the chairperson.
- Serve as the interim chairperson if the chairperson resigns or leaves before their term is up for any reason.
- The vice chairperson will serve as a member of the executive committee.

Job Description

Secretary Board of Trustees

- The secretary will serve as a member of the executive committee.
- The secretary may chair and standing meeting.
- It is the role of the secretary to keep an accurate record of all
- meetings.
- The secretary is responsible for notifying all committee members
- of any and all scheduled meetings as well as disseminating all
- correspondences as instructed in the by-laws.
- The corporate seal is also entrusted to the secretary. This is
- To be used when signing all official documents only.

Job Description

Treasurer Board of Trustees

As the Chief financial officer who oversees the finances on behalf of Sustainable Futures Public Charter School and Board of Trustees, the

Treasurer's duties will include but not be limited to:

- Serving as the second signature on all organization checks.
- Serve as a member of the executive committee.
- Serve as the Chair of the finance committee.
- Overseeing the Budget, Financial Statements, and fiscal wellbeing
- of Sustainable Futures Public Charter School.
- Preparing and presenting all monthly financial statements and any
- other financial device that Sustainable Futures Public Charter
- School may need or deem necessary.
- Recommend financial oversight procedures and policies as needed.
- Sign for all finance related documents on behalf of the board.

MISSION STATEMENT

The mission of Sustainable Futures, a mastery 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.

Governance Committee Job Description

The Governance committee is responsible for ongoing review and recommendations to Enhance the quality and future viability of the board of directors. The focus of the committee revolves around the following five (5) major areas:

1). **Board Role and Responsibilities**

Leads the board in regularly reviewing and updating the board's statement of its role and area of responsibility, and the expectations of individual board members.

Assist the board in periodically updating and clarifying the primary areas of focus for the board, and the board's agenda for the next year or two, based on the strategic plan.

2). **Board Composition**

Leads in assessing current and anticipated needs for board composition, determining the board's knowledge, attributes, skills, abilities, influences, and access the board will need to consider in order accomplishing future work of the board.

Develops a profile of the board, as it should evolve overtime.

Identifies and presents potential board members candidates and explores with candidates his or her interest and availability in board service.

Nominates individuals to be elected as Trustees of the Board.

In Cooperation with the board chair, meets annually with each board member to assess his or her continuing interest in board membership and term of service. Works with each board member to identify the appropriate role he or she might assume on behalf of the organization.

3). **Board Knowledge**

Designs and oversees a process of board orientation, including information prior to election as board members and information needed during the first cycle of board activity for new board members.

Designs and implements an ongoing program of board information And education to help board members.

4). **Board Effectiveness**

Leads the periodic assessment of the board's performance. proposes, as appropriate, changes in the board structure, roles and responsibilities.

Provides ongoing counsel to the board chair and other board members on steps he or she might take to enhance board effectiveness.

Regularly reviews the board's practices regarding member participation, conflict of interest, confidentially, etc.., and suggests improvements as needed.

Periodically reviews and updates the board's policy guidelines and practices.

5). **Board Leadership**

Takes the lead in succession planning, taking steps to recruit and Prepare for future board leadership.

Nominates board members for election as board officers.

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Education Accountability Committee

The Education/Accountability Committee will oversee the educational programs and outcome at Sustainable Futures Public Charter School in conjunction with Head of School.

The committee will work with the Head of School to set policies and standards foe teaching and learning, the facilities and material needs to achieve the standards, and For the security and safety of all school participants. The committee will advise the Head of School on goals and plans for Sustainable Futures outreach to families and Communities. The committee will also oversee Sustainable Futures participation in the broader academic community of the District.

The committee will analyze the educational outcome of the school against the standards set and share these results with the full board on a regular basis. This committee will have between 2 and 4 members from the Board of Trustees, and 1 or 2 outside Advisory board members.

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Development Committee Job Description

The Fund-raising committee leads the Trustee's participation in resource development and fund-raising. The committee works the staff to develop the corporation's fund-raising plan. The committee develops policies, plans procedures, and schedules for board involvement in fund-raising. The committee also recommends policies for funding assets through a capital budget and for investments of assets.

It helps educate the trustees about the organization's program plans and the resources Needed to realize those plans. It familiarizes the trustees with door-opening and fund-raising skills and techniques so they are comfortable raising money. The committee is the board's central source of information about the fund-raising climate in general, and about the status of the organization's fund-raising activities in particular.

The committee recommends minimum guidelines for the Trustees' contributions and then solicits those contributions. It also plays a strong role in identifying, cultivating, and approaching major donors. Prior fund-raising skills and experience or a desire to develop such are important qualifications.

Board of Directors Code of Ethics and Confidentiality Policy

Code of Ethics and Confidentiality:

In order to encourage and foster open and candid discussion at its meetings, the Board of Directors of the Sustainable Futures believes confidentiality must be maintained. Therefore, it is the policy of the Board of Directors of SUSTAINABLE FUTURES that each director and staff member shall keep confidential any and all information relating to discussions at its meetings unless compelled by legal process to disclose such information, or as otherwise agreed by the Board. While Board members are free to discuss the result of Board action items, disclosing any information concerning the discussion of such items during the Board meeting is prohibited.

Board members acknowledge that any violation of this policy could cause harm to SUSTAINABLE FUTURES and frustrate Board deliberations. Therefore, any Board member who violates this policy shall be subject to termination of his/her Board position.

In order to ensure compliance with applicable laws and to protect SUSTAINABLE FUTURES, its members, officers, directors, staff, and committee members from potential legal problems regarding conflicts of interest and violation of fiduciary obligations, SUSTAINABLE FUTURES endorses and adopts the following statement of policy:

I. Duty of Loyalty

Among the fiduciary obligations of an officer, director, staff member, or committee member of a non-profit corporation is a duty of loyalty to the non-profit corporation. This includes supporting, and not opposing directly or indirectly or taking any other stance against, the policies and positions duly adopted by SUSTAINABLE FUTURES's Board of Directors. As representatives of SUSTAINABLE FUTURES, officers, directors, staff, and committee members are obligated to maintain this duty of loyalty in all manner of activities during their terms of office. This duty of loyalty is not intended to, nor should it; discourage debate

within Board or committee meetings. Such debate is encouraged and is part of the individual's responsibility in the deliberation process.

II. Confidentiality of Board Discussions and Board Documents

In order to encourage and foster open and candid discussion at its meetings, the Board of Directors of SUSTAINABLE FUTURES believes confidentiality must be maintained. Therefore, it is the policy of the Board of Directors of the SUSTAINABLE FUTURES that each director and staff member shall keep confidential any and all information relating to discussions at its meetings, including any and all materials, e.g., correspondence, reports, etc., unless compelled by legal process to disclose such information, or as otherwise agreed by the Board. While Board and staff members are free to discuss actions adopted by the Board, disclosing or distributing any information concerning the discussion of such items during the Board meeting is prohibited.

III. Conflicts of Interest

Another fiduciary obligation of a non-profit corporation officer, director, staff, and committee member is to avoid "conflicts of interest". A "conflict of interest" is generally defined as a transaction in which, because the individual is, either directly or indirectly, a party to the transaction or possible beneficiary of the transaction, there is or may be a conflict between the individual's fiduciary obligations to the non-profit corporation and the individual's personal or business interests. To avoid potential conflict of interest problems, SUSTAINABLE FUTURES implements the following procedures:

1. In any transaction involving SUSTAINABLE FUTURES and a SUSTAINABLE FUTURES officer, director, staff, or committee member, and any corporation, partnership or other entity in which an individual is an officer, director, staff, or committee member has or expects or intends to have a financial or other beneficial interest, such individual, prior to any discussion or decision concerning the transaction, shall fully disclose to the SUSTAINABLE FUTURES Board or the appropriate committee considering the transaction the

material facts of the transaction and the individual's interest or relationship.

2. Upon such disclosure, the individual shall take no further part in the meeting during which time the proposal is considered and voted upon.

3. After receiving such disclosure, prior to approving the transaction, the board or committee must conclude that the transaction is "fair to SUSTAINABLE FUTURES" and must approve the transaction without the participation or the vote of the interested individual.

4. The interested individual's presence at the meeting may be counted in determining whether a quorum of the Board or committee is present, but that individual shall not vote on the transaction.

IV. Fiduciary Obligations as to SUSTAINABLE FUTURES Opportunities

Another fiduciary obligation prohibits an officer or director of a non-profit corporation from seizing a "corporate opportunity" for his or her company's benefit or his or her personal benefit. This means that such an individual may not take advantage of a business opportunity in which the officer or director knows SUSTAINABLE FUTURES has a genuine interest and where such an Association opportunity would be consistent with SUSTAINABLE FUTURES's purposes, mission and goals as a non-profit corporation. Further, if the officer or director becomes aware of such an opportunity, he or she is obliged to so inform SUSTAINABLE FUTURES and allow SUSTAINABLE FUTURES to act first.

V. Participation in Deliberations and Actions

In any case in which there is a question of loyalty, conflict of interest, or corporate opportunity raised, the officer or director shall not participate in the meeting for the entire time the matter is discussed and voted upon.

I have read and understand the above expectations for the position of Director for the Sustainable Futures and agree to abide by this Code of

Ethics and duty of confidentiality.

_____

_____ Signature Date

Sustainable Futures Non-Negotiable Expectations for Behavior

One part of the Sustainable Futures Mission is to create a consistent, unified and vibrant Sustainable Futures culture. One of the ways to accomplish this goal is to ensure that students and families understand our expectations that have been set and how we will support all students so that they will be able to meet them. This document explains the tiered interventions that have been created to help students meet Sustainable Futures' behavior expectations while at school, traveling to and from school, and while on Sustainable Futures' events and field trips.

Hats and Headgear Non-Negotiable Expectation: All students will store hats/headgear appropriately before attending class.

No hats or headgear may be worn in the building-including classrooms, gym, hallways and lunchroom. Head coverings are allowed for cultural and religious purposes or for medical reasons. Hats/headgear should be stored in a locker or in the designated hat storage area. It is mandatory that students place hats in their locker or in the hat storage area at the beginning of their school day.

Tiered Responses to student behavior:

First period teachers will tell student to put hat in locker or designated storage area if they have yet to do so.

1. Student will be asked to take hat/head gear off (e.g. do-rags, headscarves, winter hats, hoods) and put away in a locker or in the hatcheck area. If the student repeatedly comes to class with a hat and has to leave class in order to store it, they can be marked tardy at the teachers' discretion.
2. If the student repeatedly does not follow the policy and is under 18 years old, the staff will call home and remind the parent about the no hat/headgear policy and the importance of maintaining a professional environment.
3. If a student refuses to put their hat away, the student will be sent to Student Support. The student may be subject to mediation with a staff member and/or building level community service.

Uniform Non-Negotiable Expectation: All students will dress according to the Sustainable Futures Dress Code

Sustainable Futures has a dress code to help create a safe and orderly environment, instill discipline, and eliminate competition and distractions caused by varied dress styles. Students will be expected to arrive in dress code every day.

Tiered Responses to student behavior:

1. Students shall be informed that they have violated the policy. They shall be given the opportunity to change into acceptable clothing by using available clothes at school or by calling a parent/guardian to bring clothes. If neither of these options is used, the students may be sent to Student Support.

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2. A second infraction of the policy, in addition to the disciplinary actions available for a first offense, a parent/guardian conference may be held.
3. A third or additional infraction of the policy the student will be sent to Student Support. The student may be subject to mediation with a staff member and/or building level community service.

Campus Cleanliness Non Negotiable Expectations: All students will make an ongoing conscious effort to care for the school environment by keeping all areas of the school clean including classrooms, hallways, cafeteria and bathrooms.
Staff in the cafeteria will inform students of the process to dispose of their items. Reminder signage will be placed in bathrooms and cafeterias.

Tiered responses to student behavior:

Hallways, Bathrooms, Gym, Cafeteria, and any and all common areas

1. Student will be asked to put away/cleanup items.
2. Second attempt will warrant community service of cleaning affected area.
3. Restorative justice practices will be implemented through the student's reading of a letter during the morning peace circle.

Respectful Behavior Non-Negotiable Expectation: All students will behave in a manner that contributes to a safe, respectful environment conducive to learning. Disrespectful behavior to staff or students is not acceptable.

Tiered Responses to student behavior:

1. Teacher addresses behavior (including classroom interventions as deemed appropriate and in alignment with school policies)
2. The student is sent to Student Support and staff schedule a student/teacher conference and create a behavior contract
3. Parent conference and implementation of the restorative justice process including a letter of reflection.
4. The restorative justice process will be implemented. The student will be required to go before a Peer Jury. The Peer Jury will determine the restorative actions that must take place.

Food Consumption Non-Negotiable Expectation: Students will consume food in designated areas and discard or store food items at the appropriate times.
Students may consume breakfast in the cafeteria or in their first period class until 9:00 AM. Students may consume lunch in the café or in the school green spaces during their assigned lunch period. Students may not eat lunch in classrooms or in the Student Support Office. Students must store food in a backpack, locker, or put leftover food in

the trash. There is no eating in Tech Labs and other rooms where there is technology out on tables.

Tiered Responses to student behavior:

1. Student will be asked to put away/clean up items
2. If the student does not throw food items away or store them in a backpack, the student will be asked to go to Student Support.
3. Excessive behavior will be addressed through a restorative conference. The conference may result in a behavior contract.

Cell Phones and Electronics Non-Negotiable Expectation: Students will respect the learning environment by not texting or making calls in the classroom.

Cell Phones: All phones must be placed on vibrate or silent. If the student receives an urgent call they must walk to student support to complete the call and obtain a pass to return to class.
Electronics: The use of electronics is at the discretion of the teacher. Electronics can be used in the hallways and during lunch. Sustainable Futures' is not responsible for lost or stolen phones or electronics. School administration, school police, and Student Support will not conduct classroom phone and electronics searches. If there is substantial evidence of theft, the school administration or school police officer may conduct individual searches.

Theft/Vandalism Non-Negotiable Expectation: Students will respect the property of their fellow students, the staff and the school.
Attempting by force or threat of force and/or the damaging or stealing of personal and/or school owned property from staff or students can result in suspension, long-term suspension or expulsion.

Tiered Response to student behavior:

Student comes forward and takes responsibility for the theft/vandalism:

1. Students will be interviewed to determine their level of involvement and will be given an opportunity to return the stolen items. When property has been damaged the student will be given the opportunity to make restitution.
2. If the victim of the theft/vandalism is willing, a restorative conference will take place. If the student is not willing, then the student who participated in the offense will receive a consequence from the peer jury.

If the student does not come forward or if the offense is a second offense:

1. If after an investigation, the student is determined to have been responsible for the stolen items, a report will be filed with MPD.
2. If the evidence warrants, the student will be suspended.

Extreme theft or vandalism or if the offense is a third offense:

1. May result in a long-term suspension or expulsion.

Tobacco Non-Negotiable Expectation: Sustainable Futures is a tobacco free environment.

Students caught smoking will be brought to an administrator, the school safety officer, or to Student Support. It is a violation of this policy for any Sustainable Futures student that sell any tobacco products or tobacco paraphernalia at any time on school property, off campus, school-sponsored events and extra-curricular activities, within vehicles located within fifty feet of school property.

Tiered Responses to student behavior:

1. First Violation:
    a. Confiscation of tobacco products and paraphernalia
    b. Notification of parent(s)/guardian
    c. Offering student information about available cessation programs to help students stop smoking.
    d. Community service clean up.
2. Second Violation
    a. Everything stated in the first violation as well as one of the following to be determined by an administrator.
    b. Meeting and assessment with a substance abuse educator or designated staff with parent.
    c. Mandatory participation in a tobacco education program.
3. Third Violation
    a. Everything stated in the second offense as well as one or more of the following to be determined by an administrator:
    b. Community Service
    c. Suspension

Controlled Substances Non-Negotiable Expectation: Sustainable Futures students will refrain from the use, sale, distribution, or possession of alcohol, any prescribed or non-prescribed controlled substance, narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, or intoxicant of any kind on school grounds or while under school jurisdiction.

Tiered Responses to student behavior:

First Offense:

1. Parent/Guardian is contacted, and the student is sent home for the day.
2. Wellness conference with parent/guardian to include a contract and restitution letter.

Second Offense:

1. Referral to a Substance Abuse program

Third Offense:

1. The student will be suspended for 1-3 days.

We have included the behavior expectations for common areas from New Tech High School that follows with permission as an example of expectations that we might adopt.

High School Rules and Behavioral Expectations for Classroom/Common Areas Matrix
Professional Behavior

Common Areas	Trust	Respect	Responsibility
Classroom **Water only is allowed AWAY from ALL electronics.** Students may use cell phones for phone calls and texting between 8:00 a.m. and 3:00 p.m. outside the building when permitted by a staff member. • Be kind to others	• **Work turned in will be original and on time** • Make good decisions • Keep hands/feet to self • ipods may be used with teacher permission only and student must be not have any D's or F's in their classes • Help to create a safe, sharing environment • Give best effort • Keep food and drink outside the classroom	• **Leave room only when it's appropriate** • Respect other's property • Follow instructions • Actively listen • Appropriate voice/words • Display good manners • Business/professional environments must be maintained • Value other's strengths and differences	• **Be punctual and prepared for the day** • **Sign in and out when leaving class** • **Keep possessions with you** • Keep classroom clean • Use furniture properly • Visit office prior to (or after) class • Keep food/drink outside of classroom • Communicate effectively with others • Use appropriate electronics at appropriate times
All Common Areas	**Follow directions from adults the first time given.**		
Offices There are specific protocols for office TA's to follow in addition to the general guidelines • Cell phone use for texting and phone calls is allowed only before 8:00 a.m. and after 3:00 p.m. Students may use cell phones outside the building when permitted by a staff member • Be kind to others	• **Keep overheard office discussions confidential** • Appropriate voice level/words • Honor other people's personal property and resources • Use electronic devices only when appropriate	• **Keep food/drink outside of the office** • Remove hats • Appropriate voice level/words • Use furniture properly • Have a purpose for being in the office – hang out elsewhere • Wait for an appropriate time to bring your business to the office • Act professionally • Move your personal conversations outside the office	• **Bring parent excuses for absences when returning to school after being out** • Only stay long enough to complete your business • Ask permission to use office materials • Make and keep appointments • Be kind to others • Clean up work areas and leave them tidy *before departing* • Return any borrowed items to the owner
Play Areas Field, Basketball court, Playground Equipment, etc.) • Be kind to others	• **Leave other's possessions alone** • Use appropriate voice level/words • Be safe	• **Be compassionate and give priority to young children on the playground** • Respect personal space • Keep noise low near classrooms • Play by the rules of the game and treat those around you with respect.	• **Use equipment for the purpose it was intended** • **Leave the play areas looking as good as or nicer than when you arrived** • Be on time to class • Use equipment before school, during lunch/free periods and after school • Pick up trash when you see it and recycle
Staff Room/Staff Workroom • Be kind to others	• **Avoid staff room unless you have business there**	• **Respect staff's right to privacy/duty free lunch** • Knock before entering	• **Leave it the way you find it** • **Clean up after yourself**

High School Rules and Behavioral Expectations for Classroom/Common Areas Matrix

Common Areas	Trust	Respect	Responsibility
Parking Lot • Be kind to others	• **Leave other's possessions alone** • Keep valuables in cars out of sight • Park in designated spots only • Keep clean	• **Respect the space** • **Act professionally** • Keep music at appropriate volume • Stay off/out of other people's cars • Be careful of other cars • Appropriate voice/words	• **Drive in the correct direction** • **Be punctual to class** • Look before crossing • Watch for pedestrians • Observe 5 mph speed limit • Drive only your own car • Drive only with a license
Cyber Café • Cell phone use for texting and phone calls is allowed only before 8:00 a.m. and after 3:00 p.m. • Be kind to others	• **Walk at all times** • **Aside from break and lunch, hang out in the cybercafé only when you have no class or instructed by an adult** • Move carefully when crowded • Keep walkways clear	• **Use appropriate voice level and language** • **Limit PDAs to hand holding and quick hugs** • **Respect the use of the Cyber Café as a learning environment** • Keep hands and feet to self • Enter and exit serving area in an orderly manner • Keep walkways clear • Put trash and recyclables in proper containers • Respect property of others	• **Remind others to follow rules** • Clean up after yourself and recycle • Pick up trash you see on tables and floor and dispose of properly • Talk respectfully to and about others • Always walk • Keep hands and feet to self • Inform appropriate staff of spills or other dangers
Hallways • Cell phone use for texting and phone calls is allowed only before 8:00 a.m. and after 3:00 p.m. • Be kind to others	• **Move carefully when crowded, watching out for others** • Walk at all times • Keep hallway clear • Eat only in the cyber café, atrium or outdoors	• **Keep hallways trash free** • Use proper voice level and language • Treat others with respect	• **Remind others of expectations when necessary and follow directions of staff when given** • Inform appropriate staff of spills or other dangers • Pick up trash and recycle
Gardens • Be kind to others		• **Leave plants undisturbed** • Use benches/cement seating only as seating • Use functional and decorative architecture and furniture for the purpose it was intended	• **For your safety stay visible to other students and staff** • Protect our plants • Stay on the walkways • Pick up trash when you see it and recycle
Assemblies • **TURN OFF AND PUT CELL PHONE AWAY (Turn off)** • Be kind to others	• **Keep walkways clear** • Enter and exit in an orderly manner • Listen with an open mind	• **Be attentive** • Keep hands and feet to self • Listen with open mind • Remove hats • Applaud appropriately • Make room for others • Keep chairs flat on floor	• **Sit quietly unless given others instructions** • **Participate and applaud when appropriate**

High School Rules and Behavioral Expectations for Classroom/Common Areas Matrix

Common Areas	Trust	Respect	Responsibility
Gym/P.E. Venues (Rockzilla, McPherson, walking areas in town, etc.) • Cell phone use for texting and phone calls is allowed only before 8:00 a.m. and after 3:00 p.m. • Be kind to others	• **Use the equipment as intended** • Follow posted policies, norms, etc. • Be safe • Use facilities with staff member in the room	• **Respect other's (and school's) property on and off campus (in locker room as well)** • Take proper care of the equipment • Respect each other's activity and space	• **Leave equipment the way you would like to find it** • Wear only appropriate clothing and shoes when using the gym/cardio room • Keep gym/P.E. venues clean • Represent NTHS in a positive light • Use facility for purpose intended • Follow rules of outside venues • Utilize P.E. time for purpose intended
Restrooms • Cell phone use for texting and phone calls is allowed only before 8:00 a.m. and after 3:00 p.m. • Be kind to others	• **Return to class promptly** • Put trash in appropriate receptacle • Inform adults/staff of vandalism *Use compost bin for paper towels? *No deodorant/hair sprays in bathrooms (no aerosols)	• **Return to class promptly** • Knock on stall doors to find out if empty • Keep water in sinks • Wash your hands • Flush the toilet • Flush only appropriate materials in toilets • Put trash in appropriate receptacle • Respect other's privacy and property • Inform adults/staff of vandalism * Use compost bin for paper towels? *No deodorant/hair sprays in bathrooms (no aerosols)	• **Return to class promptly** • Keep water in sinks • Wash your hands • Flush the toilet • Flush only appropriate materials in toilets • Put trash in appropriate receptacle • Respect other's privacy and property • Inform adults/staff of vandalism * Use compost bin for paper towels? *No deodorant/hair sprays in bathrooms (no aerosols)
Conference Rooms • Cell phone use for texting and phone calls is allowed only before 8:00 a.m. and after 3:00 p.m. • Be kind to others	• **Appropriate voice level/words** • Use electronic devices only when appropriate • Honor other people's personal property and resources • Use conference room during class time only as directed by staff • Use conference rooms only for school related meetings and activities	• **Keep food/drink outside of the conference rooms** • Remove hats • Appropriate voice level/words • Use furniture properly • Act professionally • Use the smallest available conference room that will meet your needs	• **Reserve conference rooms through the custodian to avoid conflicts** • Only stay long enough to complete your business • Clean up and leave them tidy before departing • Take your personal items with you when done with business • Return any borrowed items (chairs, scissors, etc.) to their source when done with them

High School Rules and Behavioral Expectations for Classroom/Common Areas Matrix

Common Areas	Trust	Respect	Responsibility
Bus Area • Be kind to others	• **Remain on sidewalk when bus is present** • *Walk at all times* • Keep doorway clear • Stay behind yellow line	• **Respect each other's space and conversations** • Treat others with respect • Respect the property of others • Wait in line patiently • Keep hands and feet to self • Keep school driveway clear	• **Encourage responsible behavior in others** • Load bus quietly and in an orderly manner • Keep hands and feet to self • Leave area the way you would like to find it
Outdoor Eating Area and Atrium • Be kind to others	• **Use outdoor eating areas only at appropriate times** • Walk at all times • Move carefully at all times • Stay out of fountains	• **Display affection appropriately** • Keep hands and feet to self • Keep walkways clear • Put trash and recyclables in proper *containers* • Use appropriate voice level and words • Respect these amazing grounds • Respect each other's space	• **Leave area the way you would like to find it** • Clean up after yourself • Pick up trash and recycle • *Always walk* • Keep hands and feet to self • Inform appropriate staff of spills or other dangers • Keep conversations respectful
Bicycles / Bike Racks, Skateboards, Scooters, etc. • Be kind to others	• **Secure bikes in proper rack with appropriate locks** • Skateboard only off campus • Keep bike racks accessible	• **Carry skateboards on campus** • **Respect school and student property** • Keep bike racks accessible • Keep campus sidewalks/walkways free of obstacles	• **Walk bikes on campus** • **Carry skateboards while on campus** • **Wear helmets** • Only one rider per bike • Create a safe space around bike racks • Use crosswalks • Walk/ride bikes safely

***Computer games, rated Teen or lower and never online, may be played before 8 AM and after 3 PM, and in classrooms during lunch with teachers' permission.**

10. Assurances Form

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

1. Maintain non-profit status under terms stated in the District of Columbia Non-profit Corporation Act prior to receiving a charter. (D.C. Code § 38-1802.04(c)(16).)

2. Seek, obtain, and maintain accreditation for the public charter school from at least one of the accrediting bodies listed in Part B of the District of Columbia School Reform Act or a body otherwise approved by the DC Public Charter School Board. (D.C. Code § 38-1802.02(16).)

3. Remain nonsectarian and not be affiliated with a sectarian school or religious institution. (D.C. Code § 38-1802.04 (c)(15).)

4. Submit an annual audit of financial statements according to Government Auditing Standards, by a Certified Public Accountant listed in the Approved Auditor List for charter schools. (D.C. Code § 38-1802.04(c)(11)(B)(ix).)

5. Offer open enrollment to all students who are residents of the District of Columbia, and use a random selection process when the school receives more applications from students of the District of Columbia than there are spaces available. (D.C. Code § 38-1802.06.)

6. Provide PCSB with student enrollment data required for submission to the Office of the Chief Financial Officer. (D.C. Code § 38-1802.04 (c)(12),)

7. Collect, record, and report attendance, discipline, and enrollment data in compliance with the policies and procedures of PCSB, using the reporting software required by PCSB. (D.C. Code § 38-1802.11(a)(2).)

8. Collect and report academic and non-academic performance consistent with PCSB's data submission policies.

9. Not charge tuition, fees, or other mandatory payments for attendance at the public charter school or for participation in its programs, except to Non-Resident Students or for field trips or similar activities. (D.C. Code § 38-1802.04 (c)(2).)

10. *Establish an informal complaint resolution process prior to the first date that the school accepts* applications. (D.C. Code § 38-1802.04 (c)(13).)

11. Ensure that all relevant school personnel and Board of Trustee members are capable of executing financial management, governance and management, and other responsibilities as deemed necessary by PCSB. (D.C. Code § 38-1802.02(15).)

12. Provide PCSB access to and the right to examine all records or documents related to the award, as well as any documents and records, including audit findings, needed to determine the performance of the school under the terms of its charter. (D.C. Code § 38-1802.11(a)(2).)

13. Comply with the contract procurement requirements of the D.C. Code § 38-1802.04(c).

14. Comply with the following federal and local laws:
    a. **Health and Safety:** Healthy Schools Act of 2010 (D.C. Code §§ 38-821.01 *et seq.*); federal and local laws regarding background checks for all employees and volunteers working with children and referring students to the Child and Family Services Agency for instances of education neglect and suspected abuse;
    b. **Building Safety:** D.C Building and Fire Codes (D.C. Code § 5-501 *et seq.*);
    c. **Maintenance and Dissemination of Student Records:** Family Education Rights and Privacy Act (20 U.S.C. § 1232g);
    d. **Certain Requirements of Education Institutions**: Compulsory School Attendance (D.C. Code § 38-201 *et seq.*); Immunization of School Students (D.C. Code § 38-501 *et seq.*); Tuition of Nonresidents (D.C. Code § 31-301 *et seq.*); Non-Profit Corporations (D.C. Code § 29-401 *et seq.*);
    e. **Students with Disabilities**: Subchapter B of the Individuals with Disabilities Education Act (20 U.S.C. § 1411 *et seq.*) and Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794); any and all federal and local laws around providing a free and appropriate public education to all students with disabilities;
    f. **English Language Learners**: all federal and local laws and applicable regulations regarding identifying and serving students who are English language learners;
    g. Title I of the Elementary and Secondary Education Act;
    h. **Civil Rights Statutes and Regulations of the Federal Government and the District of Columbia:** The Age Discrimination Act of 1975 (42 U.S.C. § 6101 *et seq.*); Title VI of the Civil Rights Act of 1964 (42 U.S.C. §§ 2000d *et seq.*); Title IX of the Education Amendments of 1972 (20 U.S.C. §§ 1681 *et seq.*); and the Americans with Disabilities Act of 1990 (42 U.S.C. §§ 12101 *et seq.*); and
    i. **Other:** All other laws deemed applicable by PCSB (D.C. Code § 38-1802.11(a)(1)(B)).

[redacted] Signature of Authorized Certifying Official	
Name (Printed)	Title Design Team Lead
Sustainable Futures Public Charter School Name of Proposed School	Date 3/10/14

H. Course Curriculum

Curriculum:

In addition to a sample curriculum map for the Literacy Workshop, we have included here with permission, the New Tech Network's School Success Rubric as an example of one that we might create. We have also used standards aligned benchmarks (competencies) from Boston Day and Evening with permission as an example of those that we might develop.

NTN SCHOOL SUCCESS RUBRIC

LEARNING OUTCOMES (What knowledge, skills, and attributes every graduate should demonstrate)

	NOT YET SUCCESSFUL	PARTIALLY SUCCESSFUL	SUCCESSFUL	HIGHLY SUCCESSFUL
KNOWLEDGE	Students demonstrate significant gaps in their knowledge in multiple discipline areas. --- Students understand facts in isolation and rarely make connections between disciplines. --- Students are unable to understand and utilize the knowledge and skills of a discipline to reason, problem-solve, and develop sound arguments or decisions.	Students demonstrate proficient knowledge in most disciplines (as defined by state and national standards). --- Students make simple connections and find rudimentary patterns within and among discipline areas. --- Students have a rudimentary ability to apply the knowledge and skills of a discipline to reason, problem-solve, and develop sound arguments or decisions.	Students demonstrate a mastery of core knowledge across all discipline areas (as defined by state and national standards). --- Students easily make sophisticated connections and find patterns between and among discipline areas. --- Students demonstrate the ability to understand and utilize the knowledge and skills of a discipline to reason, problem-solve, and develop sound arguments or decisions.	In addition, students demonstrate a specialized knowledge in one or more disciplines that are of interest. --- In addition, students can identify the limits of their knowledge, understand how that might affect their thinking, and plan further learning.
SKILLS	Student writing is disorganized and shows limited control of conventions. --- Students cannot effectively communicate ideas orally. --- Students cannot effectively collaborate with others on complex tasks. --- Students demonstrate significant gaps in their ability with other college and career readiness skills.	Student writing is somewhat organized but insufficiently developed and shows fairly consistent control of conventions. --- Students can effectively communicate simple information in rudimentary oral presentations. --- Students can effectively collaborate with others on simple, short-term tasks. --- Students demonstrate rudimentary development of other college and career readiness skills such as creativity, technology literacy, researching, social interaction, time management, etc.	Student writing is clearly and consistently organized, fully developed, fluent, and generally free from errors, as appropriate to the discipline. --- Students can effectively communicate complex ideas in well organized and engaging oral presentations to a variety of audiences and for many purposes. --- Students can effectively collaborate with others on complex tasks and can adopt different roles including leadership based on group needs. --- Students demonstrate mastery of other college and career readiness skills such as creativity, innovation, technology literacy, researching, social interaction, time management, etc.	In addition, student writing is engaging, colorful, stimulating, entertaining, or thought provoking. --- In addition, students can thoughtfully use humor, propaganda techniques, and drama to enhance their message. --- In addition, students effectively manage and motivate others to maximize team success. --- In addition, students demonstrate a developing mastery of a career-specific skills in a field that interests them.
ATTRIBUTES	Students lack confidence and demonstrate few attributes of highly effective people including a persistence, flexibility, and patience. --- Students avoid challenges, believing that they are good in some disciplines, not good in others, and that working harder will have little effect on that. --- Students are passive when faced with choices that will affect their current and future success and rely on direction from others to chart their path. --- Students view themselves as victims of circumstance and take little responsibility for what happens to them, attributing their success and failure to the actions of others.	Students are confident in some settings and demonstrate some attributes of highly effective people including resilience, patience, adaptability, and persistence. --- Students believe that if they work at something, their performance will improve, but avoid significant challenges and do not regularly revise their work once completed or reflect on how to improve. --- Students show some capacity to actively make choices that will affect their current and future success but still rely heavily on external direction. --- Students are able to describe how their choices lead to their success or failure but often deflect consequences (especially negative ones) to the actions of others.	Students are very confident in many settings and demonstrate the attributes of highly effective people including resilience, patience, adaptability, and persistence. --- Students see challenges as learning opportunities and believe that if they work at something, their performance will improve. They believe that they are capable of achieving at high levels across a broad spectrum of disciplines. Students regularly refine their work and reflect on their performance. --- Students demonstrate the capacity to be self-directed in making choices that will affect their current and future success while seeking the advice and guidance of trusted allies. --- Students accept the responsibility of their actions, and although they recognize external circumstances, focus on their own choices and behaviors instead.	In addition, students build the confidence and capacity of others to be highly effective. --- In addition, students engage with peers and mentors in formal and informal settings outside of the classroom and school settings to give and receive feedback, exchange ideas, and push their personal development in areas of interests to them. --- In addition, students "lean in" to their futures by taking leadership roles and seeking opportunities for growth. They understand and act on the value of standing up rather than standing by. --- In addition, when in a leadership role, students demonstrate responsibility for the actions of their peers and team members.

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CULTURAL OUTCOMES (what students should experience in the learning environment)

	NOT YET SUCCESSFUL	PARTIALLY SUCCESSFUL	SUCCESSFUL	HIGHLY SUCCESSFUL
CONNECTED	Students feel anonymous or disconnect from the school community. --- Students feel physically or emotionally unsafe on campus. --- Students engage in disruptive and antisocial behaviors.	Students feel connected with a small group of friends. --- Students feel mostly safe while on campus but may not feel trusted or respected. --- Students comply with rules and do not engage in disruptive or antisocial behavior.	Students have positive relationships with adults and peers in the school community and feel a sense of belonging. --- Students feel emotionally and physically safe, feel accepted "being themselves," can take courageous risks, and will be supported if they fail. --- Students feel empowered to contribute positively to the community and take on leadership roles. They feel trusted and trust others to be respectful and responsible.	In addition, students contribute proactively and positively in the local community, taking leadership roles and working to make a difference. --- In addition, students have a sense of responsibility to ensure that everyone on campus feels the same way. --- In addition, students work to empower others by recognizing individuals' strengths and encouraging others to succeed.
ENGAGED	Students do not see the value in the work they are doing. --- Students are not innovative or creative and tend to do the minimum to get by. --- Students rarely interact with adults or experts as part of the learning process.	Students see the value of the work they are doing. --- Students are innovative or creative in certain disciplines of personal interest. --- Students interact with few adults or experts as part of the learning process.	Students value and are excited about the work they are doing and are interested in how it relates to the work of others. --- Students are often innovative and creative, deriving unique solutions to problems, and defend their ideas and conclusions with enthusiasm. --- Students regularly seek out interactions with adults and experts in a professional manner as part of the learning process.	In addition, students return to earlier work and continue to improve it. --- In addition, students share or present their innovations and creations to audiences unrelated to school. --- In addition, students form working relationships with adults and experts in the course of learning.
CHALLENGED	Students are capable of completing short, simple, inauthentic tasks that require little higher-order thinking. --- Students do not use any measures to evaluate the quality of their work.	Students show some capacity to complete longer, more authentic tasks requiring higher-order thinking and application of what they have learned. --- Students evaluate the quality of their work against a set of standards and present their work to teachers and peers.	Students have the capacity to successfully complete authentic, complex, and rigorous tasks that require active exploration, higher-order thinking, and application of what they have learned. --- Students evaluate the quality of their work against authentic discipline or industry standards in formal publications, exhibitions, and presentations.	In addition, students can design and manage complex tasks that reflect an authentic need or area of interest. --- In addition, students submit their work to academic or professional organizations for review.

COLLEGE* AND CAREER OUTCOMES (What students need to enter and be successful in postsecondary learning opportunities)

	NOT YET SUCCESSFUL	PARTIALLY SUCCESSFUL	SUCCESSFUL	HIGHLY SUCCESSFUL
AWARE	Students do not expect to attend college, have done little formal planning for postsecondary education or financial aid, and cannot articulate a thoughtful career path.	Students are aware of some postsecondary options but are unsure about attending college. They have done some preliminary research into postsecondary and financial aid options and have only a rudimentary career path.	Students expect to attend college; have thoroughly researched postsecondary options, financial aid, and career paths; and have applied to several organizations that meet their learning and career objectives.	In addition, students have planned for and prepared options in case they do not get into their chosen school or program.
ELIGIBLE	Students are not enrolled in courses that meet the minimal requirements for 4 year college eligibility which severely limits their post-secondary options.	Students are enrolled in courses that meet the minimal requirements for 4-year college eligibility, but are not successful which limits their post-secondary options.	Students meet course requirements needed for 4-year college eligibility and therefore have a variety of options for post-secondary learning.	In addition, students have been accepted into a formal post-secondary program of learning or have made a clear case for pursuing a different path to meet their learning and career objectives.
PREPARED	Students presently lack significant amounts of the knowledge, skills, or attributes needed to be successful in college.	Students have the knowledge, skills, and attributes needed to be successful in college in most areas but may need to take some remedial course work.	Students have the knowledge, skills, and attributes needed to be successful in college without having to take remedial courses.	In addition, students are successful in college level coursework while still enrolled in high school.

* For the purposes of this document, the term "college" refers to a broad range of formal postsecondary experiences that further a person's learning in preparation for a career and lead to a certificate or a degree. In addition to traditional 2- and 4-year college experiences, many technical or trade school experiences and the military could serve as a "college" experience.

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Performance Task Assignment Sheet

Title: Community Exploration Report

Standards:
Essential Questions:
How do my stories connect me to my community?
How can we use our personal and collective experience to enhance understanding?
How can I become a leader in my community?

Theme: Social Justice and my community

This project gives students the opportunity to examine the unique roles that they play in their community. They will have the opportunity to draw connections between the novel Seed-Folks by Paul Fleischman and their community. They will also explore the ways that being a part of a community impacts who they are and how they can positively influence their community.

Task:

Role: For this task students take on the role of observer
Audience: The audience for this project is the local community
Format: The final product for this project is a report that will be published in the local library.

Steps to Completion:
Discover:
1. Over the course of the week take the time to walk through your community. (make sure you take your journal with you). As you walk, take the time to notice the sights, sounds and smells of your community and write down what you see. What kinds of stores are in your community? Describe some of the people that you see around you. What is taking place on the streets around you? What makes this neighborhood unique? If someone were visiting your community for the first time, what places would you recommend they visit? Record everything that you see in your writer's notebook. You should also use your cell phone to capture pictures of your community.
2. The words you use to paint a picture of your neighborhood will influence the overall impression that your readers will have of the neighborhood. Decide on the general impression you want your readers to have of your neighborhood. Use your notes as a resource to help you make your decision. For instance: Do you want readers to think of your neighborhood as cheerful and upbeat? Do you want them to view the community as a dingy and depressed area? Is there another way that you view your community that you want people to see?

Project Title: Gentrification and Equity

Project Idea: Students will formulate a project to address issues of social justice and equity with relationship to gentrification in the community.

Entry Event: The teacher will teach explicit mini-lessons about gentrification and social justice. Students will review a range of texts and media about gentrification and its impact on community. They will identify common factors that lead to gentrification and the impact that it has on those living in the community when gentrification takes place. They will identify community leaders who have been able to successfully advocate both within and outside of their communities for positive change.

Objectives Directly Taught or Learned Through Discovery

Students will understand:
The importance of oral history to communities
The impact of gentrification on the residents of gentrified communities.
The importance of community advocacy
The key attributes of a leader

Students will be able to :

- *Utilize conflict resolution skills to resolve interpersonal disputes.*
- *Recognize oppression*
- *Show compassion*
- *Identify Racism*
- *Empathize with those in need*
- *Recognize the importance of their own role within their community.*
- *Define leadership, recognize and evaluate their own leadership skills and behaviors.*

Leadership Competencies

- Students routinely self reflect and seek feedback from others.
- Students actively seek innovative ways to change, grow and improve.
- Students develop a vision for the future by imagining and exploring possibilities.
- Students inspire others by enlisting them in a common vision that appeals to shared aspirations.
- Students experiment and take risks by constantly generating small wins and learning from mistakes.
- Students foster collaboration by promoting cooperative goals and building trust.
- Students encourage their teams to celebrate victories and take action that helps to create a spirit of community.

21st Century Skills: Identify the Learning Skills and Technology Tools Standards that students will practice in this project.

21st Century Skills	Learning Skills & Technology Tools	Teaching Strategies	Evidence of Success
Information and Communication	• Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts • Listen effectively to decipher meaning, including knowledge, values, attitudes, and intentions • Use communication for a range of purposes (e.g., to inform, instruct, motivate, and persuade) and in diverse environments (including multi-lingual) • Utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as assess their impact		Demonstration of proficiency according to presentation and communication rubrics.
Thinking and Reasoning Skills	• Reflect critically on learning processes. • Analyze and evaluate alternative points of view. • Interpret information and draw conclusions based on analysis. • identify and ask	The teacher will utilize the Socratic method through structures such as the fishbowl to encourage students to think deeply about challenging topics.	Demonstration of Proficiency according to the critical thinking rubric and the creativity and innovation rubric.

	significant questions that clarify various points of view and lead to better solutions		
Personal and Workplace Skills	• Develop, implement, and communicate new ideas to others effectively • Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work	The facilitator will scaffold students as they work together to build effective teams by providing them with guidelines and coaching.	Demonstration of proficiency on the collaboration rubric.

Driving Questions:

- What is leadership?
- How do strong leaders impact the life of a community?
- Are the things that unite us really greater than the things that divide us?
- Are some human beings more valuable than others?
- What is community?

Assessment Plan:

Major Group Products	Students will work in groups to design and carry out an oral history project about change in their neighborhood.
Major Individual Projects	Students will complete a Community Exploration Report

Assessment and Reflection:

Rubric(s) I will use: (Check all that apply.)	Collaboration	x	Written Communication		
	Critical Thinking & Problem Solving	x	Content Knowledge		
	Oral Communication	x	Other		
Other classroom assessments for learning: (Check all that apply)	Quizzes/ tests		Practice presentations	x	
	Self-evaluation		Notes	x	
	Peer evaluation		Checklists/observations		
	Online tests and exams		Concept maps		
Reflections: (Check all that apply)	Survey		Focus Group		
	Discussion	x	Task Management Chart		
	Journal Writing/ Learning Log	x	Other		

Product:

Knowledge and Skills Needed	Already Have Learned	Taught Before the Project	Taught During the Project
1. Effective note taking	X		
2. Students will need to be able to use a variety of tools to research the impact of gentrification on the community.	X	X	x
3.Students will need to be able to effectively use the writing process to complete a narrative piece.			X

Resources:

School-based Individuals:

Talent Cloud:
Mtamanika Youngblood-Gentrification
Brad Lander-Gentrification
Miles Foley –Oral Tradition

Community:
Advisory Neighborhood commissioners
Neighbors
Business Owners

Technology:
Cell phone cameras
Chromebooks

Materials and resources:
Composition books
Chart Paper
Post It notes
Anchor Texts and Media
World House Essay by Martin Luther King
Night by Elie Weisel
American History X
Malcolm X
Crash
Spike Lee's comments on gentrification in Brooklyn

Literacy Workshop 1

	September	October	November	December	January	
Unit Name or Theme	Literacy and Community	Community Stories	Rhetoric as Public Discourse	Project and Presentation Month	Thematic Study: Diversity	Unit Name or Theme

LITERACY WORKSHOP 1

Benchmarks	**Title: Literacy and** **Community** **Common Core Aligned Benchmarks:** Occasionally pauses reading text in order to review, clarify, and reflect on its meaning. Uses multiple reading strategies concurrently to understand while independently reading text Relates a text to other texts and/or larger themes beyond the reading Supports statements about a text by regularly referring to textual evidence. Consistently applies writing style appropriate to a specific audience and to purpose of piece. Revises language purposefully to improve word choice. Demonstrates effective use and understanding of capitalization and punctuation Can design an essential question from a chosen topic	**Title: Community Stories** **Common Core Aligned Benchmarks:** Identifies themes and analyzes their development over the course of a text Analyzes how and why individuals, events, and ideas develop and interact over the course of a text Supports statements about a text by regularly referring to textual evidence. Consistently applies writing style appropriate to a specific audience and to purpose of piece. Demonstrates effective use and understanding of capitalization and punctuation	**Title: Rhetoric as Discourse** **Common Core Aligned Benchmarks:** Determines the meaning of words and phrases as they are used in a text Analyzes the purpose of information presented in diverse media and formats and evaluates the motives behind its presented. Considers others' perspectives in discussions while exploring new ideas and possibilities, making connections between points made, providing relevant evidence, asking relevant questions, and respectfully and reflectively participating in debrief and feedback Evaluates a speakers' point of view, reasoning, and use of evidence and rhetoric. Adapts speech to variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. Practices self-editing and/or peer editing Understands and writes informative/explanatory texts to examine and convey ideas and information clearly and accurately	**Title: Presenting Our Learning** **Common Core Aligned Benchmarks:** Revises language purposefully to improve word choice and to communicate ideas clearly Revises structure purposefully to improve organization and paragraph unity Use technology, including the internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	**Title: Diversity** **Common Core Aligned Benchmarks:** Supports statements about a text by regularly referring to textual evidence. Provides a summary of the text distinct from personal opinions or judgments Analyzes how key individuals, events, or ideas are introduced, illustrated, and elaborated on in a text. Determines the meaning of words and phrases as they are used in text	

Literacy Workshop 1

Enduring Understandings	Enduring Understandings	Enduring Understandings	Enduring Understandings	Enduring Understandings	Enduring Understandings	Enduring Understandings and Performance Indicators
	Good students and lifelong learners take responsibility for, reflect on and monitor their own learning Effective readers use specific strategies to help them better understand what they read. Grammar and vocabulary guide readers through the text and help avoid confusion and for the audience. The research process to can be used to answer questions that the student poses. Effective readers make connections and predictions to infer meaning from text. Effective readers bring their own experiences and incorporate personal knowledge to connect with texts.	Printed words on the page allow us to communicate with others who aren't present. Everybody is entitled to their opinion about what a text means, but some opinions are more supportable by the text than others. Writers develop personal style and voice in their writing Real life provides material for writing. Grammar and vocabulary guide readers through the text and help avoid confusion Effective writers use a variety of techniques to convey meaning. Effective writers understand that style, language, point of view, etc. change based upon the genre of the writing.	Language is a tool for action. Information gained during the research process can be used to take action on a position or to persuade others to take action There are important strategies good speakers and presenters use to engage an audience and the strategies change according to the audience	Good Students and lifelong learners take responsibility for, reflect on, and monitor their own learning. Academic integrity is necessary and demanded at all times and at all levels of academia. Literacy and education are essential to achieving our goals.	Real life provides material for writing. Language is a tool for action. Information gained during the research process can be used to take action on a position or to persuade others to take action Effective readers use specific strategies to help them better understand what they read. No matter our cultural backgrounds, people are more alike than different.	

Literacy Workshop 1

Essential Questions	**Essential Questions** How does Literacy empower me as an individual? How does illiteracy impact my community? How can I use punctuation to help readers better understand my writing? What can others learn from an important experience in my life? How can I tell about it so that my readers understand Why the experience was so important to me? How do we use reading, writing, and talking to encourage and grow ideas?	**Essential Questions** How does literature serve as a reflection of community How can we use our personal and collective experience and enhance understanding? How do my stories connect me to my community? How can I use my literacy skills as tools for finding my voice? How do readers connect with information around them and make sense of it?	**Essential Questions** Why study Language? How does studying language impact my life? How does my speech define me? How does the opportunity for public discourse protect the democratic ideal? How has discourse been used to ensure equity? What can I do to ensure that I maintain the right to express myself as an individual?	**Essential Questions** How can I use what I've learned this trimester that will help me grow as a learner in the next trimester? How can my experiences with conflict help me grow? How can being a reader enrich my life? How can I use literacy as a tool for finding my voice?	**Essential Questions** Are the things that unite us really greater than the things that divide us? How do readers connect with information around them and make sense of it? How can learning and using reading strategies help me comprehend, Interpret, evaluate and appreciate what I read? Are some human beings more valuable than others? What are the dangers in attempting to create a perfect society? How can I understand other cultures through the stories they tell? How can I understand other cultures through the stories they tell?	Essential Questions

Literacy Workshop 1

Assessment Strategies Formative & Summative	Multimedia Family Literacy Presentation Personal Narrative One on One conferences Online Playlist Responses Reflections on Reading emailed to the Teacher Twitter Chat Community Literacy Project (collaboratively designed by Students and Teacher)	One on One conferences Playlist Responses/assessments Reflections on Reading emailed to the Teacher Twitter Chat Community Saturation Report	One on One conferences Playlist Responses/assessments Reflections on Reading emailed to the Teacher Twitter Chat Student Hosted Community Town Hall Writing an Op ED	Digital Portfolio Portfolio Presentation and defense. Student Led Conference Written Reflections Playlist Response/Assessments Collaborative Community Service Project	One on One conferences Online Playlist Responses Reflections on Reading emailed to the Teacher Twitter Chat	Assessment Strategies Formative & Summative
Texts and Resources	World Literacy Foundation (The economic and social cost of illiteracy) Washington Post "Illiteracy is D.C.'s biggest challenge" Colbert I King Washington, D.C., tops 'most literate city' study USA Today 02/07/13 The Global Literacy Project Website	Seed Folks Child of The Americas Eleven The House on Mango Street On Turning 10	Thomas Payne: Common sense Barbara Jordan: Nixon Impeachment Speech Malcolm X: The Ballot or the Bullet Anna Howard Shaw: The Fundamental Principal of A Republic Marc Antony's speech at Caesar's Funeral		Stargirl by Jerry Spinelli The Giver by Lois Lowry A Wrinkle In Time by Madeline L'Engle I hadn't meant to tell you this If You Come Softly by Jaqueline Woodson Life is Funny by E.R. Frank Race documentary from PBS Gathering Blue by Lois Lowry American's All (essay) I am Malala by Malala Yousafzai Coming Clean by Kimberly Rae Miller	

Literacy Workshop 1

Instructional Strategies	Blended Learning Play list Teacher Led Small Groups Carousel Activity Vocabulary Tree Competition Latin Roots Quick writes	Blended Learning Playlist Carousel Activity Read Aloud/ Think-Aloud Quick writes Dual Entry Journals Tell a story in a Vine	Blended Learning Playlist Interactive Reading Guide Carousel Activity Guided Reading Guided Writing MEAL Paragraphs SOAPS	MEAL Paragraphs Blended Learning Playlist Interactive Reading Guide Carousel Activity Guided Reading Guided Writing	Blended Learning Playlist Carousel Activity Literature Circles Blended Learning Playlist Interactive Reading Guide Guided Reading Guided Writing Read Aloud/ Think Aloud	Instructional Strategies (including reading & writing prompts)

	February	March	April	May	June	
Unit Name or Theme	Public Policy and Education	Language as Literacy	Literacy and the Environment	Poetry		Unit Name or Theme

LITERACY WORKSHOP 1

Benchmarks	**Title: Public Policy and Education** **Common Core aligned benchmarks** Analyzes the purpose of information presented in diverse media and evaluates the motives behind its presentation. Engages effectively in a range of collaborative discussions with diverse partners on topics, texts and issues, building on others' ideas and expressing their own clearly. Produces clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	**Title: Language as Literacy** **Common Core aligned benchmarks** Demonstrates understanding of figurative language, word relationships, and nuances in word meanings, Considers others' perspectives in discussions while exploring new ideas and possibilities, making connections between points made, providing relevant evidence, asking relevant questions, and respectfully and reflectively participating in debrief and feedback Determines the meaning of words and phrases as they are used in a text	**Title: Literacy and the Environment** **Common Core aligned benchmarks** Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g. charts, tables), and multimedia when useful to aiding comprehension. Develops topics with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts Establishes and maintains a formal style.	**Title: Poetry** **Common Core aligned benchmarks** Determines the meaning of words and phrases as they are used in a text Analyzes two differing texts to gain an understanding of the ways in which structure to the meaning and style of each Draws Evidence from literary or informational texts to support analysis, reflection and research.		

LITERACY WORKSHOP 1

Enduring Understandings	Writers do not always say what they mean (literally). Indirect forms of expression such as satire and irony require readers to read between the lines to find the intended meaning. Printed words on the page allow us to communicate with others who aren't present. Writers do not always say what they mean (literally). Indirect forms of expression such as satire and irony require readers to read between the lines to find the intended meaning. There are important strategies good speakers and presenters use to engage an audience and the strategies change according to the audience The research process helps people obtain and make sense of information and then organize the information in a logical fashion. Language is a tool for action.		Reading non-fiction texts promotes a deeper understanding of global issues. Unpacking informational text leads to a greater understanding of a complex topic.			Enduring Understandings

Literacy Workshop 1

Essential Questions						Essential Questions
	How can the writing process improve the communication of ideas and feelings? How can I use research as a means of increasing my understanding? How do I bring my ideas to the research process? How do writers effective communicate their feelings about a topic? What do I need to learn in order to do research and report effectively? How can I become competent in speaking before groups and for various purposes? How can I use language as a tool to change the world?	Why Study Language? How does the way I use language impact my life? How does my speech define me? What is Standard English? Why do we need to know and use Standard English Rules? When is it okay to use something other than Standard English?	How do reading informational texts help me to understand the world? How can I use the features of informational texts to deepen my understanding of environmental issues?	What is the difference between the speaker in the poem and the poet? How does word choice help readers experience a poem? What is the significance of a poem's cultural and historic context? time period/ culture/history can all have an effect on a poet's world view or message How does performance affect the meaning of the written words in a poem? What is poetry? What is a poem? What do all poems have in common?		

Literacy Workshop 1

Texts and resources	Video: School, the history of American Public Education Bi-lingual Education Act, "We the Students" Not Knowing and Not Wanting to Know by Haki R. Madhubuti	"The Story of English" PBS Documentary Malcom X " Coming to an awareness of language" The Enduring Voices Project Website: travel.nationalgeographic.com/travel/enduring-voices/ "What does it mean to speak American?" and related sites on PBS.org "We are the world. Not Everyone is thrilled. " Forbes Magazine	"Going Green while In the Red" New York Times Article November 25th, 2008 Podcast: "Backstory with Steven Greenhouse" Film "A Fierce Green Fire"	Billy Collins: An introduction to Poetry Nikki Giovanni: Swaziland Nikki Giovanni: Ego Trippin' Nikki Giovanni: Cotton Candy on a Rainy Day Maya Angelou: On the Pulse of the Morning Other Teacher Suggested and Student Collected Poems		

Literacy Workshop 1

Assessment Strategies Formative & Summative	One on One conferences Online Playlist Responses Reflections on Reading emailed to the Teacher Twitter Chat Class documentary on the impact of education laws on students	One on One conferences Online Playlist Responses Reflections on Reading emailed to the Teacher Twitter Chat Reflective Essay "How I use language" Project on "Collecting Language" (collaboratively designed by students and teacher)	One on One conferences Online Playlist Responses Reflections on Reading emailed to the Teacher Twitter Chat Dual Entry Journal Quick writes	One on One conferences Online Playlist Responses Reflections on Reading emailed to the Teacher Twitter Chat Dual Entry Journal Poetry Critiques and Analyses Poetry Coffee House	One on One conferences Online Playlist Responses Reflections on Reading emailed to the Teacher Twitter Chat Dual Entry Journal	Assessment Strategies Formative & Summative
Instructional Strategies	Blended Learning Playlists Word Wall Word Study Think Pair Share Turn and Talk MEAL SOAPS Interactive Reading Guide Independent Reading	Blended Learning Playlists Word Study Contrast Analysis Interactive Reading Guide Word Wall MEAL Paragraph SOAPS Independent Reading	Blended Learning Playlists Word Wall Word Study Think Pair Share Independent Reading	Blended Learning Playlists Word Wall Word Study Author Studies Shared Writing Analytic Paragraphs Independent Reading		Instructional Strategies (including reading & writing prompts)

As a part of our due diligence, we worked with an architect to create this draft space plan.

IFF
Charter School Space Estimator

Sustainable Futures - Preliminary Space Plan

- Serving students 14- 21 years old
- Potential for portion of curriculum to be based online
- Hours of operation 7AM-9PM; split shifts for operational staffing
- Prioritize buildings with a lot of natural ligh
- Close proximity to public transit
- Eventual goal to include onsite healthcare and public garde

This tool is for planning purposes only and is designed to provide an orders of magnitude estimate for space requirements. it is important to review and implement local licensing and code requirementsand modify the space
It is important to consult with a licensed design professional prior to finalizing any plans. Plan will change once site/building is identified.

	# of Children per Classroom	# of Classrooms	# of Children per Grade	Minimum Size Square Feet/ student	Minimum Size Total SF Needed	Workable Size Square Feet/ student	Workable Size Total SF Needed	IFF Recommended Size Square Feet/ student	IFF Recommended Size Total SF Needed	Remarks
Classrooms										
Humanities 1	20	2	40	25	1,000	30	1,200	40	1,600	Alcoves for teachers to work one-on-one with students within the classroom. Teacher workspace in classrooms.
Humanities 2	20	2	40	25	1,000	30	1,200	40	1,600	Alcoves for teachers to work one-on-one with students within the classroom. Teacher workspace in classrooms.
Humanities 3	20	2	40	25	1,000	30	1,200	40	1,600	Alcoves for teachers to work one-on-one with students within the classroom. Teacher workspace in classrooms.
Humanities 4	20	2	40	25	1,000	30	1,200	40	1,600	Alcoves for teachers to work one-on-one with students within the classroom. Teacher workspace in classrooms.
STEM 1	20	2	40	25	1,000	30	1,200	40	1,600	Alcoves for teachers to work one-on-one with students within the classroom. Teacher workspace in classrooms.
STEM 2	20	2	40	25	1,000	30	1,200	40	1,600	Alcoves for teachers to work one-on-one with students within the classroom. Teacher workspace in classrooms.
STEM 3	20	2	40	25	1,000	30	1,200	40	1,600	Alcoves for teachers to work one-on-one with students within the classroom. Teacher workspace in classrooms.
Multipurpose Room	-	1	-	-	1,000	-	1,000	-	1,000	1,000SF room with movable partitions to create two 500SF rooms
Open Project Areas	-	4	-	-	1,600	-	1,600	-	1,600	Open project rooms/area at 400SF per room. Located adjacent classrooms allowing for teachers to monitor area. Square footage can be potentially worked into circulatior
Library/Media Center/Computer Lab	-	1	-	3.0	840	4.5	1,260	6	1,680	Includes circulation, small conference rooms, multimedia resources, stacks, professional library, workroom, storage, and classroom
Science Lab	-	2	-	30	1,200	40	1,600	50	2,000	Recommended number includes biology, chemistry, physics, earth classroom and lab space. All numbers assume tha the station and desk are same entity.
Subtotal		**22**	**280**		**11,640**		**13,860**		**17,480**	

Administration	**Employees**	Minimum Size		Workable Size		IFF Recommended Size		
Head of School	1	100	100	125	125	150	150	Private Office
Director of Curriculum & Instruction	1	100	100	125	125	150	150	Private Office
Director of Operations	1	100	100	125	125	150	150	Private Office
Business Manager	1	60	60	70	70	75	75	Open Workstation with proximity to private office
Director of Development	1	60	60	70	70	75	75	Open Workstation with proximity to private office
Student Intervention Specialist	1	60	60	70	70	75	75	Open Workstation with proximity to private office
Flex Offices/Counseling Rooms	3	100	100	125	125	150	150	Unassigned Private Office. Available for one-on-one or small group counseling sessions
Admin. Subtotal	**9**		**580**		**710**		**825**	

Miscellaneous	**# of Rooms**							
Reception Area	1	100	100	125	125	200	200	Front desk. Located at main entrance to school. Proximity to Administrative spaces.
Work Area	1	-	400	-	400	-	400	300SF room with wall mounted storage and round table for seating 3-4 t people
Conference Room	1	-	250	-	250	-	250	located nearby head of school & curriculum and instruction. Accommodate 8-10 people. Additional room nearby student intervention specialist ~200SF.
Parent/Family Resource Room	1	100	100	150	150	200	200	Large enough to accommodate 3-4 people plus desk for family services coordinato
Training Room	1	250	250	350	350	400	400	
Lunchroom		6 SF / Student	560	8 SF / Student	747	10 SF / Studen	933	Numbers assume that lunch will occur in shifts that accommodate 1/3 of student population. However, as student population increases, the recommended SF # per student will also increase. (Potentially could be up to 15 SF-min; 18 SF-workable; 20 SF IFF-recommended)
Staff Lounge	1	100	100	150	150	200	200	
Kitchen/Pantry - Cooking	1	1,200	1,200	2,000	2,000	3,000	3,000	Includes freezer, equipment, dry storage, serving line, receiving/holding and a small staff room
Laundry	1	200	200	300	300	400	400	
Toilet Rooms - Student	2	650	1,300	800	1,600	1,000	2,000	Assumes minimum 1 fixture of each type to meet Illinois Accessibility Code and ADA Accessibility Guideline
Toilet Rooms - Staff	2	-	300	-	300	-	300	Single-sex ADA toilet rooms for staff only. Located by Workroom/Staff Lounge space.
Maintenance/Utility	1	350	350	500	500	650	650	
Misc. Subtotal	**13**		**5,110**		**6,872**		**8,933**	
School Subtotal			**17,330**		**21,442**		**27,238**	
Circulation (20% Minimum, 25% Workable, 30% Recommended)		20%	3,466	25%	5,360	30%	8,172	
TOTAL			**20,796**		**26,802**		**35,410**	
Total SF per pupil			74		96		126	

HOWARD UNIVERSITY

SCHOOL OF EDUCATION
DEPARTMENT OF CURRICULUM
AND INSTRUCTION

March 5, 2015

Mr. John McKoy, Chair
District of Columbia Public Charter School Board
3333 14th Street, N. W.
Washington, D. C. 20010

Dear Mr. McKoy:

I support the efforts of Ms. N. Warsaw to establish Sustainable Futures, an alternative secondary school for youth of the District of Columbia, under the auspices of the District of Columbia Charter Board. Providing opportunities for students who may have been unsuccessful in meeting the academic requirements for high school graduation in traditional schools will not only serve the needs of those attending students but will help our community in tapping the potential of all of its members. The more empowered the citizenry is the more bountiful are the possibilities for an informed and high functioning society.

Using a mastery or competency-based model to determine upward movement will be an incentive to students who attend the school. Not having to wait for a full year to advance closer toward graduation will place the victory closer within their reach, especially for the older students. This model recognizes that students are individuals and grow at different paces reflective of not only their academic achievement but also their life experiences. Many of the students who will be served have been forced to assume responsibilities and have had experiences that catapulted them into adult roles. I believe that their personal backgrounds will contribute mightily to their eagerness to move quickly to meet one of the fundamental hurdles of adulthood- obtaining a high school diploma. It will inspire them to continue with their deferred aspirations.

The proposal includes input from college students who aspire to become secondary teachers; this is progressive. Using collegians' lenses to help develop curricula and instructional strategies provides an element that is both practical and unique. It decreases the gap between the curriculum developers and the intended students. This has promise for increasing the relevancy and accessibility of knowledge and skills for our twenty-first century learners. I look forward to the proposal's implementation.

Respectfully,

Wilma F. Bonner, Ed. D.
Director of Teacher Education

2441 4th Street, NW
Washington, DC 20059

(202)865-0117
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826DC

3233 14TH STREET, NW WASHINGTON, DC 20010 www.826dc.org

March 5, 2015

District of Columbia Public Charter School Board
3333 14th Street, NW
Suite 210
Washington, DC 20010

To Whom It May Concern,

I am writing to express my support for the approval of the Sustainable Futures Proposed Public Charter School for approval by the District of Columbia Public Charter School Board. 826DC is a nonprofit organization dedicated to working with students ages 6-18 in developing creative and expository writing skills, and to working with teachers to inspire their students to write. Last school year we partnered with more than 65 DC Public and Public Charter Schools, and served more than 3,500 students. As an organization that is dedicated to ensuring the success of youth we believe that Sustainable Futures will be of great benefit to our local community.

Sustainable Futures will fill a long-standing need in our community for an alternative to traditional public education for disconnected youth of the District. The school's comprehensive approach to meeting student needs through flexible learning opportunities and wrap around services for the students and their families is one that will provide children that have not found success in traditional school environments equal opportunity and access to educational options.

We are excited about the potential of a school such as Sustainable Futures and hope that you will grant their application approval.

Sincerely,

Joe Callahan
Executive Director

February 27, 2015

To Whom It May Concern:

I am writing to express my support for the approval of Sustainable Futures Proposed Public Charter School by the District of Columbia Public Charter School Board.

Mary's Center builds better futures through the delivery of health care, education, and social services in a linguistically and culturally appropriate manner for each individual. Our social change model integrate these three major services with the sole purpose of saving lives, stabilizing families, and strengthening communities. In 1988, President/CEO Maria S. Gomez, RN, MPH, founded Mary's Center as a community-based nonprofit with a budget of 250,000 to well established Federally Qualified Health Center operating four comprehensive health centers in Washington, D.C. and in Maryland's Montgomery and Prince George's Counties.

In 2013, Mary's Center served over 32,114 unduplicated individuals; in 2014 Mary's Center served 34,116 unduplicated participants. As an organization that has served and advocated for the Washington DC community for over 26 years we have a deep knowledge of the needs of children and families in the community and we believe that Sustainable Futures will be of great benefit to our local community.

Sustainable Futures will fill a long-standing need in our community for an alternative to traditional public education for the at-risk children of the District. The school's comprehensive approach to meeting student needs through flexible learning opportunities and wrap around services for the students and their families is one that will provide children that have not found success in traditional school environments equal opportunity and access to educational options. Should Sustainable Futures be approved, we look forward to collaborating with Sustainable Futures in providing support to students and families by providing health, dental, and behavioral health services through an onsite clinic. Additional supports will be provided through our health center located in Ward 4 of the District. We are excited about the potential of a school such as Sustainable Futures and hope that you will grant their application approval.

Sincerely,

Maria Gomez, RN, MPH
President and CEO

Letter of Support for Sustainable Futures

To Whom It May Concern:

I am writing this letter in support of Sustainable Futures' application to the Public Charter School Board. Sustainable Futures, as led by Natasha Warsaw, has been engaged in CityBridge Foundation's school design process since October, 2014. As such they have had an opportunity to refine and thoroughly research a school design intended to serve students disconnected from their schools, families and communities. This is a substantial and difficult to reach population. The Sustainable Futures' team has examined their approach from a variety of angles and has even established formal partnerships with model schools in cities across the United States.

Additionally, Sustainable Futures is led by a veteran educator with substantive experience. Ms. Warsaw has served in both the charter and district sectors as a teacher and administrator and has assembled a team with a wide range of relevant experiences.

Finally, Sustainable Futures has been awarded a Breakthrough Schools: DC grant from the CityBridge Foundation. The review process included local educators and national funders. This is a competitive process and Sustainable Futures' proposal stood out among a cohort of high quality school designs.

We fully endorse Sustainable Futures' charter application and are happy to answer additional questions the Public Charter School Board may have.

Sincerely,

Mieka J. Wick

Mieka Wick
Executive Director
CityBridge Foundation

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Washington, DC 20005
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Deborah Shore
Sasha Bruce Youthwork

Adam Tenner
Metro TeenAIDS

Skip Mckoy, Chair
District of Columbia Public Charter School Board
3333 14th Street, NW, Suite 210
Washington, DC 20010

Dear Mr. Mckoy:

On behalf of the District of Columbia Alliance of Children and Youth Advocates (DC-AYA) it is my pleasure to confirm out support for the proposed Sustainable Futures Public Charter School. I understand that Sustainable Futures is proposing a competency and project based charter school that will fill a much needed role serving disconnected youth between the ages of 14-21. We applaud Sustainable Futures desire to help vulnerable youth build sustainable, purposeful lives. The combination of a mastery and project-based model with comprehensive wrap-around supports is a program model that could yield significant results for underserved youth in our community.

DC-AYA is a citywide coalition that works to ensure policies, programs, and practices within the District of Columbia that promote and propel youth into a productive and healthy adulthood

Our coalition is made up of over 120 nonprofit organizations that provide direct services to youth such as out of school time programming, health and nutrition programming, health and nutritional programming, housing and shelter, workforce development opportunities or education. At DC-AYA we envision a future where no young person is considered to be at-risk and where all youth are valued as members of their communities. We believe that to be truly dedicated to youth means collaborating with a wide range of individuals and organizations.

We are encouraged by the possibility that there will be a school in the District that offers flexible learning opportunities for the vulnerable youth in our city. Should Sustainable Futures be approved, we look forward to counting them among those organizations that stand with us on behalf of the District of Columbia's youth. We wish them the best with their submission and look forward to collaborating with them going forward.

Sincerely,

Margaret Riden
Executive Director, DCAYA

Sustainable Futures Proposed Public Charter School

As a Citizen of the District of Columbia where Sustainable Futures intends to open a charter school, I am signing this petition to affirm that I have read Sustainable Futures mission and agree that there is an urgent need for this school in our community and would like to see Sustainable Futures open a public charter school in the fall of 2016.

Mission: The mission of Sustainable Futures 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.

Name	Phone	Street Address	Email	Signature
Tamar Mabary	[redacted]	[redacted]	[redacted]	[redacted]
LaDreshea Tate				
Jada Chandler Petty				
McKinley Evans				
Lindsay Hardy				
Deja Lewis				
Salaam Abdul-Ali				

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Name	Phone	Street Address	Email	Signature
Neel Chheda	[redacted]			[redacted]
Brandt Payne				
Koreen Lee				
Chris Williams				
Clifford Holmes				
Vidal Alexander		9633 trailridge Terrace [redacted]		
Deborah Ramsdell				
NEAL, Cyrus		6		

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Name	Phone	Street Address	Email	Signature
Shakirah Hannah	[redacted]		[redacted]	
Wendy Colindres				
Joel Dartz				
Duayne Burroughs				
Nathaniel Nowlin				
[illegible]				
Isiah Bogan				
Jamar Douglas				

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Name	Phone	Street Address	Email	Signature
Samesa Paz	[redacted]			
John W. Kelly				
Candido Ramos				
Imoha Stanford				
Anthony Johnson				
LOUIS SALGAD				
Parker Bennett				
Steph Dranan				

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Name	[redacted]	Email	[redacted]
Anthony Robinson			
Emily Ayles			
Ahmad Simms			
Solan Marcus			
Eric Harrington			
Christian Ard			
Tanya Fields			
Jeff			
Earl Lewis			

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Name	Phone	Street Address	Email	Signature
Larry Smith III	[redacted]			

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Name	Phone	Street Address	Email	Signature
FERNANDO				
Henrietta Bowers				
Quincy Jones				
Angela C				
Sara Jonson				
richard Pratt				
Lukasz Sulco				
Tanya Myers				

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Name	Phone	Street Address	Email	Signature
Howard Dishman III	[redacted]	[redacted]		[redacted]
Shea D. Oliver			[redacted]	
[redacted]				
Sheda Beale				
George Smith				
Ed. Williams				
C.N. Pinkney			[redacted]	
Gary Troxler				

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Name	Phone	[redacted]
David Arney		
Joseph Weed		
Charisse Johns		
Gaby Mariner		
Delroy Ross		
Daniel Dyson	[redacted]	
Minkah Rashaad		
Richard T. Brown		
Briana Whitfield		

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Name	Phone	Street Address	Email	Signature
Leah Brooks		[redacted]		[redacted]
Elizabeth Falco				
Mitchell O. Dennis	[redacted]			
Kiesha Cochrane			[redacted]	
DAVID Johnson				
Joseph Stratton				
Courtney Holder				
MICHAEL LEZAJA				

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Name	Phone	Street Address	Email	Signature
Crystal Ethridge	[redacted]	[redacted]	[redacted]	[redacted]
Karen Rosser-Hamilton				
[illegible]				
ERIC MORGAN				
ANGELICA DAS				
GEOVANY				
Alonzo Whitaker				
Brenda Carter-King				

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Name	[redacted]
Cristina Aleman	
McNealy Damm	
Devin Smith	
Chris Civil	
Mike Wasle	
Dave Pearce	
Sarah Carino	
S NIXON	
P Hristov	

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Name	[redacted]
Rachel Samuel	
Julie Burrell	
Emily Dorenthal	
[illegible]	
[illegible]	
[illegible]	
Jose H Diaz	
HARRY WILLIAMS	

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Name	[redacted]	Email	Signature
Terri Thompson			
ANDRE LEE			
Geo T. Johnson			
Chall Lucas			
Ahuaneda Brown			
GREGORY BUTLER			
Phillip Williams			
DENNIS W ATSC		SE Wash, DC 2000 145@Yahoo.	

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Name	Phone	Street Address	Email	Signature
Lynise. Banks	[redacted]			[redacted]
Leonard Coleman				
Debra Banks			[redacted]	
Mr+Mrs. George white				
thomas white				
Mr. Kennard Banks				
Kianna Banks tyler				
Derrick Chapman				

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