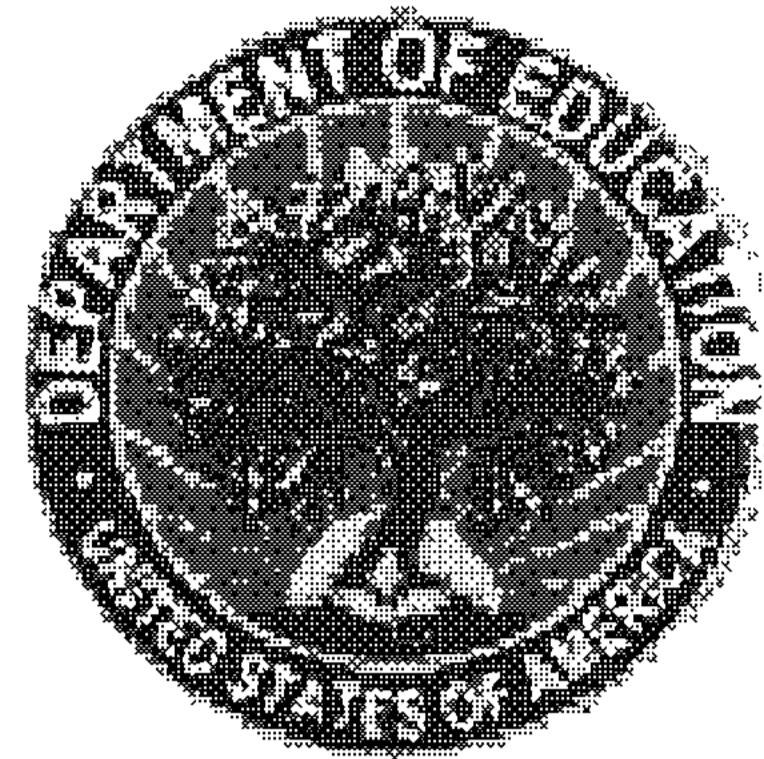


U.S. Department of Education

Washington, D.C. 20202-5335



APPLICATION FOR GRANTS UNDER THE

**CHARTER SCHOOLS PROGRAM NON-SEA PLANNING, PROGRAM DESIGN, AND
IMPLEMENTATION**

CFDA # 84.282B

PR/Award # U282B090013

OMB No. 1894-0006, Expiration Date:

Closing Date: AUG 26, 2009

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

Version 02

* 1. Type of Submission	* 2. Type of Application:* If Revision, select appropriate letter(s):	
<input type="checkbox"/> Preapplication	<input checked="" type="checkbox"/> New	
<input checked="" type="checkbox"/> Application	<input type="checkbox"/> Continuation	* Other (Specify)
<input type="checkbox"/> Changed/Corrected Application	<input type="checkbox"/> Revision	

* 3. Date Received:	4. Applicant Identifier:
8/25/2009	

5a. Federal Entity Identifier:	* 5b. Federal Award Identifier:
	N/A

State Use Only:

6. Date Received by State:	7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: Patrick Henry School of Science and Arts

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. Organizational DUNS:
262977435	831554105

d. Address:

* Street1:	P.O. Box 2459
Street2:	
* City:	Richmond
County:	
State:	VA
Province:	
* Country:	USA
* Zip / Postal Code:	23218

e. Organizational Unit:

Department Name:	Division Name:

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:	Ms.	* First Name:	Deborah
Middle Name:	J		

* Last Name: Butterworth

Suffix:

Title: President

Organizational Affiliation:

Patrick Henry School of Science and Arts

* Telephone
Number:

(804)543-2080

Fax Number:

(804)274-7712

* Email: DEB.BUTTERWORTH@PATRICKHENRYCHARTER.ORG

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

M: Nonprofit with 501C3 IRS Status (Other than Institution of Higher Education)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.282B

CFDA Title:

Charter Schools Program Non-SEA Planning, Program Design, and Implementation

*** 12. Funding Opportunity Number:**

N/A

Title:

N/A

13. Competition Identification Number:

N/A

Title:

N/A

14. Areas Affected by Project (Cities, Counties, States, etc.):

City of Richmond, Virginia

*** 15. Descriptive Title of Applicant's Project:**

Patrick Henry School of Science and Arts, Richmond's first charter school

Attach supporting documents as specified in agency instructions.

Attachment:

Title : PHSSA-IRS 501c3 letter

File : E:\PHSSA-IRS 501c3 letter.pdf

Attachment:

Title : PHSSA-LEA acknowledgement

File : PHSSA-LEA Acknowledgement.pdf

Attachment:

Title : PHSSA-Equal Opportunity Survey

File : SurveyOnEnsuringEqualOpp.pdf

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant: VA-3

* b. Program/Project: VA-3

Attach an additional list of Program/Project Congressional Districts if needed.

Attachment:

Title :

File :

17. Proposed Project:

* a. Start Date: 11/1/2009

* b. End Date: 6/30/2012

18. Estimated Funding (\$):

a. Federal	\$ 174000
b. Applicant	\$ 23000
c. State	\$ 500000
d. Local	\$ 500000
e. Other	\$ 347000
f. Program Income	\$ 0
g. TOTAL	\$ 1544000

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on .

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)**

Yes No

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: Ms. * First Name: Mary Susan

Middle Name:

* Last Name: Martin

Suffix:

Title: Director of Finance

* Telephone Number: (804)938-6687 Fax Number: (804)274-7712

* Email: SUSAN.MARTIN@PATRICKHENRYCHARTER.ORG

* Signature of Authorized Representative:

* Date Signed:

Application for Federal Assistance SF-424

Version 02

*** Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.

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

DEPARTMENT OF THE TREASURY

Date: **AUG 04 2009**

PATRICK HENRY SCHOOL OF SCIENCE AND
ARTS
C/O C. DE ARMENT, D. CARR, H. STARKE
TROUTMAN SANDERS LLP
1001 HAXALL POINT, P.O. BOX 1122
RICHMOND, VA 23218-1122

Employer Identification Number:
26-2977435

DLN:
17053231352028

Contact Person:
JOANNA YAWNEY ID# 95078

Contact Telephone Number:
(877) 829-5500

Accounting Period Ending:
June 30

Public Charity Status:
170(b)(1)(A)(ii)

Form 990 Required:
Yes

Effective Date of Exemption:
July 10, 2008

Contribution Deductibility:
Yes

Addendum Applies:
Yes

Dear Applicant:

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

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

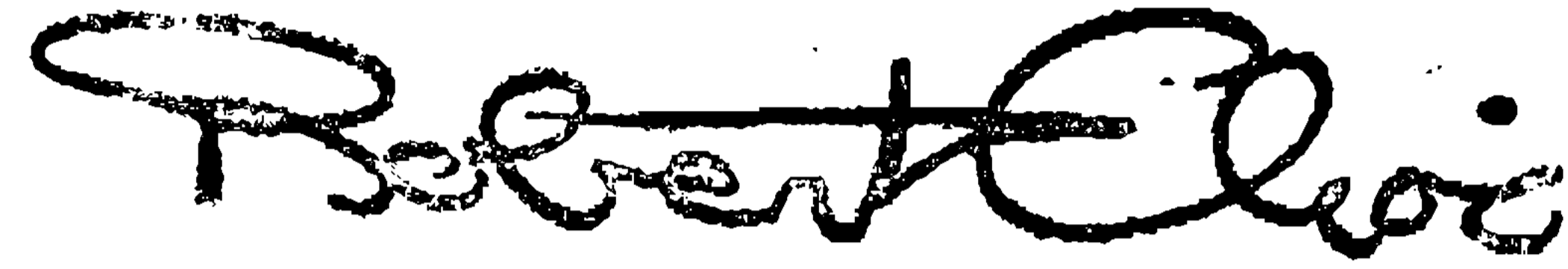
Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

Letter 947 (DO/CG)

PATRICK HENRY SCHOOL OF SCIENCE AND

We have sent a copy of this letter to your representative as indicated in your power of attorney.

Sincerely,

A handwritten signature in black ink that reads "Robert Choi". The signature is written in a cursive style with a large, looping initial "R".

Robert Choi
Director, Exempt Organizations
Rulings and Agreements

Enclosures: Publication 4221-PC

PATRICK HENRY SCHOOL OF SCIENCE AND

INFORMATION FOR CHARTER SCHOOLS

You are not subject to the specific publishing requirements of Revenue Procedure 75-50, 1975-2, C.B., page 587, as long as you are operating under a contract with the local government. If your method of operation changes to the extent that your charter is not approved, terminated, cancelled, or not renewed, you should notify us. You will also be required to comply with Revenue Procedure 75-50.

Letter 947 (DO/CG)

School Board of the City of Richmond
301 North Ninth Street
Richmond, Virginia 23219
(804)780-7716

August 17, 2009

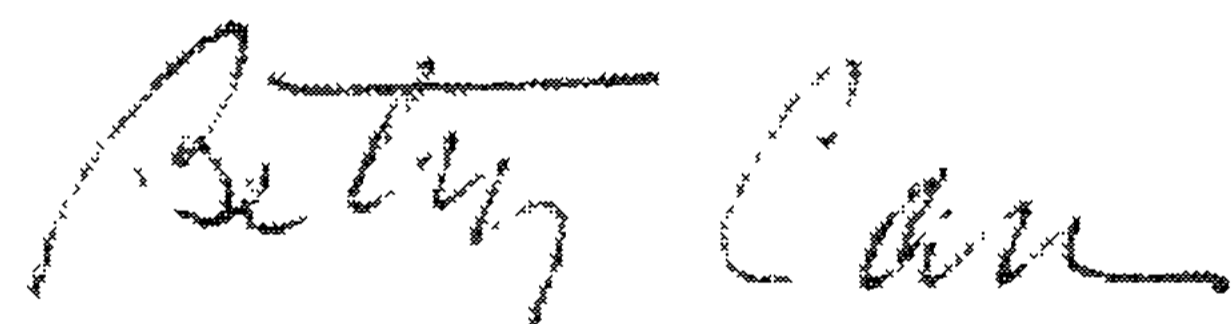
RE: U.S. Department of Education Charter School Program, Non-SEA (CFDA 84.282B)
Proof of application for **Patrick Henry School of Science and Arts**

To Whom It May Concern:

I am confirming that Patrick Henry School of Science and Arts (PHSSA) is an approved charter elementary school in Richmond, Virginia, and is part of the Local Education Authority (LEA), Richmond Public Schools.

In addition, PHSSA has provided to me a copy of the complete application package for CFDA 84.282B.

Sincerely,



Betsy Carr
Richmond Public Schools, School Board Member, 5th District

RICHMOND PUBLIC SCHOOLS



Betsy Brooks Carr

School Board Member, District Five

301 North Ninth Street • Richmond, VA 23219-1927
tel: (804)355-6852 • fax: (804)780-8133
e-mail: betsy@betsycarr.org

SURVEY ON ENSURING EQUAL OPPORTUNITY FOR APPLICANTS

OMB No. 1894-0010 Exp. 05/31/2012

Purpose: The Federal government is committed to ensuring that all qualified applicants, small or large, non-religious or faith-based, have an equal opportunity to compete for Federal funding. In order for us to better understand the population of applicants for Federal funds, we are asking nonprofit private organizations (not including private universities) to fill out this survey.

Upon receipt, the survey will be separated from the application. Information provided on the survey will not be considered in any way in making funding decisions and will not be included in the Federal grants database. While your help in this data collection process is greatly appreciated, completion of this survey is voluntary.

Instructions for Submitting the Survey: If you are applying using a hard copy application, please place the completed survey in an envelope labeled "Applicant Survey." Seal the envelope and include it along with your application package. If you are applying electronically, please submit this survey along with your application.

Applicant's (Organization) Name: _____ Patrick Henry School of Science and Arts _____

Applicant's DUNS Number: _____ 831554105 _____

Federal Program: _____ Charter School Program _____ **CFDA Number:** 84.282B _____

1. Has the applicant ever received a grant or contract from the Federal government?

Yes No

2. Is the applicant a faith-based organization?

Yes No

3. Is the applicant a secular organization?

Yes No

4. Does the applicant have 501(c)(3) status?

Yes No

5. Is the applicant a local affiliate of a national organization?

Yes No

6. How many full-time equivalent employees does the applicant have? *(Check only one box).*

3 or Fewer 15-50
 4-5 51-100
 6-14 over 100

7. What is the size of the applicant's annual budget?
(Check only one box.)

Less Than \$150,000
 \$150,000 - \$299,999
 \$300,000 - \$499,999
 \$500,000 - \$999,999
 \$1,000,000 - \$4,999,999
 \$5,000,000 or more

Survey Instructions on Ensuring Equal Opportunity for Applicants

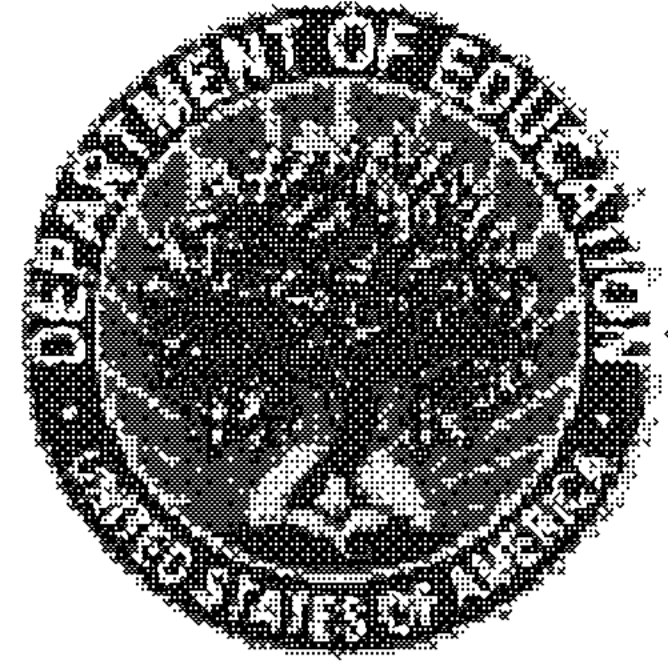
Provide the applicant's (organization) name and DUNS number and the grant name and CFDA number.

1. Self-explanatory.
2. Self-identify.
3. Self-identify.
4. 501(c)(3) status is a legal designation provided on application to the Internal Revenue Service by eligible organizations. Some grant programs may require nonprofit applicants to have 501(c)(3) status. Other grant programs do not.
5. Self-explanatory.
6. For example, two part-time employees who each work half-time equal one full-time equivalent employee. If the applicant is a local affiliate of a national organization, the responses to survey questions 2 and 3 should reflect the staff and budget size of the local affiliate.
7. Annual budget means the amount of money your organization spends each year on all of its activities.

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1890-0014. The time required to complete this information collection is estimated to average five (5) minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** The Agency Contact listed in this grant application package.

OMB No. 1894-0010 Exp. 05/31/2012



U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
Patrick Henry School of Science ...

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

Table with 7 columns: Budget Categories, Project Year 1(a), Project Year 2 (b), Project Year 3 (c), Project Year 4 (d), Project Year 5 (e), Total (f). Rows include Personnel, Fringe Benefits, Travel, Equipment, Supplies, Contractual, Construction, Other, Total Direct Costs, Indirect Costs, Training Stipends, and Total Costs.

*Indirect Cost Information (To Be Completed by Your Business Office):

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? [] Yes [] No

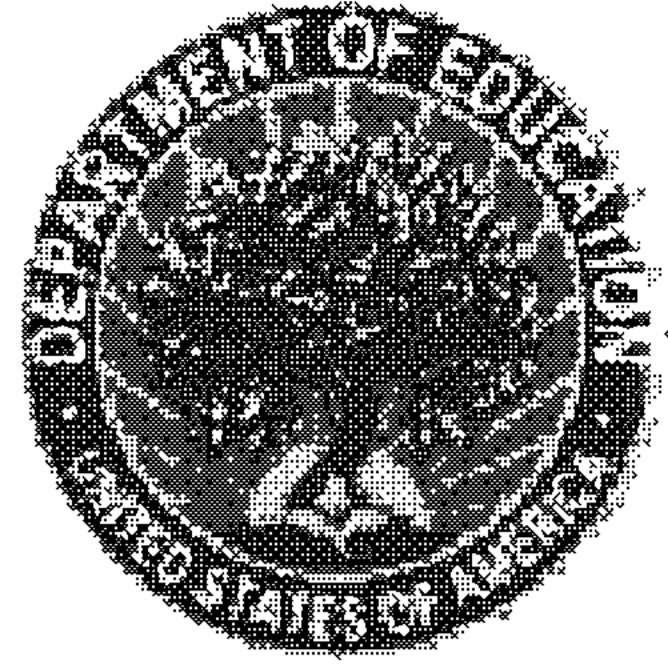
(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: ___/___/___ To: ___/___/___ (mm/dd/yyyy)

Approving Federal agency: [] ED [] Other (please specify): _____ The Indirect Cost Rate is _____%

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

[] Is included in your approved Indirect Cost Rate Agreement? or, [] Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is _____%



U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
Patrick Henry School of Science ...

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION B - BUDGET SUMMARY

NON-FEDERAL FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
2. Fringe Benefits	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
3. Travel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
10. Indirect Costs	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. "4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. "1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. '794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. "276a to 276a-7), the Copeland Act (40 U.S.C. '276c and 18 U.S.C. "874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. " 327-333), regarding labor standards for federally assisted construction sub-agreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. "1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. "7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. "1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance

of 1975, as amended (42 U.S.C. " 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) " 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. " 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. ' 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. "1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. '470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. "469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. "2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. "4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

Signature of Authorized Certifying Representative:

Name of Authorized Certifying Representative: Mary Susan Martin

Title: Director of Finance

Date Submitted: 08/10/2009

Disclosure of Lobbying Activities

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352

1. Type of Federal Action: <input type="checkbox"/> Contract <input checked="" type="checkbox"/> Grant <input type="checkbox"/> Cooperative Agreement <input type="checkbox"/> Loan <input type="checkbox"/> Loan Guarantee <input type="checkbox"/> Loan Insurance	2. Status of Federal Action: <input type="checkbox"/> Bid/Offer/Application <input checked="" type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award	3. Report Type: <input checked="" type="checkbox"/> Initial Filing <input type="checkbox"/> Material Change For Material Change only: Year: 0 Quarter: 0 Date of Last Report:
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if known: 0 Name: Patrick Henry School of Science and Arts Address: P.O. Box 2459 City: Richmond State: VA Zip Code + 4: 23218-	5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime: Name: Address: City: State: Zip Code + 4: - Congressional District, if known:	
6. Federal Department/Agency: U.S. Department of Education	7. Federal Program Name/Description: Charter Schools Program CFDA Number, if applicable: 84.282B	
8. Federal Action Number, if known:	9. Award Amount, if known: \$0	
10. a. Name of Lobbying Registrant (if individual, last name, first name, MI): Martin, Mary Susan Address: 3019 Semmes Avenue City: Richmond State: VA Zip Code + 4: 23225-	b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI): Address: City: State: Zip Code + 4: -	
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Name: Mary Susan Martin Title: Director of Finance Applicant: Patrick Henry School of Science and Arts Date: 08/10/2009	
Federal Use Only:		Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)

CHARTER SCHOOLS PROGRAM ASSURANCES

NON-SEA APPLICANTS FOR PLANNING, PROGRAM DESIGN, AND IMPLEMENTATION

Pursuant to Section 5202(b) of the ESEA, an applicant for CSP funds that is not a State educational agency (SEA) must provide the following assurances.

As the duly authorized representative of the applicant, I certify that the applicant will submit to the Secretary:

- (a) All items described in the application requirements;
- (b) An assurance that the eligible applicant will annually provide the Secretary such information as may be required to determine if the charter school is making satisfactory progress toward achieving the objectives described in section 5203(b)(3)(C)(i) of the ESEA;
- (c) An assurance that the applicant will cooperate with the Secretary in evaluating the program assisted under this subpart;
- (d) A description of how a charter school that is considered a local educational agency under State law, or a local educational agency in which a charter school is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act;
- (e) Proof that the applicant has applied to an authorized public chartering authority to operate a charter school and provided to that authority adequate and timely notice, and a copy, of this application; or an assurance that this application is for a precharter planning grant and the authorized public chartering authority to which a charter school proposal will be submitted has not been determined;
- (f) A copy of proof of applicant's non-profit status;
- (g) The applicant's DUNS and TIN numbers;
- (h) A statement as to whether or not an applicant for planning and implementation funding has previously received funding for this program either through a State subgrant or directly from the Department;
- (i) Such other information and assurances as the Secretary may require;
- (j) An assurance that the eligible applicant will use the funds to plan and implement a charter school in accordance with the Charter Schools Program; and
- (k) Assurances that the State educational agency will (i) grant, or will obtain, waivers of State statutory or regulatory requirements; and (ii) will assist each subgrantee in the State in receiving a waiver under section 5204(e) of the ESEA.

NAME OF AUTHORIZED OFFICIAL: Mary Susan Martin

TITLE: Director of Finance

SIGNATURE OF AUTHORIZED OFFICIAL:

APPLICANT ORGANIZATION: Patrick Henry School of Science and Arts **DATE SUBMITTED:** 08/10/2009

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements.

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal Loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance.

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee or any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

APPLICANT'S ORGANIZATION

Patrick Henry School of Science and Arts

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Ms. First Name: Mary Susan Middle Name:

Last Name: Martin Suffix:

Title: Director of Finance

Signature: _____

Date:

08/10/2009

ED 80-0013

03/04

Section 427 of GEPA

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P. L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1894-0005**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4537.

Applicants should use this section to address the GEPA provision.

Attachment:

Title : PHSSA-GEPA

File : [PHSSA-GEPA.pdf](#)



GEPA Section 427

Since its inception, Patrick Henry School of Science and Arts (PHSAA), a chartered elementary school, has been committed to ensuring equitable access to and participation in the program. This commitment encompasses students and their families, as well as teacher, staff and all children with special needs. The PHSSA program is designed to promote classroom diversity, meet the educational needs of the community and the city, and to bring families of all backgrounds together within the Richmond Public Schools through an innovative curriculum and school infrastructure.

- As part of PHSSA's core objective of diversity, a community outreach team is held accountable for continually pursuing activities that strive to meet that objective. PHSSA has a Three-Year Outreach Plan that includes advertising to the community about the school and its admissions procedures. This detailed plan promotes diversity and equal opportunity in both enrollment and staffing of the school. Members speak about the PHSSA vision, curriculum, and all other aspects of the school, at neighborhood association meetings across the city, public events, festivals, churches, and community meetings. PHSSA will utilize various media, e.g. newspaper, television, public transportation ads, brochures, etc., to advertise the application and enrollment period in order to assure the total population of the city is made aware of this option for school choice. (*Project Narrative: Community Support, Outreach, and Admissions; Success and Sustainability*)
- As a charter school, PHSSA will adhere to the provisions established by federal and state laws, regulations, and constitutions regarding discrimination, including prohibition of discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or the need for exceptional education services. As required by law, PHSSA personnel "shall be employees of the local school board or boards granting the charter." Richmond Public School system has an extremely diverse teacher pool from which PHSSA can draw. PHSSA will be an equal opportunity/affirmative action employer. (*Project Narrative: Assessment of Student Achievement; Success and Sustainability; and Management of the Charter School*)
- PHSSA will comply fully with the Virginia Charter School Law Section 22.1-3 regarding open enrollment for any elementary-aged child within the Richmond Public Schools district. As with all public schools, there is no tuition and there are no tests to qualify for admission to PHSSA. No children will be given preferred status in the application process; however, current students and the siblings of current students will have pre-lottery status in admissions to alleviate any burden on families, particularly single parent homes. (*Project Narrative: Community Support, Outreach, and Admissions*)
- Through a multi-tiered program evaluation, PHSSA students who are at-risk will be identified and their individual needs assessed by a Student Intervention and Assistance Team. This team will develop, apply, and monitor intervention strategies for at-risk students. Unique within the RPS school system, PHSSA has built remediation into the intercessions that are a result of the school's progressive calendar. Spaced throughout the year, these sessions are more beneficial to the student's achievement than the traditional summer school format. Additionally, a child with any disability can attend PHSSA and will receive all of the services prescribed by their IEP, either through contract with RPS or through a third party. Under no conditions will there be discrimination on the basis of IEP findings. (*Project Narrative: Educational Program; Assessment of Student Achievement*)

**SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS**

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
Ms.	Deborah	J	Butterworth	

Address:

* Street1: 607 West 32nd Street
 Street2:
 * City: Richmond
 County:
 * State: VA * Zip / Postal Code: 23225 * Country: USA

* Phone Number (give area code)	Fax Number (give area code)
(804)230-8870	(804)274-7712

Email Address:

DEB.BUTTERWORTH@PATRICKHENRYCHARTER.ORG

2. Applicant Experience

Novice Applicant Yes No Not applicable

3. Human Subjects Research

Are any research activities involving human subjects planned at any time during the proposed project period?

Yes No

Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

Please attach an explanation Narrative:

Attachment:

Title :

File :

Project Narrative

ED Abstract Narrative Form

Attachment 1:

Title: **PHSSA-Abstract** Pages: **1** Uploaded File: **PHSSA-Abstract.pdf**



Contact: Deborah Butterworth, 804-543-2080
deb.butterworth@patrickhenrycharter.org

Abstract

Patrick Henry School of Science and Arts (PHSSA) has been awarded a charter to establish and maintain an educational option for the children of Richmond, Virginia, by creating a K-5 charter school based on meaningful parent, educator, and community involvement. PHSSA is one of only four charter schools in the Commonwealth of Virginia and the first elementary charter school. The school will provide the children of Richmond's ethnically and socio-economically diverse community with an SOL-based academically rigorous science and arts curriculum that emphasizes environmental awareness and social responsibility. Successful operation of PHSSA and accomplishment of its goals meets the purpose of the CSP because it will increase the number of charter schools in operation in Virginia, provide for extension of effective innovative teaching strategies to other public schools, and guide other potential charter schools in the Commonwealth.

The integrative curriculum at PHSSA is unique for the City of Richmond because it primarily utilizes active learning techniques that address multiple subjects concurrently. Other aspects of the school, unique among Richmond elementary schools and proven to enhance student learning, include the following:

- Progressive quarterly calendar – Year round school calendar with the same number of school days as a traditional school year
- Environmental on-site learning – City and state directors of adjacent parks have agreed to collaborate on student observation and experimentation in the parks
- School dress code – Basic and affordable for all students
- Required Family/Guardian Involvement – Six hours per quarter

The synergistic combination of these operational and curricular components, rather than any one method alone, will contribute to making PHSSA a successful charter school. PHSSA anticipates that through the application of its curriculum and by means of standardized and authentic assessment, a high percentage of its students will achieve above the proficient level on the Virginia mandated examinations (particularly reading and mathematics).

The specific goals of PHSSA include the following measurable objectives:

- In 2012-2013, enrollment at PHSSA will mirror the diversity of the City, presenting demographics as follows within a standard deviation of 10%: African American = 57.19, White = 38.30%, Hispanic = 2.57%, Asian = 1.25%, others = 0.69%.
- By the conclusion of the 2012-2013 academic year, 80% of third and fifth graders will read at or above grade level.
- Enroll 350 students by year three, with an average daily attendance of > 90%.
- 80% of eligible students will pass 2010-11, 2011-12, and 2012-13 Virginia Standards of Learning objectives for English, Science, Mathematics, History, and Social Science.

PHSSA will promote achievement of these goals by providing intensive teacher and staff development and through frequent and introspective analysis of assessment results and parent surveys. The School will be supported by RPS (the LEA) especially with respect to providing exceptional education. Through its unique committee structure and rigorous marketing underway since October 2008, PHSSA expects that it will be the most racially and socio-economically diverse school in Richmond. PHSSA is a school for all learners, including those designated as educationally disadvantaged, and is designed to appreciate diversity and bring families of all backgrounds together through an innovative curriculum and school infrastructure.

Project Narrative

Project Narrative Attachment Form

Attachment 1:

Title: **PHSSA-Project Narrative** Pages: **50** Uploaded File: **PHSSA-Project Narrative.pdf**



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Competitive Priority

PHSSA will imbue elementary school students with strong reading and academic skills that will ultimately lead to better performance in middle school. In a recent article by Tymms et al. (2009) entitled “The First Seven Years of School,” the cumulative long-term impact on the future successes of middle school students is discussed. These researchers found that although the relative progress of students as they progressed through grade six was important, progress in the earliest years was the most important factor explaining pupil performance. Exemplary progress in the first years of school was a primary indicator of success in early secondary school. This demonstrates that elementary education is the foundation for students and deserves to be a focus for our future. The PHSSA experience will prepare students and their families for the rigorous challenges of middle and high school. PHSSA’s interdisciplinary science-based curriculum, required family involvement, a progressive calendar, and hands-on outdoor lessons will meet the educational needs of Richmond City children, enable them to competitively participate in college preparatory classes at the middle and high school levels, and ensure that they will be prepared to take advantage of future learning opportunities. Furthermore, the success of PHSSA will show those who wish to initiate Charter Middle Schools in Virginia that it can be done.

Tymms, P., P. Jones, S. Albone, B. Henderson. 2009. The First Seven Years of School. *Educational Assessment, Evaluation and Accountability*, 21:67-80.

**Application Requirement (i) Description of educational program****Selection Criterion (i) Quality of the proposed curriculum and instructional practices**

PHSSA is dedicated to providing quality K-5 curriculum and instructional practices that will enable Richmond students to meet challenging State student academic achievement standards.

Educational Program

Through the use of technology and a theme based-curriculum, the program at Patrick Henry School of Science and Arts (PHSSA) is designed to meet Virginia's rigorous Standards of Learning (SOL). Scheduled to open in July 2010, PHSSA will offer an integrative grade-appropriate curriculum anchored in the Sciences and Arts, with comprehensive coverage of all disciplines in the Richmond Public School (RPS) Scope for grades K-5. Having a strong base in science at the elementary level will allow students to become proficient and advance in this area as they move into middle and high school. Because RPS Policies and Procedures do not lend themselves to allowing the entire program of a school to adopt an integrative curriculum, PHSSA will be unique among the city's schools.

The integrative educational program at Patrick Henry School of Science and Arts (PHSSA) primarily utilizes active learning techniques that address multiple subject areas concurrently. This teaching strategy avoids traditional, fragmented and linear fact and skill acquisition, focusing instead on making connections among all relevant disciplines. The school's educational approach is guided by over 20 years of studies by educators that have demonstrated the multiple pedagogical benefits of an integrated curriculum (see for example reports by Humphreys et al. 1981; Jacobs 1989; MacIver 1990; Gehrke 1991; Lipson et al. 1993; Boidy and Moran 1994; Bransford et al. 1999). The demonstrated positive effects of an integrative curriculum include:



- increased depth and breadth of learning.
- an ability to utilize technology to further enhance comprehension.
- increased interest in science for both girls and boys.
- faster acquisition and application of skills.
- authentic meaningful learning
- the cultivation of a positive attitude toward learning.

A key component of PHSSA's integrated curriculum will be the adoption of a meaningful theme, "Science, Nature, and the Environment," that effectively organizes core skills and from which all core skills and processes will be organized and presented. This environmental focus integrates Arts, Language, Mathematics, and Social Studies with the Science base. The curriculum is further structured within each grade using a "Big Question" that ties together the full range of academic subjects. Each year will include a grade specific project that brings together the knowledge and skills students have gained throughout the term. Each grade's project is designed to encourage students to develop a sense of ownership and responsibility for their learning, with the aim of creating life long learners.

This idea is further extended by the location of the school adjacent to Forest Hill (<http://foresthillpark.rpfoundation.org/>) and James River Park (<http://www.ci.richmond.va.us/departments/parks/james.aspx>). PHSSA has secured cooperative agreements with City officials (Appendix A) that allows, at no cost to the school, use of Forest Hill and James River Parks (more than 200 acres, roughly 1 km²) into the theme and curriculum to provide a learning environment distinct from other RPS schools. Daily lessons in the Parks allow the integrated curriculum to be rooted in experiences outside the classrooms.

To achieve integration of this extent, teachers must work as a team. Each quarter, the



teaching staff will gather data about students, assessment, special areas of teacher expertise, and teaching methods. This information will be used by a rotating team of leaders to plan grade-specific units that are based upon the objectives specified in the Standards of Learning. The units will tie the disciplines together such that they reinforce and inform one another, emphasizing connections among diverse subject matters.

Table 1. Grade-specific themes and yearly projects at PHSSA.

GRADE	BIG QUESTION	ACTIVITY
K	<i>What impact do we have on the environment of our home and school?</i>	Recycling: Establish and maintain school wide classroom recycling.
1	<i>What impact do we have on the environment of our neighborhood?</i>	Garden: Plant and maintain an organic vegetable and flower garden.
2	<i>What impact do we have on the environment of our local (Reedy Creek) watershed and our city Richmond?</i>	Weather Reporters: Collect and record weather data to be shared with the school in various forms. Students will use rain gauges, thermometers, observation skills, etc.
3	<i>What impact do we have on the environment of James River and its watershed?</i>	Creek Keepers: Collect and record data on the watershed. This will include water samples, erosion observations, algae tile data, etc.
4	<i>What impact do we have on the environment of the Chesapeake Bay Watershed?</i>	Composting: Establish and maintain school-wide composting. The compost will be used in the garden.
5	<i>What impact do we have on the environment of our nation and the world?</i>	Documentary: Research and create informational movies about environmental issues in the country and world to be shared throughout the classes.



Curriculum and Instructional Practices

PHSSA will operate based on the guidelines and educational philosophies indicated throughout this narrative. Although it will use the same scope as Richmond Public Schools (hereafter referred to as RPS), the sequence will differ profoundly. Sequences determined by aligning objectives for integrated learning and for illustrating relationships among concepts require flexible scheduling, interaction among student and teacher groups, and source materials that go beyond textbooks. Thus in addition to textbooks, trade books selected by the professional teaching staff will serve to facilitate the cross-curriculum integration. PHSSA also will utilize My eCoach, an online learning community with collaboration, communication, curriculum, standards, resources and coaching tools. Above all, the allowance for creativity and adaptation within the teaching realm, combined with access to any and all resources, will allow teachers to create a comprehensive, iterative, innovative theme-based approach that is not manifest at any other Richmond public elementary school.

Science—The Science curriculum, based on and extending the Virginia SOLs, has a primary focus on environmental awareness, appreciation, and participation, and is the foundation from which all other disciplines will be built. Through the Science curriculum, students will discover an appreciation of their natural world and develop the art of questioning, investigating, and hypothesizing. The adjacent Forest Hill Park and James River Park will be utilized as an outdoor classroom for students' scientific investigations. The parks offer a unique opportunity for detailed study of science content strands such as water ways, seasonal change, habitat, organisms and ecosystems, matter, etc.

Arts—The PHSSA Arts program is a natural extension of classroom lessons and will complement and augment topics learned in all subject areas. The program includes the study of



Fine Arts, Styles, Master Artists, and Media; the study of Crafts and their applications in the ancient world and today; and the study of Performing Arts through music and movement.

Author visits, residencies, and performances will be encouraged and included at various times throughout the year. Integration of the arts to the core subjects reinforces students' learning and helps them develop valuable new forms of self-expression.

Language Arts—The language arts literacy curriculum has a strong reading component, will address all relevant SOLs, and will be integrated into the Science and Arts curricula. PHSSA philosophy is that Language Arts — speaking, listening, reading, and writing—are at the center of effective communication both in their own right and as they underlie all other disciplines. The overarching goal is for PHSSA's students to be proficient and enthusiastic readers and to show that they are comfortable reading for a variety of purposes. As for other elements of the curriculum, the Language Arts curriculum is research-based (see below) and the commercial tools utilized to aid in instruction and assessment are research-validated, having been field tested.

The essential components of the Language Arts curriculum are:

Reading—The Core Reading Program is a key component of the integrative curriculum at PHSSA. Critical language arts skills will be taught in all classes utilizing a research-based method that includes (but is not limited to) Interactive Read Aloud, Shared Reading, Guided Reading, Independent Reading, Word Study, Grammar Mini Lessons, and Writing Workshops (Petty 2004). PHSSA will utilize a wide variety of grade-appropriate literature (trade books and novels) that complement each grade level's Big Question, as well as a research-based strategy (Tunnell and Jacobs 1989). Vocabulary and comprehension will be reinforced and extended through project activities stemming from students' reading experiences. Reading aloud and reading discussion improve reading fluency, vocabulary,



and comprehension while reinforcing speaking and listening skills. Small group lessons in phonics and phonemic awareness will be a regular part of reading instruction. PHSSA will augment the reading program with commercial products such as Accelerated Reader Program™, SRA Signatures 2008™ and Reading A-Z™, depending on the needs of the students. To evaluate and monitor student reading, PHSSA will collect and disaggregate assessment data semi-annually (both PALS and DRA2) and will use those data in making decisions for continuous improvement tailored to individual student progress.

Writing—Writing is a natural extension of learning and expression and will be seamlessly integrated into lessons. Students will learn to write persuasive, informative, and creative essays by mastering the steps of the writing process: prewriting, drafting, revising, editing, and publishing. Each of these activities also will be included in the year-long project that each grade cooperatively undertakes.

Speaking and Listening—Development of speaking and language skills occurs primarily through discussions that are initiated, facilitated, and encouraged by the teachers. Listening skills include appropriate body language, eye contact, and reflective feedback. Many times a student will demonstrate knowledge of an SOL through non-traditional assessments.

Examples of these assessments might include oral reports, singing, acting, or poetry readings, all which will develop language skills.

Reading Assessment and Intervention—Establishing a caring and supportive classroom climate promotes these and other forms of language development defined by the Standards of Learning. As for all aspects of the PHSSA curriculum, instruction will take a three-tiered approach. The Core program as described above, embodies full integration of Language Arts into all areas of study. In the event a student does not achieve the desired benchmark, tier



two will include supplemental exercises and action plans with the effort shared among the student, teacher, and family. Typical examples of supplementation include: Reading assignments and exercises for home, small group mini lessons, peer tutoring, intersession remediation programs, volunteer-led individualized practice, and third party supplemental education. As a last resort, a third tier of intervention (pull-out strategies) will be employed requiring students to temporarily leave the classroom for additional lessons and practice. In some cases this instruction may be fast-paced; e.g., Reading Horizons™ (sounds, blends, phonetics, etc.) or Corrective Reading™ (decoding, fluency, comprehension, etc.). The PHSSA infrastructure includes in-service training to refine teacher knowledge and experience integrating reading throughout the curriculum, for administering the required assessments, and for designing and implementing instructional, supplemental, and intervention strategies.

Mathematics—The Math curriculum emphasizes the major strands of mathematics dictated by the Virginia SOLs: numbers, geometry and measurement, data analysis, and the mathematics of change. The curriculum is designed to engage students in the “language of numbers” that provides clarity, objectivity, and understanding of our world. Activities will be provided to promote development of number sense, to help students learn to visualize, formulate, and describe geometric relationships, and to allow students to practice collecting and analyzing real data. Students will work together to explore mathematical problems in depth. The adjacent Forest Hill Park will be utilized as an outdoor classroom for students’ mathematical investigations. For example, students can measure the perimeter of the old stone house at the park (measurement and geometry), count the number of species of trees along different transects in the Park (data analysis), and compare the numbers and types of birds utilizing specific habitats



in the park as the seasons change (mathematics of change). These activities will be complemented by use of a variety of appropriate materials to aid students in learning to express their mathematical thinking through oral, visual, and written communication.

Social Studies—The Social Studies curriculum is based upon the SOLs and integrated into the Sciences and Arts. PHSSA has designated Big Questions for each grade level to match the gradually expanding areas of focus in traditional Social Studies curriculum. Using the grade-appropriate Big Questions for year-long study, historical and civic themes will be introduced, in many cases drawing on the resources of Forest Hill and James River Parks. Social Studies linkages with other subjects are manifest at numerous points in the sample lessons; for example, students compare animals across ancient and contemporary habitats, they compare contemporary and ancient numbering systems, and they examine similarities and differences between former and present economic systems and the environmental consequences of those choices. The integrated and flexible curriculum helps students find connections that add to their understanding of place in their daily lives.

Physical Education and Health—The PHSSA Physical Education and Health curriculum has goals, philosophies, and skills that match the US Dept. of Health and Human Services “Healthy People 2010” guidelines. A certified H&PE teacher on staff will provide Physical Education instruction commensurate with the Virginia Board of Education exercise and nutrition guidelines and with emphasis on lifelong wellness. It is widely acknowledged that sufficiently vigorous exercise can improve academic achievement of children. Daily recess during the regular school year (indoors during inclement weather), formal health instruction, and lessons that include information about the effects of nutrition, smoking, drugs, exercise, health, and other factors on student health and wellness all are linked to science, nature, and the environment where



appropriate. For example, recess often will include hiking in the Park, nutrition instruction covers healthy fresh foods and how these can be derived from sustainable agriculture practices, and watering the garden includes instruction on water conservation.

Behavioral Skills—Positive behavioral skills are an essential part of a child’s development and are necessary for adolescent success in middle and high school as well as for an adult’s ability to function in the workplace and in life. Through in-class exercises, role modeling, and positive reinforcement, teachers at PHSSA will encourage positive behavioral skills such as honesty, respect, teamwork, trustworthiness, and dependability. Because these skills are tightly linked to environmental awareness and stewardship, behavior becomes yet another component of the Big Question for each grade.

Additional Unique Aspects that Enhance the PHSSA Curriculum

Progressive Quarter Calendar—PHSSA will operate under an extended school year calendar, also known as the progressive quarter calendar. The progressive calendar is an essential component of the instructional strategy that promotes continuous learning. The progressive quarter calendar has several academic benefits. It aids in learning retention usually lost over summer months, reduces teacher and student “burn-out” by offering quarterly breaks, and ultimately aids in teacher retention. The calendar also allows for a better utilization of Forest Hill and James River Park resources as all four seasons can be studied equally, affording more fair weather days in which to use the “outdoor classroom.” Concurrent intersessions between quarters will be used to remediate and enrich learning through “camps,” rather than waiting until summer time to address areas where students either need help or wish to have further instruction. Projects and sub-themes are developed to match the grading period promoting more natural learning cycles.



Environmental On-Site Learning—Integral to PHSSA’s curriculum is the school’s location in the Patrick Henry School building on Semmes Avenue adjacent to Forest Hill Park and James River Park. The close proximity of the school to these parks provides a rich and unique opportunity for the education of PHSSA students because it is a site of student observation and experimentation in Science, Math, Social Studies, Language and Creative Arts. Meaningful examples of such activities include using a compass when learning about magnets (Science), graphing measurements in plant growth (Math), writing a short story about an animal in its habitat (Language Arts), and learning what plants were used by Native Americans in Virginia (Social Studies). Yet another of the Park’s advantages is that it offers a beautiful example of a watershed that feeds into Chesapeake Bay via James River. Additionally, the trails of James River Park, within walking distance of the school, provide an atmosphere conducive to the PHSSA theme and the park has many programs already in place that will be incorporated into the PHSSA curriculum. Formal written approval for use of these public city facilities has been obtained from the appropriate authorities.

Dress Code—Students will be required to wear a basic uniform consisting of solid colored pants or skirt, a solid colored shirt with sleeves and collar, without brand name or logo, and appropriate footwear (e.g, no flipflops). Uniform dress has been shown to improve discipline in schools, aid in learning and encourage a sense of community among peers, while discouraging the divisions in status that children sometimes make based on clothing (Draa 2005). Given the highly diverse socioeconomic backgrounds of children projected to attend PHSSA, dress will help create a context in which wealthier students do not express economic privilege through clothing. Such uniform clothing is available and affordable to all parents and guardians, can be obtained new or used, and avoid the burden of purchasing back-to-school wardrobes for students.



Required Family/Guardian Involvement—A cornerstone of the PHSSA pedagogy is acknowledgment that education of the whole child is a community effort that requires participation of the family in addition to the school. A key point of PHSSA’s vision has been strong family/parental involvement. Students simply learn better when their family is involved in their education (Green et al. 2007, Machen et al. 2005, Hara and Burke 1998). PHSSA therefore requires family involvement as a condition of admission and continued enrollment of a child in the school. Family member(s) will be required to give six (6) hours per quarter of their time to the school. Involvement hours will be fulfilled in a way that is manageable to all families/guardians. Examples of involvement that will fulfill the admissions contract are: volunteering in a classroom, attending PTO meetings, supporting PTO and other school functions, chaperoning field trips, sharing personal knowledge on a subject, assisting the teacher in practical ways such as cutting and folding teaching materials and logging time spent. Guardians and/or close relatives are welcomed as representatives of the family to fulfill hours.

Assessment of Student Achievement

PHSSA will use multiple assessment measures to create a comprehensive picture of student achievement and performance and determine the extent to which students master State objectives for each grade year. PHSSA will utilize the NCLB Monitoring guide to ensure that the school is taking all the necessary steps to comprehensively monitor student achievement. The NCLB Monitoring Guide will facilitate data collection in three areas:

1. Interim Progress Reports of Student Proficiency of Core Academic Standards
2. Level of the Implementation of the LEA/School Improvement Plan
3. Technical Assistance Documentation



In addition, PHSSA will utilize an assessment reporting system compiled from standardized assessments and scoring rubrics used to determine student performance and mastery of the integrated curriculum content. In addition to the state-required assessments such as PALS and SOL testing, the specific measures listed below will be utilized:

Literacy—Success of PHSSA’s integrative curriculum depends on a strong reading program. Just as reading materials have been selected with emphasis on helping students become proficient, enthusiastic readers, early and regular assessment of reading will be the means by which our teachers determine each student’s independent reading level, identify instructional needs, and monitor student progress. In addition to ongoing authentic assessments of student reading, PHSSA will utilize two assessment programs: PALS and DRA. Among Virginia’s elementary schools, 99% participate in PALS testing (Ginna Glover, VDOE 8/13/08) and ~70% utilize the DRA reading assessment tools (publisher’s estimate 8/13/08).

Screening—All PHSSA students (through grade 3) will be screened in speech, voice, language, vision, hearing, and fine and gross motor functions within 60 business days of initial enrollment to determine if a referral for special education and related services is indicated.

Personal Evaluation Plans (PEPs)—Each year, a PEP will be developed for each student, based on reading and other assessments, and input from the child’s teachers and parents or guardians. These plans will assess what the child has learned and set educational goals for the upcoming year. These plans also will serve as a guide for each student’s individual instruction and will aid teachers in crafting individualized lesson plans that serve specific student’s needs and capabilities.



Portfolios—A centerpiece of the PEP will be yearly portfolios containing samples of each student’s work. The portfolio will comprise “snapshots” of the student’s work at various points during the school year, and will be used to measure progress as well as identify areas for improvement. To aid teachers in the evaluation process, each portfolio will contain a skill checklist outlining educational goals for the year. As the student masters these skills, their progress will be noted on the checklist.

Progress Reports/Teacher Evaluations—Teacher evaluations will be a key part of monitoring progress of a student’s learning. As the professional in the best position to gauge student performance, the teacher will submit quarterly evaluations of each student. These professional evaluations will be shared with families during parent/teacher conferences and will be in the form of narrative style progress reports sent to the child’s home each quarter.

Project Learning and Self-Evaluation—A proven component of integrative curricula is project-based assessment that tailors learning to an individual student’s abilities. It can be used in remediation because of the ability to provide differentiated instruction. The child can learn broad concepts in a particular learning module while producing work at his or her ability level. A rubric showing requirements to match the student’s ability level will outline expectations of student’s work to demonstrate mastery of the objective. A rubric provides quantifiable data for evaluating achievement. Student projects will be constructed to challenge students beyond their current ability, give students a chance to demonstrate knowledge and the depth of learning, and thus promote academic progress in all students. At the culmination of each project, students will have the opportunity to engage in self-reflection on their work. Self-evaluation is itself a valuable skill and can motivate students to approach future assignments in a new way and to engage in experimentation.



Intervention

Based on past records of enrollment at Patrick Henry Elementary School, other RPS elementary schools, and demographic data (USDA 2009), PHSSA considers it possible that up to 71% of the student body will be composed of “educationally disadvantaged” students (RPS 2009a, VDOE 2009a). The success of integrative curricula in other elementary schools that have similar demographics predicts that the pedagogical approaches incorporated by PHSSA will make a positive contribution to educating Richmond’s children. However, achievement by students of all aptitudes will at times require intervention of varying intensity. To ensure that students with exceptional education needs are afforded the chance to succeed, PHSSA will comply with all state and federal exceptional education laws and regulations including the IDEA of 2004 and the VRA of 1973 and will implement a carefully considered continuum of intervention process as a component of the curriculum.

Classroom level—Students of various needs and abilities will be enrolled at PHSSA and the structure of the school curriculum and assessment will address the needs of all students.

Research strongly supports the positive effects of heterogeneous groupings of students because of the noticeable effects on attitude toward school, increase of self-concepts as learners, relationships with peers, reduction of anxiety, and future aspirations (Anderson and Pavan 1992, Gutierrez and Slavin 1992, Miller 1989, Olsen 1997). As a matter of course, students will work in peer collaborative groups of mixed abilities so that they can learn from each other. In addition, small group remediation will be used to support students’ academic weaknesses.

Remediation—Time for remediation is built into the intersession breaks as a result of the school’s progressive calendar. This time, spaced throughout the year, is more beneficial to the student’s growth than the traditional summer school format. During intersession, specific



remedial classes will be tailored to address identified student skill deficits from the prior quarter. For example, there may be a need one intersession for a group specifically aimed at mastering long division or improving reading comprehension.

Communication—By design, families will always maintain close contact with the school.

Communication between teachers and parents or guardians about areas of need will occur in a timely manner, ensuring that corrective measures can be taken at school and in the home.

Teachers will send daily or weekly progress reports home through an agenda planner or assignment folder, but at minimum, communication will occur between teacher and family twice per quarter (i.e., twice per grading period). Working together, the school and family will help the student to remediate skills and make intellectual advances.

Child Study/Pyramid of Intervention—In instances where teachers attempt alternative teaching strategies to assist an identified student, they will notify the parent or guardian of the observed problems, share attempted solutions, and enlist the parent's help, suggestions, and support. If alternative techniques are not proving to be successful, teachers will refer the student (with the permission of the student's parent) to the Child Study Committee (CSC) who will implement a Pyramid of Intervention to meet the needs of the student. Through the use of a multi-tiered program, students who are at-risk will be identified and their needs assessed. A Student Intervention and Assistance Team comprised of administrators, teachers, parents, and other staff members where appropriate will develop, apply, and monitor intervention strategies for at risk students. For example, interventions might require participation of the school nurse, an attendance worker, or a social worker in addition to the student's teacher and administrators as an effective means of tapping into expertise and resources that will effectively move the student forward.



Individualized Educational Plans (IEPs)—Because PHSSA will accept applications from all K-5 students in the City of Richmond, students with previous IEPs or 504 plans at PHSSA will receive services and accommodations as specified. Any child with any disability can attend PHSSA and will receive all of the services required by their IEP, either through coordination with RPS or subcontracted services through a third party. The PHSSA staffing roster includes a coordinator (a special education teacher or assistant principal with credentials in special education) who is responsible for seeing that the needs of these students are being met.

Furthermore, in response to a classroom teacher's or parent's concern that a student needs additional instructional support, PHSSA, in conjunction with RPS, will put together a Child Study Team/IEP Team. The team will consist of an administrator of exceptional education (PHSSA will ensure that either the Principal or the Asst. Principal is trained in exceptional education and familiar with RPS Special Education Procedures), a school psychologist from RPS, a social worker from RPS, the PHSSA exceptional education teacher, and the student's classroom teacher. If the concern is relative to speech, a speech language specialist would be added to the team. The team members, using the child study format and processes used by RPS, will test for and identify disabilities. If the team diagnoses that the student does have a disability, the PHSSA exceptional education teacher will adhere to State and City required timelines for creating an Individualized Education Plan. The IEP may recommend the Virginia Grade Level Alternative or the Virginia Alternative Assessment Program as appropriate alternative assessments and if so, will assign a case manager to the student. The IEP may require services, which if not already provided by PHSSA, that will be arranged either through contract with RPS or through a third party. Under no conditions will there be discrimination on the basis of the IEP findings. PHSSA students with IEPs will be monitored by the exceptional education teacher and



the administrator of exceptional education to ensure compliance with IEP requirements. Along with the quarterly progress reports prepared by the classroom teacher, reports will be made documenting the student's progress toward the IEP goals.

Exceptional Education—The program at PHSSA will be fully accessible. Richmond City Public Schools, the LEA, has agreed to adopt responsibility in all areas of exceptional education for PHSSA during the school's first year. This will allow every child to receive the necessary services while also allowing PHSSA to gain a greater understanding of the exceptional education population within the school and allow for proper budgeting, staffing, and training in years two and three. Beyond the aid from the LEA, the integrative, multi-sensory instruction emphasizing kinesthetic learning is the core of PHSSA curriculum and has been shown that in itself, this method of instruction is the most effective for all students with or without disabilities. Even profoundly disabled students will benefit from inclusion in PHSSA's integrative instruction. Mainstreaming is recognized as the preferred mode of instruction for these students (Holloway 2001) and PHSSA adheres to this approach. Exceptional education students will be part of cooperative learning teams with their classmates because studies (Holloway 2001, Rea et al. 2002, Peterson and Hittie 2003) show that both the disabled and non-disabled students benefit from the interaction. Students with continued and severe need for remediation may be assisted in pull-out sessions. The resource teacher will conduct or oversee tutorials to remediate the student. In addition, a special arm of the PHSSA Volunteer Coordinating Committee will be tasked with creating and training a team of volunteers to work with these students. PHSSA also will utilize remediation programs that have proven to be successful such as the Read to a Dog program. Therefore, instruction at PHSSA for students with disabilities will be inclusive with limited pull-out sessions for students who need one-on-one occupational or physical therapy, or academic



remediation. Any child with a disability can attend PHSSA and will receive all of the services required by their IEP, either through coordination with RPS or through a third party. Any service that is required by a student's IEP will be provided. This includes occupational or physical therapy, interpreters for hearing impaired students, full-time aides for physically disabled or profoundly disabled students, etc. Students with learning disabilities will be provided appropriate accommodations such as reading support, dictation, and assistive technology that enables them to demonstrate their learning in spite of skill deficits that are the result of learning disabilities.

To ensure that exceptional education is properly administered, the Resource Teacher and/or Assistant Principal included in the staffing plan will be certified in multiple areas, will be responsible for oversight and implementation of all IEP's, and will work with classroom teachers to help meet the IEP requirements. However, it cannot be predicted which disabilities students may have from year to year; therefore, we do not intend to base hiring on any specific endorsement areas. PHSSA anticipates coordination with RPS for "floating" exceptional education teachers certified in the specific areas needed for on-site pull-out sessions with students as required by the student's IEP. Additionally, the budget allows for additional staff as enrollment increases.



Application Requirement (iv) Administrative relationship between chartering agency and school

Application Requirement (vi) Description of how the authorizing agency will provide for continued operation of the school once the Federal grant expires

Selection Criterion (ii) The degree of flexibility afforded by the SEA and LEA

SEA and LEA Guidelines

PHSSA describes the degree of flexibility afforded by the SEA / LEA to the charter school as follows:

The Code of Virginia in Section 22.1-212.9 “Review of public charter school applications” provides that the local school board shall receive and review the public charter school application and requires local school boards to establish procedures for receiving, reviewing, and ruling upon applications. The Code of Virginia in Section 22.1-212.6 “Establishment and operation of public charter schools; requirements,” provides that a public charter school shall be administered and managed by a management committee, composed of parents of students enrolled in the school, teachers and administrators working in the school, and representatives of any community sponsors, in a manner agreed to by the public charter school applicant and the local school board. Pursuant to a charter contract and as specified in Section 22.1-212.7, a public charter school may operate free from specified school division policies and state regulations, and, as public schools, shall be subject to the requirements of the Standards of Quality, including the Standards of Learning and the Standards of Accreditation. Thus, Virginia law establishes that the SEA, the Virginia Department of Education (VDOE), delegates to each LEA the authority to receive, review, and approve applications for public charter schools. In addition, Virginia has identified a comprehensive list of state school regulations that are automatically waived upon request by the



local school division on behalf of the public charter school.

On 19 May 2008, the Richmond Public Schools School Board (the LEA) approved the PHSSA charter application and a contract was signed on 9 October 2008. The contract confirms that PHSSA has absolute autonomy over the five primary areas of operation: curriculum, daily operation, budget, expenditures, hiring of personnel and staff. PHSSA will inhabit a vacant school building from RPS and will have a zero payment lease agreement. Although PHSSA is responsible for periodic financial reporting to RPS, the PHSSA Board has approval authority for all funding sources and expenditures. RPS agreed that PHSSA personnel will be interviewed and selected by the PHSSA Board of Directors and that the final employment contract will be negotiated through RPS Department of Human Resources based on PHSSA Board input and requests. PHSSA will utilize RPS Human Resource department for administration of personnel benefits and payroll functions, and PHSSA will obtain Exceptional Education resources from RPS as mentioned previously. These agreements afford PHSSA considerable financial savings and help to promote recruitment of a highly diverse staff. The Human Resources process already is successfully underway as PHSSA has advertised for the Principal position and is presently interviewing qualified applicants.

At the end of the three-year authorization, which coincides approximately with the requested period of federal funding, and assuming PHSSA has met its objectives, PHSSA will submit a written request for renewal to the RPS Board. The existing charter agreement provides that the RPS Board will give timely action to the renewal request prior to the expiration of the initial three-year term. From that point on, annual operating expenses will be supported entirely by the LEA funding from the traditional state and local sources (per pupil funding).



Application Requirement (v) Parent and community involvement in planning and implementation of the school [see also Selection Criterion (vii)]

Application Requirement (ix) Informing the community about the school

Selection Criterion (iii) Extent of community support for the application

PHSSA has had tremendous community support for the application and is committed to having parents and other members of the community be well-informed about the charter school and how students will be given an equal opportunity to attend.

Community Support, Outreach, and Admissions

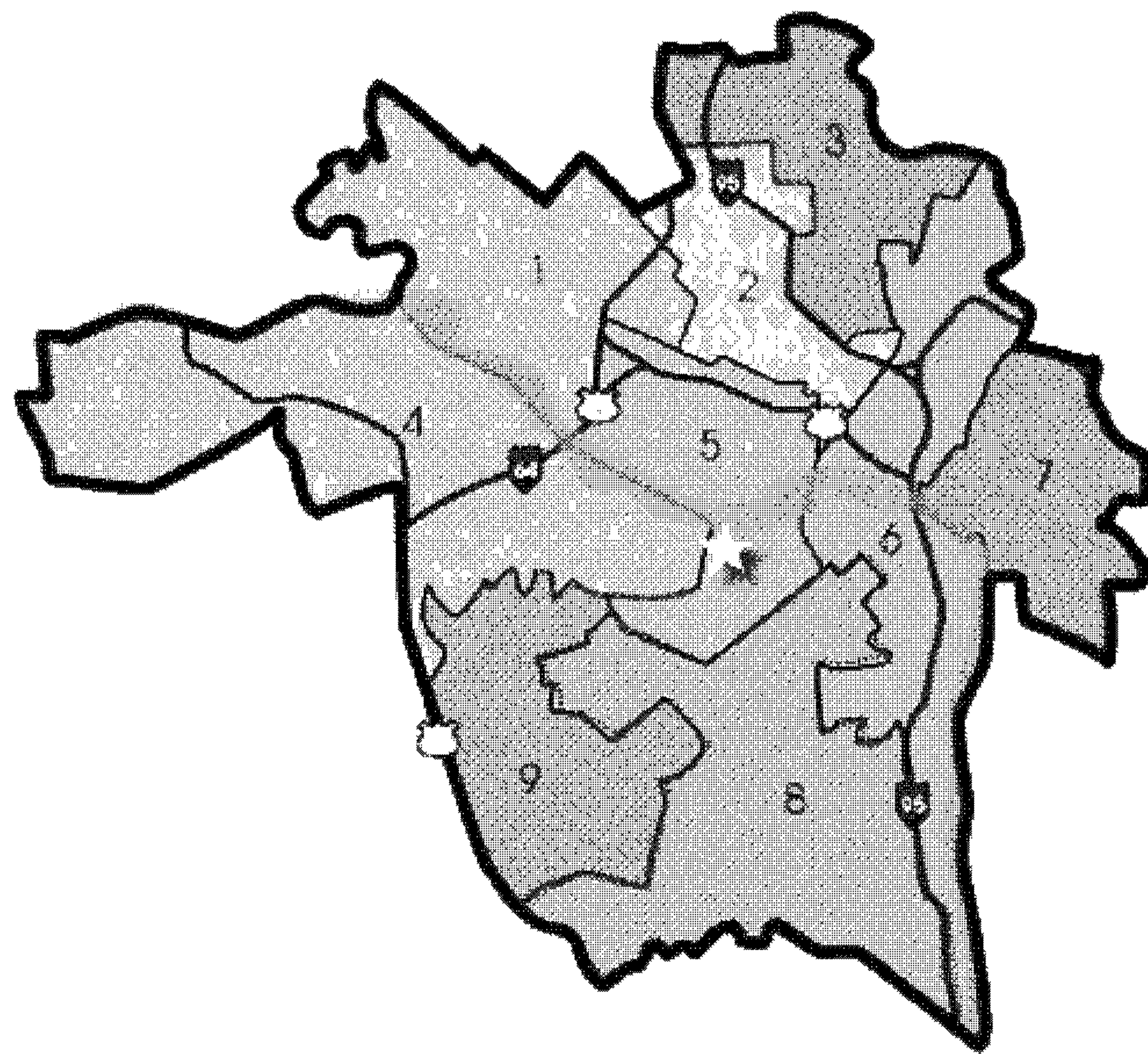
Community Support— PHSSA has come to exist as a result of an extensive grass-roots effort to reopen an historic school to satisfy a need in Richmond for educational alternatives. Parents, community activists and other volunteers have been the sole human resource behind planning, program design, and implementation of PHSSA. The effort began in February 2007 when city residents began discussing the need for elementary school options in the city of Richmond.

Within a month, the buzz spread around the city, and the Patrick Henry School Initiative (PHSI) was formed to create a charter application. In June 2007, the PHSI held the Patrick Henry Festival to commemorate 85 years of students and faculty in the Patrick Henry Building (one of the low-performing schools closed by RPS). PHSSA is centrally located, in the fifth of nine city of Richmond public school districts (denoted by star below). PHSSA will be housed in the historic Patrick Henry School building located on Semmes Avenue (Figure 1). The event was attended by over 300 people who supported the continuation of the building's service to the community as an elementary school. Leading up to the vote for approval of the charter application in May 2008, RPS school board meeting rooms were overwhelmed with hundreds of community members wishing to contribute their support for a charter school in Richmond. Since



approval of the application, support has spread throughout Richmond and continues to grow as the school gains additional media exposure. Currently, the number of individual supporters is well over 600. We have received numerous letters of support and in-kind donations of furniture, labor, and professional services particularly *pro bono* legal assistance (Appendix B); and letters from key political leaders (Appendix C) including Senator Webb, Governor Timothy Kaine, Congressman Eric Cantor, current mayor Dwight Jones, former mayor (and former Governor) Douglas Wilder, and City Council President Kathy Graziano. To date PHSSA has received funds and pledges from individuals and community associations totaling over \$28,000.

Figure 1. Patrick Henry School of Science and Arts (denoted by the star in RPS District 5) is located in the center of the City of Richmond.



Community Outreach— Collectively, Richmond’s nine school districts are socio-economically, ethnically, and racially diverse, including primarily lower and middle-income families. To sustain support and increase representation and attendance from throughout Richmond, PHSSA developed a Diversity/Outreach Committee whose members have spoken since January 2008 about the PHSSA vision, curriculum, and all other aspects of the school at neighborhood



association meetings across the city, public events, festivals, churches, and at community meetings including the Richmond Crusade for Voters meetings. The Richmond Crusade for Voters, the president of which sits on the PHSSA Board of Directors, is an organization whose goal is to "increase effective black participation in Richmond's political process." PHSSA past and current Board presidents have engaged the media through press releases, personal contacts, and interviews. PHSSA volunteers have spoken with representatives of local daycare centers, libraries, churches, and community organizations. PHSSA is participating in a program designed by RPS called CHOICE, which through community events, is intended to entice parents of school age children to enroll them in the public school system. Negotiations are underway to place PHSSA application information on GRTC, the public transportation buses in Richmond, to further inform all neighborhoods and citizens about the school, thereby providing equal opportunity for all to attend. PHSSA will utilize the RPS automated voice system to notify all parents of elementary school age children when applications are available. PHSSA volunteers will continue direct door to door canvassing in school zones where 85% of the students enrolled receive free or reduced lunch, and advertisements will be made in the *Richmond Free Press* (an African American owned and operated newspaper), local radio stations (WBTJ, WCDX, WCLM), and through flyers delivered to Hispanic and African American churches in Richmond such as 6th Mount Zion Baptist and 1st Baptist Churches.

Equal Opportunity Admissions— The admission process of PHSSA is consistent with the federal NCLB Title V, Part B Charter Schools Program Non-Regulatory Guidance (USDOE 2004), the Virginia Free Schools Law as applied to charter schools, the Virginia Charter School Law Section 22.1-3, and applicable state laws, regulations, and constitutions regarding discrimination, including prohibition of discrimination on the basis of disability, race, creed,



color, gender, national origin, religion, ancestry, or the need for exceptional education services. Enrollment is open to any child who resides within the city of Richmond, Virginia. Applications for enrollment in PHSSA will be made available to parents of Richmond elementary school age students during Autumn 2009. The one-page application will be distributed through the web site, handed out during canvassing, mailed in response to letter or phone requests, advertised on GRTC (the public transportation system in Richmond), made available at the RPS office of pupil placement, distributed at community outreach events, and provided to parents with children attending the Virginia Preschool Initiative program. PHSSA Board members and volunteers will be available to provide assistance when requested in filling out the application.

PHSSA intends its student body to be reflective of the City it serves. Thus, PHSSA has a detailed plan that promotes diversity and equal opportunity in both enrollment and staffing of the school. As a result of the extensive recruitment efforts, it is expected that more students will apply to the school than can be accepted. In the event that more applications are received than space available in any year, a waiting list will be established, prioritized through a lottery process, and parents will be informed of their student's position on the list. PHSSA will conduct the lottery by assigning a number to each application. The numbers, separated by grade level, will be placed in a hopper and will be drawn during a videotaped session by a third party. After the first year, current students and siblings of current students will have pre-lottery status in admission. Overall, PHSSA has engaged and will continue to engage in efforts to ensure that its Board, student body, and staff are diverse in the areas of race, gender, socio-economic status and community/civic association.



Application Requirement (iii) Objectives and methods of achieving & assessing them see also Selection Criterion (v)

Application Requirement (viii) How grant funds will be used

Selection Criterion (iv) Ambitiousness of the Objectives

PHSSA is ambitious in its objectives for the charter school and will utilize these grant funds for the seeding of the school in conjunction with other Federal programs administered by the Secretary, so that PHSSA will meet those objectives, as described below:

Quantifiable Objectives

The intent of PHSSA is to increase the number of high performing schools in Richmond and ultimately be a model in its own right for extension of additional effective teaching strategies. To accomplish this, PHSSA sets forth the following four objectives.

- 1) In 2012-2013, enrollment at PHSSA will mirror the diversity of the City, presenting demographics as follows within a standard deviation of 10%: African American = 57.19, White = 38.30%, Hispanic = 2.57%, Asian = 1.25%, others = 0.69%.
- 2) By the conclusion of the 2012-2013 academic year, 80% of third and fifth graders will read at or above grade level.
- 3) Enroll 350 students by year three, with an average daily attendance of > 90%.
- 4) 80% of eligible students will, by 2012-13, pass Virginia Standards of Learning objectives for English, Science, Mathematics, History, and Social Science.

These objectives are established in light of the trend toward correlation between poverty and academic performance. The RPS population's 71% poverty rate is the second highest in Virginia (RPS 2009a, VDOE 2009a). With more than half of PHSSA students likely to qualify for



reduced-price or free lunch and more than 10-20% of its students likely to require exceptional education programs (RPS 2009b), PHSSA plans to introduce programs specifically aimed at preventing the achievement gap.

It is essential to note that PHSSA will accomplish these objectives with a student body that is far more socio-economically and ethnically diverse than the existing model schools in Richmond. There are only three model (high performing) schools out of 29 total elementary schools and each of these has a predominantly white and relatively affluent student body (only 10-20% reduced-price or free lunch). As part of PHSSA's core objective of diversity, a community outreach team is held accountable for continually pursuing activities that strive to meet that objective. A portion of the requested funding supports PHSSA's Three-Year Outreach Plan that includes advertising to the community about the school and its admissions procedures. The initial results of outreach efforts will be evident from staff applications and student enrollment applications received during 2009–2010.

In its reading objective, PHSSA acknowledges the foundational importance of literacy development and its impact on the student's future academic career. Indeed, success of PHSSA's integrative curriculum depends on a strong reading program where critical language arts skills are taught in all classes utilizing a research-based method, covered under Selection Criterion (i). Funds for reading assessment tools and for professional development and teacher training related to reading assessment are included in this request because the PHSSA Board of Directors maintains that raising the expectations for reading has the effect of raising the expectations of performance for all academic disciplines.

The enrollment objective reflects the necessity to phase in the instructional culture. PHSSA projects incremental enrollment: 130 students in Year 1, 230 students in Year 2, and 358



students in Year 3. Enrollment at capacity will justify the addition of this school to the RPS system and will validate the need for choice in Richmond City.

As required by state law, PHSSA will meet the Virginia academic benchmarks with the goal of full accreditation at the end of its third year. By incorporating the Virginia SOLs fully into the school's curriculum and teaching the SOL material to all students eligible to take the SOL tests, PHSSA will be able to annually assess the performance of its students on SOL tests and thereby report on the effectiveness of PHSSA's curriculum. In the event that PHSSA fails to meet Federal and State accountability measures, including AYP and accreditation, it will design and implement a comprehensive school improvement plan that includes student academic/achievement benchmarks targeted at remediation of specified deficiencies.

PHSSA will apply for Title I funding in February 2010, once it has received and catalogued applications from Richmond students. Two aspects of PHSSA's mission (Required Family/Guardian Involvement; Exceed State SOL Benchmarks) parallel requirements of Title I funding; the former is a focus area for Title I and the latter, which complements the NCLB, is also a requirement of Title I. Funds derived from both Title I and CSP will contribute to family involvement by promoting parenting skills. For example, PTO workshops (that count toward the six hours per quarter) will support parents in their efforts at home to facilitate students' completion of homework assignments and promote reading at home. Parents that participate more in the school process will better understand the content and relevance of the Virginia Standards of Learning. This in turn will support PHSSA's efforts to model good learning behavior, ultimately resulting in higher student learning and performance on the State exams.



CSP funds also will be utilized to cover the principal's salary in advance of opening the school, provide teacher training in integrative instruction, honoraria for special speakers, meet immediate ADA requirements, outfit classrooms, and purchase teaching materials and technology tools necessary to implement the curriculum.

Application Requirement (iii) Objectives and methods of achieving & assessing them see also Selection Criterion (iv)

Selection Criterion (v) Quality of assessment strategy

PHSSA provides quality strategy for assessing achievement of its objectives.

PHSSA will provide an innovative integrative interdisciplinary program of instruction (conforming to 8 VAC 20-131-70, 8 VAC 20-131-80 and 8 VAC 20-131-120) that promotes individual student academic achievement in the essential academic disciplines and will provide additional instructional opportunities during both its standard school year and during intersessions (note that PHSSA does not have “summer school;” rather the year-round program provides supplemental instruction during “intersessions”) that meet the abilities, interests, and educational needs of its students. The annual instructional time will total 990 hours, with a minimum of 75% of time devoted to Science, Mathematics, English, and History/Social Science.

Objective 1– PHSSA anticipates enrolling students of many different levels of academic ability and is prepared to employ heterogeneous teaching techniques to serve the needs of all learners who apply for admission, including those designated as at-risk or disadvantaged. In fact, at-risk students stand to benefit greatly from PHSSA's programs. Contrary to popular opinion, it has



been shown that grouping students by ability can harm education (University of Sussex 2007). The importance of racial and socio-economic diversity within our schools cannot be overstated. Presently, all elementary schools in the City of Richmond are either majority white or majority black. The PHSSA Board has every reason to believe that through the advertisement, outreach, and lottery process implemented, PHSSA will be THE MOST DIVERSE school in the City of Richmond. To assess the diversity goal, PHSSA will compare the makeup of each year's applicant pool to the current demographic data collected by RPS and submitted by RPS to the VDOE.

Objective 2– PHSSA has a strong diagnostic program for achieving and maintaining reading proficiency (Table 2). PALS testing, mandated and provided by VDOE, will be used to identify students who are struggling, pinpoint the skills that are weak, and successfully match reading material with reading level so that students can progress in their reading ability. PHSSA also will utilize the DRA2 assessment three times per year to generate a deep diagnosis of reading areas such as fluency, comprehension, word analysis, writing, metacognition (strategies, text features, graphs, glossaries, indices), phonics, decoding, picture/text clues, and general reading recovery levels. The minimal cost (\$88 per teacher per year plus conference and scoring time required to administer a DRA2 assessment) is far outweighed by the information that will allow PHSSA teachers to create appropriate reading plans and where necessary, interventions for their students. In addition to the semi-annual assessment of reading using standardized tests (Table 2), instructors will perform alternative assessments such as portfolios and presentations, and will use rubrics to demonstrate learning. Thus, both standardized and authentic assessment data will be provided to assess attainment of reading proficiency (Objective 2). This level of consistent



assessment is unique among Richmond elementary schools and illustrates PHSSA's commitment to imbuing students with strong and early academic skills.

Table 2. Schedule for literacy assessments to be administered in the 2010-2011 school year.

Note that the schedule is different from a school with a typical agrarian school calendar because PHSSA has a year-round calendar.

Grade	Tool	Administered
K	PALS	Mid-summer, early spring
	DRA2	Mid-summer, mid-winter, mid-spring
1	PALS	Mid-summer, early spring
	DRA2	Mid-summer, mid-winter, mid-spring
2	PALS	Mid-summer, early spring
	DRA2	Mid-summer (mid-winter, mid-spring, if necessary)
3	PALS	Mid-summer, early spring
	DRA2	Mid-summer (mid-winter, mid-spring, if necessary)
4, 5	DRA2	Mid-summer

Objective 3– If the marketing campaign is as successful as intended, PHSSA will have more applications than budgeted space. Nevertheless, each year a review of the application pool will assist in determining whether students are being excluded (or excluding themselves) from enrollment simply because of perceptions about the school. PHSSA will adjust its marketing strategy if enrollment falls short of the goal for any year. Attendance will be recorded daily, computerized, and records evaluated to assess attainment of the 90% goal. For individual absences, PHSSA will utilize an automated voice system to notify parents of unexcused absences. In the case of repeated absences, PHSSA will contact the parent/guardian about the number of absences and subsequently will have one-on-one discussion to determine steps to alleviate truancy. If lack of attendance appears to be a pervasive issue at PHSSA during any



quarter, the School Planning and Management Team will institute family workshops on the importance of punctuality and school attendance.

Objective 4– The PHSSA passing objective (80%) is far more stringent than the VDOE accreditation benchmarks (Table 3; VDOE 2009b). PHSSA will continually assess the academic progress of

Table 3. Virginia Department of Education 2009-2010 school year accreditation benchmarks for elementary school grades that are tested for Standards of Learning (VDOE 2009b).

SUBJECT	Grade 3	Grade 4-5
English	75%	75%
Mathematics	70%	70%
Science	50%	70%
History	50%	70%

each student to ensure that they are learning the Virginia Standards of Learning (SOL) objectives for kindergarten through fifth grade and that they meet or exceed the knowledge and skills contained in the SOL for Science, Mathematics, English, and History/Social Science. Because the curriculum is SOL based, mastery demonstrated throughout the year is recorded on checklists in each student's portfolio. PHSSA has developed an assessment reporting system compiled from standardized tests and scoring rubrics used to determine student performance and mastery of the integrated curriculum content. Data will be provided in the form of Assessment Data Reports that will be submitted to the RPS superintendent quarterly, in synchrony with the progressive quarterly calendar.



Selection Criterion (vi) Likelihood of meeting objectives and improving educational results during and after the period of Federal financial assistance

PHSSA is committed to succeeding and meeting the stated objectives and improving educational results for students during and after the period of Federal financial assistance.

Success and Sustainability

A number of factors will facilitate successful achievement of PHSSA's objectives:

- The well-conceived plan of operation and curriculum
- Highly qualified Board of Directors, faculty, and staff
- Assistance of charter school experts, consultants, lawyers, specialists, community members providing in-kind contributions
- Establishment of relationships with other successful charter schools and educational associations
- A sound, publicly transparent, zero based financial plan.
- A pervasive marketing plan that reaches into cultural, social, and economic population bases

Reports abound illustrating that alternative methods of schooling and teaching can close the achievement gap between inner-city and suburban schools. PHSSA's progressive curriculum is modeled after other schools that utilize an integrative curriculum, a teaching model that applies cognitive research to translate state standards into meaningful and integrated themed lessons. Directors of PHSSA have consulted with directors of other schools that have implemented this type of training and who have experienced sustained success. Another carefully crafted component of the school operation is the contractual family/guardian



involvement requirement. There is emerging evidence that inner-city African American parents respond positively to parental involvement programs that emphasize themes of empowerment, outreach, and indigenous resources (Abdul-Adil and Farmer 2006). This critical piece of the PHSSA program, completely novel among Richmond public schools, will help ensure success of the program for years to come as it personally involves the families in the community to help ensure the achievement of students and the school. Another strategy intended to improve the likelihood for academic success of all students, uniform dress code, will aid in initial and sustained academic achievement at PHSSA. Students who are required to wear uniforms have improved graduation, behavior, and attendance rates (Draa 2005). Finally, to ensure that students don't lose their academic edge, PHSSA's curriculum is implemented through a progressive quarterly calendar, another completely fresh approach for RPS. Although it is recognized that RPS does employ hands-on-learning and integration of subjects as isolated components of the curricula at some schools, there is not currently a school that has been given the resources and flexibility to combine the above approaches into one learning environment. It is therefore the synergistic combination of these operational and curricular components, rather than any one method alone, that will make PHSSA a successful charter school.

The Board of Directors of PHSSA consists of a wide variety of professionals who are highly qualified in STEM and Arts education as well as school management (see "Other Attachments"). These individuals have successfully negotiated the state and local charter school application process, have created and financially sustained a non-profit entity, and have begun the process of renovating the facility. The level of progress to date is an indicator of future success. Broad recruitment, careful interviewing, and generous professional development will promote a staff of quality teachers at PHSSA. As an aid to retention and job satisfaction, all first



year teachers will be assigned a mentor who is an experienced staff member (usually the grade level representative) with whom they will meet to help with the transition to the school and the community. Professional development opportunities relating to full interdisciplinary curriculum, multisensory instruction, and differentiated instruction will be offered at the school at least 3 days per year. Teachers will be encouraged to attend off-campus development courses and workshops.

PHSSA has over 600 volunteers who, as a community, are helping to initiate the program and will serve in sustaining operations after federal funding has expired. There currently are seven working committees (Curriculum, Facilities, Finance, Fundraising, Hiring, Legal, and Meals) with members from varied professional backgrounds (architecture, business, information technology, education, real estate, engineering, fundraising, science, law, etc.). Examples of important contributors include former chair of the RPS Board, George Braxton, who is a professional diversity expert, and Ronnie Denoia, a charter school director who has donated her time and expertise to help ensure the success of the school by consulting with every aspect of operation and curriculum. The assistance of these exceptionally qualified professionals increases the probability of success.

PHSSA also has cultivated relationships with government and non-profit educational organizations as well as other charter schools. Directors have conferred with traditional schools that have implemented integrative curricula (e.g., Clarkdale Elementary in Georgia). Several regional non-profit organizations have committed to assisting with curriculum (Alliance for Chesapeake Bay, James River Association, Chesapeake Bay Foundation). Much of the sustainability paradigm and curriculum at PHSSA is adapted from the Green School of Baltimore. Many of the operational procedures are crafted from those shared by Lake Eola



Charter School in Orlando. Thus, although the school espouses progressive alternative education, the methods and curriculum are supported and proven.

Because PHSSA is built from scratch as opposed to conversion of an existing school, the funding requirements are much greater in years 1-3 than in later years. The federal funds requested through this proposal are to kick start the program, provide intensive professional development during the first years of operation, and to purchase teaching materials and technology tools, all of which are necessary to build a solid foundation for the culture of integrative teaching and learning. Since receiving the contract from the LEA, PHSSA has been fortunate to have received over \$28,000 in contributions from the community at large. PHSSA has submitted several state and federal proposals during recent months. One recently approved project through the National Fish and Wildlife Foundation includes \$30,000 in funds for equipment, landscaping, and curricular components associated with environmental stewardship. To facilitate its opening and environmental mission, PHSSA has documented pledges for more than \$200,000 of in-kind assistance from community members and businesses in Richmond. Upon the opening of PHSSA, the primary funding sources will be the "state share" and "local share" funds made available to PHSSA from the public school system. For the first three years of operation, additional funding will be provided from private and corporate donations as well as additional grants. PHSSA projects that in year four and beyond, all aspects of operation and instruction will operate completely from the normal allocations available to Virginia public schools supplemented by small giving campaigns (additional funds received through its Fundraising Committee and the PTO).

Beyond the community support and professionals that have volunteered their services to ensure the success of PHSSA, the school will utilize the NCLB Monitoring Guide and Balanced



Scorecard to help ensure accountability and improvement. The program in its entirety at PHSSA is innovative and iterative; it plans to continually meet changes and improve at every step.

Application Requirement (v) Parent and community involvement in planning and implementation of the school [see also Selection Criterion (iii)]

Selection Criterion (vii) Extent to which the project encourages parental involvement

PHSSA has encouraged parental involvement in the proposed project and has been committed to having parents and other members of the community involved in the planning, program design and implementation of the charter school.

Family/Guardian Involvement

A cornerstone of the PHSSA paradigm is acknowledgment that education of the whole child is a community effort that requires participation of the family in addition to the school. A key point of the PHSSA vision has been strong family/guardian involvement. It is widely acknowledged that students learn better when family is involved in their education. PHSSA therefore requires family/guardian involvement as a condition of admission and continued enrollment of a child in the school. Family member(s) will be required to give six (6) hours per quarter of their time to the school. Examples of involvement that will fulfill the family-school contract include: volunteering in a classroom, attending PTO meetings, supporting PTO and other school functions, chaperoning field trips, sharing personal knowledge on a subject, assisting the teacher in practical ways such as cutting and folding teaching materials and logging data. Guardians and/or close relatives are welcomed as representatives of the family to fulfill hours. The PHSSA



recognizes that fulfilling these hours will be more difficult for some families than others and will work with any parent, guardian, or family member who demonstrates a genuine effort to participate in their child's education to help them meet the required hours. The requirement of a "family/guardian involvement contract" is critical to PHSSA's mission as it invests the parent or guardian in the success of their child's education and underscores the importance of learning to the child. PHSSA seeks to improve the lives of the entire school community, including family members of students by building and embracing a spirit of connectedness within the school.

Families/guardians who do not meet the PHSSA's contractual requirements will be assisted by the Volunteer Coordinating Committee, which will offer the family multiple opportunities and avenues through which they can fulfill the contractual requirements. If the family is still unable to meet the requirement, the committee will determine whether a good faith effort has been made to fulfill the contractual requirements. If the committee determines that such an effort has been made, the noncompliance will be expunged. If no good faith effort has been made or in the event that a family/guardian does not fulfill the contractual requirements in at least two of the four quarters, the student will not be offered a new enrollment contract and the guardian will be requested to transfer their child to another school at the end of the year. No student will be requested to transfer during the school year due to the inability of the guardian/family to fulfill the contractual requirements. The guardian can appeal the transfer request to the Principal, and if unsatisfied with his or her resolution, the guardian can appeal to the Dispute Resolution Committee.

The Parent Teacher Organization (PTO) also will be an integral part of the development of the school and its programs and has an essential role in manifesting the mission and goals of PHSSA. The PTO's role is supportive, providing a venue for parents and teachers to discuss and



express community desires for school. The PTO will have input but not decision making ability regarding the direction of PHSSA, assist with designing and maintaining the school web site, hold membership in the Virginia PTO, promote student participation in the annual “Reflections” and “Citizenship Essay” Programs, cooperate with the teachers in maintaining the hallway bulletin boards, provide funding for special projects and activities, aid in securing volunteers within classrooms, provide teacher grants, assist with funding foreign language instruction, coordinate guest speakers, and organize extracurricular events for the school. All PHSSA teachers are expected to participate in the PTO activities and to attend all PTO meetings.

Application Requirement (ii) Management of the Charter School

Selection Criterion (viii) Quality of personnel

PHSSA has quality personnel who will carry out the proposed project. With high qualifications, relevant training, and experience of the PHSSA project director, PHSSA is committed to developing a quality program. PHSSA is also committed to encouraging applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.

Management of the Charter School

As established in its Articles of Incorporation and Bylaws, a balance of active engagement, consensual agreement, and clearly defined responsibilities is reflected in the overall governing structure of PHSSA. The organizational structure of PHSSA is divided into two essential components. The Patrick Henry School of Sciences and Arts Board of Directors (hereafter “the



Board”) is the legal entity that entered into the charter agreement with RPS and is working to establish and operate the PHSSA charter school. The Board is composed of nine or more elected individuals, the school Principal (non-voting *ex officio*), and a PTO representative (non-voting *ex officio*). The Board is responsible for negotiating and assuring compliance with the charter agreement, ensuring adherence to applicable laws and regulations, making policy decisions, insuring the financial stability of the school, fiduciary requirements, and monitoring the operational decisions of the School Planning and Management Team. At present, the Board has twelve representatives from across the RPS districts and of varying backgrounds including instruction, administration, IT, fundraising, and renovation.

The President of PHSSA (and Project Manager of this CSP Project) is Deborah Butterworth. Ms. Butterworth holds a M.Ed. in Secondary Education and has over 15 years of specialty teaching experience. Other members of the Board include Tyron Bey who holds a B.A. in political science and has experience in community development and affordable housing; Katherine Shipperd, B.S. and M.B.A. degrees, former headmistress, school board member, controller, and business manager with over 25 years of experience; Susan Martin, a CPA with over 20 years of work experience with a strong emphasis in auditing, financial controls, and budgeting; Antione Green, President of the Richmond Crusade for Voters, who has significant community advocacy, legislative, and government relations experience; Kelly Bulbulkaya who holds both B.A. and M.A. degrees in Early Childhood Education and is a certified Library Media Specialist with an endorsement in Gifted Education; Susanna Klein, a full-time violinist with the Richmond Symphony and faculty member of two local universities; Bonnie Brown, Ph.D. a Professor of Biology with over 28 years of classroom and grant writing experience; Kelli Sexton who has over 10 years of professional development and diversity training experience; Kristen



Larson who holds a B.S. in Newspaper Journalism and has over 8 years of professional experience in media relations; Jean-Etienne LaVallee, who holds a B.S. in Computer Systems Engineering and specializes in information technology consulting; and Krista Simmerman who holds a B.S. and has 10 years of experience in the health and medical fields.

Prior to opening the school, the School Planning and Management Team (chaired by the Principal and having members from the instructional, professional, and support staff) is responsible for providing a quality education in accordance with PHSSA's vision and mission that complies with applicable policies, laws, and regulations. This group also will function as the "School Improvement Team" required by the No Child Left Behind Act. The School Planning and Management Team will undertake all the elements responsible for the day-to-day operation of the school. Both the Board of Directors and the School Planning and Management Team will provide annual reports open for public inspection, as well as follow accountability measures established by federal, state, and local agencies. These two bodies are supported by an Advisory Board and a Parent Teacher Organization (both to be instituted upon school opening) and three Standing Committees (Fundraising, Volunteer Coordination, and Facilities - all of which have been functioning since 2008). Important contributions from these committees are through key Committee Chairs: Victoria Schnettler, who holds a B.A. in Spanish, a B.G.S. in American Indigenous Cultures and Linguistics, and is an ESL teacher; Richard Day, past president of PHSSA, who is a renovation mortgage consultant who specializes in renovation lending and who has been a long time advocate for education options in Richmond; and Barry Simmerman who holds a B.S. in Civil Engineering and has over 24 years of experience in project engineering and construction management. Together, this intellectual capital represents a vast knowledge and experience base on which PHSSA depends.



Selection Criterion (ix) Contribution toward assisting educationally disadvantaged and other students to achieve to State academic content and achievement standards

PHSSA will contribute to assisting educationally disadvantaged and other students to achieve State academic content standards and State student academic achievement standards by sharing its expertise in instruction and by the end of the project (2013) be in a position to serve as a model for other potential Charter Schools in the Commonwealth.

Contribution to Achievement of Academic Standards

All students of PHSSA, including the educationally disadvantaged, will have the opportunity to achieve. Although instruction at PHSSA centers on the Science of the natural world (promoting STEM as a perceivable option for girls as well as boys), it is differentiated to meet the needs of all learners in the classroom. Programs that apply multi-sensory and differentiated instructional approaches more effectively reach and teach students of varying abilities and learning styles, resulting in reduced need for remedial and pull-out instruction and ultimately resulting in higher overall student achievement (Humphreys et al. 1981; Jacobs 1989; MacIver 1990; Gehrke 1991; Lipson et al. 1993, Rea et al. 2002, Peterson and Hittie 2003). Teachers at PHSSA will incorporate multi-sensory instructional approaches in each lesson, engaging all learners by reaching each in the modality through which s/he learns best. Through visual, audio, and kinesthetic instruction all learners will be actively involved in the lesson. Furthermore, the related approach of differentiated instruction allows teachers to engage each learner at his or her level of ability. Gifted students will be engaged at a level of increased challenge through expanded objectives or outcomes while struggling students meet objectives through outcomes appropriate to their skill level.



By focusing professional development at PHSSA on multi-sensory integrative instruction, it is expected that within the first three years, all teachers at PHSSA will have been trained in multisensory and differentiated instruction and on how to design, administer, and interpret learning style inventories for all students. Thus once the school is established, PHSSA intends to be a model of outreach to other Richmond public schools for integrative, multisensory, and differentiated instruction. Ultimately, assuming extension of these practices is effective, PHSSA will make an outstanding contribution across the City toward assisting educationally disadvantaged and other students to achieve State academic content and achievement standards.

A complicating factor in a school district's academic success is its level of poverty. The difference in science and math SOL test scores between Richmond City and the outlying counties of Henrico and Chesterfield clearly illustrates this achievement gap. In 2006-07, while both Henrico and Chesterfield County made adequate yearly progress in the areas of math and reading, Richmond City Schools failed to do so (VDOE 2008). In particular, SOL science and math scores within Richmond City Schools have virtually stagnated among students labeled "disadvantaged" since 2004 (VDOE 2009c). With more than half of its students qualifying for reduced-price or free lunch and approximately 10-20% of its students in special education programs, it is clear that more effective measures need to be taken if real improvement is to be seen. At the same time, the City of Richmond has fewer elementary schools today than it did five years ago. The establishment of PHSSA meets Richmond's need for an elementary school that develops the whole child, promotes diversity, and levels economic barriers through innovative educational approaches that have proven successful in other states.



The existence and ultimate success of PHSSA will aid the cause of education across the Commonwealth of Virginia because PHSSA is the first elementary charter school in Virginia. Through the political process that the Board has undergone, navigating the policies (and sometimes lack thereof) of the LEA and the SEA, and ultimately negotiation of a contract with the LEA, PHSSA is in a position to assist other charter school applicants and to influence positive changes in state legislation.

Application Requirement (vii) Federal and State waiver requests

The PHSSA Board of Directors is aware of no federal statutes or regulatory provisions that require waiver at this time. Fourteen waivers are requested from the VDOE, all of which appear on the list of regulations previously identified by VDOE as waivable for charter schools if requested. Waiver of these regulations will enhance the operation of the school, provide for more efficient delivery of instruction, and offer more effective choices for curriculum that meets the goals and objectives of the School. PHSSA is not requesting twenty-two additional regulations from the list identified by the Virginia Board of Education as automatically waivable for Charter Schools. Some of those regulations have since been repealed, some are unique to middle schools, high schools, at-risk schools, and non-public schools, and some do not apply to PHSSA because the school is indeed a public elementary school. The only requested waivers from the list are as follows:

8VAC20-40. Regulations governing educational services for gifted students

Section 10 and Section 30: Applicability.

8VAC20-70. Regulations governing pupil transportation.

Section 50: Written employment agreement.



Section 290: First aid course.

Section 320: Forms for applicants.

Section 470: Adjustments.

Section 510: Vehicles powered by alternative fuels.

8VAC20-110. Regulations governing pupil accounting records.

8VAC20-110-50. Approval of school-sponsored field trips and other activities.

8VAC20-110-80. Absence because of school bus not reaching school, etc.

8VAC20-131. Regulations establishing standards for accrediting public schools in Virginia

Section 80: Instructional program in elementary schools.

Section 210: Role of the principal.

Section 240: Administrative and support staff; staffing requirements.

8VAC20-300. Regulations governing film circulation from state and regional audiovisual services

Section 20: Orders for audiovisuals

8VAC20-620. Regulations regarding school guidance and counseling programs in the public schools of Virginia

Section 10: School guidance and counseling services.



Application Requirement (x) IDEA Compliance

In regard to section 613(a)(5), the LEA, Richmond Public Schools, will serve children with disabilities attending charter schools in the same manner as the LEA serves students with disabilities in its other schools, including providing supplementary and related services on site at PHSSA to the same extent to which RPS has a policy or practice of providing such services on site to its other public schools.

Under Virginia law, the proportionate share of state and federal resources allocated for students with disabilities and school personnel assigned to special education programs is directed to public charter schools enrolling such students. In addition, the proportionate share of moneys allocated under other federal or state categorical aid programs is directed to public charter schools serving students eligible for such aid.

In regard to section 613 (e) (1) (B), this section does not apply because this charter school is not a local educational agency, but rather a charter school within a local educational agency.

Application Requirement (xi) Use of funds under section 5202(c)(2)(C)

PHSSA does not intend to use grant funds for dissemination activities under section 5202(c)(2)(C). This section is not applicable.



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Project Narrative

Competitive Preference Priority

Attachment 1:

Title: **PHSSA-Competitive Priority** Pages: **1** Uploaded File: **PHSSA-Competitive Priority.pdf**



Competitive Priority

PHSSA will imbue elementary school students with strong reading and academic skills that will ultimately lead to better performance in middle school. In a recent article by Tymms et al. (2009) entitled “The First Seven Years of School,” the cumulative long-term impact on the future successes of middle school students is discussed. These researchers found that although the relative progress of students as they progressed through grade six was important, progress in the earliest years was the most important factor explaining pupil performance. Exemplary progress in the first years of school was a primary indicator of success in early secondary school. This demonstrates that elementary education is the foundation for students and deserves to be a focus for our future. The PHSSA experience will prepare students and their families for the rigorous challenges of middle and high school. PHSSA’s interdisciplinary science-based curriculum, required family involvement, a progressive calendar, and hands-on outdoor lessons will meet the educational needs of Richmond City children, enable them to competitively participate in college preparatory classes at the middle and high school levels, and ensure that they will be prepared to take advantage of future learning opportunities. Furthermore, the success of PHSSA will show those who wish to initiate Charter Middle Schools in Virginia that it can be done.

Tymms, P., P. Jones, S. Albone, B. Henderson. 2009. The First Seven Years of School. *Educational Assessment, Evaluation and Accountability*, 21:67-80.

Project Narrative

Other Attachments

Attachment 1:

Title: **PHSSA-Other Attachments** Pages: **71** Uploaded File: **PHSSA-Other Attachments.pdf**



Other Attachments

Resumes / Curriculum Vitae

Deborah J. Butterworth

(b)(6)

Profile

- Fourteen years teaching experience
- Strong understanding of theories of multiple intelligences
- Ability to design instruction which engages learners' multiple modalities
- Organized, highly motivated, and patient instructional problem solver
- Proven ability to work in unison with staff, students and parents, and board of directors

Education

M.Ed., Secondary Education, College of William and Mary, Williamsburg, Virginia
B.A., English Language and Literature, Virginia Commonwealth University, Richmond, Virginia

Employment

Teacher, The New Community School, Richmond, Virginia *2000 – present*

- Successfully instruct dyslexic and other learning disabled students in English Literature and Composition at the middle and high school level
- Create multi-sensory lessons and assessment tools to instruct and assess student achievement
- Create differentiated assessments to provide all learners opportunity to demonstrate learning
- Ensure that needed accommodations are provided to students
- Ensure that IEP requirements are met
- Write quarterly reports to parents explaining student progress and achievements, challenges, and detailing strategies that will be utilized in the coming quarter
- Assess effectiveness of curriculum and literature selections, recommend changes as necessary
- Formulated and designed, with other instructors, a brain workshop that taught middle school students how the brain processes information and how that impacts learning
- Created and taught a popular elective course centered on reading for pleasure for dyslexic students with reading challenges
- Created and taught an elective writing course for students with language learning disabilities
- Teach various electives as needed including Keyboarding, Journalism, and Public Speaking
- Serve as advisor to three – four students working closely with them to assist them in setting and achieving academic, social, and personal goals
- Advise and supervise the Reduce, Reuses, and Recycle school-community service club

Teacher and Counselor, Adult Education Center, *1995 - present*
Henrico County Public Schools, Henrico County, Virginia

- Prepared adult learners for G.E.D. exams in bi-weekly night classes
- Achieved a high rate of passing for students on the G.E.D. exam
- Administer and evaluate assessment test for new and continuing students
- Counsel adult learners seeking to earn a G.E.D. by evaluating skill levels, tutoring, and assisting them to find appropriate classroom instruction to gain needed skills

Technology & Computer Skills

- Proficient user of Word Perfect and Microsoft Office programs including Word, Power Point, and Excel
 - Use various email providers Microsoft Outlook, Google, etc.
 - Proficient user and instructor of assistive technology such as online digital texts, Natural Reader text to voice programs, and Co-Writer writing assistance software
-

Community Involvement

Patrick Henry School of Science and Arts

- Joined the Patrick Henry Charter Initiative to open Richmond's first charter school
- Worked with committees to write the charter school application for Patrick Henry School of Science and Arts, especially sections for curriculum, exceptional education, and admissions
- Selected, with other members of the Initiative, to defend application to review board appointed by the Board of Richmond Public Schools
- Worked with committee and attorneys to negotiate charter agreement with RPS School Board
- Organized successful volunteer rally to build committees to meet our objective to open PHSSA in July 2010
- Lead the Hiring Committee to research and write position descriptions, identify media outlets for publishing, and recruit screening and interview teams to hire qualified staff
- Elected president of Board of Directors of Patrick Henry School of Science and Arts in November 2008
- Manage agenda and facilitate weekly board meetings, supervise committees, speak at fundraising events, and to prospective corporate sponsors

Woodland Heights Community Association

- Volunteer as house guide for annual Holiday House Tour
- Worked with committee to produce a National Night Out community event

Richmond Area Mothers of Multiples

- Work with other members to produce bi-annual yard sale fundraiser
- Organize, collect, and deliver donated items to Berryman Center's Baby Emergency Program

Curriculum Vitae
Bonnie L. Brown, Ph.D.
<http://www.has.vcu.edu/bio/faculty/blbrown>

Education

B.S.	Univ. of AL in Birmingham	Biology	1981
Ph.D.	Old Dominion University	Oceanography	1989
Postdoc-	Johns Hopkins University	Molecular Genetics	1989-90
moved to	East Carolina University		1990-91
Continuing	Nova Univ.	Penaeid Shrimp Culture	1989
	Woods Hole	Integrated Aquaculture Systems	1990
	Rutgers	Molecular and Mathematical Approaches	1991
	American Fisheries Soc.	Genetic Resource Management	1992
	VCU	Rapid Bioassessment Protocols	1997
	VCU	Ecology and Identification of Wetlands	1998
	NC State	Quantitative Trait Gene Mapping	1999
	VCU	Web-Based Learning	2001
	VCU	Spanish II	2007

Professional Positions and Appointments

Academic

1991-present **Virginia Commonwealth University, Richmond, VA**

Department of Biology:

Assoc. Chair (2009-present), Professor (2008-present), Asst. Prof. (1992-1998),
Research Asst. Prof. (1991-1992)

Center for the Study of Biological Complexity:

Fellow (2001-present)

1987-1991 **Johns Hopkins University, Chesapeake Bay Institute, Shady Side, MD**

Assistant Research Scientist

1990-1991 **East Carolina University, Greenville, NC**

Adjunct Assistant Professor and Research Scientist

Public

2007-present **Patrick Henry School of Science and Arts, Inc., Richmond, VA, VP Education**

2005-present **GenEco, Inc., Richmond, VA, Director**

1999-2004 **Ecological Genetics, Inc. Midlothian, VA, Director**

1988-1999 **Chesapeake Scientific Investigations Foundation, Norfolk, VA, Director**

Teaching

Existing courses taught at VCU:

Introductory Biology Lab	BIOZ 101
Genetics Lab	BIOZ 310
Biotechniques	BIOZ 300
Conservation Ecology Research Seminar	BIOL 690
Introduction to College Life	VCU 101
Independent Study	BIOL 492, BIOL 692
Honors Research & Thesis	BIOL 498
Graduate Thesis	BIOL 698

New courses developed at VCU:

Environmental Science	BIOL 114 / BIOL 103
Conservation Biology	BIOL 510
Ecological Genetics	BIOL 550
Conservation Genetics	BIOL 650
Conservation Applications	BIOL 610

New Instructional Materials:

- Developed and implemented web-based Environmental Science
- Developed and implemented recitation-based Environmental Science
- Wrote Environmental Science (BIOL103) Laboratory Manual
- Revised Biological Concepts (BIOL101) Laboratory Manual

Peer-reviewed teaching publications:

Niculescu VA, Chinnici JP, **Brown BL**. 2000. Attitudes in physics education: an alternative approach to teaching physics to non-science college students. *J. Math. Sci. Collab. Explor.* 3: 119-129.

Non-peer-reviewed teaching publications:

Brown BL. 1997. *Environmental Science Laboratory Workbook*. Second Edition. Wiley / Hayden-McNeil Publishing, Inc. Westland, MI. 189 pp.

Brown BL. 1996. *Environmental Science Laboratory Workbook*. Wiley / Hayden-McNeil Publishing, Inc. Westland, MI. 165 pp.

Niculescu VA, Brown B, Doyle H, **Brown BL**. 1996. Multimedia science instruction for non-science majors. pp 173-182 *in*: Selected papers from the 7th National Conference on College Teaching and Learning, JA Chambers, editor, Center for the Advancement of Teaching and Learning, Jacksonville, Florida.

Proposal Reviewer for National Teaching Panels

USA National Science Foundation-IGERT Review Panels (2001 – 2009)

Teaching Grants Awarded:

VCU Center for Teaching Excellence, “Dynamic Images and Environmental Diversity,”
Brown (PI). 2002, \$3K.

State Council on Higher Education for Virginia. “Computing across the curriculum.” Brown (PI) 1994, \$50K.

*Current graduate students – 5 (*Co-major professor, § Va State Univ.)*

Aaron Aunins (PhD ^{1,3})	Devon Kersten* (MS)	Alaina Hart (MS)
Colleen Higgins (PhD ^{1,3})	Georgia Karns* (MS)	

*Graduated MS students – 18 (*Co-major professor)*

William Brooks	Colleen Higgins	Doris Smith
Charlene Couch ^{3*}	Kathleen Jensen*	James Sparks ^{3*}
Pamela Davenhill ³	Diana Kercher	Angela Toombs
Michael Day	Antoine Nicolas ³	Mary Toothman ^{3*}
Dean Franklin	Summer Schultz	Kieron Torres*
Chandler Givens	Kshama Shrinivas ^{3*}	Heather Washburn*

*Trainees in the EGL – 34 (received *Undergrad. or §Grad. Independent Study credit)*

Elizabeth Anderson*	Jonathan Jeffreys*§ (MS)	Kristyn Sennett
Marion Barker*	Sumona Kabir*	Joseph Siragussa
Anna Blevins	Janet LaPrade	Brittany Smalley
Cassandra Butler	Connie Xiaohong Li	Pharyn Storrs
Kia Brown*	Fatima Mansouri	Lindsay Thompson§
Diane Carr*	John Myers	Mary Toothman*
Jonathan Crissman	Antoine Nicolas§	Kieron Torres§
Amuche Ejiofor*	Kia Parkinson*	Bradley (Todd) Webb
Viki Gardiakos	Hannah Sadek	Bei Xia
Will Green	Becky Schlisserman*	Carrie Yeatman
Colleen Higgins*	Darlene Schiltz*	
Joseph W. Hudgins	Summer Schultz	

GTAs² and GRAs³ supervised – 22

Aaron Aunins (RA)	Jaime Fuest (TA, RA)	Corraine Scott (TA)
Stephen Baker (TA)	Alaina Hart (TA)	Hugh Sullivan (TA)
William Brooks (TA, RA)	Colleen Higgins (RA)	David Taylor (TA)
Charlene Couch (TA, RA)	Maria Mood (TA)	Lindsay Thompson (TA)
Paul Cuomo (TA)	Crystal Nance (TA)	Annamarie Wijnholds (TA)
Pamela Davenhill (TA)	Denise Rodier (TA)	Carl Zimmerman (TA)
Matt Ettinger (TA)	Kimberly Royal (TA)	
Dorothy Field (TA)	Summer Schultz (TA, RA)	

Post-docs and Visiting Scientists who worked in my lab – 6

John M. Epifanio	Li Li	Hong Min
Manju Das	Hui-Xiu Liang	Jonathan M. Waters

High school trainees – 6

Katie Bailey	Kevin Hunt	Andrea Sydnor
Tracy Hamm	Alex Sledd	Raj Trivedi

¹ passed qualifying exam and has proposal approved

² graduate teaching assistant

³ grant-funded graduate research assistant

Research

Peer-reviewed publications (contact author is underlined):

- Wang HP, Li L, Wallat G, **Brown B**, Yao H, Gao Z, Tiu L, O'Bryant P, Rapp D & MacDonald R. 2009. Evaluation of relative growth performance and genotype by environment effects for cross-bred yellow perch families reared in communal ponds using DNA parentage analyses. *Aquaculture Research*. 2009: 1-11.
- Zhan A, Wang Y, **Brown B**, and Wang HP. 2009. Isolation and Characterization of Novel Microsatellite Markers for Yellow Perch (*Perca flavescens*). *International Journal of Molecular Sciences*. 10: 18–27.
- Shrinivas K, Kester K, Martin PAW, and Brown B. 2008. Molecular markers to determine the ecological fate of *Bacillus thuringiensis* ssp. *Kurstaki*. *Molecular Ecology Resources*. 8: 1145-1148.
- Toothman MH, Kester KM, Champagne J, Dawson Cruz T, Street WS, Brown BL. 2008. Characterization of human DNA in environmental samples. *Forensic Science International* 178: 7-15.
- Brown BL, Li L, Givens CB, Wang HP, Wallat GK, Tiu LG. 2007. Yellow perch strain evaluation I: Genetic variance of six broodstock populations. *Aquaculture* 271: 142-151.
- Li L, Wang HP, Givens CB, Czesny S, Brown BL. 2007a. Isolation and characterization of microsatellites in yellow perch (*Perca flavescens*). *Molecular Ecology Notes*. 7: 600-603.
- Brown BL, Butt AJ, Shelton SW, Meritt D, Paynter KT. 2005. Resistance of Dermo in eastern oysters, *Crassostrea virginica* (Gmelin), of North Carolina but not Chesapeake Bay heritage. *Aquacult. Res.* 36: 1391-1399.
- Brown BL, Butt AJ, Meritt D, Paynter KT. 2005. Evaluation of resistance to Dermo in eastern oyster strains tested in Chesapeake Bay. *Aquacult. Res.* 36: 1544-1554.
- Webb SR, Garman GC, McIninch SP, Nerad TA, Peglar MT, Gillevet PM, Brown BL. 2005. Etiology of ulcerative lesions of Atlantic menhaden (*Brevoortia tyrannus*) from James River, Virginia. *Paras. Res.* 97: 358-366.
- Rudd ML, Nicolas AN, **Brown BL**, Fischer-Stenger K, and Stewart JK. 2005. Peritoneal macrophages express the serotonin transporter. *J. Neuroimmunol.* 159: 113-118.
- Ettinger MR, Webb SR, Harris SA, McIninch SP, Garman GC, **Brown BL**. 2003. Distribution of free-living amoebae in James River, Virginia, USA. *Parasitol. Res.* 89: 6-15.
- Jensen MK, Kester KM, Kankare M, Brown BL. 2002. Characterization of microsatellite loci in the parasitoid, *Cotesia congregata* (Say) [Hymenoptera]. *Molec. Ecol. Notes*. 2: 346-348.
- Webb SR, Garman GC, McIninch SP, **Brown BL**. 2002. Amoebae associated with ulcerative lesions of fish from tidal freshwater of the James River, Virginia. *J. Aquat. Anim. Health.* 14: 68-76.
- Schultz SLW, Steinkoenig EL, Brown BL. 2001. Ploidy of feral grass carp in the Chesapeake Bay watershed. *N. Amer. J. Fish. Manage.* 96-101.
- Reese CL, Waters JM, Pagels JF, **Brown BL**. 2001. Genetic structuring of relict populations of the red-backed vole (*Clethrionomys gapperi*). *J. Mammal.* 82: 152-164.
- Anderson J, Webb S, Fischer R, Kester K, **Brown B**. 2001. Baseline and in vivo photoluminescence of endospore material using the parasitoid wasp *C. congregata*. *Appl. Spectrosc.* 55: 684-689.

- Brown BL**, Gunter T, Waters J, Epifanio J. 2000a. Evaluating genetic diversity associated with propagation-assisted restoration of American shad. *Conser. Biol.* 14: 294-303.
- Brown, BL**, SLW Schultz, FKH White. 2000b. A convenient field method of tissue preservation for flow cytometric ploidy assessment of grass carp. *Trans. Amer. Fish. Soc.* 129: 1354-1359.
- Brown BL**, Franklin DE, Gaffney P, Hong M, DenDanto D, Kornfield I. 2000c. Characterization of microsatellite loci useful in ecological and aquaculture genetics of oysters. *Molec. Ecol.* 9: 2217-2219.
- Waters J, Epifanio J, Gunter T, **Brown B**. 2000. Homing behaviour facilitates subtle population differentiation among river populations of *Alosa sapidissima*: microsatellites and mtDNA. *J. Fish Biol.* 56: 622-636.
- Butt **A.J.**, **Brown BL**. 2000. The cost of nutrient reduction: a case study of Chesapeake Bay. *Coastal Management.* 28: 175-185.
- Day JM, Franklin DE, **Brown BL**. 2000. Use of competitive PCR to detect and quantify *Haplosporidium nelsoni* infection (MSX disease) in the eastern oyster, *Crassostrea virginica*. *Molec. Mar. Biol.* 2: 456-465.
- Brown, B**, Smouse P, Epifanio J, Kobak C. 1999. MtDNA mixed stock analysis of American shad: coastal harvests are dynamic and variable. *Trans. Amer. Fish. Soc.* 128: 977-994.
- Brown, B**, Butt A, Shelton S, Paynter K. 1998. Growth and mortality of North Carolina-heritage oysters, *Crassostrea virginica*, in North Carolina and in Chesapeake Bay. *J. Applied Aquacult.* 8: 25-39.
- Brown, B**, Epifanio J, Kobak C, Smouse P. 1997. Critical tests for variation indicate mtDNA characters are powerful for mixed stock analysis. pages 396 - 404 *In*: D.A. Hancock, D.C. Smith, A. Grant and J.P. Beumer, editors. Developing and sustaining world fisheries resources: the state of science and management: second World Fisheries Congress proceedings. CSIRO Publishing, Collingwood, Victoria, Australia.
- Brown, B**, Epifanio J, Smouse P, Kobak C. 1996. Temporal stability of mtDNA haplotype frequencies in American shad stocks: to pool or not to pool across years? *Can. J. Fish. Aquat. Sci.* 53: 2274-2283.
- Epifanio J, Smouse P, Kobak C, **Brown, B**. 1995. Measuring mitochondrial DNA divergence among populations of American shad (*Alosa sapidissima*): how much variation is enough for mixed-stock analysis? *Can. J. Fish. Aquat. Sci.* 52: 1688-1702.
- Mulligan T**, Chapman R, **Brown B**. 1992. Mitochondrial DNA analysis of walleye pollock, *Theragra chalcogramma*, from the eastern Bering Sea and Shelikof Strait, Gulf of Alaska. *Can. J. Fish. and Aquat. Sci.* 49: 319-326.
- Brown B**, **Paynter K**. 1991. Mitochondrial DNA analysis of native and selectively inbred Chesapeake Bay oysters, *Crassostrea virginica*. *Mar. Biol.* 110: 343 352.
- Brown B**, **Chapman R**. 1991. Gene flow and mitochondrial DNA variation in the killifish, *Fundulus heteroclitus*. *Evolution* 45:1147 1161.
- Chapman R**, **Brown B**. 1989. Two methods to detect DNA fragments produced by restriction enzymes. *Anal. Biochem.* 177:199 202.
- Butt **A**, **Brown B**. 1986. Civilization and sea level change; past and present. Pages 24 28 *in*: IEEE Oceans '86 Conference Proceedings. Washington, DC.

Other research-related publications:

- Kester, KM, Brown BL, Jackman J, Theodore M, Le H, Shanholtz L. 2004. Methods and molecular tools for analysis of BW agents delivered by insect sentinels. Proceedings of the 2003 Joint Services Scientific Conference on Chemical and Biological Defense Research. 5pp.
- Busch W-D N, Brown BL, Mayer GF. (Eds) 2003. Strategic guidance for implementing an ecosystem-based approach to fisheries management. United States Dept. of Commerce, National Oceanic and Atmospheric Administration, NMFS, Silver Spring, MD 62pp.
- Brown BL, Epifanio JM. 2003. Nuclear DNA. Chapter 6 *in* Genetic Principles and Practices for Fisheries Scientists. pp. 101-123 E.M. Hallerman editor. American Fisheries Society. Bethesda, Maryland.
- Hallerman EM, Brown B, Epifanio J. 2003. Introduction to Fisheries Genetics Principles. Chapter 1 *in* Genetic Principles and Practices for Fisheries Scientists. pp. 3-20 E.M. Hallerman editor. American Fisheries Society. Bethesda, Maryland.
- Newton S, and 23 co-authors. 1995. “Virginia Aquaculture Plan: Executive Summary and Recommendations.” Virginia Dept. of Agriculture and Consumer Services. 55 pp.
- Newton S, and 23 co-authors. 1995. “Virginia Aquaculture Plan: A guide to aquaculture development and industry information.” Virginia Dept. of Agriculture and Consumer Services. 150 pp.
- Young-Dubovsky C, Brown B, Loftus A, Miller R, Rayburn R, Smith E. 1993. Atlantic coastal fisheries cooperative management act. Fisheries 18(10): 27-30.
- Chapman RW and Brown BL. 1990. Mitochondrial DNA isolation methods. Chapter 4 *in* Electrophoretic and isoelectric focusing techniques in fisheries management. pp. 107-129 DH Whitmore, editor. CRC Press, Inc., Boca Raton, Florida.

Professional Presentations & Technical Reports

82 oral / poster presentations, technical reports, special sessions hosted or moderated.

Research Grants Awarded:

- Interrelatedness and inbreeding in the deer population of Ft. Eustis, Virginia. PI, US Department of Defense, 2008 –2009, \$30K.
- James River American Shad Telemetry Study. Brown and Aunins Subcontractors, FishAmerica Foundation, 2009, \$8K.
- Virginia Dept. Game and Inland Fisheries, “Genetic Evaluation of Restoration Success in American Shad Returning to James River.” PI, 2006 –2009, \$180K.
- Ohio State University (originating source USDA), “Ohio Aquaculture V: Integrated Genetic Improvement of Yellow Perch Broodstock.” PI, 2006 –2008, \$53K.
- Nat’l Fish & Wildlife Foundation (originating source EPA), “Nutrient Assimilation Credit Trading: Opportunities from Enhanced Oyster Production” (PI) Stevenson at VaTech and BL Brown (Co-PI), 2006 –2009, \$237K.
- Virginia Dept. Game and Inland Fisheries, “Ploidy analysis of grass carp, *Ctenopharyngodon idella*.” PI, 2006 –2009. \$3.5K per year.

Ohio State University (originating source USDA), “Ohio Aquaculture IV: Integrated Genetic Improvement of Yellow Perch Broodstock.” PI, 2005 –2007, \$53K.

Virginia Dept. Game and Inland Fisheries, “Ploidy analysis of grass carp, *Ctenopharyngodon idella*.” PI, 2005 –2006. \$2K.

Johns Hopkins University Applied Physics Laboratory, “Insects as passive biosentinels for collection and delivery of pathogens and human DNA,” KM Kester and BL Brown (Co-PIs), 2006, \$118K.

Ohio State University (originating source USDA), “Ohio Aquaculture III: Integrated Genetic Improvement of Yellow Perch Broodstock.” PI, 2004 –2006, \$53K.

Ohio State University (originating source USDA), “Ohio Aquaculture II: Integrated Genetic Improvement of Yellow Perch Broodstock.” PI, 2003 –2005, \$36K.

Jeffress Foundation, “Increasing marker density and coverage for genome mapping of oysters.” PI, 2003-2005, \$10K.

Virginia Dept. Game and Inland Fisheries, “Ploidy analysis of grass carp, *Ctenopharyngodon idella*.” PI, 2004 –2005, \$2K.

Johns Hopkins University Applied Physics Laboratory, “Investigation of enzymatic enrichment of samples to enhance detection of bioagents,” BL Brown (PI) with KM Kester 2005, \$52K.

DARPA, “Integrated use of local insect communities as living biohazard carriers and endospore photoluminescence for the detection of biological hazards of human importance,” Controlled Biological Systems Supplements to KM Kester and BL Brown, 2004- 2005, \$100K.

Johns Hopkins University Applied Physics Laboratory, “Insects as passive biosentinels for collection and delivery of pathogens.” Co-PI with K.M. Kester, 2004- 2005, \$49K.

Johns Hopkins University Applied Physics Laboratory, “Insects as passive biosentinels for collection and delivery of pathogens” KM. Kester (PI) and BL Brown (Co-I), 2005, \$40K.

Virginia Museum of Science. “Behavioral, ecological, and genetic variation in Greek cyprinids.” (PI) 2003, \$5K.

DARPA, “Integrated Use of Local Insect Communities as Living Biohazard Carriers and Endospore Photoluminescence for the Detection of Biological Hazards of Human Importance.” Kester and Brown (Co-PIs) 2002-2003, \$50K.

Jeffress Memorial Trust, “Isolation and analysis of microsatellite markers for genome mapping of oysters.” PI. 2001-2002, \$30K.

Virginia Dept. Game and Inland Fisheries, “Genetic biodiversity assessment of the blackbanded sunfish, *Enneacanthus chaetodon*, an endangered species in Virginia, Phase II.” Brown and Epifanio (Co-PIs). 2001, \$8K.

VCU Grant in Aid. “Construction of a microsatellite DNA library for study of bluegill sunfish (*Lepomis macrochirus*; Family Centrarchidae) ecology and behavior.” Brown and Epifanio (Co-PIs). 2000, \$5K.

Illinois Natural History Survey, “Development of microsatellites for three centrarchid fish species.” Epifanio and Brown (Co-PIs). 1999-2000, \$5K.

Virginia Dept. Game and Inland Fisheries, “Genetic biodiversity assessment of the blackbanded sunfish, *Enneacanthus chaetodon*, an endangered species in Virginia, Phase I.” Brown and Epifanio (Co-PIs). 1999, \$25K.

National Oceanographic and Atmospheric Administration (ECOHAB), “Occurrence of free-living pathogenic amoebae in tidal tributaries of Chesapeake Bay.” Webb, Brown, Garman and McIninch (Co-PIs). 1998-1999, \$54K.

Virginia Department of Environmental Quality, “Prevalence of pathogenic amoebae in James River.” Webb, Brown, Garman and McIninch (Co-PIs). 1998, \$5K.

National Oceanographic and Atmospheric Administration (S-K Program), “Assessing conservation success in restoration of James River and ocean run American shad.” Brown (PI) with Epifanio, Travelstead, and Gunter (Co-PIs) 1997-1999, \$164K.

Virginia Department of Environmental Quality (originating source NOAA), “Field testing of disease resistant eastern oysters in Chesapeake Bay.” Brown (PI), Butt and Wesson 1996-1997, \$44K.

Hudson River Foundation. “Mixed-stock analysis of American shad in New Jersey's coastal intercept fishery.” Brown, PI 1994-1996, \$63K.

Virginia Dept. Game and Inland Fisheries, “Ploidy analysis of stocked and escapee grass carp in Virginia.” Va. Dept. Game and Inland Fisheries. Brown, PI 1994, \$2K.

Virginia Dept. Game and Inland Fisheries, “Genetic analysis of Meherrin River American shad.” PI, 1994, \$2.5K

VCU Grants in Aid, “A comparison of population-level variation among five molecular and biochemical techniques.” 1993-1994, \$7K.

Virginia Marine Resources Commission, “Mixed-stock analysis of American shad in Virginia's and Maryland's coastal intercept fisheries.” PI, 1992-1994, \$384K.

North Carolina Sea Grant, “Field performance evaluation of various pre-domestic strains of American oyster, *Crassostrea virginica* in North Carolina.” PI, 1991, \$2K.

Chesapeake Bay Commission, “Genetic analysis of American shad entering Chesapeake Bay.” Brown (PI) and Chapman, 1991-1992. \$31K.

Atlantic States Marine Fisheries Commission, “Genetic analysis of additional Atlantic coast populations of American shad, *Alosa sapidissima*.” Brown (Co-PI) and Chapman (PI) 1991, \$6K.

National Marine Fisheries Service, “Genetic analysis of captive populations of *Acartia tonsa* used for toxicity bioassays.” PI, 1991, \$2K.

Maryland Dept. Natural Resources. “Synthetic population study of a mixed population model analysis for American shad, *Alosa sapidissima*.” Brown (Co-PI) and Chapman (PI), 1990-1991, \$5K.

USFWS. “Preliminary molecular genetic analysis for stock identification of shortnose sturgeon, *Acipenser brevirostrum*: Methods development.” PI, 1990, \$0.6K.

Maryland Dept. Natural Resources. “Genetic investigation of the resurgence of American shad populations, *Alosa sapidissima*, in the Susquehanna River.” Brown (Co-PI) and Chapman (PI) 1989-1991, \$94K.

Chesapeake Bay Institute. “Mitochondrial DNA analysis of native and selectively inbred Chesapeake Bay oysters, *Crassostrea virginica*.” Brown (PI) and Paynter (Co-PI) 1989-1990, \$2K.

Virginia Sea Grant. “Restriction enzyme screening and phylogenetic relatedness in hard shell clams, genus *Mercenaria*.” Brown (Co-PI) and Wolfinbarger (PI), 1987-1988, \$32K.

Virginia Sea Grant Discretionary Fund, “MtDNA Program Development.” Brown (Co-PI) and Wolfinbarger (PI) 1986, \$3K.

Service

International

2009-present Open Evolution Journal Editorial Advisory Board Member

1995-2001 WAS (World Aquaculture Society)

Vice-President of WAS 1999-2000

Treasurer of WAS 1996-1999

Secretary / Treasurer of the US Chapter of WAS 1994-1996

Co-chair, Steering Committee for the 1997 WAS Annual Meeting, Seattle, WA

Editor of the US Chapter Newsletter 1995-2001

1997-2000 SPACC: Genetics Workgroup (Small Pelagic Fish and Climate Change) Member

1997-2001 CGIAR (FAO Consultative Group on International Agricultural Research) Member

National

1996-2004 MAFAC (Marine Fisheries Advisory Committee) Member

1990-1994 ASMFC (Atlantic States Marine Fisheries Commission)

Commissioner 1990 -1994

Vice-Chair 1993-1994

1996-present Ad-Hoc Panel on the Introduction of Non-Indigenous Oyster Species Member

2002 Conference **Co-Chair**, Ecosystem-based Approach to Fisheries Management.
Annapolis, MD

2000 Conference **Chair**, Aquaculture America 2000, New Orleans, LA

State

1994-present Virginia Aquaculture Technical Committee

1992-1994 Virginia Aquaculture Advisory Board (**Co-chair**)

Local

2007-present Patrick Henry School of Science and Arts (**VP Education** for Charter School)

1994-present Virginia Aquaculture Technical Committee

University Committees

1999-2000 Service Task Force

1999 Task force on scientific and mathematical preparations of prospective elementary school teachers

1999-2002 Student Computer Initiative (SCI) Training Issues Workgroup

1997-2000 Undergraduate Science Curriculum Committee

College Committees

- 2006-2007 H&S General Education Steering Committee
Chair, Science & Technology Subcommittee 2006-2007
- 2006-2007 H&S Undergraduate Academic Committee, **Chair** 2008-2009
- 1997-2003 Center for Environmental Studies Advisory Committee
- 1999-2002 College Promotion and Tenure Committee
- 1995-1996 Social Environment Committee

Departmental Committees

- 2008-present Executive Committee of the Department of Biology, Member
- 2008-2009 Maria Rivera 3rd Year Review Committee, **Chair**
- 2008 Tracy Dawson Cruz Promotion and Tenure Committee, **Chair**
- 2007-2008 Wan-Ling Chiu 3rd Year Review Committee, **Chair**
- 2006-2007 Rodney Dyer 3rd Year Review Committee
- 2005-2006 Microbial Ecologist Search Committee, **Chair**
- 2003-2004 Population Geneticist Search Committee
- 2002-2003 Karen Kester Promotion and Tenure Committee
- 2000-2001 Invertebrate Zoologist Search Committee, **Chair**
- 1999-2008 Undergraduate Curriculum Committee, **Chair** 2007-present
- 1996-1997 Ecologist Search Committee
- 1995-1996 Plant Geneticist Search Committee
- 1994 Recitation / Biology Instructor Search Committee
- 1992-1999 Graduate Affairs Committee (also 2004-2005)
- 1992-2009 46 Thesis/Dissertation committees (9 outside the Dept. of Biology / University)

Proposal Reviewer for Panels and Agencies

- National Science Foundation IGERT
- Czech Science Foundation
- Oregon Sea Grant
- Maryland Sea Grant
- North Carolina Sea Grant College
- US Dept. of Agriculture, SBIR
- US Dept. of Agriculture, Animal Genome and Genetic Mechanism
- US Dept. of Commerce, NOAA National Marine Fisheries Service MARFIN Program
- Jeffress Memorial Trust
- Virginia Marine Resources Commission

Reviewer for the Following Journals

- | | |
|--|--|
| <i>Aquaculture Research</i> | <i>Journal of Fish Biology</i> |
| <i>Aquatic Living Resources</i> | <i>J. of the World Aquaculture Society</i> |
| <i>Biological Conservation</i> | <i>Molecular Ecology</i> |
| <i>Can. J. Fisheries and Aquat. Sciences</i> | <i>N. Amer. J. of Fisheries Management</i> |
| <i>Estuaries</i> | <i>Open Evolution</i> |
| <i>Genetica</i> | <i>Trans. of the Amer. Fisheries Society</i> |
| <i>Journal of Applied Aquaculture</i> | <i>Virginia Journal of Science</i> |

M. SUSAN MARTIN

(b)(6)

(b)(6)

W/804-484-8369; (b)(6)

SUMMARY OF PROFESSIONAL EXPERIENCE

Twenty years of progressively responsible experience in the areas of auditing, financial reporting, business planning, comprehensive financial analysis, training, and procurement. Strong interpersonal experience with multiple levels of Company personnel, as well as outside agents and suppliers. Have undertaken investigative and problem solving assignments which resulted in significant claims and recovery, in addition to improved company procedures. Performed financial analysis in manufacturing, service industries and logistics environments. Have conducted numerous Requests for Proposals, to include in-depth analysis and complicated contract negotiations for multi-million dollar contracts. Focus on controlling costs while maintaining standards, and contract compliance. Proficient with SAP – versions 4.5, 4.6 and 4.7. Proficient with Excel, Word and PowerPoint.

WORK-RECORD ANALYSIS

Altria Client Services/Philip Morris USA, Richmond, VA.

Purchasing Specialist

2/07 to present

Responsible for developing purchasing strategies that meet and exceed business customers needs at the best cost. Work with business clients to fully develop scope of work documentation. Lead bid teams in all aspects of purchasing strategy. Conduct benchmarking analysis in preparing purchasing strategies.

Sr. Financial Decision Support Analyst

7/99 to 2/07

(Logistics) Responsible for transportation and warehousing detailed monthly reporting and budget administration to include comprehensive written analysis. Perform lease vs. buy analysis for both company and supplier decisions. Provide financial support for RFPs and bid award decisions. Assess and work to improve contract compliance for warehousing and transportation providers. Provide financial decision support to Logistics in all areas, including supplier management.

(Manufacturing) Responsible for Manufacturing Center production planning, fixed budget administration, ad hoc analysis and reporting. Provide decision support including reviews of capital spending requests. Conduct SAP training classes for Finance and Operations personnel.

Financial Analyst in Financial Controls

7/97 to 7/99

Perform financial audits of company operations and contract compliance audits of company suppliers. Lead investigations, identify, summarize complex audit findings, and complete comprehensive data analysis. Work to enhance business practices through analysis of contracts and supplier relationships. Financial controls and fiduciary review of factory operations processes including purchasing, cash disbursements and inventories.

This End Up Furniture Company, Richmond, VA

12/94 to 7/97

Assistant Controller; Budget Analyst

Responsible for financial reporting, business plan preparation and store pro-forma analysis. Supervise and coordinate month-end closings, general ledger and accounts payable departments.

Resource Opportunities, Inc., Glen Allen, VA

12/93 to 12/94

Controller

Responsible for annual business planning, monthly financial statement preparation/ accuracy/ analysis for company, including field operations. Supervise accounting department staff. Oversee corporate fixed asset management project.

Lawyers Title Insurance Corp. (now LandAmerica)

2/91 – 12/93

Senior Auditor

Perform due diligence audits for corporate acquisitions, operational audits of company branches and agencies, including defalcation investigations. Assist external auditors in annual audits of pension plans. Supervise staff on audit engagements. Responsible for written audit reports and responses. Travel 40%.

G.D Package Machinery Inc., Richmond, VA

8/89 – 2/91

Staff Accountant

EDUCATION AND PROFESSIONAL CERTIFICATIONS

Virginia Tech, Blacksburg, VA

Bachelor of Science, Accounting – June 1989

CPA – 1992

Member, Virginia Society of CPAs

VOLUNTEER ACTIVITIES

Current - Vice President of Finance – Patrick Henry School of Science & Arts, a Richmond VA non-profit organization

Previous – Big Brothers-Big Sisters of Richmond, VA; Mentor for JuMP (Juvenile Mentoring Project) at the Hanover Juvenile Correctional Center; SCAN (Stop Child Abuse Now), Richmond VA; Meals on Wheels of Greater Richmond

CAREER SUMMARY

- Over 15 years of technical and business experience designing and implementing business solutions across numerous markets including finance, retail, insurance, healthcare and telecommunications.
- Over 10 years of consulting experience providing professional knowledge and skills to a range of start-up to Fortune 500 clients.
- Formal education in computer engineering with a focus on software design and development methodologies and a specialization in human computer interface design and information architecture.
- Successful lifecycle management of technical consulting teams providing budget, resource and client relationship management.
- Strong business communications and planning skills honed through years of experience serving as a bridge between business and technical teams.

EXPERIENCE

iflection! Innovation Group, Inc., Richmond, Virginia (December 2006 - Present)

President/Founder, Sr. Consultant

- Managing president of self-owned information technology consulting business.
- Provides software design, information architecture, and user experience expertise to a number of private and public sector clients.
- Specialization in designing and developing business process-integrated software systems for the centralizing of digital business assets and surfacing of said assets through web-based rich-client interfaces.
- Clients have included Harrah's Casinos, NASD/FINRA Market Regulation Group, Virginia Commonwealth University Womens' Health Program, and The Virginia Workers' Compensation Commission.

CapTech Ventures, Inc., Richmond, Virginia (February 2002 - December 2006)

Sr. Consultant, Systems Architect

- Served in multiple roles as a information technology consultant with a focus on emerging business systems design and implementation for CapTech Ventures' clients.
- As an Enterprise System Architect served to aid in the business-encompassing design of multi-tiered, database/mainframe backed business systems based on Java Enterprise Edition frameworks.
- As an Enterprise Portal Developer provided a combination of web-based user interface development skills, JavaEE framework integration skills and enterprise portal design expertise.
- As an Information Architect worked with business clients to engage in comprehensive business information studies, user experience assessments and knowledge-domain analysis towards the design of enterprise portals, knowledge management systems and business domain-specific applications that were properly aligned to the given user domain and business environment.
- Managed small teams of systems developers, analysts and architects towards the successful design, implementation and deployment of client business systems.
- Clients included Anthem Blue Cross/Blue Shield Insurance, Campbell's Soup Company, Shenandoah Life Insurance Company, Atlantic Capital Management, LLC., The Federal Reserve Bank of Richmond, The Federal Reserve Bank of St. Louis, and Circuit City Corporation.

Überbabe Media, Inc., San Francisco, CA (January 2000 - December 2001)

Technical Director, Systems Analyst

- Designed and developed several brand-driven web properties for Überbabe Media's business website and sub-property websites (Digital Mogul, MogulWars, and Überbabe Entertainment).
-

- Designed and developed a content management framework for publishing bi-weekly newsletters and quarterly industry reports for Überbabe Media's electronic media research group.
- Managed the day-to-day operations of an information technology infrastructure for a SOHO environment with remotely hosted web and application services.
- Actively contributed to business planning and operational support for entertainment property holding business and its subsidiary business groups.

EDUCATION

Rensselaer Polytechnic Institute, Troy, NY

1992-1997

- BS, Computer Systems Engineering, Concentration in Human Factors & Cognitive Science
 - MS, Computer Science (incomplete)
 - President, Psi Upsilon Fraternity (1996)
-

Richard G. Day

(b)(6)

P r o f e s s i o n a l E x p e r i e n c e

Wells Fargo Home Mortgage, Richmond, Virginia
Renovation Mortgage Consultant

December 2003 to present

Originate and fund renovation loans under FHA, Conventional and Jumbo programs. Focus solely on renovation lending, to maximize public awareness to meet our vision to harness solutions for utilizing existing, historic, unique, and distressed homes and neighborhoods.

Wells Fargo Home Mortgage, Richmond, Virginia
Regional Renovation Production Manager

December 1997 to 2003

Oversee and coach Renovation Specialists in Southern Virginia, Tennessee and Mississippi. Coordinate marketing plan for renovation loan products. Grow program volume through recruiting, training, and mentoring.

Irwin Mortgage Corporation, Towson, Maryland
Loan Officer

February, 1991 to December 1997

Originate and oversee pipeline of residential mortgages, including FHA, VA, FNMA, FHLMC, and B, C, D, products from brokers. Specialized in FHA 203K loans.

Dominion Mortgage Corporation, Towson, Maryland
Loan Officer

December, 1989 to January, 1991

Marketed Conventional, FHA, and VA loan products directly to real estate agents.

Activities - Instructor: Teach continuing education classes on Renovation Financing in 4 states plus D.C.. **Speaker:** Conduct seminars on Financing for Housing in Need of Rehabilitation in Richmond. Frequently speak at other events such as the Virginia Governors Housing Conference, Housing U.S.A., HUD M & M contractor events, and others. Conduct first time home-buyers seminars through similar agencies and on my own.

Affiliations - Richmond Association of Realtors 1998 to present; **ACORN (Alliance to Conserve Old Richmond Neighborhoods)** 1999 to present; **Historic Petersburg Foundation** 2000 to present; **Central Virginia N.A.R.I.** 2004 to present; **Virginia Sustainable Building Network** 2004 to present; **REOMAC** 2006 to present.

References available upon request.

Susanna Klein Teaching Experience

Virginia Commonwealth University, Asst. Professor of Violin Coordinator of String area, director of Summer Strings Camp (grades 6-12)	08-present
Virginia Commonwealth University, adjunct Duties: Individual violin lessons	05 – present
University of Richmond, adjunct Duties: Individual Violin lessons	05 – present
Private Studio, all ages	95 – 07
Richmond Symphony Quartet/Education in the Schools Duties: “kiddie shows” educational programs for all ages, Design and oversee repertoire, masterclasses, sectionals	02 – present
Richmond Symphony Youth Orchestra Coachings. Duties: sectionals, coachings	00- present
Up Close and Musical Ensemble, Denver Duties: perform in the Denver Metro Public Schools	01/02
Richmond Symphony Summer Camp & Combined RSO and Richmond Public School Camp Duties: sectionals, audition prep class, coaching Chambermusic, masterclasses	00, 01, 04- present
St. Catherine’s School Duties: Private lessons, educational performances	99-01
Governor’s School of Virginia Summer Program Duties: assign and coach chambermusic, masterclasses, oversee Guest artists, teach humanities course “Art and Censorship”	02
Boston Youth Symphony and summer camp Duties: chamber music coachings, sectionals, dorm duties, Private lessons, group lessons	95 – 97

Kelly York Bulbulkaya

(b)(6)

Professional Mission:

- Provide resources and materials to enhance the curriculum through collaborative planning with teachers
- Teach students research skills so they become self-sufficient, life-time learners
- Promote the love of reading by sharing rich, inviting literature

Work Experience:

Library Media Specialist, 2002-2006
Maude Trevvett Elementary School
Henrico County, Virginia

Library Media Specialist, 1999-2002
Oak Grove Elementary School, 2001 National Blue Ribbon Recipient
DeKalb County, Georgia

Second/Third Grade Teacher, 1996-1999
Marbut Traditional Theme School
DeKalb County, Georgia

Second/Third Grade Teacher, 1990-1996
Redan Elementary School
DeKalb County, Georgia

Responsibilities:

Leadership Team Member

- Curriculum Writing Team
- Computer Contact
- Web Master
- Specialist Team Chair
- Student Mentor
- Reading Bowl Coach
- Accelerated Reader Administrator

Education:

Gifted Endorsement
DeKalb Staff Development, 2000-2001

Library Media Specialist Add-On
Georgia State University, 1998-1999

Masters of Education
Mercer University, 1992-1994

Bachelor of Arts
Mercer University, 1986-1990

Tyron Kasimu Bey

(b)(6)

Education

Bachelors of Arts in Political Science May 2007

Virginia State University Petersburg, VA

Seeking Masters in Urban Planning & Development

Virginia Commonwealth University

Related Coursework:

Urban Problems, State & Local Government, Affordable Housing Internship, Summer Research for the Commonwealth Attorney's Office of the City of Petersburg

Summary of Qualifications:

- Effective in community advocacy for affordable housing
- Strong Counselor for youth, able to motivate and steer youth into positive arenas to achieve their life goals
- Proficient in research and data collection for education programs
- Effective and result driven grants writer and administrator
- Experienced in Gang Prevention and Outreach grants
- Excellent facilitator, able to convey lessons with various types of media
- Proficient in lending programs designed to assist homeowners keep their homes
- Tireless community organizer for issues which effect low to moderate income families
- Coordinate with city planning commission on future development projects
- Brilliantly conveys the mission and vision of community residents
- Dynamic presenter, using various media to convey project objectives
- Skilled in acquiring funding for high risk development projects

Computer Skills

Proficient in the Microsoft Office Suite of Programs (Word, Outlook, PowerPoint, Microsoft Excel), Proficient Statistical Package for the Social Sciences

Work Experience

SunTrust Mortgage/ Kelly Services, *Mortgage Counselor*, February 2008 - Present

- Gather initial analysis to determine which program will benefit the customer to keep them out of foreclosure
- Authorize and construct repayment plans with customers which help the mortgage company collect on outstanding debts
- Negotiate payments which help customers stay in their homes
- Implement Fannie Mae, Freddie Mac, Federal Housing Administration (FHA), and Veterans Administration guidelines on home mortgages
- Determine clients eligibility for various Loss Mitigation initiatives which assist in home retention
- Counsel clients on avenues to help strengthen their credit ratings and reports for future home or business loan approval

Brown Martin P.C./ Southside Community Development Corporation, *Real Estate Development Intern*, August 2005- December 2007

- Compete for various affordable housing and community development grants
- Coordinate with City officials for proper zoning of development projects
- Implement development Performa for various development ranging residential to mix use
- Develop request for proposals to be viewed by municipal agencies

Boys & Girls Clubs of Metro Richmond, *Teen Director*, August 2002- May 2007

- Manage teen and gang outreach program in high risk communities
- Supervise Camp Class Action, an overnight gang prevention program with the Attorney General's Office of Virginia
- Director of Camp Little Hawk, An overnight outdoor camp program for youth ages 9-12 years old

- Keystone Club Advisor, The Keystone Club is the Boys & Girls Clubs Premier Teen Programs. My efforts allowed my group to receive Gold Level Ranking, a status that less than 15% of Keystone Clubs achieve
- Supervise Virginia State University Work Study Program
- Responsible for acquiring \$60,000 in grant funds for the development of teen programs
- Awarded Employee of the Year Award for excellent youth programming in at-risk communities
- Coordinate the Community Development Block Grant initiative for Boys & Girls Clubs in Chesterfield Schools

United States Air Force 96th Services Squadron, Assistant Sports Director, March 1998- August 2002

- Supervise personnel assigned to the Base Sports Program
- Coordinate travel arrangements for Base Sports Teams
- Implement the Base Intramural Sports Program with an operating budget of 50k and serving a base populace of 250,000 Service Members
- Manage the base Varsity Sports Program with an operating budget of 150k
- Coordinate the “My First Tri” Triathlon serving over 500 participants
- Coordinate the “Gate to Gate” Marathon, serving over 4000 participants

Committee and Community Membership

- Gilpin-Jackson Center Board of Directors
- Urban Land Institute Young Leaders Members
- Greater Richmond Transportation Citizen Advisory Board Member
- Greater Richmond Urban League Young Professionals Member
- Carver Area Civic Improvement League Member
- NAACP of Richmond Affordable Housing Committee Member
- Richmonders Involved with Strengthening our Communities

References:

Provided upon request

KRISTA SIMMERMAN

(b)(6)

OBJECTIVE:

Utilize experience in pharmaceutical sales to convey past successes to future accomplishments in the field of veterinary sales.

EXPERIENCE:

SANOFI-AVENTIS PHARMACEUTICALS

Executive Sales Professional

Richmond, Virginia March 2000 – present.

- Quarter 3 2005 - 104% of goal attainment
- Promoted April 2005 from senior sales professional to executive sales professional
- Promoted March 2003 from sales professional to senior sales professional
- Headline article for volume 1, issue 1 of regional newsletter January 2003
- Quarter 3 2002 – ranked regionally in top 25 for achievement of sales goals
- Division trainer for 2002 requiring training of all new representatives hired

BON SECOUR-VIRGINIA HEALTHSOURCE

Physician Office Manager

Village Medical Associates/Ironbridge Family Practice

Richmond, Virginia May 1995 – March 2000.

- Forecasted and realized 10% reduction in budget expenses for fiscal year 1998
- Attained 100% retention rate on new hires for 1998
- Streamlined purchasing contracts to one vendor resulting in 20% savings on high volume medical supplies
- Instituted measures to enhance monthly revenue by 5% for fiscal year 1999
- Developed strategic planning process for renegotiating managed care contracts in 1999 driving a 5-8% increase in capitation rates

SCOTT WOOGEN, M.D., P.C.

Physician Office Manager

Richmond, Virginia April 1992- May 1995.

- Implemented marketing plan to raise awareness of new physician and increase revenue by 100%
- Instituted initial protocols and policies for start up practice
- Increased accounts receivable collection rate by 30%
- Aided physician with day to day efforts of new practice including all bookkeeping, scheduling and employee management
- Maintained all physician provider numbers and hospital privileges

VIRGINIA HEALTH SCREENINGS: (a subsidiary of Village Medical Associates, Inc.)

Marketing Director

Richmond, Virginia December 1990 – December 1992.

- Strategized & implemented marketing plans to corporations, small businesses and the public
- Drove immediate profitability by selling health screening services
- Managed the scheduled fairs, technicians, equipment, supplies, and clients

EDUCATION:

VIRGINIA COMMONWEALTH UNIVERSITY, Richmond, Virginia.
Bachelor of Science, December 1994.

J. SARGEANT REYNOLDS COMMUNITY COLLEGE, Richmond, Virginia.
Business Management Fundamentals, April – May 1997.

UNIVERSITY OF RICHMOND, Richmond, Virginia.
Leadership Conference, June 1997.

REFERENCES:

Available upon request

KRISTEN LARSON

(b)(6)

PROFESSIONAL EXPERIENCE

Rubber Manufacturers Association (RMA)

Washington, D.C.

Communications Manager

June 2002 to May 2005

Worked closely with head of department to plan and execute a consumer tire safety campaign with a budget of \$1 million. Managed the production of the RMA quarterly newsletter. Wrote and edited press releases and newsletters articles. Organized various marketing projects including: Promotional CDs, brochures and promotional materials. Spearheaded the construction of a new website and managed the day-to-day updates (www.rma.org). Planned trade show participation and consumer awareness events.

America Online

Dulles, Virginia

Communications Coordinator

October 2001 to June 2002

Managed and wrote a bi-weekly newsletter for distribution to all retail partners. Created partner communications and support materials including letters and brochures. Coordinated partner mailings, electronic communications (email and web) and internal to external communications. Managed the AOL partner-exclusive website, Partner Central. Solicited, developed and edited content for the site and new area builds.

Alliance for Telecommunications Industry Solutions

Washington, D.C.

Business Development Specialist

March 2000 to October 2001

Managed the online ATIS Document Center (www.atis.org). Managed relationships with outside fulfillment house and web company to enhance website and customer service. Managed marketing plan for the Center, which included a unique logo, universal document covers, printed catalog, brochures, advertisements, and collates. Handled all customer technical problems and unusual requests. Reviewed and tracked all sales reports. Coordinated finances of the Center with accounting department. Coordinated all national trade shows with outside vendors. Managed booth and sign creation with graphic designers, printers and booth designers. Managed on-site logistical details and represented organization at shows. Responsible for the coordination of all ATIS-sponsored education programs. Coordinated brochure text and artwork, managed mass mailings, and organized speakers.

Marketing/Public Relations Assistant

April 1999 to February 2000

Wrote press releases and copy for promotional materials. Maintained main ATIS website, including site layout, graphics, and content. Coordinated all press events and top-level meetings. Represented organization at national trade show. Managed ATIS membership lists. Coordinated with designers and printers to create and produce newsletters, brochures, signs, stationery, awards, and gifts.

National Academy of Sciences

Washington, D.C.

Media Relations Assistant

September 1997 to April 1999

Office of News and Public Information

Communicated with local and national reporters and the general public about the Academy and its scientific reports. Assisted with both high- and low-profile report releases, including press conference organization, press release dissemination and website postings. Coordinated the training and upkeep of a reporter database. Found and compiled daily press clippings of the Academy. Assisted with the dissemination of Proceedings of the National Academy of Sciences, a bi-weekly scientific journal. Responsible for releasing embargoed materials to reporters.

EDUCATION

Syracuse University

Syracuse, N.Y.

September 1992 to May 1996

B.S. Degree in Newspaper Journalism, minor in History at S.I. Newhouse

School of Public Communications

SKILLS

Experienced with HTML, Dreamweaver, Microsoft Word, Microsoft Excel, Microsoft Access.

Familiar with Adobe Photoshop.

Barry A. Simmerman

(b)(6)

Experience

WACHOVIA BANK (and predecessors)

1988-present

CORPORATE REAL ESTATE / FINANCIAL MANAGEMENT DIVISION

Regional Construction Manager, Mid-Atlantic Region, Wachovia Bank, N.A. Corporate Real Estate Department, Richmond, VA (2003-Present)

Responsibilities include new branch construction management as part of the Denovo Initiative. This entails start to finish ownership in all areas from due diligence to closeout with accountability for timely delivery within the approved budgets.

Successfully completed 30 plus denovo, strategic relocations and 2 for 1 consolidations since the initiatives inception with similar numbers slated for future years in Virginia, Maryland and Washington, DC.

Senior Portfolio Manager, Mid Atlantic Region, Wachovia Bank, N.A. (post First Union merger) CRE, Richmond, VA (2001-2003)

Full ownership of a 52 branch region in the areas of project, property and transaction management. Merger integration role as part of blending two departments and carrying out the mission of the new organization. Lead role in the Mid-Atlantic Region retail merger consolidation effort in areas such as feasibility assessment, overall cost estimating, organizing and distributing project workload, management updates, vendor selection/management and Capital Committee reporting for the global project. Managed several individual projects within the assigned portfolio. Assisted the Regional Manager with retail related matters such as reorganization to the current retail portfolio model, corporate communications and merger strategy meetings.

Senior Project / Facilities Manager—Virginia, Richmond, VA: (2001) Managed all aspects of property / project management for bank's real estate in Virginia, including regional headquarter buildings, operation centers, retail branches, and ATM network. Oversaw an annual administrative budget of \$875,000 and annual capital expenditures of \$4.75 million. Provided leadership to six project managers and indirectly to seven staff members. Met challenge of expanded supervisory responsibility and management of multiple functions.

Senior Project Manager—Virginia, Richmond, VA (1998-2001): Led retail project management team. Managed new construction, renovations, dispositions, and ATM installations for 200 branches and 260 ATM's in Virginia. Implemented corporate standards and worked closely with retail management to ensure that customer expectations were met.

Regional Project Manager, Central Fidelity National Bank, Roanoke, VA (1993-1998): Oversight of capital improvement projects, new branch construction, regional headquarters building management, branch maintenance supervision, and telecommunication functions. Region included 34 branches and three major buildings.

Regional Security / Maintenance Supervisor, Central Fidelity Bank, Roanoke, VA (1988-1993): Managed maintenance, telecommunications, and security functions for 24 branches.

Previous Experience:

Project Engineer, Creative Construction and Development Corporation, Roanoke, VA (1985-1988)

Responsibilities: Construction cost estimating for all divisions of the projects. Bidding, contract negotiations and full project management function for both "design-build" and competitively bid construction projects, specializing in \$300,000 to \$1,500,000 in costs.

Education / Professional Training

Bachelor of Science in Civil Engineering, Emphasis: Construction Management Virginia Polytechnic and State University, Blacksburg, VA

1985

- **Professional training includes** Principals of Real Estate / Currently Licensed Sales Person in State of Virginia; In-House Training Courses such as Performance Management, Coaching, Managing Diversity, Problem Solving, and Influencing with Integrity. Computer based skills: Microsoft Project, Word, Excel, and Lotus Notes. Basic knowledge of CADD.

Community Affiliations

Board Member: Big Brothers Big Sisters Services, Inc., Richmond Chapter, (1999 – 2004)

Committee Member: Richmond Ballet, Fundraising and Special Events, (2005 – Present)

Additional: While living in Roanoke, was Founder and President of First Fridays at Five, Inc.; Board Member / Treasurer of The Arts Council of the Blue Ridge; Fundraising / Special Events Consultant for West End Community Center; and a Committee Member of the Chamber of Commerce.

M. Victoria Schnettler

(b)(6)

(b)(6)

victoria@linguisticarts.com

EXPERIENCE

Richmond Public Schools – Richmond, Virginia

Spanish Teacher, August 2009 – present

Full Time

- Preparing lesson plans for Spanish high school classes
- Teaching using a variety of methods to match personal learning styles
- Assessing, grading and recording student progress
- Researching and implementing teaching techniques to enhance learning

Linguistic Arts – Richmond, Virginia

Founder, President & Principal Linguist, November 2005 - present

Full Time – Part Time

- Creating an innovative, copyrighted methodology for accent reduction
- Developing a presentation skills curriculum for the business environment
- Using NLP- related practices to provide corporations with linguistic style analysis for employees and teams
- Giving trainings, presentations, and one-on-one lessons in the above-mentioned areas
- All administrative and management responsibilities of business ownership
- Training linguists and ESL professionals in accent modification
- Managing teaching contractors and scheduling clientele

Richmond Public Schools – Richmond, Virginia

Spanish Teacher, August 2001 – December 2003

Full Time

- Preparing lesson plans for Spanish high school classes
- Teaching using a variety of methods to match personal learning styles
- Assessing, grading and recording student progress
- Researching and implementing teaching techniques to enhance learning
- Managing after-school activities and sponsorships

Strategia International – Richmond, Virginia

Consultant - English Language Teacher, November 2000 – August 2005

Part Time

- Preparing lesson plans for non English speakers and refugees
- Curtailing lessons to match rigors of business practices in America
- Researching native languages of non English speakers
- Teaching in home from beginning to advanced ESL students
- Editing papers and homework of ESL students
- Providing literacy materials and instruction for non literate students

INSIDE BUSINESS Magazine – Richmond, Virginia

Research Editor, February 2000 – August 2003

Full Time

- Supervising and training assistant research editor
- Managing and organizing weekly lists and annual Book of Lists project
- Researching national and local business for stories and lists
- Project managing integration of ASP databases with company Web site
- Creating and maintaining Access databases for lists, future Web development and public records.
- Performing and administering previous tasks as writer/editorial assistant

INSIDE BUSINESS Magazine – Richmond, Virginia

Writer/Editorial Assistant, February 1999 – February 2000

Full Time

- Investigated local business news and politics
- Conducted interviews via telephone and in-field access
- Researched companies for table-formatted listing
- Wrote business editorials and stories
- Copyedited and proofread business stories

MotherCare Postpartum Inc. – Richmond, Virginia
Vice chairwoman/Co-Founder, October 1998 – present
Volunteer – Part Time

- Creating community programs for young mothers
- Volunteer coordination & training for in-field service
- Writing for grants and marketing materials
- Overseeing general administration

Refugee and Immigration Services (Catholic Diocese) – Richmond, Virginia
Teacher of English as a Second Language (ESL), January 1998 – June 1999
Volunteer – Part Time

- Prepared lesson plans for non English speakers and refugees
- Researched native languages of non English speakers
- Taught in home and classroom from beginning to advanced ESL students
- Edited papers and homework of ESL students
- Provided literacy materials and instruction for non literate students

South Richmond Health Center – Richmond, Virginia
Medical Translator in Pediatrics and Women’s Health, January 1998 – May 1998
Internship (VCU) – Part Time

- Translated English/ Spanish for medical personnel and patients
- Assisted Spanish speaking patients with Medicare issues and forms
- Arranged appointments for Spanish speaking patients
- Translated written medical documents and pamphlets (Spanish)

Survey Research Laboratory - VCU - Richmond, Virginia
Assistant Supervisor of Special Projects, May 1997 – September 1997
Full and part-time

- Translated and edited Spanish Health Survey for *the Centers for Disease Control and Virginia Health Department*
- Coordinated and supervised all surveys and activities involving Spanish translation and communication
- Hired and trained Spanish translators for Survey Research Laboratory
- Conducted bilingual telephone interviews with Virginia residents

EDUCATION

Five-year Collegiate Virginia Teaching Certification
University of Virginia, Continuing Education, Master’s Education Training, **Alternative Licensure Program for Professionals, Foreign Languages (2000)**
Bachelor of General Studies in **American Indigenous Cultures and Linguistics**
Bachelor of Arts Equivalency in **Spanish**
Teaching English as a Second Language Program Fulfillment
Graduated Cum Laude in May 1998
Virginia Commonwealth University, Richmond, Virginia

LANGUAGES

Neurolinguistic Programming Communication Styles Consulting
Academic Study: Spanish, Swahili, Mandarin
Psycholinguistic Study: Kachiquel, Yucatecan, Quechua, Quiche
Transformational Grammars: application to languages & holistic foreign language teaching
Phonetics & Phonology: evolution of sounds & their roles with cultural/religious traditions

VOLUNTEER

Richmond City Public Schools, Volunteer Educator, Open High School
Patrick Henry Charter School, Chairwoman Grants Committee
Patrick Henry Charter School Planning Committee, Member
Speech Writer, Patrick Henry Charter Initiative & Partnership for Neighborhood Schools
Communication Consulting, C3
Speaker, Science Museum of Virginia

REFERENCES

Available upon request

ANTIONE M. GREEN

(b)(6)

Community Involvement

- 2006 – Elected President of the Richmond Crusade for Voters, as the youngest (age 27) in Richmond Crusade for Voters' history
- As President of the Crusade for Voters, maintain a strong advocacy for greater voter empowerment in the Metro Richmond area and strengthen the Crusade's legacy by increasing membership.
- 2004 – Elected 1st Vice-President of the Richmond Crusade for Voters
- 2008 – Present
- Board member and chairman of Government Relations Committee of Richmond's first charter school, Patrick Henry School of Science and Arts
- Member, Richmond City Democratic Committee

Work Experience

- Present – Workforce Trainer for SEC Solutions
- Previous - Realtor for Long and Foster

Virginia Legislative Experience

- Legislative Aid to Delegate Joseph D. Morrissey
- Interned for Delegate John O'Bannon and Senate Majority Leader Walter Stosch

Education

- Currently attending Virginia Commonwealth University; Degree in Government Relations expected December 2009

Other Interests

- Balanced with the responsibilities of work, community service and school, are interests including primarily family, reading history, political biographies and basketball.

Kelli Sexton

Work Experience

2006– 2008 *Capital One - Corporate Compliance*

Organizational Change Management Consultant

Worked as lead communication and change management consultant on a program to restructure the Compliance department's processes and infrastructure. Responsibilities included:

- Leading the design and development of key change management tools to successfully move both the Corporate Compliance personnel through the ADKAR change phases (awareness, desire, knowledge, acceptance, reinforcement).
- Developing and implementing several large awareness sessions (150+ people) to help key business offices understand the need for the change and the potential impacts to their lines of business.
- Consulted with Compliance executives to build the communications plan and strategy with the change assessments in mind, and setup the program to succeed.

2005– 2006 *Capital One - Supply Change Management*

Senior Program Manager

Managed the overall design and implementation of an enterprise wide system and process improvement effort for Capital One's Supply Chain department. This effort replaced 3 legacy systems and hundreds of excel spreadsheets, but the most important impact of the project was defining a consistent set of processes for the core procurement activities at Capital One: sourcing, contracting, and supplier management. Responsibilities included:

- Working as a liaison between the business and the vendor to create system business requirements and Capital One customizations.
- Managing the end-to-end development and implementation of the system including the oversight of 10 project sub-committees which included a team of over 30 people.
- Through deliberate mgmt of the various aspects of the project, the project was on time, within budget, despite increased scope: UK and other ancillary processes.

2004– 2005 *Capital One – Office of the CIO*

Knowledge Management Specialist

Partnered with IT and Human Resources to develop a strategy for capturing Intellectual Property of Capital One's departing associates. Responsibilities included:

- Developing a toolkit for managers to use to capture knowledge of departing associates.
- Collaborated with other business units to create underlying structure of Capital One's intellectual assets, including online knowledge base for warehousing data.

2003 – 2004 *Capital One – ITU/IT Document Management*

IT Infrastructure Specialist

Worked as an independent contractor to manage the taxonomy and organization of IT documentation throughout Capital One. Responsibilities included:

- Setting strategy for IT Document Management project team deliverables.
- Creating and editing IT Document Management project artifacts.
- Partnering with the Global Enterprise Document Management team to design and implement the enterprise-wide training program for the document management

discipline.

- Designing and delivering role-specific training solutions for IT's SDM 2.1 release.

2002 – 2003

Capital One - eEngineering

Training Analyst

As an independent contractor, partnered with the eEngineering training team to develop and deliver training solutions for the PeopleSoft T&E and Procurement systems. Additional responsibilities:

- Led the instructional design effort for web-based training delivered to a corporate-wide audience.
- Managed and collaborated with the technical vendor to design and develop web-based training.
- Collaborated with the eEngineering Change Management team to create role-specific training solutions and communication plans.

1997 - 2002

Capital One - Marketing & Analysis

Senior Trainer/Course Facilitator

Managed training projects for Capital One's Marketing and Analysis department. Additional responsibilities:

- Consulted with internal and external clients to conduct needs analysis, knowledge gap analysis, and conditions of satisfaction.
- Designed, developed, and trained soft skill and technical courses to Capital One's staff.
- Evaluated the effectiveness of the implemented solution through surveys, interviews, and analysis of performance data.
- Trained new associates on computer skills, customer service skills, and company policies and procedures.
- Mentored fellow trainers on effective facilitation skills, development of curriculum, and classroom management.

Related Skills/Professional Development

Professional Development Courses:

- Building Relationships (have attended and trained this course)
- Diversity Training
- Motivating and Developing Performers
- Giving and Receiving Effective Feedback (have attended and trained this course)
- University of Richmond's Train-the-Trainer Certification
- Process Mapping and Improvement

Additional Leadership Experience

Facilitator at Challenge Discovery, Doswell, Va.

- Led groups through experience-based team building programs.
- Taught challenge course technical and experiential learning skills through high and low ropes initiatives.
- Worked in an outdoor setting with a diverse client group including corporations, non-profit organizations, schools, and universities.

Katherine H. Shipherd

(b)(6)

Education: MBA, Drexel University, Philadelphia, PA 1985
BS Accounting, Stockton State College, Pomona, NJ 1981
Honors, Who's Who, Accounting Scholarship

Experience

5/08-Currently Bookkeeper for Edgar Allan Poe Museum. Part-time/10-12 hours per week. Report to Museum Treasurer.

12/08-3/09 Bookkeeper for Hickory Farms retail. Temporary job auditing end of year books after closing 35 stores open for the holiday season.

.11/07-1/09 Bookkeeper for 1-800-GOT-JUNK? 30 hours per week. Reported to District Manager.

1/07-1/08 Bookkeeper United Daughters of the Confederacy. Full-time. Responsible for AR, AP, payroll, financials. Reported to Executive Secretary and Finance Chairman.

11/04-2/06 Donor database management assistant for United Way of Santa Fe County, Santa Fe, NM part time. Responsible for maintaining, updating, new entries, assisting with report design and coordination with end user needs. 9000 donors in database. Reported to IS Director.

1/05-2/06 Accountant for Richard Robinson, CPA, Santa Fe, NM, part time. Updating client files, payroll and tax preparation for clients. Interfacing with clients and principal. Reported to principal.

8/04-12/04 Office management and accounting for small construction company, part time. Reported to owner. Temporary assignment.

12/03-7/04 Bookkeeper/HR-Benefits Director, SWAIA, Santa Fe, NM. Full charge bookkeeper and human resource director for organization. Responsible for AR, AP, Payroll, Insurance, Pension. Also performed, with others, function of office manager. Reported to Director.

5/02-9/03 Controller, Santo Domingo Tribe. Santo Domingo Pueblo, NM. Responsible for all Federal and State Program Funds. Insure compliance with agency regulations and reporting. A/P, Payroll and Pension verification and production. Interaction with all 22 program grant directors as well as Tribal Governor, Lt. Governor and other tribal officials. Monthly financials for programs. Staff of 6. Reported to Tribal Program Administrator and Tribal Governor.

Katherine H. Shipherd

Resume (2)

1/01-4/02 Business Manager, International Institute of Chinese Medicine, Santa Fe, NM campus. Responsible for all financial activity and records. Responsible for plant management, current and long range plans for development and improvement, ADA compliance. Responsible for security of school. Reported to Executive Director and Founder.

6/00-11/00 Bookkeeper, Passage Construction, Inc. Full charge A/P, A/R, payroll. Verification of supplies shipments with construction supervisors, verification of job and work coding, monthly financials including Work-in-progress. Reported to Office Manager and Owner. Temporary assignment.

11/99-5/00 Business Manager, All Faiths Receiving Home. Responsible for adaptation of new MIS system for financial recording and reporting of client activity. Audit of original MIS data input for confirmation and correction; design of operation and reporting systems for data gathering and reporting to financial officers; billing of charges to multiple vendors and grant agencies. Audit and verification of prior fiscal year figures. Reported to Director.

4/98-10/99 Accountant for Career Services for Persons with Disabilities. Responsible for all fiscal activities with agency. Financials, review and analysis of grants, training assistants. Reported to Assistant Director and Director of Agency.

11/96-4/98 Accountant for Albuquerque Job Corps. Responsible for A/P, payroll, training and supervision of two bookkeepers. Assisted financial supervisor with operations and reporting. Reported to CFO and Director.

3/92-7/96 Accounting Manager for six Tru-Value hardware stores in Boston, MA. Networked through a UNIX system based in Chicago. Responsible for all fiscal operations, banking and monthly financials for all stores. Reported to CFO.

9/88-3/92 Business Manager and HR/Benefits Director, Wetzel & Associates, Boston, MA. Responsible for all fiscal operations, budgeting, financials, payroll, job coding and grant reconciliation. Reported to partners.

6/86-7/88 Business Manager and HR/Benefits Director, Berkshire Country Day School, Lenox, MA. Responsible for all fiscal operations and reporting and plant operations and maintenance. Reported to Headmaster and Board of Trustees.

6/85-6/86 Business Manager and HR/Benefits Director, The Harvey School, Katonah, NY. Responsible for all fiscal operations and reporting, 100 acre physical plant including school facilities, gym, 8 faculty homes, two dorms, ice rink, 5 playing fields, kitchen and dining room. Reported monthly to Headmaster, quarterly to Board of Trustees. Implemented computerized accounting, budgeting and reporting systems.



Other Attachments

Proof of non-profit status

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

DEPARTMENT OF THE TREASURY

Date: **AUG 04 2009**

PATRICK HENRY SCHOOL OF SCIENCE AND
ARTS
C/O C. DE ARMENT, D. CARR, H. STARKE
TROUTMAN SANDERS LLP
1001 HAXALL POINT, P.O. BOX 1122
RICHMOND, VA 23218-1122

Employer Identification Number:
26-2977435

DLN:
17053231352028

Contact Person: JOANNA YAWNEY ID# 95078

Contact Telephone Number:
(877) 829-5500

Accounting Period Ending:
June 30

Public Charity Status:
170(b)(1)(A)(ii)

Form 990 Required:
Yes

Effective Date of Exemption:
July 10, 2008

Contribution Deductibility:
Yes

Addendum Applies:
Yes

Dear Applicant:

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

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

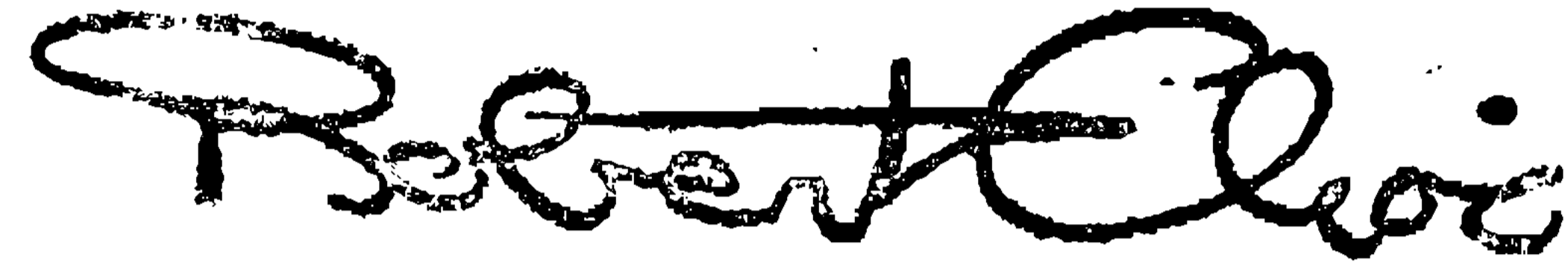
Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

Letter 947 (DO/CG)

PATRICK HENRY SCHOOL OF SCIENCE AND

We have sent a copy of this letter to your representative as indicated in your power of attorney.

Sincerely,

A handwritten signature in black ink that reads "Robert Choi". The signature is written in a cursive style with a large, looping initial "R".

Robert Choi
Director, Exempt Organizations
Rulings and Agreements

Enclosures: Publication 4221-PC

PATRICK HENRY SCHOOL OF SCIENCE AND

INFORMATION FOR CHARTER SCHOOLS

You are not subject to the specific publishing requirements of Revenue Procedure 75-50, 1975-2, C.B., page 587, as long as you are operating under a contract with the local government. If your method of operation changes to the extent that your charter is not approved, terminated, cancelled, or not renewed, you should notify us. You will also be required to comply with Revenue Procedure 75-50.

Letter 947 (DO/CG)



Other Attachments

Lottery, Recruitment, & Admissions



Admissions Process and Policy

Recruitment– PHSSA has engaged and will continue to engage in efforts to ensure that its Board, student body, and staff are diverse in the areas of race, gender, socio-economic status, and community/civic association. As part of the PHSSA core objective of diversity, a Community Outreach Committee is held accountable for continually pursuing activities that strive to meet that objective. This committee has prepared a detailed Diversity Plan that promotes diversity and equal opportunity in both enrollment and staffing of the school. The grass roots organization promoting PHSSA has sponsored a vigorous and far-reaching campaign to inform the City of Richmond about its plan. Board members and volunteers have, since 2007, promoted the PHSSA vision and curriculum at numerous venues including but not limited to:

- Spoken at public meetings at other local elementary schools
- Provided information for articles in the Richmond Times Dispatch, Richmond Parent Magazine, Style Weekly, Richmond Magazine, and Brick Weekly
- Given media interviews to the local television and radio stations
- Staffed an information table at farmer's markets and neighborhood events
- Hand delivered 300 fliers to homes within a mile radius of the school
- Distributed thousands of brochures (in English and Spanish) at public events, festivals, to local businesses, libraries, daycare centers, and churches throughout the City
- Held a "Charter Fair" at the Patrick Henry School
- Presented updates about the initiative on neighborhood e-groups, in newsletters, and on blogs
- Held a "school clean up" on the Patrick Henry School grounds
- Distributed yard signs throughout the city to increase name recognition and disseminate information

PHSSA volunteers will continue direct door-to-door canvassing in school zones where 85% of the students enrolled receive free or reduced lunch, and are participating in a program designed by RPS called CHOICE, which through community events, is intended to entice parents of elementary age children to enroll in the public school system. Negotiations are underway to place PHSSA application information on GRTC (the public transportation buses in Richmond) to further inform all neighborhoods and citizens about the school, thereby providing equal opportunity for all to attend. As the time for application nears, advertisements will be made in the *Richmond Free Press* (an African American owned and operated newspaper), the *Richmond Times Dispatch*, *Richmond Parent Magazine*, *Style Weekly*, and *Richmond Magazine*, on local radio stations (WBTJ, WCDX, WCLM), and through flyers delivered to predominantly minority houses of worship located in the city of Richmond such as 6th Mount Zion Baptist, 1st Baptist, Ekoji Buddhist Sangha, Grace Chinese Baptist, Korean Baptist Churches, Mt. Pisgah United



Methodist Church, Mision Elim Internacional, and Monte Calvario Iglesia. PHSSA also will utilize the RPS automated voice system to notify Virginia Preschool Initiative parents and all registered parents of elementary school age children when applications are available and to indicate that applications can be obtained on the school web site (www.patrickhenrycharter.org) or through the mail.

The importance of racial and socio-economic diversity within our schools cannot be overstated. Presently, all 29 elementary schools in the City of Richmond are either predominantly white (64 and 73%) or predominantly minority (78-100%). The PHSSA Board has every reason to believe that through the admission, outreach, and lottery process implemented, PHSSA will be THE MOST DIVERSE school in Richmond. The initial results of these efforts will be evaluated based on applications received for the current principal position, student enrollment applications received during Winter 2010, and staff applications to be received during Spring 2010. To assess the diversity goal, PHSSA will compare the makeup of each year's applicant pool to the current demographic data collected by RPS and submitted by RPS to the VDOE.

Lottery– As a result of the extensive recruitment efforts, it is expected that more students will apply to the school than can be accepted. In the event that more applications are received than space available in any year, a waiting list will be established, prioritized through a lottery process, and parents will be informed of their student's position on the list. The admission process of PHSSA will be consistent with the federal NCLB Title V, Part B Charter Schools Program Non-Regulatory Guidance (www.ed.gov/policy/elsec/guid/cspguidance03.doc) and in accordance with RPS standards and applicable state laws, regulations, and constitutions regarding discrimination, including prohibition of discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or the need for exceptional education services. PHSSA will comply fully with the ESEA and NCLB Acts and the Virginia Charter School Law Section 22.1-3 where “Enrollment shall be open to any child who is deemed to reside within the relevant school division or, in the case of a regional public charter school, within any relevant school divisions, as set forth in 22.1-3, through a lottery process on a space available basis. A waiting list shall be established if adequate space is not available to accommodate all students whose parents have requested to be entered in the lottery process. Such waiting list shall be prioritized through a lottery process and parents shall be informed of



their student's position on the list." PHSSA's lottery will be conducted by assigning a number to each application and placing the numbers, separated by grade level, in a hopper. Numbers will be drawn during a session video taped by a third party (e.g., an accounting firm). After the first year, as specified in the Federal NCLB Guidance (*op cit*), current students and siblings of students already admitted to or attending PHSSA will have pre-lottery status in admissions.

Parental Involvement Contract– PHSSA is founded on the belief that parent/guardian/family support and involvement in their children's education is essential to students' academic success. Therefore, parents/guardians will, as part of the admissions contract, commit to provide six hours per quarter of volunteer service to the school. Understanding that working parents will find it difficult to serve these hours during the school day, PHSSA will offer numerous opportunities for families to fulfill the contractual requirements, including attending PTO meetings, parenting workshops, and participation in weekend school improvement projects. Parents/guardians/families who do not meet the PHSSA's contractual requirements will be assisted by the Volunteer Coordinating Committee, which will offer the parent/family multiple opportunities and avenues through which they can fulfill the contractual requirements. If the parent/family is still unable to meet the requirement, the committee will determine whether a good faith effort has been made to fulfill the contractual requirements. If the committee determines that such an effort has been made, the noncompliance will be expunged. If no good faith effort has been made or in the event that a family does not fulfill the contractual requirements in at least two of the four quarters, they will be requested to transfer their child, regardless of academic standing, to another school at the end of the year. No student will be requested to transfer during the school year due to the inability of the parent/ guardian/family to fulfill the contractual requirements. The parent/guardian/family can appeal the transfer request to the Principal.

Other school policies were reviewed and it has been determined that no obvious alternative is sufficiently stringent to integrate the family into the school community. PHSSA believes that the family contracts required at PHSSA will serve to enhance the performance of children, teachers, and parents. PHSSA sees the opportunity of family and community involvement as one of the main and most important precepts that the school unique and extraordinary. PHSSA will evaluate and provide annual data regarding the impact of the family involvement requirement on admissions and enrollment at the school. If PHSSA believes the requirement is negatively impacting enrollment or admissions, the requirement may be revisited.



Student Application
School Year 2010-2011

Enrollment is open to any City of Richmond K-5 aged child regardless of disability, race, creed, color, gender, national origin, religion, ancestry, or the need for exceptional education services. In the event the number of applications exceeds the number of student spaces available, enrollment will be determined by lottery.

Date: _____

Student Name _____
(Last) (First) (Middle)

Student Date of Birth _____ / _____ / _____

Student Grade Level (2010-2011) _____ RPS ID Number _____

Designated Zoned School _____

Present School: _____ Present Grade: _____

Parent/Guardian Name _____

Telephone _____
(Home) (Business) (Mobile)

Parent's/Guardian's signature _____

Parent/Guardian Name _____

Telephone _____
(Home) (Business) (Mobile)

Parent's/Guardian's signature _____

The following documentation must be provided upon enrollment:

- Parent/Guardian Contract
- Proof of Guardianship if applicant is not the parent or custodial parent
- Student's Birth Certificate
- Proof of Student's Immunization
- Proof of Student's Physical Examination within the past year
- Verification of residency in the City of Richmond, Virginia
 - Lease/Rental Agreement
 - Utility Bill

Completed application must be received by 12 February 2010:

Patrick Henry School of Science and Arts
3411 Semmes Avenue
Richmond, VA 23225



Other Attachments

LEA Acknowledgement

School Board of the City of Richmond
301 North Ninth Street
Richmond, Virginia 23219
(804)780-7716

August 17, 2009

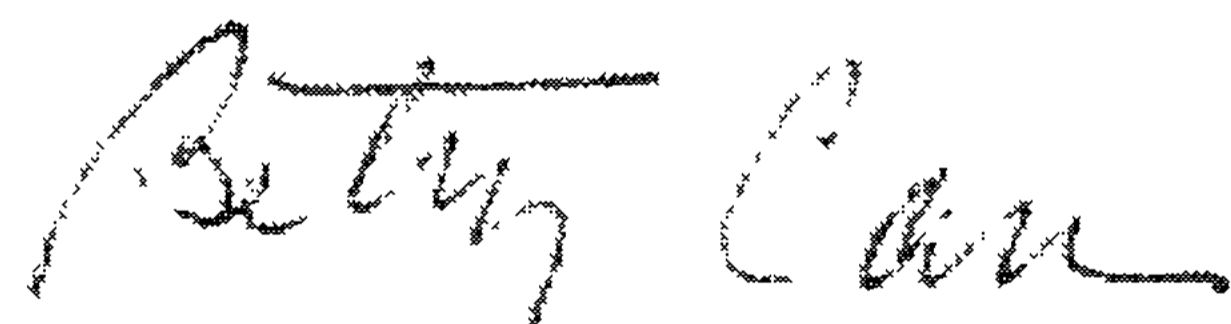
RE: U.S. Department of Education Charter School Program, Non-SEA (CFDA 84.282B)
Proof of application for **Patrick Henry School of Science and Arts**

To Whom It May Concern:

I am confirming that Patrick Henry School of Science and Arts (PHSSA) is an approved charter elementary school in Richmond, Virginia, and is part of the Local Education Authority (LEA), Richmond Public Schools.

In addition, PHSSA has provided to me a copy of the complete application package for CFDA 84.282B.

Sincerely,



Betsy Carr
Richmond Public Schools, School Board Member, 5th District

RICHMOND PUBLIC SCHOOLS



Betsy Brooks Carr

School Board Member, District Five

301 North Ninth Street • Richmond, VA 23219-1927
tel: (804)355-6852 • fax: (804)780-8133
e-mail: betsy@betsycarr.org



Other Attachments

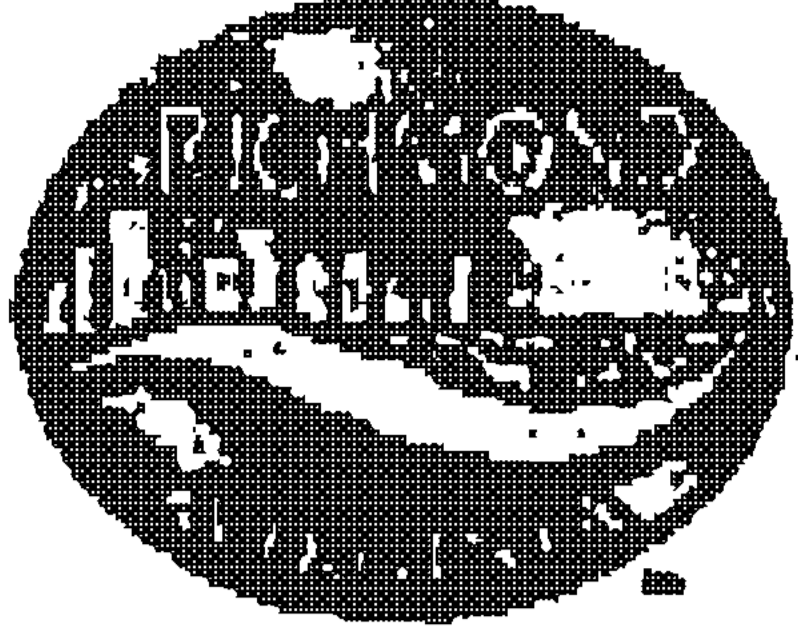
Appendices

Patrick Henry School of Science and Arts

APPENDIX A

Cooperative Agreements

James River Parks System
City of Richmond Parks and Recreation



**It Starts
in Parks**

**CITY OF RICHMOND
DEPARTMENT OF PARKS, RECREATION AND COMMUNITY FACILITIES
JAMES RIVER PARK SYSTEM**

Dear Sirs:

This letter is written in support of the Patrick Henry School Initiative. The staff of the James River Park System supports the use of parklands as an educational resource. James River Park is an unparalleled wilderness area and wildlife habitat inside the limits of a major city. Its proximity to the Patrick Henry Charter School will make it an amenity that students can easily access.

One of the principal goals of the Patrick Henry School Initiative is to instill a sense of community involvement and environmental stewardship in students. James River Park is a product of countless volunteers who have contributed their time and resources to preserve natural areas and promote sustainable recreation. The park staff feels that the Patrick Henry School Initiative reflects this tradition of charity.

Moreover, the staff of the James River Park System is committed to educating students and the community about the rich natural and historical heritages of Richmond. To that end we have created a series of education programs in Science and History that are correlated to the Virginia Standards of Learning. We welcome and encourage the Patrick Henry School Initiative to take advantage of this resource.

Sincerely,
Lorne Field
Education Director
James River Park System
City of Richmond Department of Parks Recreation and Community Facilities

MAIL

Date: Sat, 23 Feb 2008 16:33:15 -0500
From: "Richard Day" <randrl@verizon.net>
Subject: FW: FW: Charter news
To: "susanna klein" <susannaviolin@yahoo.com>

Richard Day, President PH
 2/23/2008
 855-4131
 e.randrl@verizon.net
 patrickhenrycharter.org
 Meet - every Tuesday, 8pm, Berryman Center [1 blk south of Semmes and 32nd]

From: JRiverPk@aol.com [mailto:JRiverPk@aol.com]
Sent: Saturday, February 23, 2008 11:41 AM
To: ckoshock@verizon.net
Subject: Re: FW: Charter news

City of Richmond School Board

2/23/08

The James River Park System is a series of natural area parks along the fall line in Richmond . It provides a series of interpretive programs about natural and human history based out of the park headquarters located at the mouth of Reedy Creek --- 4001 Riverside Drive . The very purpose of the park is the preservation of nature --- "a little bit of wilderness in the heart of the City" --- and the encouragement of appropriate use and understanding of the environment.

To this end, the park has provided programs for a wide range of public and private schools from elementary level to post graduate college level. subjects include, geology, floodplain ecology, biology of turtles and snakes, etc, and the interplay between human use and the natural forces of the environment, such as Seeing the Scars of Slavery in the Natural Environment" and following the path of Indians to Industry on Belle Isle.

In providing these kinds of programs, the park has periodically made its interior facilities, as well as the normal natural areas, available for academic use. We are doing this now for the Seven Hills School and we would be delighted to work in a similar fashion with the newly proposed Patrick Henry Charter School .

Getting children out into nature is an important part of building a society that is sensitive to the environmental changes that define life in the 21st century. In that regard, it is entirely appropriate to have the parks along the river serve as a classroom. The proposed school would be a fine addition to the current and future intended uses of the park.

Yours truly,
 Ralph R. White
 Park Manager

Delicious ideas to please the pickiest eaters. Watch the video on AOL Living.

Wells Fargo Home Mortgage is a division of Wells Fargo Bank, N.A. © 2005 Wells Fargo Bank. All rights reserved. Equal Housing Lender.

Wells Fargo Home Mortgage-2701 Wells Fargo Way-Minneapolis, MN 55467-8000

From: Miller, Larry F. - DPR [mailto:Larry.Miller@richmondgov.com]
Sent: Wednesday, February 20, 2008 12:01 PM
To: Day, Richard G
Cc: Mitchum, Mary Lois - DPR; Seward, Linwood R. - DPR; Cansler, Suellen - DPR; Toliver, Natasha F. - DPR
Subject: Your letter of 15 February 2008

Mr. Day:

Good day. This email is a follow up to your faxed letter of 15 February 2008 concerning the use of Forest Hill Park for class instructional activities for students as part of the Patrick Henry School Initiative.

We are very supportive of the Patrick Henry School using Forest Hill Park for supervised classroom instruction under these simple terms and conditions.

- The use of the park is a shared activity. Your use must keep to this basic principle.
- Any use of the park should be under the adjoining principles of: "Leave no marks" and "carry out and/or remove all trash/litter" at the end of your instructional activities.

We sincerely wish you all the very best in your endeavors!

Sincerely,

Larry Miller, General Manager
City of Richmond
Parks, Recreation and Community Facilities
(804) 646-0037

Plain Text Attachment

Internal Virus Database is out-of-date.

Checked by AVG Free Edition.

Version: 7.5.516 / Virus Database: 269.19.20/1260 - Release Date:
2/5/2008 9:44 AM

Patrick Henry School of Science and Arts

APPENDIX B

Evidence of Community Support

Commitments of In-kind Support

February 12, 2008

**Patrick Henry Initiative
P.O. Box 2459
Richmond, Virginia 23218**

Attention: Mr. Richard Day, President

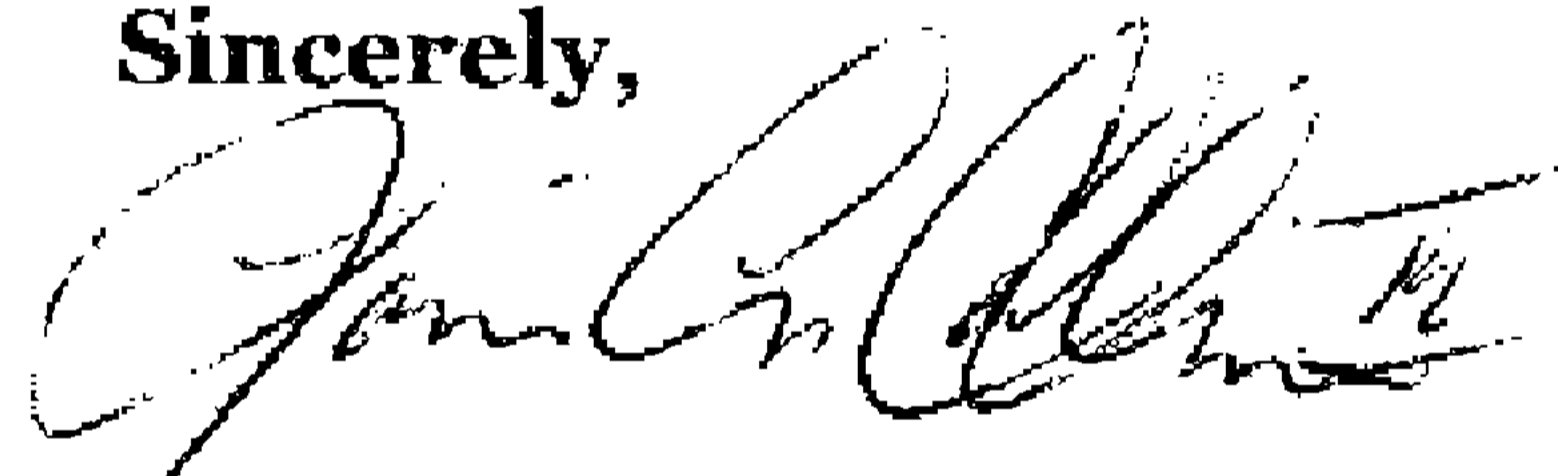
Dear Mr. Day:

This letter is to certify that the Berryman Center for Community Ministries is committing to being a displacement site for the Patrick Henry Charter School.

We are aware that there may be times when emergencies arise that may require the removal of students from the school building. It is the mission of the Berryman Center to provide a safe haven for the students, faculty and staff.

We are fully committed to your mission with the Patrick Henry Charter School and pledge our full support.

Sincerely,



**Louis A. Collins III
Director, the Berryman Center**

April 29, 2008

**Patrick Henry Initiative
P.O. Box 2459
Richmond, Virginia 23218**

Attention: Mr. Richard Day, President

Dear Mr. Day:

This letter is to certify that the Berryman Center for Community Ministries is committed to be a displacement site for the Patrick Henry Charter School.

We are aware that there may be times when emergencies arise and displacement can occur due to natural disaster, fire or any number of temporary or extreme situations. This could be on a long or short term basis and we understand both the need and concern this raises for parents, the community and even potentially the life of the school.

It is the mission of the Berryman Center to provide a safe haven for the students, faculty and staff. Our commitment is also to bring a sense of comfort to the parents to know that their child will be out of harms way in the case of any unforeseen situations. And to assure that the educational process will not stop but shall continue in an environment that will enhance not deter their learning opportunity.

Therefore, we are willing to be a place of refuge and offer our facility as a location where the educational process can continue until that time when it is once again safe for the Patrick Henry Charter School to fulfill its mission to give a quality education to our children.

The Berryman Center believes that together we can make a difference in the life of our children by showing community support for any and all situations.

We are fully committed to your mission with the opening of the Patrick Henry Charter School and pledge our full support.

Sincerely,

**Louis A. Collins III
Director, the Berryman Center**

DARREL TILLAR MASON, P.L.C.

ATTORNEY AT LAW

2287 Wheatland Dr.
Manakin Sabot, Virginia 23103

Phone: (804) 967-2553
E-mail: DTMPLC@aol.com

May 16, 2008

PHSSA
Board of Directors
c/o ecogen@mac.com

RE: Statement of Representation

Dear Board of Directors:

This letter is to confirm that I have agreed to represent Patrick Henry School for Science and Arts in its efforts to secure approval from the School Board for the City of Richmond Public Schools of its application for a public charter school. If the application is approved, I will continue my representation through the negotiation of the resulting contract.

Thank you for the confidence you have shown in me by requesting my representation in this important matter.

Sincerely,



Darrel Tillar Mason

February 10, 2009

Patrick Henry School of Science and Arts
c/o Dr. Bonnie Brown
P.O. Box 2459
Richmond, Virginia 23218

Representation of Patrick Henry School of Science and Arts.

Dear Dr. Brown:

This will confirm the agreement of our firm to represent Patrick Henry School of Science and Arts ("PHSSA") in connection with certain aspects of PHSSA's efforts to complete its initial organization and to commence operations in the summer of 2010. This letter will set forth the scope and terms of our engagement.

During our engagement, we will assist PHSSA in its communications with Richmond Public Schools and the School Board of the City of Richmond, advise PHSSA generally about its rights and obligations under the laws of the Commonwealth of Virginia governing charter schools, and perform such other tasks in furtherance of PHSSA's organizational efforts as are agreed upon by our firm and PHSSA. PHSSA acknowledges that the lawyers who will work on this engagement will not necessarily have substantial experience in the laws governing charter schools in particular or in school law generally. PHSSA nevertheless wishes to retain our firm for general assistance as outlined in this paragraph on matters that could benefit from the assistance of counsel. If PHSSA wishes to engage the firm on any matters outside the scope of this paragraph, any such engagement must be the subject of a separate agreement.

As we have discussed, we have agreed to take this matter on a pro bono basis, which means that we will not charge you any fee for the time spent by our attorneys and other timekeepers in connection with the engagement. As explained more fully below, you will be responsible for the payment of any out-of-pocket costs associated with this engagement.

As a condition of our engagement, we ask you to agree to the following terms and conditions:

1. You agree that any information you give us about the matter is correct.

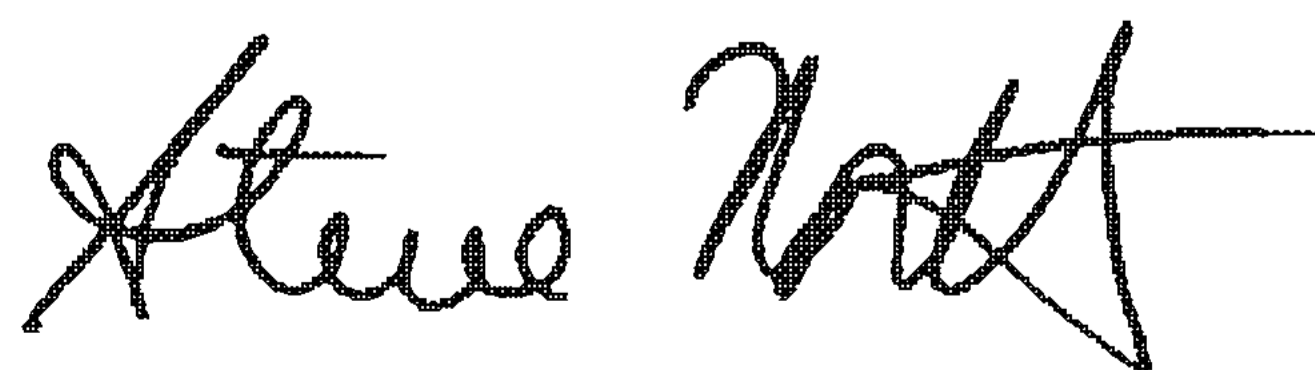
February 10, 2009

Page 2

2. Any information you give us concerning this matter will be kept secret if you wish it. If any of the information you have provided changes, you agree to advise us. We may stop representing you if you do not cooperate with us in connection with the engagement.
3. You will not be asked to pay legal fees to Troutman Sanders in relation to this case.
4. You will be asked to pay for the costs (other than legal fees), if any, associated with this representation. These costs can include such expenses as filing fees, expert fees and out of town travel expenses. We will consult with you and obtain your approval before incurring substantial costs, such as expert fees. If we pay any of these costs in advance for you, you agree to repay these costs.
5. You agree to keep in touch with us and let us know if you change your address or phone number. You agree to be responsible for assisting in preparing for the representation by providing all documentation required and keeping and maintaining all necessary records. You will keep all appointments with us and attend all required meetings and hearings.
6. We may stop representing you under certain circumstances. We may withdraw if you do not cooperate with us or if withdrawal is permitted or required by the laws of Virginia, the Rules of Professional Conduct of the Virginia State Bar, or any applicable rules of court. If you lose contact with us for more than one month, then you agree that we may withdraw from the matter without further notice to you. If you lose contact with us for more than one year and we cannot locate you after reasonable efforts to do so, you agree that we may keep any money or other thing that you have left with us or that anyone else has left for you.
7. You understand that if we determine that we have a conflict of interest (which means, for example, that a Troutman Sanders attorney represents or has represented any opposing party or any person or entity whose interests are adverse to yours in this matter), then it is our ethical obligation to withdraw from representing you. If this occurs, or if we withdraw for any other reason, then we will return your file to you and it will be your responsibility to contact another attorney if you want someone else to represent you.

Please indicate your agreement to these terms and conditions by signing the enclosed copy of this letter and returning it to me in the envelope provided. We look forward to assisting you with this matter.

Very truly yours,



Stephen A. Northup

TROUTMAN
SANDERS

February 10, 2009

Page 3

Seen and agreed to this 10th day
of February, 2009

PATRICK HENRY SCHOOL OF SCIENCE AND ARTS

By *Donna S. Brown*

1808556v1

Patrick Henry School of Science and Arts

APPENDIX C

Evidence of Political Support

U.S. SENATOR
JIM WEBB
1010 COMMONWEALTH AVENUE, SUITE 200
ALEXANDRIA, VA 22304
703/838-6100
WWW.JIMWEBB.SEN.VA.GOV

United States Senate

U.S. SENATOR JIM WEBB

August 17, 2009

Margo Anderson
Associate Assistant Deputy Secretary
The Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

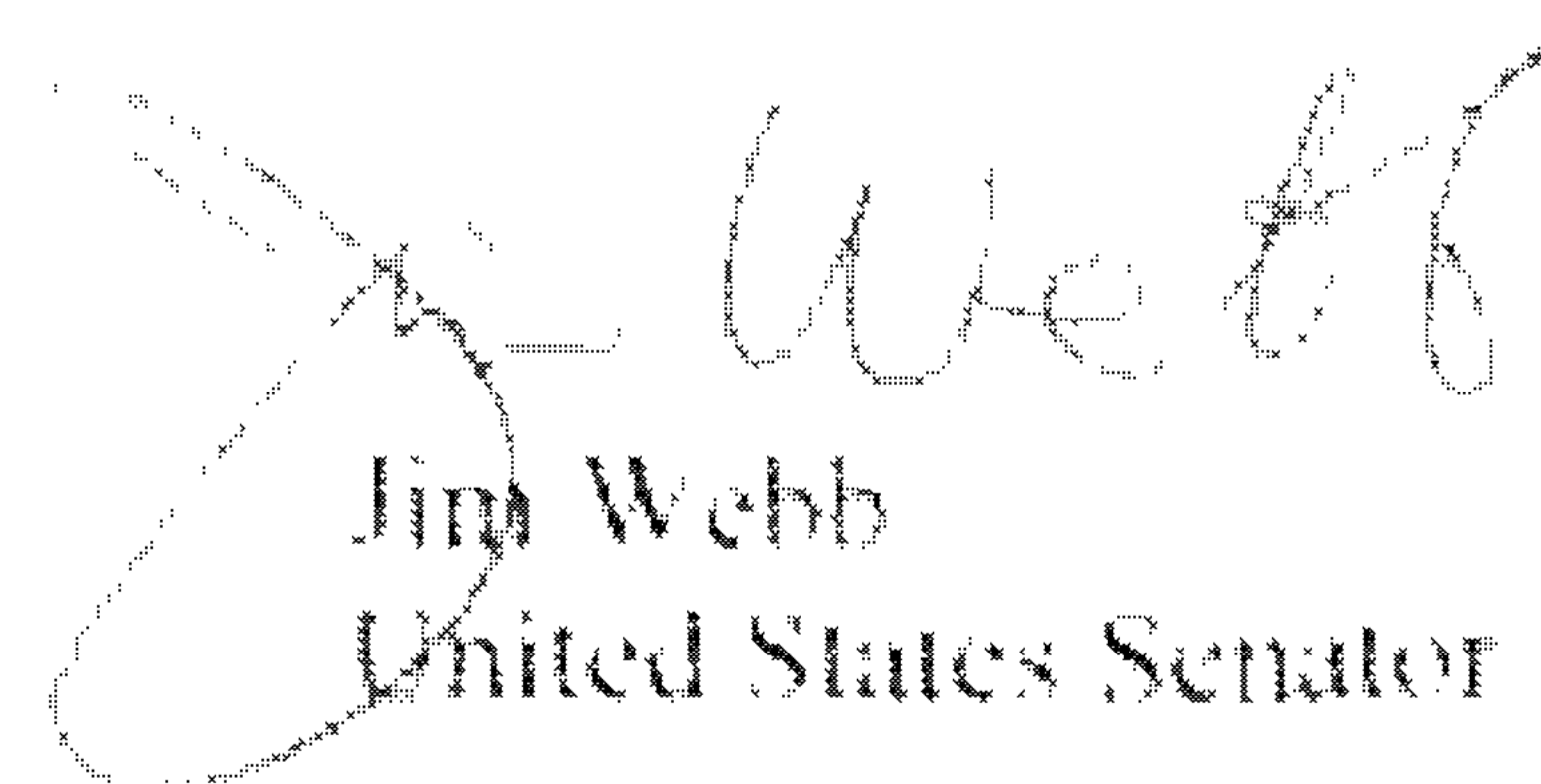
Dear Ms. Anderson:

I am writing to express my interest in the application submitted to your agency by the Patrick Henry School of Science and Arts (PHSSA) in Richmond, Virginia. It is my understanding that this school is scheduled to open in 2010, and at that time, it will be Virginia's first elementary charter school and the fourth charter school in the state.

My office has been informed that start-up funds for PHSSA will be critical to the school's success, and it appears that a successful award of a grant from the U.S. Department of Education's Charter Schools Program (CDEA# 84.282.B) will be essential to meeting its financial need. School officials have expressed a desire to use funding from this grant to cover the advance costs of the principal's salary, teaching supplies, pertinent facilities improvements, and technology resources.

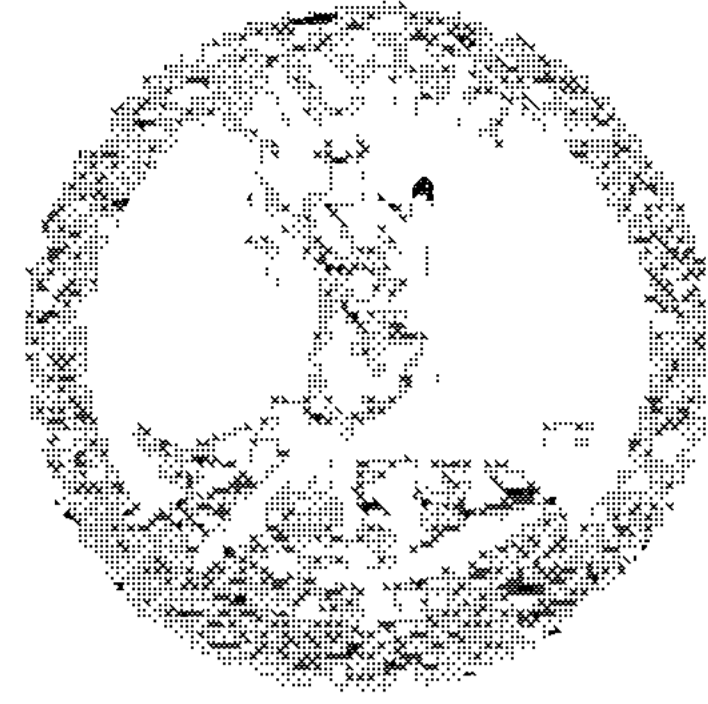
My understanding is that PHSSA seeks to provide education that extends beyond the traditional classroom setting, and the founders of the school hope that it will serve as a model for other Virginia communities. I ask that you give this application fair consideration in keeping with all applicable federal laws and guidelines governing your program.

Sincerely,



Jim Webb
United States Senator

JW/eh



COMMONWEALTH of VIRGINIA

Office of the Governor

Timothy M. Kaine
Governor

February 5, 2009

Deborah Butterworth
President
The Patrick Henry School of Science & Arts
Post Office Box 2459
Richmond, Virginia 23218

Dear Ms. Butterworth:

Congratulations to the Patrick Henry School of Science & Arts (PHSSA) for great progress in establishing Richmond's first charter school. It is good to see volunteers who care about our children's education creating more opportunities and options for families.

As Governor I support creative approaches to public education. Broad choices encourage great performance. Magnet schools, Governor's schools and charter schools complement our fine traditional K-12 institutions.

I extend best wishes to the parents, teachers, and community leaders as you all work together to open an innovative addition to Richmond's school system.

Sincerely,

A handwritten signature in black ink, appearing to read "TK", written over a white background.

Timothy Kaine

August 13, 2009

Dean Kern, Director
US Department of Education
Office of Innovation and Improvement Parental Options and Information
400 Maryland Avenue, SW
Room 4W231; LBJ Building
Washington, D.C. 20202

Dear Mr. Kern:

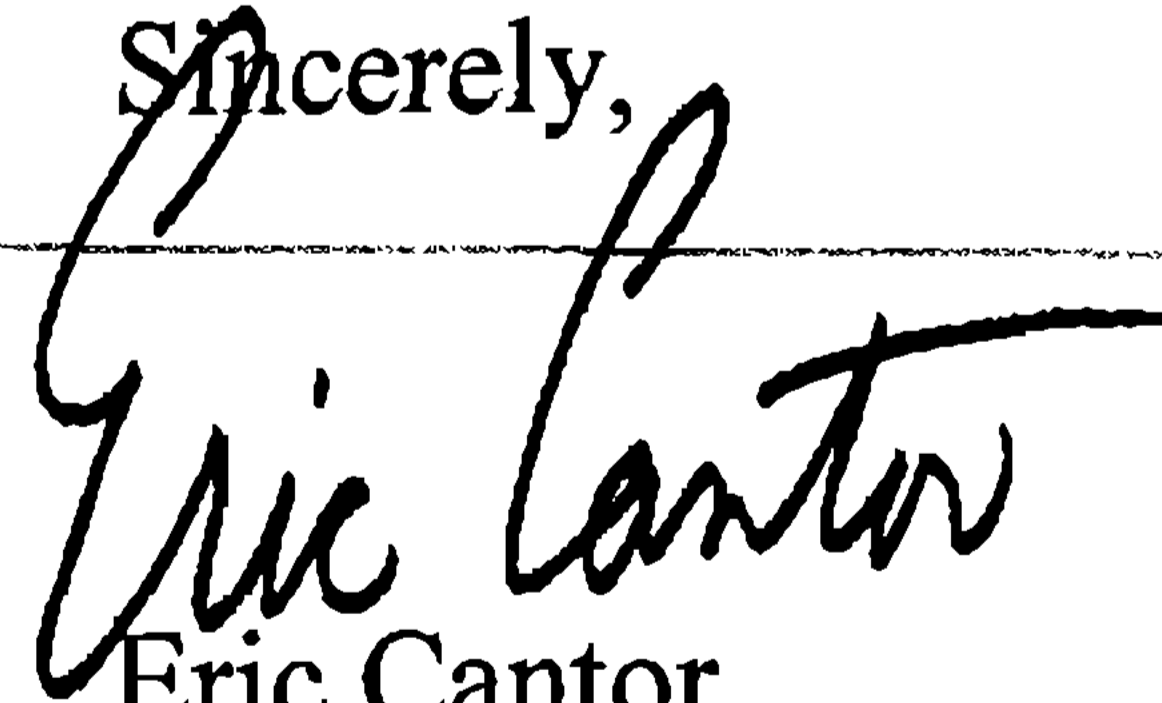
I am writing on behalf of the Patrick Henry School of Science and Arts' grant application CFDA #84.282.B.

Funding from this grant will be used to acquire educational tools for the opening of the Patrick Henry School of Science and Arts, Virginia's first elementary charter school and fifth charter school in the state. Funding will help provide the school with student lab kits, text books, computers, desks, as well as cafeteria and kitchen equipment. The mission of the Patrick Henry School of Science and Arts is to provide a creative approach to public education for Richmond students, and to set an example for future schools in the Commonwealth. This school will have a direct impact on constituents in my district.

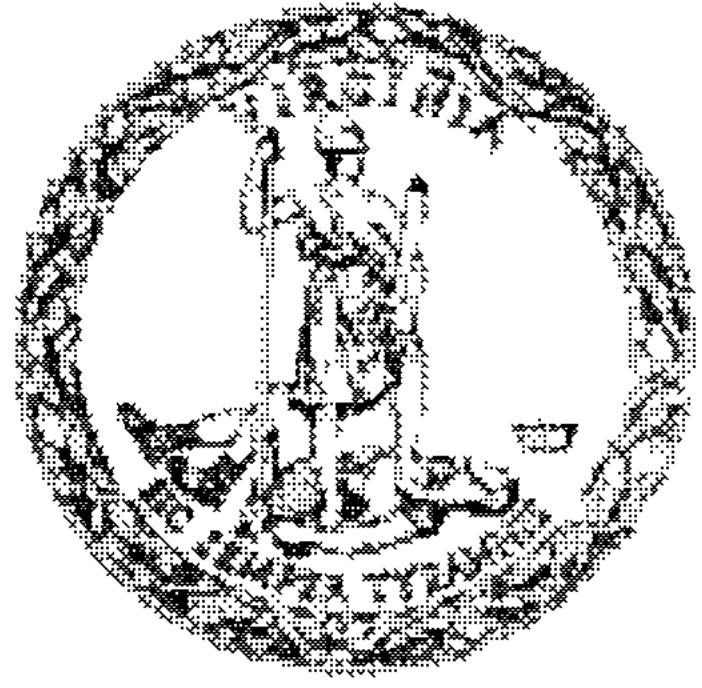
I hope you will give the Patrick Henry School of Science and Arts' application every consideration in the process. Thank you for your time and attention in this matter.

With kind regards, I am

Sincerely,

A handwritten signature in black ink that reads "Eric Cantor". The signature is written in a cursive style with a large initial "E".

Eric Cantor
Member of Congress



COMMONWEALTH OF VIRGINIA

HOUSE OF DELEGATES

RICHMOND

Joseph D. Morrissey
605 EAST NINE MILE ROAD
HIGHLAND SPRINGS, VIRGINIA 23075

SEVENTY-FOURTH DISTRICT

COMMITTEE ASSIGNMENTS:
PRIVILEGES AND ELECTIONS
EDUCATION
HEALTH, WELFARE AND
INSTITUTIONS

August 14, 2009

Deborah Butterworth, President
Patrick Henry School of Science and Arts
Post Office Box 2459
Richmond, Virginia 23218

Dear Ms. Butterworth:

Congratulations to you and Patrick Henry School of Science and Arts for the impressive progress you've made in establishing the first ever charter school in Richmond. I serve on the Education Committee in the Virginia House of Delegates and I appreciate all that you do for our young students.

Whilst I obviously see the need for public schools in the Commonwealth, the benefits from competing schools such as contract, charter, private, and parochial are immeasurable. As a representative of this area, I believe that your charter school will provide a creative approach to public education, which can only benefit the commonwealth's educational system.

The opening of this school in July 2010 will be historic because PHSSA will be Virginia's first elementary charter school and only the fifth charter school in the state. The mission of PHSSA to provide an education that extends beyond the traditional classroom walls will serve as a model for other Virginia communities to create similar opportunities.

I encourage you to contact me as you continue to move forward and open the school. I fully support PHSSA and welcome the opportunity to assist you in this journey.

Sincerely yours,

A handwritten signature in black ink that reads "Joe Morrissey".

Joseph D. Morrissey
Representative – 74th District

City of Richmond



DWIGHT C. JONES
MAYOR

March 4, 2009

Ms. Deborah Butterworth
Patrick Henry School Initiative
PO Box 2459
Richmond, VA 23218

Dear Ms. Butterworth:

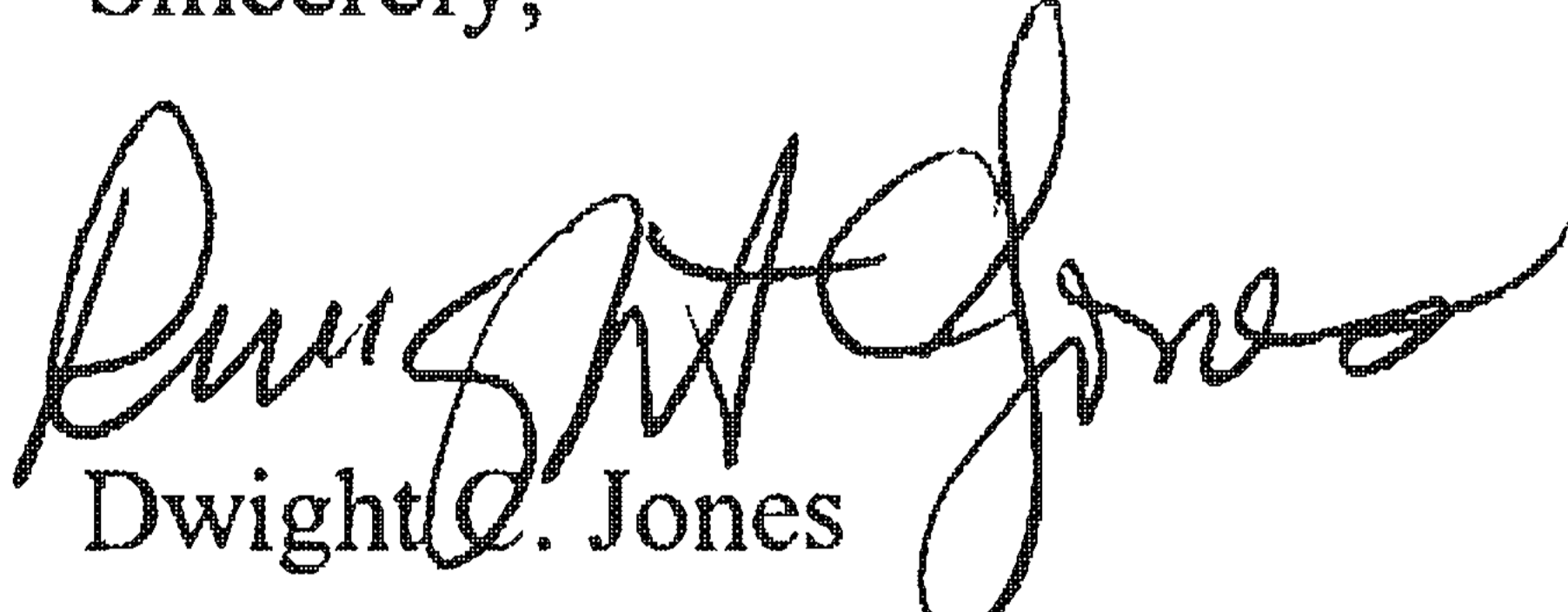
I write to congratulate you and the Board Members of the Patrick Henry School Initiative on your tireless efforts to establish the first elementary charter school in the City of Richmond.

I have always believed that education is the key to uplifting our community and ensuring a better quality of life. That is why education is an important part of my vision for the City of Richmond.

I look forward to the opening of Patrick Henry School of Science and Arts in July of 2010. I am confident that the new school and its staff will join the over 4,000 charter schools nationwide in its commitment to providing a diverse array of educational options to the children and parents of Richmond.

I wish you nothing but success in this new and fresh approach to education!

Sincerely,


Dwight C. Jones

cc: Cal Whitehead

City of Richmond



L. DOUGLAS WILDER
MAYOR

"SIC ITUR AD ASTRA"
SUCH IS THE WAY TO THE STARS

June 15, 2007

Ms. Gina Wojtsiak
Patrick Henry School Initiative
A.V. Norrell Elementary
3411 Semmes Avenue
Richmond, Virginia 23225

Dear Ms. Wojtsiak:

Congratulations on your celebrating 85 years of students and faculty at the Patrick Henry Building. Because of a previous commitment, I will be unable to be present.

On a separate note, I have followed your Patrick Henry School's Initiative and see no reason why anyone, including the School Board or others associated with the decision-making process, should stand in the way of this much needed curriculum enhancement in our community for our students.

There are those who refuse to acknowledge that we are not on an upward spiral at all, but rather descending into a declining mediocrity to lower grades. I wish you well in your endeavors and regret that I will not be there.

Sincerely,

L. Douglas Wilder



City Of Richmond, Virginia

City Council

KATHY GRAZIANO
MEMBER OF CITY COUNCIL
FOURTH DISTRICT REPRESENTATIVE

September 5, 2007

Mrs. Gina Wojtysiak
Patrick Henry Schools Initiative
2902 Riverside Drive
Richmond, VA 23225

Dear Gina,

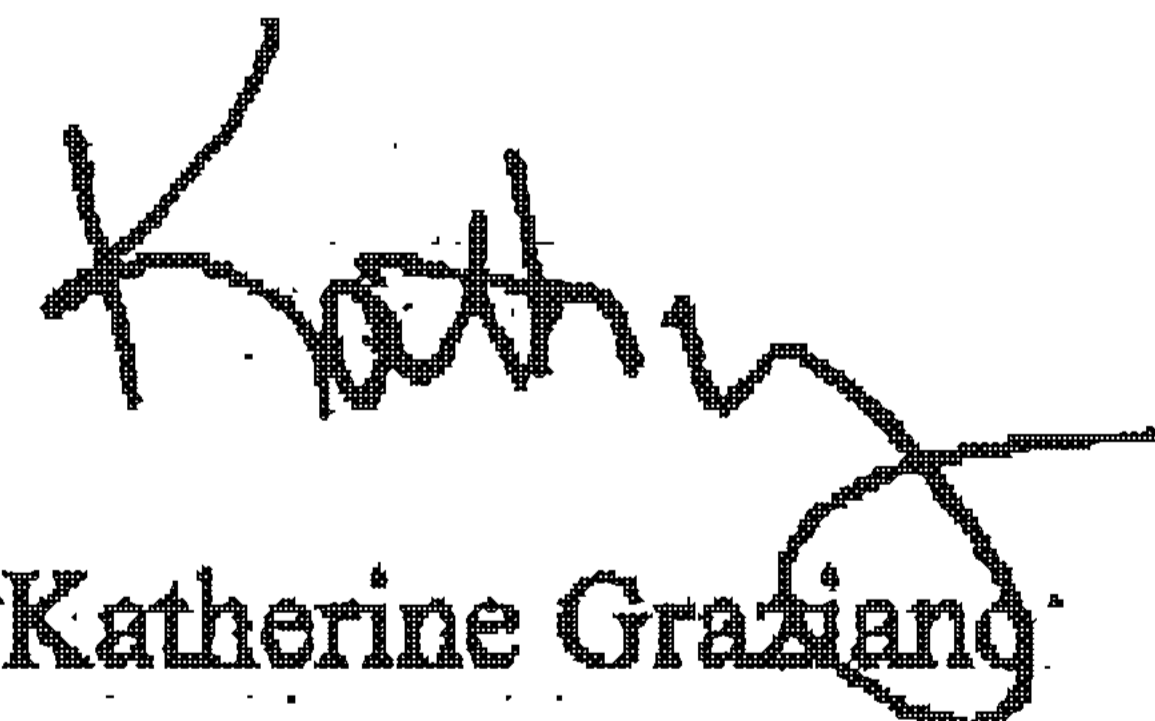
It gives me great pleasure to endorse the proposal of the Patrick Henry group for a charter school to be located in the current Patrick Henry Schools group. While I understand that any student in the city may apply for the new school, I believe that neighborhood schools are the foundation for healthy neighborhoods, and you are building a strong case for a charter school that would serve the area around Woodland Heights and Swansboro.

I have been especially impressed by the group of parents who have been willing to take the initiative in developing the charter school proposal, matching a commitment to your children with a commitment to our city.

While I understand that the final decision rests with the School Board, by this letter, I request that the board give full support to your application, and permits the group to continue its good work for our children and our community.

I will also be willing to support however I can your initiative before City Council.

Sincerely,



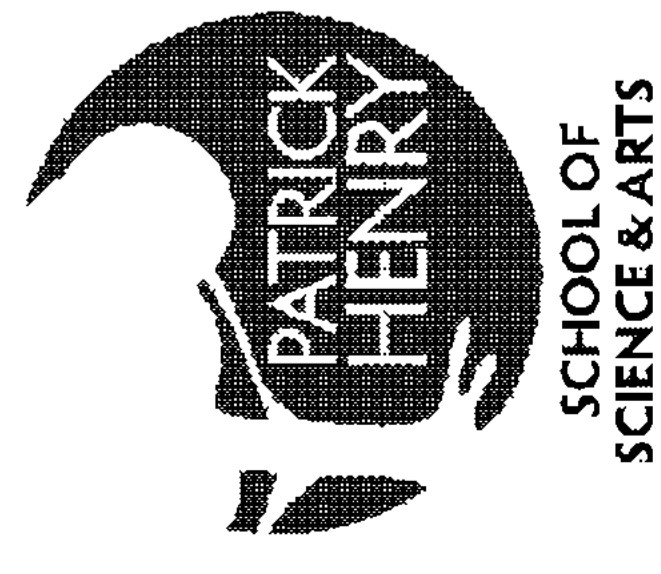
Katherine Graziano

Patrick Henry School of Science and Arts

APPENDIX D

Assessment Reports
to the LEA

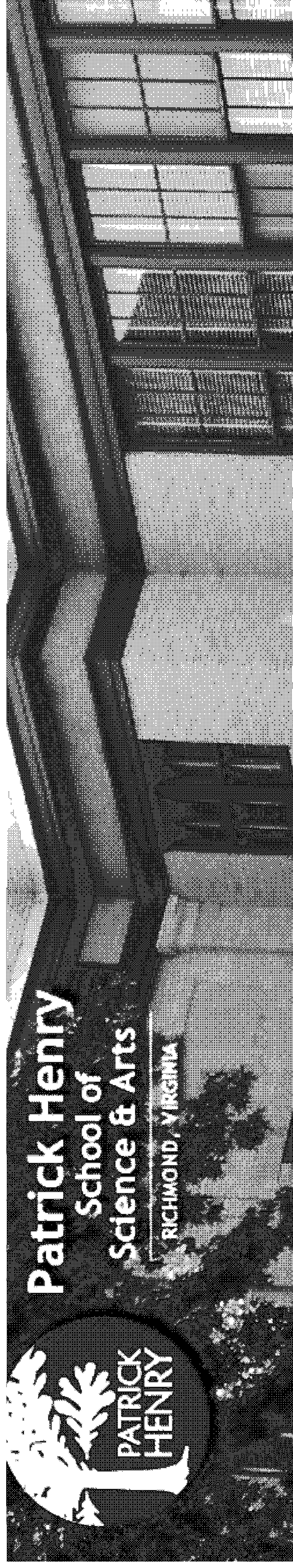
Patrick Henry School of Science and Arts
Sample 9 week assessment report for PHSSA (only K-2 are shown).



Grade	Teacher	Subject	Strand(s)	SOL(s)	Total # of Students Evaluated	# Scoring 60% and Below	# Scoring 61-79%	# Scoring 80% and Above	# Passing Assessment	% Passing Assessment
Kindergarten		Science Language Reading Writing Speaking/Listening Mathematics Social Studies PE Health Behavioral Skills								
Totals										

Grade	Teacher	Subject	Strand(s)	SOL(s)	Total # of Students Evaluated	# Scoring 60% and Below	# Scoring 61-79%	# Scoring 80% and Above	# Passing Assessment	% Passing Assessment
First Grade		Science Language Reading Writing Speaking/Listening Mathematics Social Studies PE Health Behavioral Skills								
Totals										

Grade	Teacher	Subject	Strand(s)	SOL(s)	Total # of Students Evaluated	# Scoring 60% and Below	# Scoring 61-79%	# Scoring 80% and Above	# Passing Assessment	% Passing Assessment
Second Grade		Science Language Reading Writing Speaking/Listening Mathematics Social Studies PE Health Behavioral Skills								
Totals										



Patrick Henry School of Sciences and Arts (PHSSA)

Continuous Improvement Scorecard

Strategic Objectives, Measures and Projects

PHSSA Mission: Our mission is to establish and maintain a Kindergarten through fifth-grade school based on meaningful educator, student, parent/guardian/family, and community involvement. The school intends to provide the children of our diverse community with an academically rigorous science and arts based curriculum that emphasizes environmental awareness and social responsibility.

PHSSA Vision: We will become a premier school and the first choice for all Richmond students. Through the school's progressive approach to learning, students will develop the advanced academic skills, strong personal values, and critical social and cultural understandings they need to become effective citizens in today's complex and evolving world.

PHSSA Strategic Goals:

1. Promote student academic achievement: Establish an elementary school for the Richmond community that is based on the Virginia Standards of Quality, Accreditation, and Learning. Implement an academically rigorous curriculum with above average student goals.
2. Provide a healthful, safe, environment: Provide a healthful and safe academic environment that engages children and cultivates a love of learning. Establish an environmentally friendly school and building.
3. Foster active parental/family participation: Create an environment where parents, staff, and community members are integral partners in the education process. Require 100% parental participation as part of the core strategy to maintain parent and community satisfaction.
4. Provide strong leadership: Establish a Board of Directors and School Management Team composed of teachers, parents and community leaders from all walks of our diverse city. Oversee financial operation of the school in a way that is fiscally and legally accountable through sound long-term financial planning and strong financial controls
5. Provide professional development in support of school culture: Provide in-service training to refine teacher knowledge and experience in integrating reading throughout the curriculum, for administering assessments, and for designing and implementing instructional, supplemental, and intervention strategies.
6. Strengthen collaborations with stakeholders: Obtain and maintain a diversity of Board, students, and staff members. Assess community desires for school. Provide appropriate reports to granting agencies, contributors, the community, and RPS.
7. Emphasize environmental science as a core subject: Grow the science curriculum, lab, and facilities to develop a science resource center that will be accessible to all area public elementary students. The resource center will utilize Forest Hill Park in conjunction with SOL-based lessons and labs to extend the school's hands-on learning opportunities to all the city's children.

Key:

- B:** Budget/Financial
- C:** Customer/Stakeholder
- HR:** Learning and Growth
- I:** Internal Business Process

- ℓ*: Leading process measure (in-process, performance drivers) – e.g., % highly qualified teachers
- ℒ*: Lagging outcome measure (results or end-of-process measures) – e.g., EOC/EOG test results

Strategic Objective (by Goal)	BSC Category	Measures	Baseline	Target	Q1	Q2	Q3	Q4	Projects/ Initiatives
Goal 1: Promote student academic achievement	HR <i>ℒ</i>	School is fully accredited: at least 70% of qualified students pass four SOL content areas	0	70%	0	0	0	0	<ul style="list-style-type: none"> • Integrate subjects to make relevant learning connections
	C HR <i>ℒ</i>	100% of 3 rd and 5 th graders will read at or above grade level by year three of operation	0	100%	0	0	0	0	<ul style="list-style-type: none"> • Utilize grade level central questions for year long focus of study
	HR <i>ℓ</i>	15:1 student:teacher ratio	0	15	0	0	0	0	<ul style="list-style-type: none"> • Incorporate hands-on, project based units to integrate subjects and differentiate levels of instruction
	C HR <i>ℓ</i>	90% student attendance by Yr3	0	90%	0	0	0	0	
	C HR <i>ℓ</i>	95% teacher attendance by Yr3	0	95%	0	0	0	0	
	HR <i>ℒ</i>	Eligible students will master Virginia Standards of Learning objectives with a pass rate of 75% in English and 70% in the other four core academic areas (8VAC20-131) Science, Mathematics, History, and Social Science	0	75/70%	0	0	0	0	<ul style="list-style-type: none"> • Require basic school uniforms to allow students to focus on academics instead of material possessions
	C HR <i>ℒ</i>	Students will meet the 2010-2011 federal AYP (reading, math, science, history, writing)	0	pass	0	0	0	0	
	C HR <i>ℒ</i>	Students will achieve and exceed the same State and Federal benchmarks as other RPS elementary schools	0	exceed	0	0	0	0	

Strategic Objective (by Goal)	BSC Category	Measures	Baseline	Target	Q1	Q2	Q3	Q4	Projects/ Initiatives
Goal 2: Provide a safe, healthful environment	I I I I	during the 2010-2011 school year MOA for meals Certificates of fire and health inspections as required by state, city, local regulations Operational computer for visitor login (secure access to and supervision in building) Facilities and safety provisions conform to 8 VAC 20-131- 260	0 0 0 0	100% 100% 100% 100%					<ul style="list-style-type: none"> Meals (breakfast and lunch) provided initially by contracting through RPS and with all appropriate federal forms Fire and health inspections are outlined in the PHSSA School Handbook Use of RPS computer login system and supervision as outlined in the PHSSA School Handbook
Goal 3: Foster active parental/family participation	C HR C I	100% parental involvement At least one parent will sit on the PHSSA Board	0 0	100% 100%					<ul style="list-style-type: none"> Require family involvement to demonstrate the value of education Establish open communication between home and school to build a learning partnership
Goal 4: Provide strong leadership	C I	Completion of a Board-directed survey to measure school performance	0	100%					<ul style="list-style-type: none"> Annual survey includes teachers, parents,

Strategic Objective (by Goal)	BSC Category	Measures	Baseline	Target	Q1	Q2	Q3	Q4	Projects/ Initiatives
	B I I	Long and short term financial goals using industry accepted practices and guidelines Leadership and staffing requirements conform to 8 VAC 20-131-210 through 8 VAC 20-131-240	100%	100%					<ul style="list-style-type: none"> students, and community Financial plan is audited and provided online for transparency
Goal 5: Provide professional development in support of school culture	B HR B HR	One week professional development during July of first year of operation Additional professional development offered by RPS	0 0	100% 100%					<ul style="list-style-type: none"> Integrative teaching training prior to school opening. Reciprocal sharing of this and other professional development between PHSSA and RPS.
Goal 6: Emphasize environmental science as a core subject	HR	100% of classes will utilize SOL-based science learning in Forrest Hill Park	0	100%					<ul style="list-style-type: none"> Establish a science lab on premises Utilize Forest Hill Park as authorized by the City of Richmond Parks, Recreation and Community Facilities for meaningful outdoor learning experiences
Goal 7: Strengthen collaborations with stakeholders	C C C I	Establishment of Diversity Committee Establishment of Community Outreach Committee Has conducted workshops in each district to inform parents about the school and assist w/ application	100% 100% 0	100% 100% 100%					<ul style="list-style-type: none"> Diversity Committee aimed at ensuring participation Outreach Committee visits districts and holds workshops

Budget Narrative

Budget Narrative Attachment

Attachment 1:

Title: **PHSSA-Budget Narrative** Pages: **7** Uploaded File: **PHSSA-Budget Narrative.pdf**



Budget Narrative

Patrick Henry School of Science and Arts (PHSSA), a Richmond, Virginia K-5 charter elementary school, will implement an integrated theme-based curriculum and other progressive approaches to learning. The budget for the requested funds is geared toward necessary professional development for the teaching staff at PHSSA followed by obtaining the necessary tools (educational materials, classroom supplies, information technology and basic facility set up) to achieve the stated education objectives identified in the Project Narrative.

The budget is segregated between Post Award Planning and Design of the Educational Phase, and the Initial Implementation Phase. Due to the non-traditional calendar (non-agrarian, year-round), expenditures for both Phases in Project Year 1 will overlap; planning and implementation will occur simultaneously. PHSSA will open its doors to students in late July 2010; therefore, if PHSSA is a successful grantee, the Post Award Planning and Design phase will begin October 2009 and end June 2010. The Initial Implementation will begin May 2010 and continue through the end of the award.

Requested Funds Summary (agrees to ED Form 524 Section A):

Project Year 1 includes Post Award Planning and Design.

Project Years 2 and 3 are for the Initial Implementation of the charter school.

Category	Project Year 1 Oct '09 – Jun '10	Project Year 2 May '10 – Jun '11	Project Year 3 Jul '11-Jun '12
Personnel & Fringe Benefits	\$28,850		
Travel	\$900		
Equipment	\$4,100	\$27,100	\$15,900
Supplies	\$7,000	\$54,750	\$72,850
Other	\$74,000	\$97,500	\$88,850
Total	\$114,850	\$179,350	\$177,600

Requested Funds Detail, by Category:

Personnel & Benefits:

	Project Year 1 Oct '09 – Jun '10	Project Year 2 May '10 – Jun '11	Project Year 3 Jul '11-Jun '12
Principal Salary (3 months)	\$20,750	\$0	\$0
Benefits-Health Insurance	\$2,673		
Benefits-VRS Life Insurance	\$162		
Benefits-Social Sec. FICA	\$1,589		
Benefits-Retirement	\$3,564		
Benefits-Other	\$112		
Total	\$28,850	\$0	\$0

Principal's Salary and Fringe Benefits: Three months' salary and fringe benefits for the school Principal, in advance of opening, are necessary for planning and program design, and to fine tune plans for opening the school in late July 2010. The salary amount and



benefit rates are based on average principal salaries and benefit percentages of Richmond Public Schools (RPS) personnel, as reflected in the fiscal year 2010 RPS budget. The RPS budget can be found here:

http://www.richmond.k12.va.us/indexnew/sub/Departments/Budget_Reporting/index.cfm

Travel:

	Project Year 1 Oct '09 – Jun '10	Project Year 2 May '10 – Jun '11	Project Year 3 Jul '11-Jun '12
Train Fare – 2 people	\$150		
Hotel – 2 nights x 2 rooms	\$540		
Meals	\$160		
Miscellaneous	\$50		
Total	\$900	\$0	\$0

Travel: Costs are for two people to attend the Project Director meeting in Washington D.C. on October 26 through 28. The costs included are for train tickets from Richmond, Virginia, hotel accommodations for two rooms, and two nights, meal expense estimated at \$40 per day for each person, and \$50 for any miscellaneous expenses.

Equipment:

	Project Year 1 Oct '09 – Jun '10	Project Year 2 May '10 – Jun '11	Project Year 3 Jul '11-Jun '12
Computers/Laptops	\$2,000	\$22,400	\$9,600
Multi-function Printer Lease – Office	\$2,100	\$2,100	\$2,100
Printers – Classroom			\$4,200
Die Cut Machine		\$1,500	
Laminating Machine		\$1,100	
Total	\$4,100	\$27,100	\$15,900

Project Year 1 Equipment: Project Year 1 includes two PC computers and one multi-function network printer for the school administrative office at an annual lease price of \$2,100. Equipment for the administrative office is needed in Project Year 1 for use by the principal and in preparation for administrative staff support.

Project Years 2 and 3 Computers and Printers: Student populations are projected to be 130 in the first school year (2010/11), 230 in the second school year (2011/12), and 358 in the 3rd school year (2012/13). Equipment needs beginning in July 2010 (Project Year 2) include a 20 laptop mobile labs, such as the Apple MacBook Leaning Lab with 20 MacBook 26B computers at a cost of \$22,400. A mobile lab can travel from classroom to classroom and make the most efficient use of computers in the school. The computers will be utilized to enhance learning in various ways and will allow all students to develop computer skills. Equipment needs in Project Year 3 include 12 additional laptop PC computers for teachers / classrooms at \$800 each for a total of \$9,600. These laptops will be used by teachers to facilitate accessing networked resources and integrated curriculum materials. Project Year 3 includes \$4,200 to obtain 12 classroom laser printers.



Project Year 2, Other Equipment: \$1,500 is included for a die cut machine, and \$1,100 for a laminating machine. Both of these will be placed in the teacher resource room for use by all staff.

Supplies:

	Project Year 1 Oct '09 – Jun '10	Project Year 2 May '10 – Jun '11	Project Year 3 Jul '11-Jun '12
Student Educational Materials, Trade Books and Textbooks		\$22,750	\$33,350
General Office Supplies	\$4,000	\$8,000	\$11,000
Assessment & Remediation Program Supplies (Incl. Outsourced Scoring)	\$3,000	\$3,500	\$4,000
Teacher & Classroom Supplies		\$8,000	\$14,000
Science Lab Supplies		\$5,000	\$7,500
Arts Program Supplies		\$7,500	\$3,000
Total	\$7,000	\$54,750	\$72,850

Student Educational Materials: Supply needs include consumable student educational materials, textbooks, classroom trade books, classroom reader sets, math manipulatives, big books, charts and similar materials estimated at \$175 per student in Project Year 2, and \$145 per student in Project Year 3. The amount per student is lower in subsequent years due to the ability to re-use some of the materials, and economies of scale with more students (230 students), in Project Year 3, compared to Project Year 2 (130 students).

General Office: These supplies include laminating machine film, bulletin board paper, copier paper, pens, pencils, folders, labels, binders, paperclips, staplers, printer toner, calculators, electric pencil sharpeners, electric hole punchers, cutting equipment, tape, clipboards, etc. Project Year 1 supplies will allow the principal to create a logistical system that is best suited to achieve the desired results of PHSSA.

Assessment & Remediation Program: The needs for Project Years 1-3 include programs that will be tailored to the applicant pool. The following have been identified to date as the most likely teaching/assessment and sole assessment: Accelerated Reader, SRA Signatures, Reading A-Z, PALS, and DRA2. PALS is provided and scored at no cost to PHSSA because the Virginia Department of Education mandates use of this tool. We have included \$3,000 in Project Year 1 so the principal can begin to refine the methods for measuring progress toward achieving the stated educational objectives.

Teacher & Classroom: Supplies are estimated at \$1,000 per classroom in both Project Years 2 and 3. These supplies will include six digital cameras (to be shared among classrooms for each grade), classroom bulletin board materials, die supplies, folders, markers, chalk, erasers, bins, student cubbies, hooks, small rugs, teaching toys, games, window covering, construction paper, learning stations, etc. All of these supplies will set the learning environment and support students as they learn and conduct their annual Big Questions collaborative projects.

Science Labs: Set-up needs for Project Years 2 and 3 include individual student science lab kits as well as some expenses for the unique outdoor programs that are designed to



enhance the science portion of the integrated curriculum. Costs are estimated at \$38 per student in Project Year 2, and \$32 per student in Project Year 3.

Art Program: Supplies include the set-up of the school art room that will serve all students. The requested funds will furnish the room, as well as provide art supplies. Room furnishings and supplies include tables, chairs, shelving, easels, paint, paint brushes, paper, pencils, clay, glues, textured materials, etc.

Other Expenses:

	Project Year 1 Oct '09 – Jun '10	Project Year 2 May '10 – Jun '11	Project Year 3 Jul '11-Jun '12
Staff Development & Training	\$28,000	\$30,000	\$33,000
Facility Readiness		\$16,000	\$12,000
Intersessions		\$7,400	\$9,200
Network & Information Technology (IT) Support (Includes wiring)	\$5,000	\$5,000	\$6,500
Kitchen & Cafeteria		\$12,000	\$3,000
Immediate ADA Compliance	\$21,000		
Classroom Furniture		\$7,000	\$7,000
Bookkeeping	\$2,500	\$3,500	\$3,500
Accounting Software	\$4,000		
Annual Audit	\$1,000	\$3,500	\$3,500
Library Design & Preparations	\$1,000		
Library In-school		\$6,600 \$1,000	\$6,600 \$1,000
Performances/Programs			
Advertising & Signage	\$3,500	\$1,500	\$1,500
Gardening & Outdoor Tools		\$1,500	\$2,050
Outdoor Classroom Design	\$3,000		
Arts Program Design	\$2,500		
Intersession Design	\$2,500		
Telephones & Intercom System		\$2,500	
Total	\$74,000	\$97,500	\$88,850

Staff Development & Training: The needs in Project Year 1 include a five day workshop (held in late June/early July 2010), model classes and follow-up support, at a cost of \$20,000 plus materials and travel expenses of \$5,000. The workshop will be conducted by a professional training organization, most likely The Center for Effective Learning, which uses Highly Effective Teaching model. This training includes is a comprehensive school improvement model designed to increase student performance and teacher satisfaction. PHSSA expects most teachers to become certified in producing a future workshop. Other costs included in this category for Project Year 1 include \$3,000 to be used for training with the topic(s) to be chosen by the principal and staff and which support the key objectives of the PHSSA curriculum. Staff development and training needs in Project Years 2 and 3 include similar model teaching weeks, led in part by previously trained PHSSA staff, to strengthen the strategies for existing staff members and introduce new staff to integrated curriculum preparations. This model is designed as



a three year program which will produce, by the third year, a school full of staff and teachers who are fully capable and trained in creating integrated curriculum. The additional monies in Project Years 2 and 3 will help to facilitate other development opportunities related to PHSSA's educational objectives. One example is on-site training for using an online resource that provides theme based project curriculum guides, and facilitates creation of integrative curriculum teaching projects that are publishable to the internet for staff and teachers to share.

Facility Readiness: Needs include \$15,000 and \$11,000 in Project Years 2 and 3, respectively. PHSSA will use these funds for flags, building signage, painting portions of the building interior, obtaining classroom whiteboards, energy efficient light bulbs throughout the building, classroom shelves, janitorial supplies, small scale repairs, and other miscellaneous facility readiness expenses.

Intersessions: PHSSA will use the breaks between quarters and the summer break for both remedial intersessions and enrichment intersession programs. Although remediation needs will be addressed with other funding sources, we are requesting funds to cover a portion of the enrichment programs. The needs include obtaining prepared enrichment programs, and compensating visiting and existing teachers and artists in residence for instruction services. Programs will be professionally designed to provide the greatest impact and to enhance learning of core material as well as providing cultural enrichment.

Network & IT Support: Year 1 support will allow the principal to link to the Local Education Authority (LEA), Richmond Public Schools, and provide the principal with necessary tools for finalizing personnel matters and complete planning and design activities. PHSSA will require ongoing IT support in Project Years 2 and 3.

Kitchen & Cafeteria: Initial needs include \$4,000 for two industrial stoves, \$3,000 for a walk-in cooler, \$500 for a water filtration system and filters, \$4,000 for cafeteria tables, \$2,500 for pots, pans, plates and utensils, and \$1,000 for other miscellaneous cafeteria readiness needs.

Immediate ADA Compliance: PHSSA's long term plans are to bring the building fully into compliance with the Americans with Disabilities Act; PHSSA is acquiring quotes and securing the funds from corporate champions and agreements necessary to schedule renovations. Although an elevator will be added to the building in the future, the school will open in July 2010 with a chair lift to provide building and classroom access for disabled staff and students. A functional portable stair lift (\$12,000 including delivery and training), ADA compliant lavatory fixtures (\$7,000), fire alarms, revised signage, and a ramp negotiating the two steps at the main entrance to the building (\$2,000) are the immediate ADA requirements.

Classroom furniture: Desks, table and chairs are needed for basic classroom structure. Some classrooms will need student desks, while others will utilize tables and chairs for a more collaborative environment. While the requested funds will not meet all of the needs for classroom furniture, PHSSA will balance the requirements with furniture found in the Richmond Public Schools surplus warehouse, and other state and local per pupil funding sources.



Bookkeeping: Bookkeeping for grant activities is included for a contracted bookkeeper at an estimated rate of \$20 per hour.

Accounting Software: The purchase of web-based accounting software will allow PHSSA to properly track and report grant activities, as well as provide for overall financial reporting of budget versus actual for all school activities.

Annual Audit: An annual audit to be performed by a Certified Public Accounting firm will ensure all funds are spent in a fiscally responsible way.

Library Design: Library design work is necessary to make the best use of the library space to incorporate teacher curriculum resource materials and books for children.

Library: Needs include \$4,000 in both Program Years 2 and 3, providing 200 books for both program years, and installation of a simple media system to track all materials. The Library section also includes \$3,600 for both Project Year Two and Three primarily for the purchase of resource materials for teacher integrated curriculum planning.

In-school Performances/Programs: PHSSA will utilize in-school performances to bring arts-based programs into the school for the benefit of all students. PHSSA will seek to work with organizations such as Young Audiences.

Advertising & Signage: Advertising and signage for all three Program Years will be utilized to advertise the school to prospective families and to provide information on the enrollment process. In addition to working with Richmond Public Schools in their city-wide School Choice Campaign, we plan to advertise on Richmond's public transportation system (city buses), and distribute informational brochures to Richmond churches and other community centers.

Gardening & Outdoor Tools: Tools such as wheelbarrows, watering cans, shovels, gloves and others will be utilized by the students during outdoor classroom activities.

Outdoor Classroom Design: Outdoor activities and classrooms will support a key aspect of PHSSA, which is using the surrounding parks to enhance the learning experience of all students. Funds will be used for planning and designing the transformation of the outdoor spaces into effective outdoor classroom settings.

Arts Program Design: PHSSA will plan specific art and cultural activities by grade level. Funds will be used for planning and designing an arts program that maximizes the impact of the arts within the integrative curriculum.

Intersession Design: PHSSA will plan, by break and grade level, appropriate themed programs.

Telephone & Intercom System: These systems will provide basic communication needs to the administrative staff and teachers.

The requested funds will be used to ensure the successful start-up of PHSSA, and will be the foundation of fiscal responsibility for years to come. The majority of PHSSA funding will come from the traditional state and local sources (per pupil funding); however in the first three years of operations PHSSA will also rely on individual and corporate donations, and grants to provide needed implementation expenses. Grant awards and donations will seed the school's programs so that a fiscally conservative



budget can sustain the school while at the same time providing a high level of student services. In the fourth year and beyond, annual operating expenses will be supported by the LEA per pupil funding, with smaller PTO driven fundraising and annual giving campaigns.