

Dr. Muriel Petioni Charter School

Prospectus Charter Application

Submitted to the New York State Education Department

Office of Innovative School Models

August 16, 2010

Lead Applicant: Virginia Montague
Contact Information: ginimac@aol.com
(212) 283-0294

Future Board Chair: Conrad Graves
Contact Information: gdarnoc@aol.com
(212) 283-0294
(917) 283-3855

I. EXECUTIVE SUMMARY

Background: Dr. Muriel Petioni Charter School (DMPCS) began as a grassroots movement initiated by a meeting sponsored by the Central Harlem Inter-Agency Program (CHIPS) and the NYC Department of Education Region 10. This meeting, held on May 17, 2005, was open to the community to address the educational inequities and student performance gaps in Community School District (CSD) #5. More than 250 middle and high school students, their parents and teachers were in attendance. During this meeting the seeds for the DMPCS were planted and, with the support of the Mother African Methodist Episcopal (AME) Zion Church and the James Varick Community Center, a group of concerned community leaders created a planning team and developed this application.

Mission Statement: The mission of the Dr. Muriel Petioni Charter School (DMPCS) is to offer a rigorous college-prep middle school educational program, and an early college 9-12 high school. DMPCS will prepare students living in Harlem to: 1) demonstrate Scholarship by graduating high school with a regents diploma and an accumulation of transferable college credits; 2) develop Healthy life skills that result in the achievement of personal health goals; and 3) demonstrate effective Leadership through the successful completion of an approved leadership project that benefits the local community.

Educational Program: The DMPCS educational program aligns with all the NYS learning standards including: ELA, Mathematics, Science, Technology, Social Studies, Health, Physical Education, Family and Consumer Science, Careers Development & Occupational Studies, the Arts, and Spanish. The truly dynamic and innovative aspect of the DMPCS program is the framework in which the educational model is administered, addressing the educational needs of all students: general education, special education, and English language learners.

Research has shown several key components that result in high performing middle schools: standards based curriculum, integrating literacy into all core subject areas (reading in the content areas or RICA), using data to inform instruction, strong leadership, holding staff responsible for student outcomes, a shared school mission, meaningful parent involvement, an environment where students feel psychologically and physically safe, and a community where students are supported and welcomed. DMPCS will implement all these components through a rigorous academic program aligned with NYS learning standards, preparing students for an early college high school experience. The school's instructional methods and philosophy are based on three pillars supporting the foundation of DMPCS:

Scholarship: rigorous academic scholarship delivered through a variety of engaging pedagogies based on a standards-aligned curriculum and assessment program

Health: health education (i.e. nutrition, prevention and fitness), career awareness building and exposure to health professionals, promotion of healthy life choices and access to health-related referral services

Leadership: leadership development focused on citizenship, service learning and community leadership developed through curriculum and practice.

The DMPCS school day begins at 7:45 a.m. and ends at 5:30 p.m., Monday through Friday. Following breakfast, students begin each day in Advisories. These small working groups of students and adults are charged with contributing to the development and monitoring of individual learning plans (ILP) for students and the planning and implantation of community-based service learning projects. The ILPs will both direct and guide each student's academic, leadership, and community work. Working closely with members of the Harlem community and DMPCS parents, there will be opportunities for leadership and career education within the Advisories.

Based on a careful analysis of student performance in CSD 5, the DMPCS founders believe that the majority of students enrolling in DMPCS will not be performing at grade level. A goal of the 6th grade

program is to have all students performing at or above grade level by the conclusion of their 6th grade. To achieve this goal, the 6th grade class will be organized on an elementary school model with rigorous exit standards. One teacher will be assigned to one classroom of 6th grade students. Instruction in the 6th grade will be focused primarily on literacy which is recognized by DMPCS to mean a student's ability to read, write and speak in English and, compute and solve problems at levels necessary to achieve at least proficiency in the NYS standards. Using embedded staff development, literacy will be taught in all core subject classes using RICA.

After creating a cohesive community culture in grade 6, with students assigned to one teacher per classroom for the entire day, the 7th grade marks the beginning of the more traditional middle school model of students rotating among classes and teachers. After a year of intense core academic instruction in grade 6, non-core subjects will be introduced such as visual art and, music in grade 7. While students will move from class to class, the teachers in the initial 7th grade will form a team that will loop with the 7th grade students into 8th grade. Thus, students in 7th and 8th grade will experience the same team of teachers for 2 consecutive years. The high school schedule beginning with grade 9 will be based on a traditional semester high school schedule with 11th and 12th grade students having the opportunity to enroll in college classes.

Data driven decision-making (D3M) to inform instruction and accountability will be used at DMPCS by teachers and administrators. The school will adopt a school improvement model being used in a number of NYC charter schools. Several characteristics of this model include digitized curriculum maps, lesson plans and assessments that are aligned to NYS learning standards, curriculum guidelines and performance indicators. All staff will be paid incentives that are directly linked to student performance and test outcomes. Overall, the DMPCS educational philosophy, school model, and course content will result in students who are active in their community, lead healthy lives, make positive choices, attend and graduate from college, and become functioning citizens.

Governance and Organizational Design: The founding group of DMPCS will comprise the school's initial Board of Trustees and will be the sole governing body of DMPCS. The members of the Board have extensive and relevant experiences and talents. Members include the Lead Applicant, 1) Virginia Montague, a long time Harlem community leader and advocate; 2) Conrad Graves, Ph.D., retired professor and Harlem community leader; 3) Belinda K. Amoako, educator with a specialty in math and special education and Ph.D. candidate; 4) Kordai Decoteau, DPM, will be opening a practice in Harlem in March 2011, 5) Anthony Fletcher, J.D., corporate and securities attorney; 6) Selvin R. Osbourne, M.P.A., CFO and Fiscal Officer for over 20 years in major not-for-profit agencies; 7) Brenda Smith, Ed.D., retired Superintendent of the Mount Vernon Public Schools; and 8) Rev. Gregory Robeson Smith, Ed.D., DMin., MBA, MDiv., Senior Pastor of Mother AME Zion Church and has over 20 years management and fund raising experience. In 1990 he was appointed the President and Chief Executive Officer of the African Development Foundation, an independent Federal agency in Washington, D.C by then President George Bush and continued to serve under President Bill Clinton.

These individuals have been working as a group on the development of the DMPCS for over two years. They have visited many different charter schools, collecting best practices in both education and charter school operations and have discussed charter school development and operation with a number of charter school Board members, administrators and teachers, others related to New York City charter schools and local, State and federal politicians whose constituencies include portions of Harlem. This group attended a number of charter school related seminars and trainings sponsored by the Center for Charter School Excellence (CCSE) and continues to consult such organizations as CCSE, CEI-PEA and the Charter Office at NYCDOE. The founding group of DMPCS possesses community credibility, and the knowledge, skills, passion, and experience sufficient to launch, oversee and govern a successful charter school.

II. STUDENT POPULATION

A. Student Enrollment

The enrollment projections for the school, by year, for the first five years of operation are shown below.

Anticipated Enrollment Table

	Year 1	Year 2	Year 3	Year 4	Year 5
Kindergarten					
1 st					
2 nd					
3 rd					
4 th					
5 th					
6 th	100	100	100	100	100
7 th		100	100	100	100
8 th			100	100	100
9 th				100	100
10 th					100
11 th					
12 th					
Ungraded					

B. Target Populations

Incoming students are expected to mirror those from CSD 5. According to the NYSED, of the tested students, 58% were Black, 37% Hispanic, 2% Asian, and 2% White. CSD 5 has been identified by NYSED as a District In Need of Improvement (DINI) in ELA for 2009-2010.¹ And on the NYSED ELA and Math tests in grades 3 – 8 for 2009-2010, performance data indicates that students in the District still lag behind the city.²

Grades	ELA			Mathematics		
	CSD 5	City Wide	Difference	CSD 5	City Wide	Difference
5 th Grade	27.2%	46.2%	-19.0	38.5%	59.7%	-21.2
6 th Grade	31.2%	40.1%	-8.9	38.6%	53.0%	-14.4
7 th Grade	28.7%	38.2%	-9.5	37.7%	52.6%	-14.9
8 th Grade	24.1%	37.5%	-13.4	35.7%	46.3%	-10.6

Looking further into the student demographics of CSD 5, the percentage of ELL students is 10.6%; the percentage eligible for free and reduced lunch is 80.39%; and while the NYSED did provide a comparability spreadsheet for use in preparation of this prospectus, the percent of students with disabilities column has been left blank for all NYC school districts.³ After a thorough search of available documents turned up no estimates of the number of students with disabilities by district, we estimate that this number will be around 15% for CSD 5—a number which is significantly higher than six of the seven CSD 5 existing charter schools and only slightly lower than one existing charter school.

¹ From <https://www.nystart.gov/publicweb/District.do?county=NEWYORK&district=310500010000&year=2009> on April 20, 2010, page 8.

² From <http://schools.nyc.gov/Accountability/data/TestResults/ELAandMathTestResults> on August 12, 2010.

³ From <http://www.emsc.nysed.gov/psc/startcharter.html> on August 12, 2010.

Application and Admission Periods and Procedures: Starting in January 2011, after authorization, DMPCS will advertise open registration and families, if they choose, will meet with staff and learn additional details of the school. Interested families may submit applications, either in person or through the mail, beginning on January 15, 2011, until 9:00 a.m. on April 1, 2011. If the number of applicants to the school exceeds capacity, a random selection process (lottery) will be used to assign spaces. This lottery will be held annually on or about 12 noon on April 1. Students not selected in the lottery will be placed on a waiting list. The lottery will be open to the public and conducted by the School Leader and a member of the Board to ensure that the lottery is fair and adheres to Education Law, subdivision 2854(2).

Because students and their parents/guardians do not need to disclose LEP/ELL, SPED, or free and reduced lunch status on the lottery application, the recruitment of students in these categories is very important. If recruitment is appropriate, the school through the lottery system will be able to attract, serve, and retain the students in numbers comparable to that or greater than of CSD 5, which is 11% ELL, 15% SPED (estimated), and 80% free and reduced lunch.

Student Recruitment: The DMPCS general recruitment process will include: distribution of mailings to parents of Harlem-based elementary schools; presentations during parent organization meetings at Harlem-based public elementary schools; flyers sent home with 5th grade students; distribution of mailings to residents of CSD 5; posted flyers and notices in Harlem-based newspapers, communities of faith, community centers, and apartment complexes; presentations in CSD 5 public and private elementary schools, after-school programs and youth centers; and visits to community-based organizations. DMPCS has been approved and supported by Community Board 10 and will partner with them to advertise the school extensively within the community. All materials will be presented in English, Spanish, and various African dialects to ensure that those families who are traditionally less informed about educational choice options have access to the materials. DMPCS will meet with Harlem Village Academy Charter School to discuss their recruitment regarding free and reduced lunch since their rate is over 92%. This general recruitment will elicit the 80% free and reduced lunch participants.

In addition to its general recruitment efforts, DMPCS will employ a different set of strategies and techniques to recruit students with disabilities at a rate comparable to or greater than the number enrolled in CSD 5 schools. Recruitment efforts designed to interest special education students and their families include: (1) print advertisements that include specific information about DMPCS' Special Education program, (2) special open-house sessions held in the community geared towards parents of Special Education students, (3) one-on-one meetings with members of the staff with any parents of Special Education students who express interest in learning more about how DMPCS can meet the particular needs of their child, and (4) outreach to all CSD 5 special education coordinators in the elementary school to provide a description of the program. DMPCS staff will liaison with St. Hope Leadership Academy Charter School to review their recruitment efforts regarding students with disabilities since their enrollment rate is over 18%.

To reach students with LEP/ELL classifications, DMPCS staff will reach out to the all the LEP/ELL coordinators and teachers in Harlem-based elementary schools, as well as distributing marketing and outreach materials in areas of the district where individuals who do not speak English reside and congregate, of which the majority speak Spanish and several African dialects. DMPCS staff will reach out to the appropriate language-speaking community-based organizations and individuals working with or providing services to families that might have students classified as LEP/ELL. DMPCS staff will meet with the leadership of Family Life Academy who has an LEP/ELL population in excess of 40% as well as St. Hope Leadership Academy Charter School to review their recruitment efforts in the Harlem.

Recruitment Plan: Based on the interest shown at the CHIPS sponsored meeting discussing the

educational inequities in Central Harlem mentioned earlier, the number of parent signatures, the history and community status of Mother AME Zion Church, the strong community ties and outreach capabilities of the planning team, and the low test scores of the majority of schools in Harlem, recruitment is not expected to be a problem. However, the School Leader and Board of Trustees will monitor the number of applications received on a weekly basis. If at least 10 applications a week are not received (12 weeks from application announcement to lottery = 120 applications), the outreach attempts will be greatly increased. The School Leader and the Board of Trustees will make public appearances at different institutions (hospitals, day care, after school programs, elementary schools, churches, libraries) to alert people to the existence of the school. If at least 50 applications are not received by mid-February, the School Leader and Board members will make the rounds of radio and TV stations. Further, during the entire recruitment period whether or not the school is making its quota, interested parents will be asked to spread the word within their personal spheres.

Provision of Services to Special Education Students: DMPCS will educate students with disabilities in the least restrictive environment, with their non-disabled peers to the extent appropriate and allowed by each student's Individualized Education Plan (IEP) prepared by the Committee on Special Education (CSE) of the students' school district of residence and all applicable federal laws, including the Individuals with Disabilities Education Act (IDEA). The School shall not discriminate in admission and enrollment practices on the basis of a student having or being suspected of having a disability. All special education programs and services at the School shall be provided in accordance with Education Law § 2853(4)(a) and applicable federal laws and regulations and in accordance with the IEP recommended by the CSE of the students' school district of residence.

DMPCS will provide instruction to special education students in the most inclusive environment possible, subject in all instances to the requirements and restrictions included in each student's IEP. The School will provide support services to students to ensure that IEP mandates and measurable goals are met. Present performance levels will be supported and documented through the Educational Benefits Plan in each IEP. The School will not place a student in a learning environment that is inconsistent with the IEP, nor will it limit its acceptance of students with disabilities to students with IEPs that require a full inclusion program. In accordance with the State Education Law Section 2853(4) et al, the School will provide services required by the IEP, either directly, by contract or by agreement with the school district. If DMPCS requests that the district provide a self-contained class or resource room for a student, it will work with the district to place the student in a self-contained class or resource room operated by the district at a location other than DMPCS, if that is appropriate to the needs of the student. However, if a self-contained class or resource room on the school site is determined by the school district CSE to be the appropriate placement for the student, and if DMPCS requests that the school district provide such services, a self-contained class or resource room must be provided by the school district. In this situation, DMPCS and the district CSE will work with the parents to design a program that implements the IEP, addresses the student's needs and is integrated into the School's educational programs and makes use of the School and school district resources. In this situation, DMPCS and the CSE will work with the parents to develop an IEP that meets the student's needs and design a program that is integrated into the charter school's educational programs and makes use of charter school and school district resources.

Special classes, separate schooling, or other removal of students with disabilities from the regular educational environment will occur only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily, in accordance with the IEP. Special education students, when appropriate according to their IEPs, will receive their adapted curriculum work, and other therapies such as speech-language therapy and occupational therapy, within a regular education classroom. Special educators and therapists will come to the regular education classroom, when appropriate, to provide services to small groups of regular and special education students. A special education teacher, paraprofessional or aide may sit with them to help

implement the goals of their IEPs. Students with disabilities will also be expected to participate in, and receive credit for, nonacademic, extracurricular and ancillary programs and activities with all other students to the extent allowed by the IEP. Students with disabilities will receive all notices concerning school-sponsored programs.

If DMPCS is unable to directly provide services to the extent necessary, it will seek appropriately certified or licensed individuals to provide services from CSD 5. The services to be provided may include, but are not limited to: speech language pathology and audiologist services; psychological services; physical and occupational therapy; recreation, including therapeutic recreation; early rehabilitation counseling; orientation and mobility services; diagnostic and/or evaluative medical services and student and/or parent counseling.

The School will employ a full-time special education teacher in its 1st year and special education teachers will be hired based on the number of students with IEPs as the school grows to ensure compliance to Educational Law. The special education student to special education teacher ratio will benefit special education students by ensuring that sufficient time and attention will be provided for each student.

DMPCS will ensure that the special education programs and services as indicated on each student's IEP will be provided directly to the student during school hours. DMPCS special education staff will provide consultation and support to classroom teachers, work in the general education classrooms with special education students individually and in small groups, provide resource room services and serve as special education consultants to the overall school community. DMPCS classroom teachers will be knowledgeable about the needs of students with disabilities; informed of their responsibilities for particular students; receive the support they require to implement a student's program; and implement any modifications or accommodations in their classes in accordance with the students' IEPs. Teachers will receive on-going training regarding the education of special needs students including during the pre-opening professional development prior to the opening of school each year.

In the case of students suspected of having undiagnosed disabilities, the DMPCS will adopt a referral process that implements all procedures as outlined in the regulations of the NYS Commissioner of Education for initiating a referral in accordance with Part 200.4 of the Regulations. A referral may be made by a teacher, parent or person in parental relationship, a professional staff member of the School, a physician, a judicial officer, a representative of a public agency, or a student over 18 years of age. The Regulation identifies specific requirements for referrals initiated by professional staff members and will be followed. All staff will receive training in these procedures.

Initial evaluations, re-evaluations, and revisions of IEPs, and the procedures relating thereto, are the responsibility of the local educational agency—the school district of a student's residence (*see* 34 CFR §§300.22, 300.312 and 300.340 *et al*). DMPCS will implement the IEP developed by the CSE of the student's district of residence for each student with a disability, and will cooperate with the student's district of residence to ensure that all services as recommended in that IEP are provided to the student.

DMPCS will provide substitute coverage for teachers to ensure they are able to attend CSE meetings. As required by the IDEA, the student's regular education teacher will be involved in the development and implementation of a student's IEP. DMPCS will ensure that the teacher is knowledgeable about the student's needs and will help implement any modifications or accommodation as determined by the CSE. Every teacher of a student with a disability will be provided a copy of the student's IEP. Training will be provided by the special education staff for teachers to ensure that teachers fully understand the IEP of each student and its instructional implications. With support from the special education staff, general teachers will be able to establish modifications in the general education classrooms.

Quarterly progress reports regarding the progress of each student and his or her IEP, as well as copies of all report cards, will be provided to the parents of each special education student and to his/her district of residence. The district is welcome at any time to monitor the School's implementation of its special education program. The School's special education staff will interact with the students' district(s) of residence in a number of ways, including seeing that referrals are made for students suspected of having a disability; fulfilling reporting requirements of the resident district; ensuring that all appropriate school staff participate in meetings of the resident district CSE; and establishing a reporting structure in accordance with applicable law whereby the district of the student's residence is provided progress on the degree to which the services on the IEP are being provided.

Provision of Services to LEP/ELL Students: DMPCS will not discriminate against LEP/ELL students in its admissions policies or practices, and it will comply with all applicable laws including Title VI of the Federal Civil Rights Act of 1964 and the Federal Equal Educational Opportunities Act of 1974. In addition, it will make proactive efforts to build awareness of the charter school and of the opportunity for parents to enroll their children within the CSD 5 communities where large numbers of LEP/ELLs reside.

Once enrolled, the School assures that LEP/ELL students will not be assigned to classes for students with disabilities because of their lack of English skills and parents whose English proficiency is limited will receive notices and other information in their native language to encourage participation in the School community. It will establish an LEP/ELL student enrollment target each year, in consideration of the School's prior year's enrollment figures for such students and the school district's prior-year enrollment figures for such students. This figure will be at least the same as, or higher, than the figure determined by the Authorizer. The School will then adapt and document its student recruitment strategies to support achievement of the LEP/ELL student enrollment targets.

DMPCS' process for identifying LEP/ELL students and the method for determining LEP/ELL status is as follows: (a) If English is the only language spoken in the home as indicated on the Home Language Questionnaire then the screening process need not continue; (b) If the home language is other than English or the student's native language is other than English, ATS will be checked to determine if the student has already taken the LAB-R and had been identified as an LEP/ELL student, if yes, then the student will receive ESL services; (c) if not on ATS, then appropriate school staff will informally interview the student and the parent in English, or when necessary in their native language; (d) if the student speaks a language other than English and speaks little or no English, then the School will administer the Language Assessment Battery-Revised (LAB-R)—a score below the designated proficient level is limited English Proficient (LEP), thus eligible for ESL services; (e) after placement into LEP/ELL services, student achievement or progress in the English language is measured annually with the NYSESLAT. The scores on the NYSESLAT indicate the proficiency level the student has achieved each year, and whether or not the student's level of English proficiency is high enough to exit ESL services. Any student classified and receiving educational services as a LEP/ELL student who subsequently tests above the established cut-off point will be deemed to be no longer in need of ESL services.

The School will implement a *Freestanding English as a Second Language (ESL)* program to provide instruction in English. Two organizational models will be used: a push-in and pull-out. In a push-in model an LEP/ELL teacher works with students during content instruction in collaboration with the classroom teacher to provide language acquisition and vocabulary support while retaining content instruction time. In the pull-out model, LEP/ELLs will be brought together for English-acquisition-focused instruction by the LEP/ELL teacher outside of the general classroom. The topics being discussed in the content class will be the topics used in the pull out.

LEP/ELL teachers will use the research-based Sheltered English Immersion (SEI) program model for instructional purposes. Research indicates successful performance on ELA assessments is based

upon the development of both oral and cognitive academic language proficiency. Academic language proficiency includes the language skills required for literacy and complex thinking such as reading comprehension, writing mechanics, critical thinking skills, study skills, and academic vocabulary. Content instruction is provided in English with sheltered English instructional methods to make content comprehensible. SEI is "a means for making grade-level academic content more accessible for English language learners while at the same time promoting their English language development."⁴

Teachers also utilize special instructional strategies sometimes referred to nationally as Sheltered English Techniques (SET) or Specially Designed Academic Instruction in English (SDAIE) for delivering content to LEP/ELLs in English. At DMPCS, students will receive instruction from their classroom teacher and, as needed, discrete ESL instruction from the highly qualified LEP/ELL teacher. DMPCS will use the new standards document entitled, *The Teaching of Language Arts to Limited English Proficient/English Language Learners: Learning Standards for English as a Second Language* as a guide to ensure that LEP/ELL students meet the same standards as the general student population. PD for teachers and administrators in instructional methodology appropriate for language learners (particularly in the use of SDAIE and SET) will ensure that the materials and facilities available to LEP/ELL/LEP students are equal to those of the general population. Appropriate materials will be available for ESL instruction.

DMPCS ensures that LEP/ELL students will not be excluded from curricular and extra curricular activities based on an inability to speak and understand the language of instruction. Parents whose English proficiency is limited will receive notices and information from the School in their native language to encourage participation in the School.

DMPCS will undertake a training program for teachers who are directly involved with LEP/ELL students. The staff development program will enhance staff appreciation for the LEP/ELL students' native language and culture, and provide information on the techniques, methods, and strategies appropriate for instructional and support services for LEP/ELL students. DMPCS will guarantee that materials and facilities for the implementation of the LEP/ELL instructional program will be of the same quality and quantity and not be inferior to those materials and facilities available to English proficient students.

III. SCHOOL DESIGN

The rationale for creating the school in CSD 5 is based on lack of opportunities for community leadership, health awareness and scholarship. First, students need exposure to different careers so that there is the opportunity for choice. The second rationale for creating a charter school for students within the boundaries of district 5 is based on awareness of the physical health and risk factors present within the community. Finally, education impacts every aspect of our lives including the choices we make; choices which are based on our experiences and opportunities. Students will only be able to make healthy life choices, including becoming community leaders, by obtaining a focused, rigorous education. Based on the NYC DOE and NYSED data, it is clear that this community would be well served by the development of strong middle and high schools.

In responses to these identified issues, DMPCS has developed an intensive Academic Intervention Services (AIS) model which will include assessment, intervention, and reassessment thus ensuring that students graduate by obtaining grade level mastery by the end of 6th grade; continuing to gain proficiency through the 12th grade and college. The educational program at DMPCS will utilize a standards-based curriculum delivered through inquiry- and project-based learning activities, and direct and differentiated instruction. Curriculum and instructional strategies will be examined regularly and evaluated for

⁴ Short, D., Hudec, J., & Echevarria, J. (2002). *Using the SIOP model: Professional development manual for sheltered instruction*. Washington, DC: Center for Applied Linguistics.

effectiveness as measured by student performance assessments, paper and pencil predictive and instructional-targeted assessments, and the NYS ELA, math, social studies and science tests. To support instructional staff there will be daily opportunities for planning, and end-of-week extended time period for whole team curriculum, instructional and other planning, and monthly professional development trainings targeting specific challenge areas. These strategies all lead to the support of the School's mission to impact the lives of students through Scholarship, Health, and Leadership.

Guided by Dr. Muriel Petioni's pioneering spirit and steadfast commitment to excellence, DMPCS' approach to learning will be engaging, collaborative, experiential and performance-based. The education program will provide a standards-aligned curriculum and assessment program, utilize research-based pedagogies, and create opportunities to build college exposure and career awareness. Students and staff will be held accountable to the highest academic standards. Students will engage in learning activities that will develop the academic, social and employment skills necessary to succeed in postsecondary education and employment in high stakes careers.

III.a. Increase student achievement and decrease student achievement gaps in reading/language arts and mathematics

The DMPCS directors recognize the challenges of increasing student achievement and decreasing student achievement gaps for economically disadvantaged students and children of color. DMPCS will address these challenges by delivering an educational and support program that will focus on ensuring that each student has the ability to read, write and speak in English and, compute and solve problems at levels necessary to achieve and surpass proficiency in the NYS standards. Beyond the classroom there will be strategic components of the school developed to support students in the application of these academic principles to real life experiences, moving the student to the end goal of becoming life long learners, thus successfully and permanently increasing classroom achievement and decreasing student achievement gaps. Below are the strategic components of the DMPCS program which will lead to this.

ELA. The leadership of DMPCS does not accept the common held view that literacy is the domain of primary educators and is only addressed in secondary school as a remedial subject. The stated position of the DMPCS leadership is that to effectively improve the proficiency level of underachieving students all DMPCS teachers, regardless of assignment, are expected to confront the poor reading skills of their students. Based on a solid body of knowledge on adolescent literacy, the DMPCS leadership expects all of its instructional staff members to become teachers of reading and writing appropriate to their disciplines. While tradition says that teaching reading is the job of primary school teachers, the practice of Reading in the Content Areas (RICA) at DMPCS will be the rule and not the exception.

It is also understood by the DMPCS leadership that middle and high school teachers need considerable help to understand how they can develop content knowledge at the same time that they improve student literacy. In fact, effective teaching in their subject areas will be boosted by complementary literacy instruction related to the texts (and the other communication demands) characteristic of their subjects. Plenty of data exists to show that teachers who infuse these techniques into their classes are able to cover (and their students are able to learn) more content more successfully. At J.E.B. Stuart High School in Falls Church, Virginia, for example, 76% of students had been reading below grade level before the principal instituted a literacy program. Today, the school is recognized as a "breakthrough high school": Only a small number of its students are behind.⁵ In South Salt Lake City, Utah, staff at Granite Park Middle School credit the school's literacy program with turning around its mathematics and science

⁵ Taken from <http://www.principals.org/Content.aspx?topic=53684> on August 15, 2010.

scores—once the lowest in the district. Several years after instituting a literacy program, Cedar Ridge Middle School in Decatur, Alabama, has seen its writing scores improve sharply.⁶

To achieve full implementation of RICA, the DMPCS leadership will institute a RICA professional development program and will assign literacy experts to coach content area teachers. The effectiveness of coaches has not been rigorously studied, but schools that implement this model do show large gains in literacy scores. In-service provided to teachers results in improved reading achievement for students⁷ so it follows naturally that literacy coaching—a form of highly targeted professional development—is a particularly potent vehicle for improving reading skills. Literacy coaching adheres to what research identifies as the essential features of effective professional development.^{8, 9} Common components include training that is: grounded in inquiry and reflection; participant-driven and collaborative, involving a sharing of knowledge among teachers within communities of practice; sustained, ongoing, and intensive; and connected to and derived from teachers' ongoing work with their students.

Math. All students will achieve math proficiency at DMPCS by the beginning of grade 8. To achieve this goal and thus effectively close the math proficiency gap, students will understand that their teachers and administrators will hold them to high expectations. Math classes will be a learning environment that is non-threatening where there is an accommodation for individual differences. Teachers will employ varied instructional practices and there will be consistent support for each student's effort. A typical Math practice employed by teachers is to promote active engagement in problem-solving activities that are built on knowledge of experiences. The ability to reason is a process that grows out of these experiences. Learning is enhanced by connecting math to the real world through technology and communication of mathematical ideas by operationalizing the support activities offered by the school (see below). To close the achievement gap Math intervention strategies at DMPCS will be used during or before initial instruction to ensure success for at-risk students and these strategies will teach concepts that move from manipulatives, to pictures, to symbols. Teachers will help students to transfer actively learned concepts to pencil-paper tasks and assessments similar to the end of grade/end of course tests. Vocabulary activities, higher order thinking and problem solving strategies will all be included in intervention strategies designed to close the gap. It is important that teachers teach math concepts from the NYS Math curriculum guide since it is most likely that these concepts may be included in the state math assessments. Teachers will be "scaffolding" math instruction filling existing gaps as required for groups of students. The DMPCS leadership has identified a list of expectations for teachers when teaching math. These expectations include the following: 1) Feel comfortable in their use of technology; 2) Provide connections to prior knowledge, other subject areas, careers, and student interests; 3) Develop an array of teaching strategies so as to address students with different learning styles; 4) Continue to improve their knowledge of content so they feel comfortable with the curriculum; 5) Improve their questioning ability by asking higher order questions, allowing for wait time, and encouraging students to give more than one answer; 6) Become positive about their ability to teach mathematics to all students; and 7) Expect students to want to learn, to do homework, to ask questions, and to seek assistance.

Professional development, delivered as sustained, job-embedded coaching, maximizes the likelihood that

⁶ McGrath, A. "A new read on teen literacy" *U.S. News & World Report* 138.7 (February 28, 2005): 68.

⁷ National Reading Institute (2000). *Teaching children to read: An evidence based assessment of the scientific research literature on reading and its implications for reading instruction*. Washington, DC: National Institute of Child Health and Human Development.

⁸ Darling-Hammond, L., & McLaughlin, M.W. (1995). Policies that support professional development in an era of reform." *Phi Delta Kappan* 76, 8: 597-604.

⁹ Garet, M. S., Porter, A. C., Desimone, L., Birman, B. F., & Yoon, K. S. (2001). What makes professional development effective? Results from a national sample of teachers. *American Educational Research Journal*, 38 (4), 915-945.

teachers will translate newly learned skills and strategies into practice.¹⁰ By combining RICA and math strategies with other instructional practices such as D3M, differentiated instruction and formative assessment the DMPCS leadership will increase student achievement and decrease student achievement gaps in reading/language arts and math.

In addition to these academic strategies, supports in the community are also important in closing the achievement gap. Students need real world experiences where classroom instruction is integrated into the community. The strategies for implementation to real world are as follows:

Inquiry-Based Student-Directed Work: Students will pursue active learning opportunities that will culminate every nine weeks in a final project. These project-based learning (PBL) activities will follow the guidelines and utilize the resources developed by the Buck Institute for Education.¹¹ PBL opportunities will be designed to help students take responsibility and ownership for their own education, thereby building confidence through the development of effective work habits and attitudes towards learning, and instilling persistence in pursuit of their academic and social endeavors. Strategies to be used will include student-directed learning that deliberately engages student voice and classroom knowledge; student and staff collaboration; pursuing the answer to an essential question relevant to students' lives; outcomes-based measures and deliverables; and real world use of technology.

Leadership Opportunities: Teaching students to take control of their education works best if students are provided with opportunities practice responsibility and learn what that entails. There will be weekly community assemblies to provide students with these opportunities. Students, staff and others will work together to identify and execute agenda items for these community meetings. A key tool in the development among students of leadership will be the establishment of a student government program which will be based on the guidelines and principles recommended by the National Council for Social Studies.¹² The student government will have an active voice in the school to develop their leadership abilities, integrating classroom instruction into their activities.

Career Education: Building career awareness and developing college and job skills for the 21st century workplace are significant components of DMPCS' educational philosophy. DMPCS will integrate a career education program with career awareness and project-based activities to help students gain self knowledge about their attributes and skills, identify industry interests, and education and employment goals. This to is a very real life activity that supports and integrates classroom learning.

Advisory Program: The benefits of implementing a school-wide advisory program are well documented.¹³ The DMPCS Advisory Program will play a critical role in the school's overall academic and student support services plan and is the primary vehicle for creating a more personalized learning environment where all students are well known and supported by more than one adult. Moreover, the advisory will provide a structure and a set of practices for monitoring and supporting students' academic progress and college and career readiness throughout their DMPCS experience through the development of Individualized Learning Plans (ILP). The DMPCS Advisory program will help to increase student achievement and decrease student achievement gaps in reading/language arts and mathematics by providing an opportunity for ongoing academic support, mentoring, and guidance.

Extended Day: To account for extra time needed for this, DMPCS will provide students with an extended

¹⁰ Wong, K. & Nicotera, A. (2003). Enhancing teacher quality: Peer coaching as a professional development strategy, a preliminary synthesis of the literature. Pub. Series #5. Nashville: Vanderbilt University.

¹¹ From <http://www.bie.org/> on April 21, 2010.

¹² From <http://www.socialstudies.org/positions/studentgovt> on April 21, 2010

¹³ Taken from www.turningpts.org/work.htm on April 24, 2010.

school day of learning and activities commencing at 7:45 am with dismissal at 5:30 pm, thus extending the traditional school day by 2.5 hours to 8 hours per day, which is well beyond the required 5.5 hours per day. The National Center for Time and Learning cites five potential benefits to extending school time, including: 1) Making it possible for students to spend more time on task; 2) Allowing teachers to delve into subject matter in more depth; 3) Encouraging more student engagement through project-based learning and elective courses; 4) Building in time for more teacher-student interaction; and 5) Creating time for teacher planning and professional development. Others, including Elena Silva of Education Sector, an education think tank, have noted that the addition of high-quality teaching time is of particular benefit to certain groups of students, such as low-income students and others who have little opportunity for learning outside of school. For the reasons provided, the DMPCS extended day will help to increase student achievement and decrease student achievement gaps in reading/language arts and mathematics.

All students will participate in these components of the DMPCS educational and support program, including specifically identified students defined as those students who are identified as being “at-risk” through prior academic underachievement and those designated as a special education student or as an English Language Learner. DMPCS has already developed strategies for all three groups based on an inclusion model of classroom instruction supported by specialty teachers and coaches working with the classroom teachers, ensuring that these students perform proficiently as well.

The educational model proposed by DMPCS will propel all students beyond mere grade level proficiency, preparing them for college and adulthood by implementing a rigorous academic program within a framework of supporting activities that allow students to apply classroom knowledge and take responsibility for their own learning, increasing proficiency and decreasing the achievement gap.

III.b. Increase high school graduation rates and focus on serving at-risk high school student populations

A practice that is critical to the success of the DMPCS is early intervention. Based on the published proficiency rates of CSD 5 many of its grade 3-8 students are currently categorized as “at-risk”. These students are attending the primary feeder schools for DMPCS. There is sufficient evidence to suggest that if a student is not proficient by grade 8, the probability s/he will drop-out of school is high. To reverse this trend, DMPCS will commence a process of early intervention service (AIS) in the 6th grade which includes frequent monitoring of progress, appropriate instructional and socio-emotional interventions and continuous feedback to the student and his/her family. Early implementation of AIS can dramatically improve the student proficiency rate during the middle school years. In addition, DMPCS will offer a college prep high school program that emphasizes literacy throughout its core subjects. In addition, students in grades 9 and 10 will be trained and mentored to assume leadership roles within the school’s advisories for 6th, 7th and 8th grade students. The 9th and 10th grade students who are qualified will also offer tutoring to students who require additional assistance and will be involved in planning assemblies and other school activities. Students in grades 11 and 12 will continue with their active leadership in the school; however, they will have opportunities to enroll in college courses and will begin to accumulate up to 30 college credits. All students will benefit from NYSED certified high school teachers who will be hired to support these students as mentors, tutors, and scholars.

Students at DMPCS must take all the Regents to graduate as well as complete all high school credits as specified under the NYSED Part 100 Regulations, specifically Part 100.5—Diploma Requirements and Part 100.2—General School Requirements, with particular attention to Part 100.2q—High School Program Offerings. Acceleration will be facilitated by (as discussed above) extended class hours and days, daily common planning time, embedded staff development, and teacher support by specialty areas core subject coaches. Because DMPCS has made a commitment to a data driven culture, assessment results will be used throughout to ensure students are functioning above grade level. Through these

strategies, DMPCS will maintain high rates of high school graduation by demonstrating, through early, continuous and effective AIS that students are at proficiency levels in middle school and by offering a high school program that includes significant supports for students who are accumulating college credits.

III.c. Focus on academic achievement of middle school student populations and preparation for transition to high school

To demonstrate a focus on academic achievement of middle school student populations and preparation for transition to high school DMPCS will offer two basic schedules for middle school students; a common sixth grade schedule and a common schedule for the 7th and 8th grade. The 6th grade classes will be based on the elementary school model with a literacy priority in the core subjects. Each 6th grade classroom will consist of one certified elementary teacher with a proven track record in reading instruction and math. In addition to ELA and mathematics, the 6th grade classroom teachers will be responsible for teaching science and social studies and will team teach with the technology teacher, integrating technology with the core subjects. Physical education and health will be taught by other certified faculty members. This arrangement of classes will ensure that all students enter the 7th grade on or above grade level.

This model is based on the data available for the CSD 5 surrounding schools. We expect that many students will enroll at DMPCS below, some significantly below, 6th grade proficiency. It is predicted that the school will have a significant number of students lagging in proficiency because parents/guardians who are displeased with the educational services their students have received through the 5th grade as reflected by the students' actual skills, will make up a sizable share of those who sign up for the lottery. Thus, a large proportion of these students will enroll in the school and special structures must be in place to meet their needs. This model does not negatively impact students who are at or above grade level, but supports them as well because they also benefit from another year with one teacher, developing powerful relationships with the teacher.

The 7th and 8th grade schedules will resemble those of a regular middle school with NYSED certified core subject teachers and a full complement of subjects. The 7th and 8th grade differ from a traditional middle school by having teachers loop with their students from 7th through 8th grade, continuing to build on the DMPCS philosophy that strong relationships with adults support learning. Looping has been shown to have positive effects on both the academic and social lives of students, providing the support necessary for students to succeed.¹⁴ Looping from 7th to 8th grade will allow students and teachers to develop a family-like environment, which will support long-term stability for some students who may have unstable lives outside of school.¹⁵ Another advantage is that there is an increase in instructional time because there is no need to spend the first month of the new school year establishing classroom rules and procedures; students and teachers are able to begin instruction immediately. Further, at the end of the 7th grade school year, teachers will be able to assign summer projects to be completed as part of the advisories. Additional benefits include the increased involvement of parents due to a strengthening of the parent-teacher bond¹⁶ and looping has been shown to be particularly beneficial at the middle school level.¹⁷ Looping will provide a stable environment, allow teachers to fully understand each child's academic and social needs, provide the necessary time for the parent-teacher bond to develop, and will ensure that by the end of 8th grade, students are prepared for early college enrollment.

¹⁴ Grant, J., Johnson, B., & Richardson, I. (1996). *The Looping Handbook: Teachers and Students Progressing Together*. Peterborough, NH: Crystal Springs Books.

¹⁵ Taken from: <http://education.stateuniversity.com/pages/2194/Looping.html>">Looping - How Widespread Is Its Use?, Rationale, Evidence Supporting Its Use

¹⁶ Ibid.

¹⁷ George, P.S. & Lounsbury, J. H. (2000). *Making Big Schools Feel Small: Multiage Grouping, Looping, and Schools-within-a-School*. Westerville, OH: National Middle School Association.

The integration of these strategies will prepare students for the transition to high school by focusing on the achievement of middle school students, thus impacting the graduation rate. By 8th grade, based on the successes at other charter schools such as Renaissance Charter School and Hellenic Classical Charter School, 8th grade students will begin to take Regents exams. Taking at least one Regent exam by grade 8 will be a goal for 20% of the students in the 8th grade class for the first two years that the school has a grade 8 and will grow to 50% in the second chartering period.

III.d. Utilize a variety of high-quality assessments to measure understanding and critical application of concepts.

DMPCS will implement a rigorous data driven culture to inform instruction which is described in III.e. below. The assessments used are described as follows:

Assessments

Name of Assessment	Purpose	Grades Administered	When Administered
Scantron Performance Series Reading/Lang. Arts	Identify reading fluency, competency, reading comprehension and writing development levels	6-8	September and June
Scantron Performance Series Mathematics	Identify number fluency and mathematical skills for grade level	6-8	September and June
Teacher developed assessments and quizzes	To determine learning in a variety of areas (ELA, math, Social Studies, Science, Health)	6-12	As needed based on lesson plans
Language Assessment Battery – Revised (LAB-R)	To determine English proficiency.	6-10 as identified by the Home Language Survey & Staff Assessment	September (or within 10 days of the student’s enrollment)
New York State English as a Second Language Achievement Test (NYSESLAT)	To determine when students identified as ELLs become fluent in English.	6-12 if required by LAB-R	April/May*
New York State Alternative Assessment	Identify students’ ability to meet or exceed grade level standards in all areas for Special Education students	6-8 if needed as determined by IEP	October through February*
Specialized High School Admission Test (SHSAT)	Those students who wish to enroll in one of NYC’s specialized high schools.	8-9	October/November*
New York State ELA	Identify students’ ability to meet or exceed grade level standards in reading, reading comprehension and writing.	6-8	April/May*
New York State Math	Identify students’ ability to meet or exceed grade level standards in mathematical computation, mathematical reasoning and problem-solving	6-8	April/May*
New York State Social Studies	Identify students’ ability to meet or exceed grade level standards in content and reading and writing strategies (document based questions) in social studies	8	May*
New York State Science	Identify students’ ability to meet or exceed grade level standards in science content and use of scientific tools	8	April/May*
NYS Regents Exams (ELA, Math, Global, Science, US History as well as other advanced for Advanced Regents Diploma)	To assess high school students mastery of NYS Learning Standards and graduated from high school.	9-12 Students will take the Regents until they pass.	January, June, August*
Preliminary SAT (PSAT)	To assess student verbal/math skills	10-11	February
Subject Area Unit Assessments; Common Assessments	To assess mastery of topic areas with core subjects To assess that all teachers are following the DMPCS curriculum and scaffolding	9-12	Ongoing

*DMPCS will administer these NYS Assessments as prescribed by NYS on the dates that are required for each school year.

The Scantron Performance Series is a web-based tool that self-corrects the level on which the student is working based on the responses of the students. Rather than a static paper and pencil test, the Scantron shifts the level of questioning which provides very detailed information about student abilities from the report generator. Scantron is a nationally recognized test that has high validity and reliability and is aligned with NYS Learning Standards. The information gleaned from the reports will inform teachers about the academic needs of the students in their classes for interventions.¹⁸

To assess classroom teaching and learning directly, unit and common assessments in ELA, Math, Science, and Social Studies will be administered by classroom teachers. This is good pedagogy and will provide much needed information about where students are struggling. By using this data, teachers will be able to re-teach areas ensuring that all students gain the most from their academic experiences. This testing program will give teachers and administrators ample feedback concerning student progress for the purpose of modifying teaching and targeting areas in which students are struggling. Please see section III.e. for an explanation of how this will be conducted.

III.e. Increase implementation of local instructional improvement systems to assess and inform instructional practice, decision-making and effectiveness.

As discussed previously, DMPCS will implement a locally developed school improvement model called PICCS (Partnership in Innovation of Compensation for Charter Schools). PICCS is a Teacher Incentive Fund (TIF) grant which holds teachers directly accountable for student outcomes while providing the necessary tools and professional development so that teachers can in fact do this. Based on prior research and best practices, it has been shown that all adults in a building need to support students for students to be successful. Therefore, the Planning Team believes that holding not just teachers, but all staff, accountable for student outcomes is an important component in the success of students. Therefore, another aspect of the school improvement model is that each staff is eligible to receive an incentive of up to \$5,000 based on student outcomes.

The implementation of this model will require the DMPCS staff to assess student performance on a continuous basis. Assessments will provide instructional staff, students and parents with detailed data on individual student performance and growth, student cohort performance gaps, and performance comparisons with similar student populations. Instructional staff will use assessment data to modify content and/or instruction, working towards a goal of ensuring continuous student progress. To support this, the SunGuard (formerly Performance Pathways) suite of software and on-line services: CurriculumConnector, Assessment Builder, and Tracker will be purchased. Through this software, the teachers can map curriculum aligning it to the NYS Learning Standards, develop their own tests which align to the curriculum and NYS Learning Standards, load standardized tests (i.e., Scantron), load the NYS tests including the item analysis, and then track student progress over time. Administrators can use the combined software to identify gaps and weaknesses in the curriculum. This has been piloted by 10 charter schools that are participating in the PICCS project and has been shown to be extremely effective.

It is critical that the school's entire community of students, parents, staff, administration, and Board are invested in a school culture dedicated to the effective use of performance data. The DMPCS Board will work closely with the School Leader in the formative stages of planning to develop and implement goals, protocols, systems, and tools to facilitate the use of assessment data to influence decision making. While the collaborative effort is essential, the components described below serve as examples of the ways DMPCS expects to use data to inform decision making with regard to instruction. The goals of the charter school regarding the use of data in the design and implementation of instructional strategies

¹⁸ From <http://www.scantron.com/performance/series/> on April 21, 2010.

include 1) Refining and directing classroom instruction, including setting individual student goals; 2) Adjusting scheduling to include adequate time for core subjects, non-core subjects, and any necessary remediation to ensure mastery of the material; 3) Refining the teacher-developed and diagnostic tests to ensure consistent alignment with the NYS learning standards with the results indicative of outcomes on state exams; 4) Informing policies for student retention and promotion; 5) Providing sufficient time in the daily schedule for common planning, training on various data issues, and embedded professional development; and 6) Evaluating teacher and school leader performance.

At the start of the school year the faculty and administrators will use students' prior-year New York State tests, where available, to understand starting points, deficiencies and baseline performance for individual students. Once students take the full series of Scantron exams, as well as any initial diagnostics and teacher created tests, the data can be used to confirm baseline starting points, set goals and facilitate conversations with students and parents about each child's academic goals. The school leader also will communicate the starting points and goals for the school, each class and teacher. As well, students will use this data in Advisories to develop the ILPs. Throughout the year, teachers will use data from the Scantron series as well as diagnostic and other formative assessments during scheduled meetings with the School Leader and during lesson planning time to examine item analysis, individual and class level data in conjunction with curriculum to adjust lesson plans, and schedules for additional instructional time where needed. Faculty and administrators will use the data to create small groups for immediate tutoring and remediation to be done at the end of the school day. Faculty and staff also will use the data to set and measure individual student growth goals. In strategic group data analysis and lesson planning meetings, teachers may collaborate on cross content instructional strategies.

The School Leader and Board will use academic performance data to cultivate evidence-based program evaluation, increase communication about the academic goals and success, and make decisions about instructional delivery and direct instructional needs, organizational structure and resource allocation. Formal data management systems and technologies will ensure regular collection, evaluation and communication about academic progress and attainment.

III.f. Partner with low-performing, local public schools to share best practices.

No school wants to be identified as a "low-performing" school, particularly not by the new school in the neighborhood. Doing this would in fact create terrible tension and would not benefit any school. Therefore, DMPCS will take a slightly different tactic that involves the entire community of schools in the Harlem. Working with District 5 and the Education Committee of Community Board 10, DMPCS proposes co-hosting with DOE regular and charter schools in the neighborhood, best practice seminars. Community Board 10 has reviewed this charter application, has endorsed DMPCS and is willing to work with the DMPCS with this initiative. Best practices seminars will allow everyone to participate and not be labeled as "low-performing". Further DMPCS can learn from other schools, students, and educators as well. By developing a coalition of schools, everyone wins. To initiate this effort, the School Leader and Director of Operations and Compliance will visit local schools in the beginning of the year. There are ways that an existing school can be of great help to DMPCS, such as getting involved in the NYC DOE ATS system, working with the local Committee on Special Education, short cuts when dealing with metro cards, and the like. After developing a relationship, DMPCS in conjunction with Community Board 10, will host neighborhood seminars for area schools where everyone presents and discusses best practices. This will be done under belief that all schools are responsible for the education of all students in the community.

III.g. Demonstrate the ability to overcome start-up challenges to open a successful school through management and leadership techniques.

The Board of Trustees consists of professionals in all areas of expertise needed to open a charter school: operations, finance, legal, facilities, educational, and community involvement. Further, several people on the Board are long time Harlem advocates and residents and two have been intimately involved in the public educational system, one as a superintendent and one as a classroom teacher, now Assistant Principal in a NYC DOE District 75 school with an expertise in special education. Below are the start-up challenges, which have been and are being identified by the Board and the contingency plans developed to address these challenges.

Staff Recruitment and Hiring. The DMPCS is well aware of the importance of hiring highly skilled and talented professionals who will support the vision and mission of the school. A staff recruitment program has been and continues to be a major topic of discussion by the board members. The general elements of such a program have been developed and upon approval of the application, the specific details necessary to implement its plan will be instituted. In addition, the board designees have begun a serious search for an experienced and highly qualified School Leader as well as a Director of Operations and Compliance. Job descriptions for both positions have been developed and discussions have occurred with various individuals and organizations that have access to potential candidates.

Facilities. This has been an issue for every charter school; however, DMPCS has already identified their space and have begun to work on the planning and funding for renovations. The James Varick Center, located at 151 West 136th Street in Harlem, will be the home of DMPCS. The Varick Center, named for the first Bishop of the African Methodist Episcopal Zion Church, is a separate 501(c)3 with connections to the Mother AME Zion Church. The James Varick Board will be financing all construction costs to expand the Center for use by the school and there is currently an MOU in place attesting to agreement. Ehrenkrantz, Eckstut & Kuhn Architects have been retained to do this work and already have plans, specs, and costs completed. This Architect group has offices in New York, Washington, DC, Los Angeles and Shanghai. One of the specialties of this group is the design and construction of schools ensuring that all work will reflect the necessary health, education, and safety requirements. In New York, examples of the work of this group can be seen at PS 7 in Queens and PS 15 in the Bronx, both NYC DOE schools. Ehrenkrantz, Eckstut & Kuhn Architects recently completed the first entirely green building for the NYC DOE at PS 59, The Beekman Hill International School. Plans for renovation are based around the school year and the first phase of the renovation is scheduled to be completed in time for the first class of students.

Operations of the School. Typically, charter school Principals or School Leaders have the responsibility of overseeing both the academic and the operational start up activities of a new charter school. Having the principal responsible to operation duties limits the time he/she can spend on academic issues such as staff recruitment and professional development. To address this issue, DMPCS Trustees made the determination to immediately hire a Director of Operations and Compliance (DOC) who will answer to the School Leader but will be responsible for running the operations (all compliance, facilities, finance, safety) for the school. This individual will present to the Board at every meeting the status of the school's "start up" activities and will liaison with the city and state around such issues as Entitlements, Annual Report, Finance, BEDS reporting, free and reduced lunch, safety, and health.

Curriculum. DMPCS has been fortunate enough to retain the services of Art Pritchard, Ph.D., through JPS Solutions to assist them in the development of their curriculum crosswalks, which align to NYS Learning Standards. Dr. Pritchard has developed the NYS aligned crosswalks for many charter schools across the State and all have been approved and are being used. For a list of former schools, please see <http://www.jpssolutions.com/clients.htm>. All crosswalks for all subjects from grades 6 through 12 have been completed and are ready for implementation. This will allow for the School Leader and new grade 6 teachers to begin work on lesson planning immediately. The curriculum will be digitalized through CurriculumConnector and aligned with the NYS Learning Standards. Having digitized its curriculum,

teachers can begin to immediately map their lesson plans to the curriculum within a digital environment. The School Leader can then review the work and assess for any gaps in lessons. Further, the group can come together and begin to develop their common assessments immediately.

Data Driven Instruction. The DMPCS Board understands that data driven instruction (D3M) is an essential element for the success of the school's instructional program. Thus, the board has decided that training and practice of D3M must start from day one both because it is good pedagogical practice and because it will help with the development of a culture of accountability. To this end, a data specialist is being hired to work with the School Leader to support teachers in the use of data. Further, because the school will be purchasing CurriculumConnector along with Assessment Builder and Tracker, teachers and administrators will have all the necessary tools to ensure that relevant data is easily accessible and used to the fullest extent. Training on these tools has been built into the daily schedule and the budget. Since all DMPCS instructional staff is eligible for performance based incentives that are determined in part by student outcomes, making the use of data a central part of the programming will assist the staff in successfully meeting performance requirements related to the incentives.

Fiscal Accountability. The DOC is responsible for fiscal accountability along with the School Leader. A monthly financial report and fiscal statement will be provided to the Board. The firm of Allen S. Joseph, (ASJ) CPA, has already begun to work on the framework for accounting and there is an MOU in place describing this relationship. ASJ will be responsible for establishing all accounting procedures (already written) and providing accounting support and services for the "start-up" period and the first year of operation.

III.h. Demonstrate the support of the school district and the intent to establish an ongoing relationship with such district.

As a school that has officially been in development over the last eight months as a NYC DOE school (prior to the new charter law), DMPCS has had and will continue to have the support and assistance of the NYC DOE as demonstrated by the DOE's submission of this application. In the Harlem community, members of the Board have already begun reaching out to the Superintendent Gale Reese to begin discussion about the role of DMPCS in the district, particularly in light of the new requirements that best practices be shared. Further, DMPCS will work closely with the District on reporting necessary data on ATS, working with the local Committee on Special Education (as well as CSE's from other districts as necessary) and will of course take referrals from the District particularly in the areas of special education and English Language Learners.

III.i. Provide access to viable education alternatives to students in regions where there are a lack of alternatives.

It may seem a little strange to think of any student in NYC living in a region where there is a lack of alternatives, but this is in fact the case with Central Harlem. In general, approximately 55,000 students applied to public charter schools in NYC and only 11,700 were actually offered seats in charter schools.¹⁹ Parents are clearly seeing a lack of alternatives in NYC. Further, of the 22 charter schools in upper Manhattan, one is a specialty school for students with autism and only six offer middle and high school while another four offer kindergarten through grade 12.²⁰ Finally, test scores on the NYSED ELA and math tests in CSD 5 are very low. However, looking at the data for the schools indicates a further lack of alternatives. Students from the 10 district high schools fared even worse with the district failing to

¹⁹ From <http://nyccharterschools.org/learn/news/press-releases> on August 12, 2010.

²⁰ From http://schools.nyc.gov/NR/rdonlyres/50117A5B-DB95-4231-82CC-16C853A8EE2B/0/CharterSchoolDirectory_English.pdf on August 12, 2010.

achieve AYP in ELA at the high school level with one high school on the NYSED's Persistently Lowest Achieving Schools list.²¹ There is only one high school that received an "A" on its NYC DOE Progress Report—the one school that students must test into. Of the remaining nine schools, three did not have Progress Reports, but according to NYSED, one of them did not make AYP in math (the other two did); one received a "B"; three received a "C"; and two received a "D". The percent of low school progress report grades for high schools compared to the progress report grades city-wide high schools show a significant educational discrepancy between CSD 5 and NYC.²²

Grade on Progress Report	# (%) in CSD 5	# (%) City-Wide
A	1 (10%)	1,037 (72%)
B	1 (10%)	245 (17%)
C	3 (30%)	81 (7%)
D	2 (20%)	26 (2%)
No Progress Report	3 (30%)	48 (3%)

Clearly, all the data indicates that CSD 5 needs more high quality, rigorous middle and high schools. The DMPCS planning team believes that high school may be too late to impact proficiency levels and that middle school is the age at which positive interventions will be the most effective. It is the goal of the School to offer a quality education option that provides the leadership training, awareness of personal health, and academic rigor that is currently available only on a very limited scale in Central Harlem.

The Dr. Muriel Petioni Charter School Planning Team would like to take this opportunity to thank the New York City Department of Education's Office of Charter Schools for supporting this application. We would also like to thank the New York State Education Department's Office of Innovative School Models for the opportunity to present our plan for the Dr. Muriel Petioni Charter School.

²¹ From <http://www.emsc.nysed.gov/irts/accountability/LowAchieve/2009/PersistentlyLowestAchievingSchools-SFSA2009.pdf> on April 20, 2010.

²² From http://schools.nyc.gov/NR/rdonlyres/9E523F1A-9A3A-4502-8054-266321EBC008/0/ProgressReportResults_032310.xls and <http://schools.nyc.gov/FindASchool/AdvanceSearch.htm?level=10&actn=search&geo=2&bbindex=1&dbindex=1&ddindex=5&zipcode=&stype=0&sso=0&hszone=0&repname=&showdist75=0&showspschls=0&netwrkcode=&new=0> on April 20, 2010

Dr. Muriel Petioni Charter School

Charter Application

Narrative

Submitted to the New York State Education

September 21, 2010

Table of Contents

Narrative

I.	Education Plan	1
	A. Curriculum and Instruction	2
	B. School Calendar and Daily Schedule	8
	C. Target Population	10
	D. Assessment	15
	E. School Climate and Discipline	17
II.	Organizational Plan	18
	A. Governing Body	18
	B. Founding Group Composition	19
	C. Management and Operation	21
	D. Staffing and Human Resources	23
	E. Student Recruitment, Enrollment, and Evidence of Demand	26
	F. Community Involvement	28
III.	Financial Plan	29
	A. Budget	29
	B. Financial Management	31
	C. Facilities	34
	D. Transportation	35
	E. Food Service	35
	F. Insurance	36
	G. Pre-Opening Plan	37

Forms and Attachments

Form 1 – Certification Statement	
Form 2 – Roster of Key Contacts	
Attachment 1 – Sample of Daily Schedules	
Attachment 2 – Proposed Annual Calendar	
Attachment 3 – Proposed Corporate By-Laws	
Attachment 4 – Proposed Code of Ethics	
Attachment 5 – Resumes of Prospective Founding Group Members	
Form 3 – Statement of Assurances	
Form 4 – Request for Information from Prospective Board Member	
Attachment 6 – Organizational Chart	
Attachment 7 – Key Position Descriptions	
Attachments 8 through 12 – Not Applicable	
Form 5 – Budget and Cash Flow Template	

The Dr. Muriel Petioni Charter School (DMPCS) is based on best practices, sound research, and an understanding of the community in which it is to be located. The James Varick Community Center, located at 151 West 136th Street in Central Harlem (Community School District [CSD] 5 and Community Board 10), is to be renovated to be the home of the DMPCS. Throughout this application, the Prospectus which was submitted on August 16, 2010, is incorporated in the following full application by reference.

I. EDUCATION PLAN¹

The mission of the Dr. Muriel Petioni Charter School (DMPCS) is to offer a rigorous educational program for grades 6 through 12 consisting of a college-prep middle school, and an early college 9-12 high school. DMPCS will prepare students living in Harlem to: 1) demonstrate Scholarship by graduating high school with a regents diploma and an accumulation of transferable college credits; 2) develop Healthy life skills that result in the achievement of personal health goals; and 3) demonstrate effective Leadership through the successful completion of approved leadership projects that benefit the community.

During the first chartering period, the school will grow from grade 6 through grade 10; during the second chartering period the school will expand to include grades 11 and 12 as well as an early college program. The DMPCS planning team recognizes that a large portion of its student population will hail from elementary schools within the Harlem community and will enter DMPCS performing below grade level in ELA, math and other academic subjects. To address these weaknesses, DMPCS will develop an intensive Academic Intervention Services (AIS) model that will include assessment, intervention, and reassessment, thus ensuring that students obtain grade level mastery by the end of 6th grade and then continue to gain proficiency through the 10th grade for the purpose of high school graduation and early college admission (which will happen in the second chartering period as the school grows to census). The educational program at DMPCS will utilize a standards-based curriculum delivered through inquiry- and project-based learning activities, and direct and differentiated instruction. Curriculum and instructional strategies will be examined regularly and evaluated for effectiveness as measured by student performance assessments, paper and pencil predictive and instructional-targeted assessments, and the NYS ELA, math, social studies and science tests. Teaching staff will have daily opportunities for shared planning time for instructional and other planning, professional development that is supported by the school schedule, and monthly professional development trainings targeting specific challenge areas.

Three pillars will support the foundation of the DMPCS:

1. Scholarship: rigorous academic scholarship delivered through a variety of engaging pedagogies based on a standards-aligned curriculum and assessment program
2. Health: providing health education (i.e. nutrition, prevention and fitness), career awareness building and exposure to health professionals, promotion of healthy life choices and access to health-related referral services
3. Leadership: leadership development focused on citizenship, service learning and community leadership developed through curriculum and practice.

Guided by the pioneering spirit and steadfast commitment to excellence of Dr. Muriel Petioni, DMPCS' approach to learning will be engaging, collaborative, experiential and performance-based. The education program will provide a standards-aligned curriculum and assessment program, utilize research-based pedagogies, and create opportunities to build career awareness and pathways to white collar professions. Students and staff will be held accountable to the highest academic standards. Students will engage in learning activities that will develop the academic, social and employment skills necessary to succeed in postsecondary education and employment in high stakes careers. Below are the important components of the curriculum and instructional program of DMPCS.

¹ Target population and educational plan are included in the Prospectus.

A. Curriculum and Instruction

Curriculum: DMPCS has already completed the curriculum crosswalks for grades 6 through 12 in all areas. These crosswalks were completed by Arthur Pritchard, Ph.D., a senior partner with JPS Solutions. Dr. Pritchard is an expert educator who developed crosswalks currently in use at a number of NY charter schools.² All subject areas are aligned to the New York State Learning Standards and have been approved in all participating schools by committees from both NYC DOE and NYSED.

The DMPCS curriculum crosswalks were developed to support teachers in tailoring instruction to best address the needs of students, as determined through ongoing data collection and analysis. The core curriculum developed by Dr. Pritchard, in coordination with the DMPCS team, will be digitized and made readily available to teachers, who will then “diary map” their lesson plans and units of study on top of the core curriculum. To further reinforce the importance of correct pacing and scaffolding, teachers and administrators will develop common assessments across the subject areas and grades. This information will be loaded to the same system for comparison to the school’s curriculum and the NYS learning standards. The academic performance of students will then be tracked over time. The data generated through this process will allow the staff to connect back to the school’s curriculum and the NYS learning standards. The software to be used to achieve this is the PerformancePlus system from Sun Gard (discussed elsewhere in the proposal). The budget reflects the purchase of the system, the training for the staff, and time in the daily schedule to accomplish all this work. Overall, this technology system and the data driven decision making (D3M) process it supports will help to identify potential weaknesses in the curriculum and instruction where interventions can be developed before they become serious deficiencies.

English Language Arts: The ELA curriculum will provide students with a balanced literacy program utilizing skill-based texts, fiction, nonfiction trade books, book clubs, literary circles, independent and quiet reading and writing strategies. These curricula and instructional strategies will provide the basis for students to advance their reading, writing and speaking skills beyond the basics received in elementary school. The ELA program will focus on reading, writing, speaking, and listening across the content areas to ensure that students increase comprehension, build new knowledge about a variety of subjects and think critically about historical and current events, themes and issues.

As outlined in the Prospectus, the leadership of DMPCS does not accept the common held view that literacy is only addressed in secondary school as a remedial subject. To effectively improve the proficiency level of underachieving students, all DMPCS teachers, regardless of assignment, are expected to confront the poor reading skills of their students. Based on a solid body of knowledge on adolescent literacy, the DMPCS leadership expects all of the school’s instructional staff to become teachers of reading and writing appropriate to their disciplines. While tradition says that teaching reading is the job of primary school teachers, the practice of Reading in the Content Areas (RICA) at DMPCS will be the rule and not the exception. It is also understood by the DMPCS leadership that middle and high school teachers need considerable help in understanding how to develop content knowledge and improve student literacy at the same time. In fact, effective teaching in their subject areas will be boosted by complementary literacy instruction related to the texts of their subjects. As discussed in the Prospectus, there is plenty of data to show that teachers who infuse these techniques into their classes are able to cover (and their students are able to learn) more content more successfully.^{3, 4}

To achieve full implementation of RICA, the DMPCS leadership will institute a RICA professional development program and will assign literacy experts to coach content area teachers. The DMPCS

² For a full list of schools, please see <http://www.jpssolutions.com/clients.htm>

³ Taken from <http://www.principals.org/Content.aspx?topic=53684> on August 15, 2010.

⁴ McGrath, A. “A new read on teen literacy” *U.S. News & World Report* 138.7 (February 28, 2005): 68.

planning team has observed that many schools that implement this model have shown large gains in literacy scores. In-service provided to teachers results in improved reading achievement for students⁵ so it follows naturally that literacy coaching—a form of highly targeted professional development—is a particularly potent vehicle for improving reading skills. Literacy coaching adheres to what research identifies as the essential features of effective professional development.^{6,7} Common components include training that is: grounded in inquiry and reflection; participant-driven and collaborative, involving a sharing of knowledge among teachers within communities of practice; sustained, ongoing, and intensive; and connected to and derived from teachers' ongoing work with their students. DMPCS will implement a complete program of literacy coaching at all grade levels. Literacy Coaching is supported in the budget by providing funds for coaches in the classroom providing embedded professional development.

Mathematics, Science and Technology: The DMPCS mathematics, science and technology curriculum will provide students with an inquiry-based, comprehensive approach to learning by incorporating basic and advanced skills (including vocabulary and fluency of scientific language), math applications, use of manipulatives, opportunities for project-based learning and other explorations, scientific research (including process skills and procedures), and real-world technology use. Emphasis in this curriculum will be placed on topics relating human's interaction with the natural world with specific focus on environmental influences on health disparities. To accomplish these learning objectives, a blended approach including skill-based texts, and reading and writing in the content areas will be implemented.

A special emphasis in the middle school will be on Math. All students will achieve math proficiency at DMPCS by the beginning of grade 8. To achieve this goal and thus effectively close the math proficiency gap, students will understand that their teachers and administrators will hold them to high expectations. Math classes will be a learning environment that is non-threatening where there is an accommodation for individual differences. Teachers will employ varied instructional practices and there will be consistent support for each student's effort. A typical Math practice employed by teachers is to promote active engagement in problem-solving activities that are built on knowledge of experiences. The ability to reason is a process that grows out of these experiences. Learning is enhanced by connecting math to the real world through technology and communication of mathematical ideas by operationalizing the support activities offered by the school. To close the achievement gap Math intervention strategies at DMPCS will be used during or before initial instruction to ensure success for at-risk students and these strategies will teach concepts that move from manipulatives, to pictures, to symbols. Teachers will help students to transfer actively learned concepts to pencil-paper tasks and assessments similar to the end of grade/end of course tests. Vocabulary activities, higher order thinking and problem solving strategies will all be included in intervention strategies designed to close the gap. Teachers will be "scaffolding" math instruction filling existing gaps as required for groups of students. The DMPCS leadership has identified a list of expectations for teachers when teaching math. These expectations include the following: 1) Feel comfortable in their use of technology; 2) Provide connections to prior knowledge, other subject areas, careers, and student interests; 3) Develop an array of teaching strategies so as to address students with different learning styles; 4) Continue to improve their knowledge of content so they feel comfortable with the curriculum; 5) Improve their questioning ability by asking higher order questions, allowing for wait time, and encouraging students to give more than one answer; 6) Become positive about their ability to

⁵ National Reading Institute (2000). *Teaching children to read: An evidence based assessment of the scientific research literature on reading and its implications for reading instruction*. Washington, DC: National Institute of Child Health and Human Development.

⁶ Darling-Hammond, L., & McLaughlin, M.W. (1995). Policies that support professional development in an era of reform." *Phi Delta Kappan* 76, 8: 597-604.

⁷ Garet, M. S., Porter, A. C., Desimone, L., Birman, B. F., & Yoon, K. S. (2001). What makes professional development effective? Results from a national sample of teachers. *American Educational Research Journal*, 38 (4), 915-945.

teach mathematics to all students; and 7) Expect students to want to learn, to do homework, to ask questions, and to seek assistance.

Social Studies: The DMPCS social studies curriculum will provide students with an inquiry-based approach to learning historical content and current events and will include basic and advanced reading, writing, investigative science and technology skills, leadership development and opportunities to learn about different cultures, historical eras and events. In addition, the program will provide opportunities for explorations of history, geography, economics, government and civics, project-based learning, performance-based assessments and real-world technology use. The program will use skill-based texts and reading and writing in the content areas emphasizing civic responsibility and community leadership.

Health and Physical Education: Health and physical education will be a significant focus of DMPCS. The school's health and fitness program will encourage students to be physically active and make positive, healthy life choices. In alignment with the NYS Learning Standards, the school's health instruction will focus on injury prevention; mental and emotional health; nutrition and physical activity; substance abuse including tobacco, alcohol and other drugs; family health and sexuality; and personal and consumer health. The health and fitness program will include instruction in nutrition; instruction in healthy lifestyle choices; participation in physical education classes; access to neighborhood recreational and athletic teams; and opportunities to participate in health-related leadership and advocacy activities.

Career Development and Occupational Studies (CDOS): DMPCS will create awareness and provide opportunities for exposure to careers in the health, math, science and technology industries. The CDOS program will explore access and pathways to these targeted careers, provide exposure to health, math, science and technology professionals through experiential learning opportunities, mentoring and internships. To facilitate the integration of CDOS into daily action, Individual Learning Plans (ILPs—see Advisory Program below) will include career goals through school, to college and beyond to career.

Family and Consumer Sciences (FACS): FACS will be integrated into the advisories along with CDOS⁸ and will align with the NYSED Home and Career Skill for middle school and the Human and Public Services cluster for high school, which will include the pathways of Human Services and Family Studies and Food and Nutrition. FACS standards encompass the DMPCS mission and will be reflected in ILPs.

The Arts: The DMPCS arts curriculum will be based on the NYC DOE *Arts Blueprint* and the *Arts Count* program – both of which are aligned with the NYS Learning Standards for the arts. Students will learn to appreciate the visual and performing arts and draw connections between the art world and the sciences.

Spanish: The Spanish curriculum will focus on reading, writing, and speaking. The curriculum will align with the NYS Learning Standards for Foreign Languages. Spanish will be taught using a full immersion model of language learning. Students will be expected to participate in class in Spanish.

Instruction: To actualize this learning model, innovative strategies are necessary and explained below.

Advisory Program: In keeping with research on middle schools,⁹ students will be organized in grade level advisory teams. These advisory teams will be small groups of students and adults who will meet daily at both the start and end of the school day. In 6th grade these advisory periods will focus on the development of the students' Individual Learning Plans (ILP) which will follow the student throughout his/her academic career; ensuring students are receiving the support necessary for them to be successful. In each grade the activities of the Advisory will be age- and grade-appropriate but will always focus on

⁸ <http://www.emsc.nysed.gov/cte/facse/middle.html>

⁹ Taken from www.turningpts.org/work.htm on April 24, 2010.

self, others, and the importance of community. By the end of grade 8, students will have developed an ILP that encompasses a high school to college plan. During the high school years, ILPs will include college and career plans, as well as extended community involvement.

Extended Day and Class Periods: DMPCS will provide students with an extended school day of learning and activities commencing at 7:45 am with dismissal at 5:30 pm, extending the traditional school day by 2.5 hours. Students will be grouped heterogeneously on each grade level and travel with their advisory group throughout the school day. The weekly schedule provides extra time for interventions in the 6th grade and core and non-core subject areas for the 7th and 8th grades. Moving into high school, the extended schedule provides for extra time for community work, remediation/acceleration, and college preparation and enrollment.

Classroom Instructional Strategies: The goal of DMPCS is to create a small community of learning in which all individuals focus on developing critical thinking competencies. Teachers will capture students' attention and curiosity by incorporating age appropriate ideas, materials and tools to stimulate creativity and higher order thinking. Teaching methods and student work will be targeted to develop critical thinking competencies such as metacognition, acquisition and integration of knowledge, refining and extending existing knowledge, determining effective uses of knowledge gained and "habits of mind" for building life-long learning. It is a primary objective of the DMPCS education program to create the foundation for students to become life-long learners. Specific pedagogies will include: 1) *Cooperative learning* strategies providing effective interpersonal and team work skills; 2) *Questioning methodologies* providing opportunities for students to question themselves, their peers and teachers about what they are learning. Questioning strategies provide opportunities to clarify knowledge, retain knowledge gained, relate new information to that which has already been learned, stimulate creativity and curiosity, and practice critical thinking skills; and 3) *Differentiated Instruction* ensuring that learning for each student is focused on the abilities and needs of each individual student.

Inquiry-Based Student-Directed Work: After the ILPs are completed during the advisories, students will pursue a menu of active learning opportunities that will culminate every nine weeks in a final project. These project-based learning (PBL) activities will follow the guidelines and utilize the resources developed by the Buck Institute for Education.¹⁰ PBL opportunities will be designed to help students take responsibility and ownership for their own education, thereby building confidence through the development of effective work habits and attitudes towards learning, and instilling persistence in pursuit of their academic and social endeavors. Through the year and with experience, students will become more self-directed. Strategies to be used: 1) student-directed learning that deliberately engages student voice; 2) student and staff collaboration; 3) pursuing the answer to an essential question relevant to students' lives; 4) outcomes-based measures and deliverables; and 5) real world use of technology.

Opportunities for Transformative Leadership: Students, staff, parents, and community partners will create and participate in a weekly community assembly. The purpose of these assemblies is to provide an opportunity for all to create space for shared voice and decision-making among all school stakeholders. Students, staff and others will work together to identify and execute agenda items for these community meetings. A key tool in the development among students of leadership will be the establishment of a student government program which will be based on the guidelines and principles recommended by the National Council for Social Studies.¹¹ The student government will be an active voice in the school and will require more leadership responsibility as students progress through the grades.

Career Education: Building career awareness and developing college and job skills for the 21st century

¹⁰ From <http://www.bie.org/> on April 21, 2010.

¹¹ From <http://www.socialstudies.org/positions/studentgovt> on April 21, 2010

workplace are significant components of DMPCS' educational philosophy. DMPCS will integrate a career education program with career awareness and project-based activities to help students gain self knowledge about their attributes and skills, identify industry interests, and education and employment goals. Seventh and eighth grade students will work with school staff and mentors to develop high school plans that align with their postsecondary education and career goals. Ninth and tenth grade students will implement these ILPs, further refining them for college and career ambitions. Eleventh and twelfth grade students will further refine their ILPs by incorporating their college and career goals.

In alignment with the school's mission, the educational model proposed here will propel students beyond mere grade level proficiency, preparing them for college and adulthood. By allowing "tweens" another year with the same stable classroom environment provided through the elementary school model, the transition to MS will be smoother. Support is continued into the 7th and 8th grades by having teachers loop with their students for two years. Under this structure, students are becoming accustomed to the high school model of having a different teacher for each class while avoiding the disjointedness of such a model that looping provides. By the time the student enters high school, (s)he will have the skill necessary to navigate college and adulthood. Upon entry to high school, students will focus on service to the community, scholarship geared to college entrance and future career.

Flexibility of Model: The curriculum and instructional model at DMPCS will provide a significant educational benefit to meet the challenges of "at-risk" students since it anticipates that a sizable majority of expected enrollment will be considered at-risk of academic failure. A core philosophy of DMPCS is that all staff will have high expectations and believe all children can learn. DMPCS is committed to preparing all of our students for entry to college and successful careers. The educational program at DMPCS features specific strategies that are designed to provide significant benefit to students at-risk of academic failure; in fact, the entire model is predicated on the belief that the majority of the students will be at risk. It is important that students feel connected to their school community through meaningful relationships with adults they can trust. To students who are at-risk having this connection is central to their success and, in fact, the school culture itself can be the single most important element under-girding the achievement of all students. Schools instill in students not only skills, but habits and behavior. DMPCS will ensure the success of every child by building a culture of achievement and excellence from the outset. Every adult in the building will believe that every student is capable of learning and this will be communicated to students regularly.¹² Even the early college program is based on best practices that indicate that this is an important draw for at-risk students.¹³

Methods and Strategies Targeted to At-Risk Students: Those students requiring additional academic support will receive targeted remediation, individualized instruction and skills development during the last block of the day. Students will be targeted for additional academic support based on submitted work, assessments and in-class performance. For 7th and 8th grade students, this extended period may be used to provide small group or one-on-one counseling in high school preparation and placement. The late afternoon time period provides an opportunity for parents/guardians to participate in these sessions. In addition to developing the entire educational program on an AIS model, a Title I Targeted Assistance Program (TAP) will be implemented in the first year of operation (future years it will be Schoolwide) that will be supplemental to the regular school program. Title I funds will supplement, not supplant, programs for TAP students. Students eligible for Title I services will be identified as academically "at-risk" by assessing the results of the Scantron Testing results and the 5th grade NYSED tests.

Exit Criteria: Two of the most important grades in the first chartering period for DMPCS students will be grades 6 and 8. Grade 6 is important because it is the core building block for students moving forward

¹² From <http://www.ncrel.org/sdrs/areas/issues/students/atrisk/at600.htm> on April 21, 2010.

¹³ Lewin, T. (Feb. 7, 2010) For students at-risk, early college proves a draw. New York Times.

**Dr. Muriel Petioni Charter School
Full Application Narrative**

and grade 8 is important because of all the correlations between 8th grade proficiency and future success. DMPCS students will be held to specific promotion criteria in the areas of comprehensive classroom assessments that include work samples, anecdotes, teacher assessments and observations; and NYS Test score proficiency levels. The School reserves the right to make a decision for promotion when standardized test scores do not match previous student achievement. Students failing to meet any of the grade level or school expectations as defined by the criteria in the chart below are noted as *Promotion in Doubt* during the winter at which time families are notified in writing of possible retention. If students do not demonstrate improvement by the end of the school year they are identified for retention for the following school year. Below are the exit requirements for grades 6 and 8.

Grade Level	Attendance	Teacher Assessment	Benchmark Testing
General Education Grade 6	95%*	1) 65 or greater (grade level) 2) Successful completion of one community learning project 3) Completion of ILP	Achievement at or above Level 3 on the NYS ELA and Math tests**
Special Education Grade 6	95%*	1) 65 or greater (grade level) OR Regular and SPED Teacher recommendations 2) Successful completion of one community learning project 3) Completion of ILP	Achievement at or above Level 2 on the NYS ELA and Math tests OR Score of passing on testing as required as per IEP
ELL Students Grade 6	95%*	1) 65 or greater (grade level) OR Regular and ELL Teacher recommendations 2) Successful completion of one community learning project 3) Completion of ILP	Achievement at or above Level 3 on the NYS Math test** AND Achievement at or above Level 2 on the NYS ELA test OR Passing score on the NYSESLAT OR Indication approaching passing on NYSESLAT (for first year ELL student)/Indication of growth on NYSESLAT (second year ELL students)
General Education Grade 8	90%*	1) 65 or greater (grade level) 2) Successful completion of one community learning project 3) Successful completion of ILP for high school	1) Achievement at or above Level 3 on the NYS ELA and Math tests** 2) Completion of at least one high school Regents exam
Special Education Grade 8	90%*	1) 65 or greater (grade level) OR Regular and SPED Teacher recommendations 2) Successful completion of one community learning project 3) Successful completion of ILP for high school	1) Achievement at or above Level 2 on the NYS ELA and Math tests OR Score of passing on testing as required as per IEP 2) Completion of at least one high school Regents or RCT exam (if allowed by IEP)
ELL Students Grade 8	90%*	1) 65 or greater (grade level) OR Regular and ELL Teacher recommendations 2) Successful completion of one community learning project 3) Successful completion of ILP for high school	1) Achievement at or above Level 3 on the NYS Math test** 2) Achievement at or above Level 2 on the NYS ELA test OR Passing score on the NYSESLAT OR Indication approaching passing on NYSESLAT (for first year ELL student)/Indication of growth on NYSESLAT (second year ELL students) 3) Completion of at least one high school Regents exam (including LOTE)

*Unless circumstances warrant extended absences and work is completed satisfactorily.

**The exception would be in the case where a student enrolled at Level 1 and the student has shown significant progress in all areas and scored at least at a level 2. Teachers, parents, and administrators will take these exceptions into consideration on a case by case basis.

Professional Development: DMPCS is well aware of the fact that many times teachers in charter schools are often lacking extensive experience. The DMPCS Professional Development model is designed to address this potential reality. By providing a full period each day for prep as well as for common planning and professional development time, professional development becomes part of the culture. Further, one Friday a month, school is dismissed early for full school PD. Finally, there are three coaches being hired to work directly with teachers in the classroom providing embedded PD to ensure that effective instruction becomes common practice throughout the school. DMPCS will have a full complement of topics for teachers and will use the National Staff Development Council's *Standards for Staff Development*,¹⁴ including:

Context Standards for Staff development that improves the learning of all students:

- Organizes adults into learning communities whose goals are aligned with those of the school and/or district. (Learning Communities)
- Requires skillful school and district leaders who guide continuous instructional improvement. (Leadership)
- Requires resources to support adult learning and collaboration. (Resources)

Process Standards for Staff development that improves the learning of all students:

- Uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement. (Data-Driven)
- Uses multiple sources of information to guide improvement and demonstrate its impact. (Evaluation)
- Prepares educators to apply research to decision making. (Research-Based)
- Uses learning strategies appropriate to the intended goal. (Design)
- Applies knowledge about human learning and change. (Learning)
- Provides educators with the knowledge and skills to collaborate. (Collaboration)

Content Standards for Staff development that improves the learning of all students:

- Prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement. (Equity)
- Deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately. (Quality Teaching)
- Provides educators with knowledge and skills to involve families and other stakeholders appropriately. (Family Involvement)

Teachers and staff will also receive professional development during common planning time and school-wide PD, that relates directly to the software services (CurriculumConnector, Assessment Builder, and Tracker), as well as Reading in the Content Areas (RICA). Supporting teachers in the classrooms is central to the success of any professional development; therefore, providing embedded professional development in the content areas, RICA, and ELL will further enhance the effectiveness of the school's instructional program. Staff will report to school early for a mid-August training.

B. School Calendar and Daily Schedule

Daily Schedules: DMPCS will have an extended day for instruction beginning at 7:45 a.m. and concluding at 5:30 p.m., except for one Friday a month when classroom instruction will end after lunch to allow for whole school teacher PD. The entire school day will be 9 hours and 40 minutes per day or 48 hours and 20 minutes per week resulting in 8 hours of instruction a day or 40 hours per week which greatly exceeds the 5.5 hours of instruction per day required by Education Law

¹⁴ Taken from <http://www.nsd.org/standards/> on April 24, 2010.

2852(2)(n). Please see **Attachment 1 – Sample Daily Schedule** for an example.

As addressed earlier, DMPCS will have four basic schedules: 1) 6th grade, 2) 7th and 8th grades, 3) 9th and 10th grades in the first chartering period, and 4) 11th and 12th grades in the second chartering period. The 6th grade classes will be based on the elementary school model with a literacy priority regarding ELA and mathematics. Each class of 6th grade will consist of one certified core teacher who, in addition to ELA and mathematics, will be responsible for teaching science and social studies. The technology teacher will team teach with the core teachers integrating technology into the content areas. Physical education and health will be taught by other certified faculty members, not the 6th grade classroom teachers. This arrangement of classes will ensure that all students enter the 7th grade on or above grade level.

The 7th and 8th grade schedules will then resemble those of a regular middle school with middle school certified core subject teachers teaching a full complement of subjects. This will differ from more traditional middle school schedules by having teachers loop with their students through the 8th grade. High school will be taught by NYSED certified high school teachers and be based on a traditional high school model. Students in grades 9 and 10 will begin to take more leadership within the school by assisting teachers in overseeing the advisories for younger students, tutoring students, and assisting in the planning of the assemblies. Students in grades 11 and 12 will continue with their active leadership in the school; however, they will be enrolled in college and be eligible to accumulate up to 30 college credits along with a high school diploma.

The following are the time allotments for each subject on a weekly basis for the 6th grade and will adhere to NYSED Part 100 Regulations, specifically Part 100.4—Program Requirements for Grades Five through Eight:

- ELA, including reading and writing: 8 hours, 25 minutes per week (85 minutes daily);
- Mathematics: 8 hours 25 minutes per week (85 minutes daily);
- Science: 8 hours 25 minutes per week (85 minutes daily);
- Social Studies: 8 hours 25 minutes per week (85 minutes daily)
- Physical Education and Health: 4 hours per week (60 minutes daily, except Thursday).

The schedules for the 7th and 8th graders align with NYSED Part 100 Regulations:

- ELA, including reading and writing: 5 hours, 50 minutes per week (70 minutes daily);
- Mathematics: 5 hours 50 minutes per week (70 minutes daily);
- Science: 5 hours 50 minutes per week, (70 minutes daily);
- Social Studies: 5 hours 50 minute per week (70 minutes daily);
- Physical Education and Health: 3 hours per week.

High school students will receive the following time allotment:

- Classes will be offered on a semester basis so that students have the opportunity to meet all their credit requirements;
- Each period will be 55 minutes; the amount of time each student received in each subject area depends on student schedules; however all students will meet the requirements for graduation as specified under NYSED Part 100 Regulations; and
- Teachers will be available for 55 minutes providing individual tutoring and support.

Other important features of the schedules in all grades include the following:

- Advisories: Students will be organized in grade level advisory teams in small groups of approximately 14 students. These advisory teams will meet daily with their faculty sponsor during a 30 minute period at the start of the school day and a 25 minute period at the end of the day. These advisories will be, in the beginning, a period of assessing and developing individual learning plans (ILPs) for each student that focuses on their specific needs. Once ILPs have been

completed, they will become student-led leadership opportunities for planning and goal setting, goal monitoring, reflection, revision, and time to make meaningful connections with each other. Looping in the 7th and 8th grades will greatly facilitate these advisories, having the same advisor will ease the transition to high school and ensure that students are appropriately placed in the 9th grade. In high school these advisories will build on the prior work conducted in earlier grades with a concentrated focus on how past work can now be focused on college enrollment, community service, and future career goals.

- **School-wide Assembly:** School-wide assemblies will be integrated with CDOS and FACS. These assemblies will be used to communicate important information and will include guest speakers talking about life responsibilities and opportunities available to young people today as they progress in their education. These assemblies will take place once a week.
- **Enrichment/Homework Help:** Depending on the needs of students, enrichment and/or homework help will be offered at 5:00 everyday for all grades; high school students will have another 55 minute period during the day. This will give students time to complete their work as well as develop enrichment activities.
- **ELA, Math, Science, Social Studies, and ESL coaches** will be hired to work directly with teachers in a variety of ways (modeling, lesson planning, RICA, etc.) to ensure that students are receiving differentiated instruction geared towards their needs.
- **Common faculty planning time** is reflected in the daily schedule and one Friday afternoon a month school will be dismissed early to allow for school-wide professional development.

Calendar. DMPCS will have an extended school year of 200 school days, exceeding the 180 required by Education Law section 3204(4). Teachers will report for work in mid-August for a two week in-service training. Students will follow the NYC DOE’s school year calendar, starting school after Labor Day and continuing through late June. Following a brief July 4 break, students will then return on the first Monday following the 4th of July for another 4-week period of school. During the school year there will be approximately 10 1/3-days of staff development planned for Friday afternoon sessions to minimize the overlap of instructional days for students. Please see **Attachment 2 – Proposed Annual Calendar**.

C. Target Population

The enrollment table is presented below showing that the school will open in September 2011 with 100 students in grade 6, with 25 students in each class, a very realistic enrollment, further backed up by the information in Parts E and F of Section II.

Anticipated Enrollment Table

	Year 1	Year 2	Year 3	Year 4	Year 5
6th	100	100	100	100	100
7th		100	100	100	100
8th			100	100	100
9th				100	100
10th					100

As addressed in the Prospectus, incoming students are expected to mirror those from CSD 5. According to the NYSED, of the tested students, 58% were Black, 37% Hispanic, 2% Asian, and 2% White. According to NYSED, the percentage of students eligible for free and reduced lunch is 80.39%, the percentage of ELL students is 10.6%. Unfortunately, there was no indication about the number of SPED students in the district,¹⁵ it is predicted that up to 11% of the enrolled students will have disabilities as described in their IEPs.

¹⁵ From <http://www.emsc.nysed.gov/psc/startcharter.html> on August 12, 2010.

In addition to the demographics of the students, there are also the demographics of the community that were central in the development of the school design. The rationale for creating the school in CSD 5 is based on lack of opportunities for community leadership, health awareness and scholarship. First, students need exposure to different careers so that there is the opportunity for choice. A needs assessment showed that as a community, CSD 5 is overrepresented in the NYC population with blue collar industries. Based on the life and example of Dr. Muriel Petioni, it is important that children have the opportunity to experience and take advantage of a variety of opportunities available to them in life. DMPCS will target students in the CSD 5 area and expose them to white collar careers, particularly in health. For students to be able to take advantage of these opportunities there must be in place a full array of supports and opportunities as part of the overall program.

The second rationale for creating a charter school for students within the boundaries of CSD 5 is based on awareness of the physical health and risk factors present within the community. Central Harlem residents experience higher rates of HIV-AIDS, cancer, preventable illnesses, and death than the populations of NYC overall. In 2003-2004 the average annual death rate was approximately 40 percent higher than the rates in NYC. We believe that health awareness is central to academic and career success and that the youth in Central Harlem must be made aware of these health issues and provided with opportunities to acquire the leadership skills coupled with the academic tools necessary to make healthy lifestyle choices and compete academically in the 21st century.

The final prong in the rationale for targeting students in this community is education. Education affects every aspect of our lives as do the choices we make; choices which are based on our experiences and opportunities. Students will only be able to make healthy life choices, including becoming community leaders, by obtaining a focused, rigorous education. Based on the NYC DOE and NYSED data, it is clear that this community would be well served by the development of strong middle and high schools.

Another issue that impacted the development of this particular school design was the student proficiency results of the district schools on the NYSED tests as well as the status of the district schools. CSD 5 has been identified by NYSED as a District In Need of Improvement (DINI) in ELA for 2009-2010.¹⁶ And on the NYSED ELA and Math tests in grades 3 – 8 for 2009-2010, performance data indicates that students in the District still lag behind the city.¹⁷

Grades	ELA			Mathematics		
	CSD 5	City Wide	Difference	CSD 5	City Wide	Difference
5 th Grade	27.2%	46.2%	-19.0	38.5%	59.7%	-21.2
6 th Grade	31.2%	40.1%	-8.9	38.6%	53.0%	-14.4
7 th Grade	28.7%	38.2%	-9.5	37.7%	52.6%	-14.9
8 th Grade	24.1%	37.5%	-13.4	35.7%	46.3%	-10.6

Another consideration was the district high schools. Students from the 10 district high schools fared even worse with the district failing to achieve AYP in either ELA or Math at the high school level with one high school on the NYSED’s Persistently Lowest Achieving Schools list.¹⁸ There is only one high school that received an “A” on its NYC DOE Progress Report—the one school that students must test into. Of the remaining nine schools, three did not have Progress Reports, but according to NYSED, one of them did not make AYP in math (the other two did); one received a “B”; three received a “C”; and two

¹⁶ From <https://www.nystart.gov/publicweb/District.do?county=NEWYORK&district=310500010000&year=2009> on April 20, 2010, page 8.

¹⁷ From <http://schools.nyc.gov/Accountability/data/TestResults/ELAandMathTestResults> on August 12, 2010.

¹⁸ From <http://www.emsc.nysed.gov/irts/accountability/LowAchieve/2009/PersistentlyLowestAchievingSchools-SFSA2009.pdf> on April 20, 2010.

received a “D”. The percent of low school progress report grades compared to the progress report grades city-wide show a significant educational discrepancy between CSD 5 and NYC.¹⁹

Grade on Progress Report	# (%) in CSD 5	# (%) City-Wide
A	1 (10%)	1,037 (72%)
B	1 (10%)	245 (17%)
C	3 (30%)	81 (7%)
D	2 (20%)	26 (2%)
No Progress Report	3 (30%)	48 (3%)

Clearly, all the data indicates that CSD 5 needs more high quality, rigorous middle and high schools, which is driving the development of DMPCS. The DMPCS planning team believes that high school may be too late to impact proficiency levels and that middle school is the age at which positive interventions will be the most effective. DMPCS has been designed to address these weaknesses and to provide an academically strong alternative for students in CSD 5. Originally, visualized as a middle school, once work began on the conceptualization of the school and the needs of the community were addressed, it became clear that for DMPCS to really impact the community it would be better if the school was configured as grades 6 through 12. In reviewing the demographics of the community and the families from which our students will most likely come, there is a substantive lack of exposure to college. This lack of exposure is impacting the rates of college enrollment. DMPCS is designed to provide students with a rigorous academic program starting with grade 6 that will immerse them in a rich, college-bound culture—with the ever present opportunity to enroll in an Early College Entrance program.

Based on the data available for the CSD 5 schools, it is expected that many students will enroll at DMPCS below, some significantly below, 6th grade proficiency. It is predicted that the school will have a significant number of students lagging in proficiency because parents/guardians who are displeased with the educational services their students have received through the 5th grade as reflected by the students’ actual skills, will make up a sizable share of those who seek enrollment in DMPCS. Thus, a large proportion of these students will enroll in the school and special structures need to be in place to meet their needs. This model does not negatively impact students who are at or above grade level, but supports them as well because they also benefit from another year with one teacher, developing powerful relationships with the teacher.

As discussed earlier, to meet the needs of these students, DMPCS will have three basic schedules: 1) 6th grade, 2) 7th and 8th grade, and 3) 9th and 10th grade during the first chartering period. The 6th grade classes will be based on the elementary school model with a literacy priority regarding English Language Arts and mathematics, ensuring students enter the 7th grade on grade level. The 7th and 8th grade schedules will resemble those of a regular middle school with MS certified core subject teachers and a full complement of subjects, with teachers looping with their students through grade 8, continuing to build on the DMPCS philosophy that strong relationships with adults support learning. Looping has been shown to have positive effects on both the academic and social lives of students, providing the support necessary for students to succeed.²⁰ Looping from 7th to 8th grade will allow students and teachers to develop a family-like environment that will support long-term stability for some students who may have

¹⁹ From http://schools.nyc.gov/NR/ronlyres/9E523F1A-9A3A-4502-8054-266321EBC008/0/ProgressReportResults_032310.xls and <http://schools.nyc.gov/FindASchool/AdvanceSearch.htm?level=10&actn=search&geo=2&bbindex=1&dbindex=1&ddindex=5&zipcode=&stype=0&sso=0&hszone=0&repname=&showdist75=0&showspschls=0&netwrkcode=&new=0> on April 20, 2010

²⁰ Grant, J., Johnson, B., & Richardson, I. (1996). *The Looping Handbook: Teachers and Students Progressing Together*. Peterborough, NH: Crystal Springs Books.

unstable lives outside of school.²¹ Another advantage is that there is an increase in instructional time because there is no need to spend the first month of the new school year establishing classroom rules and procedures; students and teachers are able to begin instruction immediately. Further, at the end of the 7th grade school year, teachers will be able to assign summer projects to be completed as part of the advisories. Additional benefits include the increased involvement of parents due to a strengthening of the parent-teacher bond²² and looping has been shown to be particularly beneficial at the middle school level.²³ Looping will provide a stable environment, allow teachers to fully understand each child's academic and social needs, provide the necessary time for the parent-teacher bond to develop, and ensure that by the end of grade 8, students are prepared for high school as well as early college enrollment.

High school classes will be taught by NYSED certified high school teachers and be based on a traditional high school model. Students in grades 9 and 10 will begin to take more leadership within the school by overseeing the advisories for younger students, tutoring students, and planning the assemblies. During this time there will be an emphasis on college enrollment that will be reflected in the ILPs and community work. Students will have a full complement of courses as well as an additional 55 minute period where teachers will be available to provide support and tutoring.

During the second chartering period, grades 11 and 12 will be formed based on more recent results showing that the opportunity to enroll in college early is a significant education draw for students in urban settings.²⁴ While the culture and emphasis of the school will be for students in grades 11 and 12 to attend college while working towards their high school diplomas, it is anticipated that a number of students, for various reasons will not be ready to enroll in college. NYSED certified high school teachers will be hired for those students not ready, emotionally or academically, for college; as well as to support those who are.

The Planning Team of DMPCS is well versed in the issues around an early college entrance program. There is still extensive discussion on the appropriateness of having a program in which high school students are expected to enroll in college prior to graduation²⁵ and frankly, the results of existing early entrance schools are not that strong²⁶. However, the planning team felt that having the opportunity to enroll in college would greatly strengthen the students in the school, even for those students who do not fully participate in the college program and will modify the early college entrance requirement to meet the needs of the DMPCS community.

The DMPCS Early College Entrance program will be modified based on one of the older programs, the Bard High School Early College program, and will adhere to the five core principles of the Early High School College Initiative,²⁷ of which there are eight in the city. These schools are all highly competitive, free, NYC DOE public schools. To gain entrance to Bard there is a series of assessments students must pass. To gain entrance to the Early College Initiative schools, students must meet certain criteria on the State exams and are rigorously recruited by the high schools while students are still in middle school. Even though these existing schools have high entrance criteria, the data indicates that only about 25% of the Early College Initiative students actually complete the program in the four years²⁸.

²¹Taken from: <http://education.stateuniversity.com/pages/2194/Looping.html>">Looping - How Widespread Is Its Use?, Rationale, Evidence Supporting Its Use

²² Ibid.

²³ George, P.S. & Lounsbury, J. H. (2000). *Making Big Schools Feel Small: Multiage Grouping, Looping, and Schools-within-a-School*. Westerville, OH: National Middle School Association.

²⁴ Lewin, T. (Feb. 7, 2010) For students at-risk, early college proves a draw. New York Times.

²⁵ <http://roomfordebate.blogs.nytimes.com/2010/02/18/a-diploma-in-10th-grade/>

²⁶ http://www.jff.org/sites/default/files/a_portrait_in_numbers_072110.pdf

²⁷ http://www.jff.org/sites/default/files/a_portrait_in_numbers_072110.pdf

²⁸ Ibid.

The planning team decided that even though the data show that when students are rigorously screened for admission and the “success” rates (i.e., all students graduate with a high school diploma and AA in four years) are not that high, that this type of program would be a very important component of DMPCS—an important component with significant modifications to the model. As a charter school, students are chosen through a random lottery process. Thus, there are no admission requirements or entrance exams that all early college entrance programs administer. Regardless, it is felt that this program will be a success for three reasons.

First, it is well accepted that the early entrance process begin as soon as possible—at least by middle school. By having a middle school, DMPCS can focus students on the necessary academic, social, and emotional requirements needed for early college entrance increasing the number of students who will be ready for enrollment in college by grade 11, the second chartering period. Second, DMPCS, while appreciating data, does not believe that placing limits on enrollment based on entrance assessments is an effective means of choosing students for participation. This belief is supported by research conducted in the area of college entrance and qualifying scores, specifically around the SAT²⁹. Entrance to the early college program will be based on the needs of the students and their GPA in high school which has shown to be a better predictor of college success than entrance exam scores³⁰. Finally, the program will be flexible. While the goal is early entrance to college, we realize that not all students will be ready for enrollment in college and these students will have other options. Below is our initial design.

As a school, to prepare students adequately for early college admittance, the college process will begin in grade 6. As stated earlier, to ensure that students increase their proficiency to at and above grade level, the entire grade 6 year will be spent on intensive math and reading supports by using an elementary school model whereby the teacher can integrate math and reading strategies into all subject areas, the classroom time in each subject area is longer, and students are supported through advisories. To further facilitate this rigorous academic program, teachers in the 7th and 8th grade will loop with their students to ensure that there is a smooth transition of all academic remediation and acceleration. Students in grades 9 and 10 will take Regents exams as well as shouldering more responsibility for younger students at the school. Eligible students will then enroll in college in the 11th grade. Under the DMPCS model all early college entrance students must take all the Regents to graduate as well as complete all high school credits as specified under the NYSED Part 100 Regulations, specifically Part 100.5—Diploma Requirements and Part 100.2—General School Requirements, with particular attention to Part 100.2q—High School Program Offerings. In all grades, classroom and subject area teachers will be supported by embedded staff development and coaches. Because DMPCS has made a commitment to a data driven culture, assessment results will be used throughout to ensure students are functioning above grade level. Based on the successes at other charter schools such as Renaissance Charter School and Hellenic Classical Charter School, 8th grade students will begin to take Regents exams. Taking at least one Regent or RCT exam by grade 8 will be a goal for students in the 8th grade.

The flexibility of the model during the second chartering period is how all students will obtain the college experience. DMPCS realizes that not all students will be ready to attend college at 16 years of age. Again, this is supported by the literature on the Early College Initiative in which students have been recruited, tested, and a determination has been made that they have the necessary academic ability to attend college. These numbers point to only 25% of the students in the schools across the country completing the course work in the allotted four years³¹. To account for this reality, students who are not

²⁹ <http://www.fairtest.org/files/optrept.pdf>

³⁰ William Hiss, “Optional SATs: The First Two Years at Bates College,” in *Measures in the College Admissions Process: A College Board Colloquium*, New York, College Entrance Examination Board.

³¹ http://www.jff.org/sites/default/files/a_portrait_in_numbers_072110.pdf

prepared to enter into a rigorous college schedule in grade 11 will still have opportunities to attend at least one college course on a college campus. These opportunities will include AP classes, foreign language classes, gym/health, and electives. This is important because the transition between high school and college is sometimes a difficult one—much like the transition from elementary to middle school. By allowing all students the access and exposure to the college experience, with full high school staff support, the transition will be easier. Therefore, there will be students who continue at DMPCS through the 11th and 12th grade but who will be taking courses at the college level. For example, the student who for various reasons is not ready for full college admittance may have advanced abilities in mathematics or art, or may have an interest in a foreign language or other subjects not offered at the school. Students can attend these college classes while still in high school. Students who are ready for college admission will attend college obtaining high school credit as well.

City University of New York (CUNY) will be DMPCS' college educational partner—but not until the second chartering period. During the first chartering period, the scope and details of this relationship will be finalized and documented in a contract or memorandum of understanding. Overall, having CUNY as an education partner will allow DMPCS to meet the individual needs of all students, providing them with the opportunity to accumulate credits, eventually obtain an A.A. or at least be exposed to all the wonderful opportunities available within a college environment with the full support needed to make such a transition. In the years from now until 2015 when the renewal will be due, there will undoubtedly be advances in this area which will be included in the second chartering period during which time the school will grow into grades 11 and 12. Further with the adoption of the Common Core, there are likely to be changes in NYSED Part 100 Regulations that will be included in the second charter.

D. Assessment

An integral part of the school's curriculum and instructional program is the assessment component. Student performance will be assessed on a continuous basis. Assessments will provide instructional staff, students and parents with detailed data on individual student performance and growth, student cohort performance gaps, and performance comparisons with similar student populations. Instructional staff will use assessment data to modify content and/or instruction, working towards a goal of ensuring continuous student progress. To support this, the SunGard (formerly Performance Pathways) suite of software and on-line services: CurriculumConnector, Assessment Builder, and Tracker will be purchased and is included in the budget. Through this software, the teachers can map curriculum aligning it to the NYS Learning Standards, develop their own tests which align to the curriculum and NYS Learning Standards, download standardized tests (i.e., Scantron) and the NYS tests including the item analysis, and then track student progress over time. Administrators can use the combined software to identify gaps and weaknesses in the curriculum. This has been piloted by 10 charter schools that are participating in the PICCS project and has been shown to be extremely effective³² and aligns with the NYSED's Race to the Top requirements.

It is critical that the school's entire community of students, parents, staff, administration, and Board are invested in a school culture dedicated to the effective use of performance data. The DMPCS Board will work closely with the School Leader in the formative stages of planning to develop and implement goals, protocols, systems, and tools to facilitate the use of assessment data to drive decision making (D3M). While the collaborative effort is essential, the components described below serve as examples of the ways DMPCS expects to use data to inform our decision making with regard to instruction. The goals of the charter school regarding the use of data in the design and implementation of instructional strategies include 1) Refining and directing classroom instruction, including setting individual student goals; 2) Adjusting scheduling to include adequate time for core subjects, non-core subjects, and any necessary

³² Please see <http://www.piccs.org/> for more information.

**Dr. Muriel Petioni Charter School
Full Application Narrative**

remediation to ensure mastery of the material; 3) Refining the teacher-developed and diagnostic tests to ensure consistent alignment with the NYS learning standards; 4) Informing policies for student retention and promotion; and 5) Evaluating teacher and school leader performance.

At the start of the school year the faculty and administrators, with the assistance of the Data Specialist, will use students' prior-year NYS tests, where available, to understand starting points, deficiencies and baseline performance for individual students. Once students take the full series of Scantron exams, as well as any initial diagnostics and teacher created tests, the data can be used to confirm baseline starting points, set goals and facilitate conversations with students and parents about each child's academic goals. Throughout the year, teachers will use data from the Scantron series as well as diagnostic assessments and other formative assessments during scheduled meetings with the School Leader and during lesson planning time to examine item analysis, individual and class level data in conjunction with curriculum to adjust lesson plans, and schedules for additional instructional time where needed. Faculty and administrators will use the data to create small groups for immediate tutoring and remediation to be done at the end of the school day. Faculty and staff also will use the data to set and measure individual student growth goals. This data will be used to scaffold and align the curriculum appropriately.

The School Leader and Board will use academic performance data to cultivate evidence-based program evaluation, increase communication about the academic goals and success, and make decisions about instructional delivery and direct instructional needs, organizational structure and resource allocation. Formal data management systems and technologies will ensure regular collection, evaluation and communication about academic progress and attainment.

Students at DMPCS will fully participate in the assessments as required by the NYS Board of Regents. Below is the testing schedule.

Assessments

Name of Assessment	Purpose	Grades Administered	When Administered
Scantron Performance Series Reading & Language Arts	Identify reading fluency, competency, reading comprehension and writing development levels	6-8	September and June
Scantron Performance Series Mathematics	Identify number fluency and mathematical skills for grade level	6-8	September and June
Teacher developed assessments and quizzes, including common assessment across subject, grades, and teachers	To determine learning in a variety of areas (ELA, math, Social Studies, Science, Health)	6-12	As needed based on lesson plans
Language Assessment Battery – Revised (LAB-R)	To determine English proficiency.	6-10 as identified by the Home Language Survey and Staff Assessment	September (or within 10 days of the student's enrollment)
New York State English as a Second Language Achievement Test (NYSESLAT)	To determine when students identified as ELLs become fluent in English.	6-12 if required by LAB-R	April/May*
New York State Alternative Assessment	Identify students' ability to meet or exceed grade level standards in all areas for Special Education students	6-8 if needed as determined by IEP	October through February*
Specialized High School Admission Test (SHSAT)	Those students who wish to enroll in one of NYC's specialized high schools.	8-9	October/November*
New York State ELA	Identify students' ability to meet or exceed grade level standards in reading, reading comprehension and writing.	6-8	April/May*
New York State Math	Identify students' ability to meet or exceed grade level standards in mathematical computation, mathematical reasoning and problem-solving	6-8	April/May*
New York State Social	Identify students' ability to meet or exceed grade level	8	May*

**Dr. Muriel Petioni Charter School
Full Application Narrative**

Studies	standards in content and reading and writing strategies (document based questions) in social studies		
New York State Science	Identify students' ability to meet or exceed grade level standards in science content and use of scientific tools	8	April/May*
New York State Regents Exams (ELA, Math, Global, Living Environment, US History as well as other Regents for Advanced Regents Diploma)	To assess high school students mastery of NYS Learning Standards and graduated from high school.	9-12 Students will take the Regents until they pass.	January, June, August*
Preliminary SAT (PSAT)	To assess student verbal and math skills and for practice on the SAT	10-11	February

*DMPCS will administer these NYS Assessments as prescribed by NYS on the dates that are required for each school year.

Student performance and outcomes gleaned from this assessment program will be used as part of the Performance Based Incentive (PBI) plan to be implemented at DMPCS which supports the NYSED new accountability program under Race to the Top.

E. School Climate and Discipline

DMPCS envisions the school as a learning community that treats students and adults with respect and kindness. The building of a community, and ingraining the importance of community, is the mission of DMPCS. This community will provide the nurturing and support needed for students to excel beyond proficiency, becoming productive citizens of the 21st century. However, just like education, community living must be taught as well. The DMPCS Code of Conduct and Discipline Policy reflect this belief. To this end, DMPCS will ensure that it is a place where all students can learn and all staff can teach in a safe, secure and orderly environment. Based on the belief in community, DMPCS will define discipline as helping students develop self-control and self-motivation in a community that is safe for all members. The Code of Conduct and Discipline Policy has been written and clearly outlines the terms for unacceptable behavior along with the consequences of such behavior, as well as the policy for students with disabilities.

The Discipline Policy is in compliance with all aspects of Section 2851 (2)(h) of the NYS Education Law statute governing the rules and procedures by which students may be disciplined. Due process procedures shall be set forth for all disciplinary actions for all students. The policy will be applied consistently by the school leader, teachers, other school staff, students and parents/guardians to achieve a school climate that is supportive of student learning and personal development. The Discipline Policy will reinforce a value system of high expectations beginning with the general requirement that all DMPCS students must behave responsibly and honestly, focus on learning and achievement, and demonstrate civility and respect to adults, other students, themselves, and school property. Students will be expected to: 1) attend class on time, ready to learn; 2) study and read continuously; 3) adhere to the dress code; 4) know and complete all assigned homework; 5) maintain quiet and orderly conduct, during and between classes; and 6) turn off and put away all electronic devices while in school.

Students who exhibit extremely negative and harmful behaviors toward themselves, staff, and peers will be referred to the school's leadership for a complete evaluation. Student suspensions and expulsions will be used only as a last resort (employing an in-school suspension system when appropriate). The DMPCS Discipline Policy outlines the suspension rules to be used.

In addition to the discipline procedures applicable to all students, there are special procedures which are applicable to students with disabilities. There are also conditions under which a student not specifically identified as having a disability but whose school district of residence or charter school, prior to the behavior which is the subject of the disciplinary action, has a basis of knowledge—in accordance with 34

CFR 300.527(b)—that a disability exists may request to be disciplined in accordance with these provisions. The charter school shall comply with sections 300.519-300.529 of the Code of Federal Regulations (CFR) and procedures outlined in the DMPCS Discipline Policy, except in the event that the procedures are inconsistent with federal law and regulations, federal law and regulations shall govern.

Communication with Families and Participation in School Governance and Culture: A central focus of DMPCS is to create a small learning community wherein all members are involved, have ownership and are vested in the school’s success—to create a school culture and environment wherein all members are empowered to give voice to daily challenges. For parents/guardians (“parents”), DMPCS has been designed to be a community school where parents take a leadership role in the school. Young people need positive adult role models and there is no one better suited to this than their own parents. Research has shown that it is critical that parents remain engaged in the academic progress of their children in order for the child to be academically successful. Therefore, communication with parents is a very important aspect of the school’s program. Upon opening the school for enrollment, a Parent Association (PA) will be established. Parents, with assistance if needed, will determine the actual structure and by-laws of the parent group. Aligned with NCLB, the PA will be responsible for providing input and feedback on the development of the Parent Involvement Policy, Parent School Compact, the Title Program, School Wide Program, and the Comprehensive Educational Program. The PA president will report to the Board on a regular basis. Members of the PA will also be asked to serve on Board subcommittees.

Parent support and input is important to the day to day instruction of the school as well. Leadership and career education, while both integral parts of the educational components of the school, require the support and leadership of parents. On Thursdays, in the Community Assemblies, parents (along with corporate and community partners) will create and participate in the assembly. The purpose of these assemblies is to provide an opportunity for students, staff and parents to create space for shared voice and decision-making among all school stakeholders. Parents will not only have input into the topics addressed in assemblies but will play a key role in modeling leadership responsibilities. Parents will also take a key leadership role in the career education at DMPCS, recommending mentors as well as serving as mentors for students in the school. Finally, parent satisfaction is of the utmost importance to DMPCS. Feedback from this survey will be used to modify and strengthen the parent involvement plan.

In terms of communication, DMPCS will use all possible modes of communication available to engage parents. Parents will be encouraged to speak with administrators, school support personnel and teachers about issues relating to their children and DMPCS. Parents will be able to communicate directly with their child’s teachers, administrators and school support personnel in person by scheduling an appointment as well as by e-mail and by phone. All members of the School’s staff will have a school e-mail account, access to a computer and a phone and/or voicemail box through which parents can reach them. A school community bulletin board placed prominently in the school which will be readily available to parents and other members of the school community. The School will have quarterly parent teacher meetings that coincide with the distribution of student report cards at the end of each quarter. Mailings and notices about what is going on at the school will be sent home with the children and when necessary posted on the website. Written materials will be in the language parents speak and interpreters will be available for non-English speakers.

II. ORGANIZATIONAL PLAN

A. Governing Body

The governing body will be the DMPCS Board of Trustees (“the Board” or “the Trustees”). The Trustees will be responsible for conducting and directing the affairs of DMPCS, subject to all applicable laws, the Charter, and the Charter Bylaws. While the Board may delegate day-to-day management and other activities of the School to the School Leader and others, it is understood that the Trustees will at all times

retain absolute authority, oversight and responsibility for managing the affairs of the School. Among the Board's responsibilities are: 1) establishing, reviewing, and overseeing overall institutional, educational and operational policies and activities consistent with the mission and charter of the School; 2) reviewing all data necessary for the viability of the school including, but not limited to, lottery procedures, fiscal information, and student outcomes; 3) hiring and reviewing the performance of the School Leader; 4) ensuring the School meets all relevant local, state, and federal guidelines, regulations and laws and all requirements of its charter authorizer; and 5) acting as liaison to the charter authorizer. The specific powers and responsibilities of the Board are laid out in the bylaws.

The Board will comprise no less than seven and no more than 15 members. The Founding Board is comprised of seven members of the Planning Team. A Trustee may resign at any time and a new member will be elected by majority vote of the remaining Trustees. A Trustee can be removed only for cause and in a manner consistent with the requirements of the Education Law. Grounds for removal from the Board include anything that is in violation of the school's conflict of interest policy, code of ethics or by-laws, consistent failure to attend Board or committee meetings or any illegal activity. Much of the work of the Board will be conducted in committee, including four standing committees—i.e. the Executive Committee (chaired by the Board President), the Finance Committee (chaired by the Treasurer), the Educational Accountability Committee and the Facilities Committee.

Trustee Job Description. In addition to meeting all relevant legal requirements (e.g. being over 18 years of age), Trustees will be expected to demonstrate commitment to: (1) the mission, goals and programs of the school; (2) the principle that all students can learn and that all DMPCS students will be supported in achieving academic excellence; and (3) that the School will become a community institution that honors and embraces its roots in Harlem and works with and engages Harlem-based organizations and resources. The Board will lead the school and thus will set the tone for the culture of the school. Board members should be outstanding members of the community.

As outlined in the bylaws, new Trustees will be identified and nominated by members of the Board of Trustees and can come from any number of stakeholder groups such as parents, community members, and individuals with specialized expertise. The qualifications for service on the DMPCS Board of Trustees will include: 1) Experience and expertise in a professional field that would benefit the Board and the School, including: educational accountability, assessment, curriculum, real estate, law, fundraising, management, technology, accounting, military, government, health, community, or youth development; 2) At least 18 years of age; 3) Commitment to community service; and 4) Moral and ethical integrity.

In addition to the aforementioned qualifications, each member of the DMPCS board of trustees must commit to the following: 1) Understanding and support of the mission and design of the School; 2) Regular attendance at board and committee meetings; 3) Willingness to volunteer for individual assignments on behalf of the board, including service on committees and fundraising endeavors; and 4) An expectation that all children can learn and can accomplish high academic achievement regardless of race, income, family background, religion, gender, or previous behavior.

Attached are the Corporate By-Laws (Attachment 3) and Code of Ethics (Attachment 4).

B. Founding Group Composition

The selected members of the Board of Trustees have worked together for over three years to develop the plan for DMPCS, and each has a specific area of expertise that has been central to the planning process that will support the successful implementation of the school's programs. These Founding Board members include: 1) Lead Applicant **Virginia Montague**, retired, a long time Harlem community leader and promoter of social causes and services who has worked for the Upper Manhattan Empowerment Zone and the Manhattan Borough President's Office; 2) Chairperson **Conrad Graves, Ph.D.**, retired professor and Harlem community leader who is the former Chair of the Dept. of Social Work at Kean

**Dr. Muriel Petioni Charter School
Full Application Narrative**

University; 3) **Belinda K. Amoako**, Assistant Principal at the Jeffrey Rapport School for Career Development, a special education high school, who has a specialty in math and special education, extensive experience as a teacher and as a staff developer for math and special education throughout the DOE and is currently a Ph.D. candidate. 4) **Kordai Decoteau, DPM**, who currently works with the Urban Family Health for homeless individuals, has experience as a youth mentor and teacher of health and wellness programs and will be opening a practice in Harlem in March 2011; 5) **Selvin R. Osbourne, M.P.A.**, who is currently the CFO of the Public Interest Projects, Inc. and has been a CFO and Fiscal Officer for over 20 years in major not-for-profit agencies, including Catholic Charities, Women’s Prison Association & Home, and Coalition for the Homeless. 6) **Brenda Smith, Ed.D.**, retired as the Superintendent of the Mount Vernon Public Schools, where she oversaw a budget of \$180 million, supervised a staff of 1,450 and student body of more than 10,000 students and supported districtwide school improvement, including having four Mt. Vernon elementary schools designated as Blue Ribbon Schools by the US Dept. of Education and another school named a National Title I school; and 7) **Rev. Gregory Robeson Smith, Ed.D., DMin., MBA, MDiv.**, Senior Pastor of Mother AME Zion Church and former President and CEO of the African Development Foundation (appointed by President George H.W. Bush and serving also under President Bill Clinton), who has extensive fundraising experience, a long-standing record of service to the Harlem community and strong expertise in the development of strategic alliances between public and private sectors as well as being responsible for \$2 billion in revenue with various companies. The table below lists the Board Members and pre- and post-chartering roles.

Name	Profession	Pre-Opening Role	Post-Opening Role
Belinda K. Amoako	Educator AP District 75 DOE	Planning Team Member	Board Member: Educational Accountability Committee
Dr. Kordai Decoteau	Medicine, Health	Planning Team Member	Board Member
Dr. Conrad Graves	Nonprofit management consultant and retired college professor	Planning Team Leader	Board Member: Chair, Executive Committee
Virginia Montague	Community activist	Planning Team Member: Lead Applicant	Board Member: Executive Committee
Selvin Osbourne, MPA	Finance Officer for Not-for-Profits	Planning Team Member	Board Member: Finance Committee
Brenda Smith, Ed.D.	Retired district superintendent	Planning Team Member	Board Member: Educational Accountability Committee
Rev. Dr. Gregory Robeson Smith	Senior Pastor	Planning Team Member	Advisory Board Member: Finance Committee; Facilities Committee

Resumes are included in Attachment 5; however, due to page limitations, it was impossible to include the entire resumes for the founding members, which will be available at the capacity interview. Forms 3 (Assurances) and 4 (Request for Information) are attached as well.

Parent and Teacher Involvement in Decision-Making: It is important that both teachers and parents have an active role with the decisions made in the school. The School Leader has overall responsibility for making decisions and will be supported by the Board’s Academic Accountability Committee. The Academic Accountability Committee membership will include the School Leader and representatives of the teaching staff as well as those Board members with particular expertise in education and parent(s). This Committee will participate in regular reviews of student academic data and other related factors and will make recommendations based on this analysis. The School Leader, working closely with the Director of Operations and Compliance (DOC), will provide at least quarterly reports on the progress and

achievement levels of students based on assessment and other data disaggregated by grade, ethnicity, poverty-level, special student population, among other factors. Input from teachers and parents will be sought as to the effectiveness of the curriculum and instructional methodologies as well instructional challenges and areas in need of additional staff development or parental and home support.

DMPCS has involved parents in meaningful ways during the start-up and will encourage and expect continued parent participation and involvement in school activities as well as on the Board. Parents will participate in the decision making by providing input and feedback on the development of the Parent Involvement Policy, Parent School Compact, the Title Program, School Wide Program and the Comprehensive Educational Program. On Thursdays, in the Community Assemblies, parents (along with others) will create and participate in the assembly. Parents will not only have input into the topics addressed in assemblies but will play a key role in modeling leadership responsibilities. The president of the Parent's Association will sit on the Board of Trustees as per the Board By-Laws.

Open Meetings Law: All Board meetings will take place at the school, be held monthly, and open to the public. The date, time, and location of each meeting will be publicized on the School's web site as well as any web sites provided by the NYC DOE or NYSED. Further, meetings will be publicized at the school as well as radio and television through public service announcements. DMPCS will follow and uphold the Open Meetings Law.

Quorum: A majority of the entire Board shall constitute a quorum. A vote by the majority of the Trustees, if a quorum is present, will constitute a binding decision by the Board for purposes of doing business. Trustees may participate via conference call, video-conferencing or similar communications equipment allowing all persons in the meeting to hear each other at the same time; provided, that participation by such means shall not constitute presence at the meeting for the purposes of quorum or vote except as permitted by the Open Meetings Law. This is fully defined in the bylaws.

C. Management and Operation

Reporting and Oversight Structure: The Board of Trustees will govern the school and have final authority for its policies and operations; as well as have oversight over the academic progress and fiscal soundness of the school. The Board will also have other responsibilities, which are outlined above and in the by-laws. The Board will delegate to the School Leader the day-to-day decision-making, authority for instructional leadership and hiring, firing, development and evaluation of staff and will, in turn, be accountable to the Board. Notwithstanding the delegation of authority to the School Leader and/or other key personnel, the Board will retain absolute authority and responsibility for all activities and functions of the school.

School Leader Day to Day Roles and Responsibilities: While the Board provides oversight, the School Leader's responsibilities will include management and administration of all school activities including: management of day-to-day operations; overseeing instruction, curriculum and other education programming; student admissions and enrollment; parent and community relations; development and implementation of strategies and initiatives to promote and facilitate parent involvement; student and community outreach; resource allocation; staff evaluation and training; hiring and evaluation of teachers and staff; oversight of budget preparation and implementation including compliance with established financial controls and budgetary goals (assisted by the School's Director of Operations and Compliance—DOC—and Trustees); and pursuance of grants, strategic alliances and other resources (in coordination with the Trustees). The School Leader, working closely with the DOC, will provide the Board of Trustees with at least quarterly reports on the progress and achievement levels of students based on assessment and other data disaggregated by grade, ethnicity, poverty-level, special student population, among other factors, as well as a report on the financial status of the school.

In addition, the DMPCS School Leader will be responsible for business and community outreach including working with the Board of Trustees to create and present a school brand (public relations), establishing relationships with prospective funders, collaborating with education and human service programs/institutions and connecting with cultural and civic organizations. Of particular importance in the coming years is the development of a business plan with CUNY to facilitate the school's early college entrance program. The School Leader will serve as the DMPCS emissary and advocate in the public and private sectors, and will communicate and collaborate with individuals and organizations throughout the Harlem and charter communities. The School Leader will include the aforementioned items in his/her monthly report to the Board in collaboration with the School's Director of Operations and Compliance.

Desired Qualifications for the School Leader: In recruiting and selecting a School Leader, the DMPCS will seek candidates with:

- a) Management experience in an education organization or school serving at-risk adolescents and demonstrated knowledge of the educational and psycho-emotional needs and issues facing early adolescents and high school students – particularly those from diverse cultural and economic backgrounds.
- b) At least five years of demonstrated experience managing a successful nonprofit, education institution, district or charter school, including experience in program development, instructional leadership, staff hiring and training, budget development and management, compliance reporting, fund development, staff management and human resources development and public relations.
- c) Demonstrated ability to “think outside of the box” and to work effectively with diverse groups of people and a track record of innovation in designing and implementing educational programs.
- d) Strong skills in strategic planning, verbal and written communication
- e) At least a bachelor's degree (although a masters degree is preferred) in education and/or business administration, nonprofit management, public administration or a related field, as well as appropriate certifications.
- f) Understanding of and commitment to the mission and principles of the school, including a belief that education is a civil right and a commitment to using their experience as School Leader to impact and transform the lives of young people in Harlem.

School Leader Search Status: To identify and select the School Leader, DMPCS is currently implementing a three-pronged approach that includes a comprehensive search for the ideal candidate coupled with a rigorous interview process. First, the planning team has been collecting resumes from potential candidates over the last year. Second, the planning team is reaching out to community based organizations and colleges that have contacts with individuals who would be appropriate for this position. These organizations include New Leaders for New Schools, Teach for America, Teachers College, Fordham University, Center for Educational Innovation – Public Education Association (CEI-PEA), National Association of Independent Schools, and other organizations. And finally, the planning team will request bids from search firms to assist in identifying appropriate candidates. These firms will include firms such as the Education Group, Focus Consulting Associates, Carney, Sandoe, & Associates, Ray & Associates, among others.

The planning team is currently reviewing the job description and developing an interview protocol that will ensure equity among candidates. The planning team will develop a rubric or similar instrument to guide in assessing the skills and experience of each candidate—e.g. identifying and prioritizing the types of evidence needed to prove that a candidate has a track record of successful results with students and identifying and prioritizing the evidence that will demonstrate a candidate's understanding of data driven instruction. Following the development of the interview protocol, the planning team will establish a list of questions to be asked of all references. The planning team aims to have a School Leader identified and hired by the time the Board of Regents votes on the charter in December 2010. By the end of August, a packet containing all the information about the position will be in place for distribution to the above

recruitment opportunities. Resumes, vitas, and documentation of effective performance will be collected during October. Interviews will take place in November, job references for identified candidates will be conducted during the end of November and a job offer is expected to be extended in December that is contingent upon approval of a charter by the Board of Regents.

Responsibilities of Other Key Staff: During the start-up phase, the school will hire a Director of Operations and Compliance (DOC) and School Secretary. The DOC will report to the School Leader and have the responsibility for all non-academic aspects of the school including finance, facilities, all areas of compliance, health, safety, and data systems. Working closely with the School Leader, the DOC will ensure that all necessary Title requirements in terms of compliance, not academics, are adhered to around those items such as Special Education, ELL, Parent Involvement, Safety Plan, School Security and Police, School Parent Compact, School Wide Plan, Comprehensive Education Plan, Title Program, among others. The DOC will work with the outside accounting agency responsible for bookkeeping, reporting, and fiscal compliance to develop policies and procedures around purchasing. The DOC, working with the School Leader and appropriate members or committees of the Board of Trustees, will develop the Staff Manual, which will outline all areas of the school compliance issues. All staff working together will ensure that the school is ready for the first day including furniture, supplies, equipment, computer and phone set up, classroom set up and more. The DOC is responsible for this aspect of the school's opening.

The School Secretary will be responsible for helping the School Leader and DOC on the completion of their respective tasks. Primary responsibilities will be to log and track lottery applications, communicating with parents/guardians interested in the school, scheduling tours and meetings, reporting to the School Leader and DOC the status of the applications, and connections to all the systems necessary for a school in NYS/C such as the DOE ATS, nySTART, the NYSED Principal Portal, as well as others.

By August 2011, all four general grade 6 classroom teachers, teaching assistant, the NYSED certified Special Education, PE and Technology teachers will be hired. Each general teacher will each teach a class of 25 students, while the Technology and Special Education Teachers will provide push-in services; the PE teacher will do pull outs, as will the Special Ed Teacher depending on the needs of the students as outlined in the IEPs. The teaching assistant will rotate through the classes on a schedule designed by the School Leader based on the needs of the students. Three coaches (ELA/SS, Math/Science, and ELL) will be hired in September to provided embedded support for the teachers. A Social Worker will also be retained in August to provide support services for students and families. Finally, a Data Specialist will be hired in August to provide support to the School Leader, DOC, and Teachers for the purpose of providing them with data and assistance in data analysis that will be considered part of the school's decision-making process. There will be nursing and janitorial services secured by August as well. Additional staff (including AP, Finance Officer, Director of Instruction, Guidance Counselor, Reading Specialist, and all teachers needed as the school grows) will be added as needed. This is clearly outlined in the budget and budget narrative.

The Organizational Chart (Attachment 6) and Key Position Descriptions (Attachment 7) are included.

C.1. Charter Management Organizations

We do not intend to contract with a not-for-profit charter management organization.

D. Staffing and Human Resources

Recruiting and Retaining Staff: The philosophy of the DMPCS Board is that the quality of the teaching staff determines the quality of education offered in the school. Under the direction of the School Leader, with consultation and consent of the Board, the School will recruit highly qualified candidates to fill staff positions and meet its educational needs. Staff selection will be based on strong academic preparation, professional competence, intellectual rigor, emotional maturity, enthusiastic professional attitude,

knowledge of instructional practices, understanding of struggling students, and ability to contribute to the furtherance of DMPCS' mission and educational goals. Attention will be paid to the candidate's relevant experience and academic attainment, among other factors. Successful candidates for staff positions must demonstrate that they are prepared and able to support the educational and developmental needs of a diverse student population. DMPCS' teaching staff will be expected to fulfill their individual responsibilities and work effectively in concert with administrators and with the other members of the teaching staff. In selecting and hiring teachers, DMPCS will comply with state laws regarding certification and with the requirements of the No Child Left Behind Act.

The basic belief of DMPCS, that all children can learn and can be successful, coupled with its innovative educational program—including the staff incentive program—will be used as recruitment tools. The School will establish a broad applicant pool for all vacant positions and will recruit teachers through a variety of means, including advertisements in newspapers and educational journals, relationships with colleges and graduate schools of education, teacher recruitment fairs, and email and phone networks. DMPCS will promote diversity in its applicant pool by advertising positions in targeted media (e.g. newspapers reaching different ethnic groups), networking with organizations with diverse memberships, participating in recruitment events and leveraging the relationships and experiences of Board members and supporters to support its outreach, networking and teacher recruitment initiatives. DMPCS will comply with all federal, state and local laws and requirements regarding the hiring of staff and will not discriminate in hiring, employment, contracting, or retention for reasons of race, sex, age, religion, disability or other reasons prohibited by local, state or federal law.

Once recruited, the school's staff will be retained through a variety of adult learning strategies and incentives. DMPCS is designed to engage teachers and all staff in a process of life long learning, through a program of professional development. A basic tenet of the school is that all members of the school community play an active role in determining the success of the school. Teachers will be expected to assume leadership roles within the school. Some of these leadership roles include the further development of lesson and unit plans aligned to the DMPCS curriculum and the NYSED learning standards, development of common assessments within subject areas, analysis of the outcomes of these assessments and the modification of curriculum pacing calendars based on these outcomes, provision of support for students as they conduct their community activities while integrating these community activities into the daily classroom programs, implementation of project based instruction, the peer review of others lessons, as well as other leadership roles as they arise. To support teachers in these endeavors, the daily schedule allows for common planning time as well as a significant amount of staff development time. Further, a Data Specialist will assist teachers in learning how to understand the data and use it to inform their daily instruction. Coaches in ELA/Social Studies, Math/Science, and ELL will further support instruction by providing embedded staff development. Finally, DMPCS will offer incentives based directly on student outcomes. Recent data shows that performance based incentive programs are highly effective in retaining quality teachers.³³ The strategies presented above will help DMPCS retain the most highly qualified staff.

Staffing Plan: The staff-related budget assumptions were developed based on the school's educational program and needs. It is understood that students attending DMPCS will more than likely, based on the NYSED test results, enter grade 6 below proficiency; therefore, the design of grade 6 is based on the elementary school model of one teacher with an intensive, focused curriculum designed to support students to proficiency in ELA and math. In grades 7 and 8, teachers will loop with their classes to provide consistent support and guidance for a solid two years integrating the community work into classroom goals. The high school program is designed with early college as a goal, but does not assume

³³ Initial results presented at the Teacher Incentive Fund grant meeting held by the U.S. Education Department in Washington, DC on August 23-24, 2010.

that all high school students will be prepared emotionally for college at the same time; therefore, provides for a full complement of high school classes covered by NYSED certified teachers. There is also plenty of time in the schedule for teachers working together, both directly and as facilitated by technology. To support professional collaboration and teacher effectiveness, the school is purchasing software systems that easily allow teachers to assess the core curriculum for the purpose of aligning and pacing their lesson plans which then integrates into the assessment system. By budgeting for specialty Coaches as well as the Data Specialist, the school will ensure that teachers will receive the support they need to integrate this data rich process into their daily instruction. Each year the budget grows by the appropriate numbers of teachers (all classes are assumed to be an average of 25 students). Additional teachers in special education and ESL are budgeted on the basis of the predicted growth of these populations. As the school grows more support staff is added as well including additional social workers, ELL, Art, PE, Special Ed, LOTE, and Technology teachers; guidance counselors; reading specialist; Assistant Principal; and Director of Instruction. All of this is reflected in the budget.

Non-Certified Instructional Staff: DMPCS does not intend to hire non-certified instructional staff. However, if this becomes necessary due to lack of certified applicants in an area, there will be a rigorous interview process which will include not only at least five-years of demonstrated quality teaching, but excellent references and demonstrate two full lessons which include differentiated instruction, using assessment data to inform instruction, and align to NYS learning standards. Further, the individual must present a plan to become NYSED certified and must adhere to the plan or face termination.

Data Driven Decision Making (D3M): A key principle at DMPCS is the research-supported belief that all adults in a school building need to support students for students to be successful. At DMPCS, all staff will be held accountable for student outcomes, and such accountability will be integrated into the school's system of evaluating and compensating staff. Each staff member will be eligible to receive an incentive of up to \$5,000 based on student outcomes. Using the successful performance-based compensation model established by the Partnership in Innovation of Compensation for Charter Schools (PICCS), a US Education Department Teacher Incentive Fund (TIF)-funded project that reformed compensation and academic programming in 10 New York City charter schools, the DMPCS' school-wide committee will develop a Performance Based Incentive (PBI) plan, approved by the Board, that outlines the expectations for each person and how an incentive can be obtained, following the outline of the PICCS PBI plan.

To reach this goal, as discussed in the Prospectus and Assessment section above, student performance will be assessed in all grades on a continuous basis, providing detailed data on individual student performance and growth, student cohort performance gaps, and performance comparisons with similar student populations. Instructional staff will use assessment data to modify content and/or instruction, working towards a goal of ensuring continuous student progress. To support this, the SunGard (formerly Performance Pathways) suite of software and on-line services: CurriculumConnector, Assessment Builder, Tracker, and Bubble Reader will be purchased and used throughout the school. This software is currently being used successfully by charter schools in New York City, including the 10 PICCS schools and several charter schools participating in a separate Enhancing Education through Technology (EETT) grant-funded program.³⁴ Using this software, the teachers can map their lesson plans against the core curriculum which is already aligned to the NYS Learning Standards, develop their own common assessments which align to the curriculum and NYS Learning Standards, load standardized tests (i.e., Scantron), load the NYS tests including the item analysis, and then track student progress over time as well as identifying weaknesses in their own lessons as it maps to the learning standards. Administrators can use the combined software to identify gaps and weaknesses in the curriculum and areas of needed

³⁴ The DMPCS planning team has communicated frequently with representatives of the schools and organizations currently implementing PICCS and the EETT project, and they will continue to work with these representatives to leverage their experience as the DMPCS academic program is implemented.

concentration at the student level. Staff throughout the school will be trained in the use of this technology and supported in employing it effectively into all aspects of the school's academic programming.

Using these tools will greatly enhance D3M. The DMPCS Board understands that D3M is an essential element for the success of the school's instructional program. Thus, the board has decided that training and practice of D3M must start from day one, both because it is good pedagogical practice and because it will enable the school to develop a culture of accountability. To this end, not only will the SunGard services be purchased, but a data specialist is being hired to work with the School Leader to support teachers in the use of data. By using this system of D3M, teachers and administrators will have all the necessary tools to ensure that relevant data is easily accessible and used to the fullest extent. Training on these tools has been built into the daily schedule and the budget.

D3M will be integrated comprehensively into the culture of the school, and it will be a critical element of the school's approach to supporting and incentivizing teachers. As described below, all DMPCS staff are eligible for performance based incentives that are determined in large part by student outcomes. D3M will be used to differentiate and improve instruction and, in the process, assist in achieving student outcome targets. By so doing, D3M will help staff meet the performance targets required to receive performance-based incentives.³⁵ This system supports and aligns with the State's "approach to incorporating student status and growth data in the evaluation and support of teachers".³⁶

Employer-Employee Relationship: One of the strongest methods of retaining staff is a healthy employer-employee relationship built on mutual professionalism and respect. In a school, this relationship can be even further bolstered by having high achieving students. The entire educational model of DMPCS is geared towards achieving this outcome. DMPCS will establish a culture that supports not only the growth of students, but the growth of teachers and other school stakeholders as well. Teachers are expected to be an active voice in the functioning of the school and in the success of the students. To attain this level of responsibility, DMPCS understands that there must be a culture where learning is expected and encouraged for everyone. Establishing an environment in which staff are provided with the appropriate tools, supports, training and time to integrate a rigorous educational program that all can be proud of, will result in a collaborative culture that positively impacts the employer-employee relationship.

E. Student Recruitment, Enrollment, and Evidence of Demand

The Targeted Student Population: As stated earlier, incoming students are expected to mirror those from CSD 5. To recap (pages 10-12), 80% of the students currently in CSD 5 are eligible for free and reduced lunch, 58% were Black, 37% Hispanic, 2% Asian, and 2% White. CSD 5 has been identified by NYSED as a District In Need of Improvement (DINI) in ELA for 2009-2010,³⁷ with students lagging behind the city on the NYSED ELA and Math tests in grades 3 – 8 for 2009-2010.³⁸ The percentage of ELL students is 10.6% and the special education population is estimated at 11%.

It may seem a little strange to think of any student in NYC living in a region where there is a lack of alternatives, but this is in fact the case with Central Harlem. In general, approximately 55,000 students applied to public charter schools in NYC and only 11,700 were actually offered seats in charter schools.³⁹ Parents are clearly seeing a lack of alternatives in NYC. Further, of the 22 charter schools in upper

³⁵ From Prospectus.

³⁶ From **NYSED 2010 Charter School Application Kit**, page 29.

³⁷ From <https://www.nystart.gov/publicweb/District.do?county=NEWYORK&district=310500010000&year=2009> on April 20, 2010, page 8.

³⁸ From <http://schools.nyc.gov/Accountability/data/TestResults/ELAandMathTestResults> on August 12, 2010.

³⁹ From <http://nyccharterschools.org/learn/news/press-releases> on August 12, 2010.

Manhattan, one is a specialty school for students with autism and only six offer middle and high school while another four offer kindergarten through grade 12.⁴⁰ Finally, test scores on the NYSED ELA and math tests in CSD 5 are very low. However, looking at the data for the schools indicates a further lack of alternatives. Students from the 10 district high schools fared even worse with the district failing to achieve AYP in ELA at the high school level with one high school on the NYSED's Persistently Lowest Achieving Schools list,⁴¹ as discussed on pages 10-12. Again, the only high school that received an "A" on its NYC DOE Progress Report requires an admissions exam and of the remaining nine schools, none received an "A". The percent of low school progress report grades for high schools compared to the progress report grades city-wide high schools show a significant educational discrepancy between CSD 5 and NYC⁴² (see table page 12). Clearly, all the data indicates that CSD 5 needs more high quality, rigorous middle and high schools. It is the goal of the School to offer a quality education option that provides the leadership training, awareness of personal health, and academic rigor that is currently available only on a very limited scale in Central Harlem.

Demand for DMPCS is further evidenced by the parent signatures collected by the DMPCS planning team. Prior to the new charter law, DMPCS was planned as a NYC DOE charter school. As part of this process, one of the requirements was to produce the signatures of 100 parents who had children who would be in the 6th grade when the school opened. The Planning Team has these signatures and they will be available to the State during the capacity interviews.

Student Recruitment: The school's student recruitment strategy is outlined in the Prospectus, and features the following: (1) distribution of mailings to parents of Harlem-based elementary schools; (2) presentations during parent organization meetings at Harlem-based public elementary schools; (3) flyers sent home with 5th grade students; (4) distribution of mailings to residents of CSD 5; (5) posted flyers and notices in Harlem-based newspapers, communities of faith, community centers, and apartment complexes; (6) presentations in CSD 5 public and private elementary schools; and (7) presentations at after-school programs and youth centers and visits to community-based organizations. All DMPCS materials will be presented in English, Spanish, and various African dialects to ensure that those families who are traditionally less informed about educational choice options have access to the materials

DMPCS will employ specific and targeted strategies to recruit students with disabilities and ELL students at a rate comparable to or greater than the number enrolled in CSD 5 schools. Recruitment efforts designed to interest special education students and their families include: (1) print advertisements that include specific information about DMPCS' Special Education program, (2) special open-house sessions held in the community geared towards parents of Special Education students, (3) one-on-one meetings with members of the staff with any parents of Special Education students who express interest in learning more about how DMPCS can meet the particular needs of their child, and (4) outreach to all CSD 5 special education coordinators in the elementary school to provide a description of the program. To reach students with ELL classifications, DMPCS staff will reach out to the all the ELL coordinators and teachers in Harlem-based elementary schools, as well as distributing marketing and outreach materials in areas of the district where individuals who do not speak English reside and congregate. The predominate

⁴⁰ From http://schools.nyc.gov/NR/rdonlyres/50117A5B-DB95-4231-82CC-16C853A8EE2B/0/CharterSchoolDirectory_English.pdf on August 12, 2010.

⁴¹ From <http://www.emsc.nysed.gov/irts/accountability/LowAchieve/2009/PersistentlyLowestAchievingSchools-SFSA2009.pdf> on April 20, 2010.

⁴² From http://schools.nyc.gov/NR/rdonlyres/9E523F1A-9A3A-4502-8054-266321EBC008/0/ProgressReportResults_032310.xls and <http://schools.nyc.gov/FindASchool/AdvanceSearch.htm?level=10&actn=search&geo=2&bbindex=1&dbindex=1&ddindex=5&zipcode=&stype=0&sso=0&hszone=0&repname=&showdist75=0&showspschls=0&netwrkcode=&nw=0> on April 20, 2010

groups are speakers of Spanish and several African dialects. DMPCS staff will reach out to the appropriate language-speaking community-based organizations and individuals working with or providing services to families that include ELLs.

Lottery: Applications for the lottery can be submitted year round and will be accepted for the upcoming school year up until the morning of April 1 of the prior school year. A lottery will be held on or around noon of April 1 each year. Once chartered, the school will adopt the policies, protocols and procedures developed by the NYSED and the Board of Regents as specified in the 2010 Revisions to the Charter Schools Act.

F. Community Involvement

The idea to create DMPCS began as a grassroots movement at a meeting held on May 17, 2005, sponsored by the (CHIPS) Central Harlem Inter-Agency Program and the NYC DOE Region 10. Open to the community, the educational inequities and student performance gaps in District 5 were addressed and the ideas generated by the more than 250 middle and high school students, their parents and teachers became the basis for DMPCS. Mother AME Zion Church, a critical community resource in Harlem, then became the informal sponsor of the Planning Team. The Planning Team's work was based largely on a thorough needs assessment it conducted and an analysis of educational and youth development needs in the Harlem community. Indeed, DMPCS has involved the community in a comprehensive way from its earliest stages of development.

The community demographics were central in the development and design of DMPCS. The population of Central Harlem is 83% Black, 13% Latino/Hispanic, 4% Asian and 4% White. The majority of residents were born in the US with only 19% percent classified as foreign born as compared to 36% of NYC residents overall. Twenty-six percent of Central Harlem residents were aged 0-17 as compared to 24% NYC. Of the population that is 25 years of age or older, only 64.3% percent had achieved a high school diploma (as compared to 80% of all Americans), and only 12% of Central Harlem residents had received a bachelor's degree as compared to 24% of Americans overall. Similarly, only 53% of Central Harlem residents aged 16 and over were in the workforce as compared to 64% of similar age groups nationwide. As a result, the incomes of nearly 40% of the population in Central Harlem fell below the poverty level in 2006 as compared to 12% of the entire U.S. population.⁴³ The school design took these factors into consideration.

As a school that has officially been in development over the last eight months as a NYC DOE school (prior to the new charter law), DMPCS has had and will continue to have the support and assistance of the NYC DOE as demonstrated by the DOE's submission of this application. In the Harlem community, members of the Board have already begun reaching out to Superintendent Gale Reese to begin discussion about the role of DMPCS in the district, particularly in light of the new requirements that best practices be shared. Further, DMPCS will work closely with the District on reporting necessary data on ATS, working with the local Committee on Special Education (as well as CSE's from other districts as necessary) and will of course take referrals from the District particularly in the areas of special education and English Language Learners.⁴⁴

⁴³U.S. Census Bureau. 2006. *American Community Survey: American FactFinder*. http://factfinder.census.gov/servlet/SAFFacts?_event=Search&geo_id=04000US36&_geoContext=01000US%7C04000US36&_street=&_county=&_cityTown=&_state=&_zip=10030&_lang=en&_sse=on&ActiveGeoDiv=geoSelect&_useEV=&pctxt=fph&pgsl=040&_submenuId=factsheet_1&ds_name=ACS_2006_SAFF&_ci_nbr=null&qr_name=null®=null%3Anull&_keyword=&_industry=&show_2003_tab=&redirect=Y. U.S. Census Bureau. As viewed March 25, 2010.

⁴⁴ From Prospectus.

DMPCS has strong support in the community. Creating a community within the community is very important to DMPCS and the school itself will be based in an historical community institution at the James Varick Community Center. Some of those who have written letters of support include: The Honorable David Paterson, Reverend Al Sharpton, The Honorable David Dinkins and represent such institutions as the CUNY, Columbia University, 100 Black Women, Harlem Hospital, Mother AME Zion Church, among others. DMPCS has garnered a total of 24 letters of support from various community organizations. Finally, the DMPCS Planning Team presented this proposal to Community Board 10. As a result, Community Board 10 passed a resolution to support the Dr. Muriel Petioni Charter School. These letters and a copy of the resolution will be available for the State during the Capacity Interview.

III. FINANCIAL PLAN

A. Budget

Start-Up Costs: The start-up period will run from January 2011 through June 30, 2011, and costs during this period are minimal. The school will hire the School Leader, the DOC, and the School Secretary for the purpose of getting the school up and running, as well as overseeing the lottery process. James Varick Community Center is providing all space and equipment during this time and thus the only costs to the school are salaries and benefits for the full-time staff, along with costs for a consultant grant writer/fundraiser, minimal office expenses (including computers and furniture, legal/accounting fees, D&O and other insurance and costs related to recruitment of teachers and students. The total start-up budget is \$229,610. The school expects that the start-up costs will be paid through a grant from the Walton Foundation, which has invited the school to apply for funding when it receives its charter. The Planning Team has already been awarded a grant from the Walton Foundation in the amount of \$30,000 to support the development of its charter application, and the Foundation has identified CSD 5, in which the school will be located, as a priority geographic area for funding. The school will submit a proposal to the Walton Foundation immediately following the award of a charter. The school's Board will seek additional financial support from State Senator John L. Sampson who, as described below, has made a commitment to providing financial support to the school. In addition, the James Varick Community Center is committed to providing funding to cover the balance, if any, between what is raised through grants and legislative support and what is required.

Revenue: The DMPCS start-up budget plan, first-year budget and the five-year budget plan presented in Form 5 are realistic and financially sound. The budgets reflect conservative assumptions on both the revenue and expense side. DMPCS has been able to attain commitments for significant in-kind contributions, along with a commitment of substantial and ongoing financial support from State Senator Sampson, and it is developing a comprehensive fundraising plan. With these financial commitments, the School is assured that it will be able to operate each year with a balanced budget in each of the five years of its first charter period.

- The School assumes a flat \$13,527 per pupil revenue from the District over the life of the charter.
- The School assumes it will receive the New York City DYCD Start-up Grant in year one of operations at the current levels of per pupil support for middle school grades.
- While the School assumes it will have a similar number of students designated as special needs based on the percentages in public schools in CSD 5 (approximately 11% of its students), DMPCS will assume for *revenue* budgeting purposes that 55% of all of its special education students will receive services for less than 20% of the day—a very conservative assumption. Although on the revenue side, the School assumes 55% of the special needs students will receive services for less than 20% of the day, on the expense side, the School assumes it will have special needs students requiring services *greater* than 20% of the day. Thus, expenses include a comprehensive special needs program including staffing, professional development and staff training for serving special needs students; and curriculum and instructional materials, etc. needed by students with special needs. The School does assume that it will receive the Federal IDEA funding it is entitled to for each Special Needs student.

**Dr. Muriel Petioni Charter School
Full Application Narrative**

- The School assumes it will receive NYSTL, NYSSL and NYSLIBL funds for textbooks, software and library books.
- The School assumes 80% of its students will be eligible for free- and reduced-priced lunch for Title I revenue purposes to mirror CSD 5.
- While the School will apply for all eligible Title funding under the Federal No Child Left Behind Consolidated Title, for budgeting purposes, the School is only assuming receipt of Title I. Based on the commitment letters provided, DMPCS has commitments for in-kind services, which impacts the school's operating budget and will cover significant part of the deficit.
- There is full insurance coverage for all periods including start-up.

Line Item Personnel: The FTE assumptions over the course of the first six years is shown below.

Position	Start-Up 1/11-6/11	FY 11-12 Year 1	FY 12-13 Year 2	FY 13-14 Year 3	FY 14-15 Year 4	FY 15-16 Year 5
Grades:	None	6	6-7	6-8	6-9	6-10
Administration						
School Leader	1	1	1	1	1	1
Dir of Operations & Comp.	1	1	1	1	1	1
Assistant Principal				1	1	2
Dir of Finance				1	1	1
Special Ed Coordinator				1	1	1
Dir. Of Curr/Instruction				1	1	1
Secretary, Ass't, Finance	1	2	3	3	6	6
Nurse*		1	1	1	1	1
Instruction						
6 th Grade Classroom Teachers		4	4	4	4	4
MS Teachers (ELA, Math, Social Studies, Science)			4	8	8	8
HS Teachers (ELA, Math, Global, History, Science)					5	9
Specialty Teachers (Art, Technology, Spanish, PE)		2	4	7	8	9
ELL Teacher				1	1	2
Special Education Teacher		1	1	1	2	3
Reading Specialist						1
Data Specialist/Technology		1	1	1	2	2
Social Worker		1	1	2	3	3
Guidance Counselor				1	1	2
Teaching Assistants		1	2	3	4	5
Reading/Social Studies Coach**		15 hr week X 40 wks	15 hr wk X 40 wks	15 hr wk X 40 wks	15 hr wk X 40 wks	15 hr wk X 40 wks
Math/Science Coach**		15 hr week X 40 wks	15 hr wk X 40 wks	15 hr wk X 40 wks	15 hr wk X 40 wks	15 hr wk X 40 wks
ELL Coach**		10 hr week X 40 wks	10 hr wk X 40 wks	10 hr wk X 40 wks	10 hr wk X 40 wks	10 hr wk X 40 wks
Security & Maintenance						
Security Guard*		1	1	1	1	1
Custodians		1	1	1.5	1.5	1.5
TOTAL	3	16	24	40.5	51.5	57.5

* This staff will be provided through contracts with DOE or NYS DOH.

** This budget line is included under “Instructional Contractual” section of the budget.

DMPCS has proposed competitive salaries for all administrators and instructional staff. Salaries are expected to grow by 2% per year; in addition, there will be up to \$5,000 per staff person for incentives which will be based primarily on student outcomes and awarded according to the school’s performance based incentive plan.

The budget includes all costs of running the school including all academic purchases, textbooks, assessment program (including software), furniture for students and staff, computers, white boards for each room, utilities, major maintenance, and insurance among other daily costs. The line item budget is available for review at the capacity interview.

REVENUE LESS EXPENSES

DMPCS is showing deficits; however, based on the letters of commitment for in-kind services, the commitment from the James Varick Community Center for rent forgiveness, the fundraising plan, and the commitment from Senator John L. Sampson, it is expected that by the time the school opens, all the deficit will be covered. The plans are discussed in the Grants section. Below are the projected costs:

	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
Showing	\$136,610	(\$24,329)	(\$19,509)	\$35,039	\$333,986
Grants	\$595,000**	\$400,000	\$400,000	\$375,000	\$200,000
Actual Final*	\$136,610	\$112,281	\$92,772	\$127,811	\$461,797

*Includes prior year carry over

**\$300,000 per year already secured

GRANTS

The Planning Team has met with State Senator John Sampson, who has made a commitment to providing financial support to the school sufficient to cover budget deficits. Also, as stated above, DMPCS will apply for the Walton Family Foundation grant available in CSD 5 for a total of \$230,000 to cover the start-up costs of the school. The Planning Team has been the recipient of prior Walton Family Foundation Grants during their planning phase. It should be noted that Dr. Gregory Robeson Smith has raised millions of dollars for philanthropic endeavors throughout his career and will continue this for DMPCS.

The James Varick Community Center will forgive \$235,000 of the rent for the first year by attaining an interest only loan for the renovation costs. The savings will be provided to the School. Further, AJS Accounting is providing all accounting services at the cost of \$70,000 for the first year. Commitment letters for both exist and will be available for review during the capacity interview.

The budget provides for the services of a grant writer/fundraiser, who will oversee the design and support the implementation of a comprehensive fundraising plan. The school will implement fundraising activities each year, including a Naming Fundraiser. “Naming rights” for ten classrooms, the school library, the two science labs and the gym will be sold to donors. The cost for naming a room will be \$10,000 for the classrooms and up to \$25,000 for the labs, library, and gym. The resulting revenue for this project is estimated conservatively to be \$150,000. The process for identifying donors is already underway.

B. Financial Management

Financial Audit: The School fully understands its obligations for an independent audit of its finances each year. To meet this requirement, an independent firm will be hired to audit the records of DMPCS each year according to generally accepted accounting principals (GAAP). Once required, the School is prepared to conduct an A-133 circular audit. This procedure is outlined in the Financial Policies below and costs are included (separate from AJS in-kind services) in the budget.

Annual Report: DMPCS understands the importance of transparency in terms of its financial obligations. To this end, the Annual Report will be presented to the Board of Trustees for approval then will be submitted to the NYSED, NYC DOE, and will be posted to the School's website for general public review. This is included in the Financial Policies below.

Insurance: DMPCS understands the importance of full insurance coverage at all levels. This is included in the budget and insurance will be purchased once chartered and will cover the start-up period (January 1, 2011 through June 30, 2011) as well as the actual school year. This insurance will include full liability insurance to indemnify the school, the Board, staff and teachers against claims.

Tracking: The tracking of students will be the responsibility of the DOC, working with the School Leader, and this data will be reported at every Board meeting for review by members. The base tracking system is the NYC DOE's ATS (Automate the Schools) system. ATS is the system, which the NYSED uses to download data for the purpose of calculating AYP under NCLB. ATS tracks lunch status, special education (DMPCS will also use the CAPS system specifically for special education students which is a subsystem of ATS), enrollment, attendance, NYSED testing results, ELL status among other variables including high school cohort groups, Regents scores, graduation status, metro card distribution, health and immunization, and guardianship among other variables.

The process for identification of special education and ELL students has been explained in detail in other sections of this application and will be identified on ATS. Attendance will be taken daily and scanned into ATS. Lunch status and immunization/health history will be gathered by the School Secretary at orientation and entered into ATS with oversight from the DOC. The school nurse will assist with the immunization reporting as needed. There are numerous reports generated by ATS and these will be used to ensure that the tracking of students is ongoing and all files are completed. This data will be combined with tracking data from the academic program (SunGard) for assessment of NCLB variables.

Financial Policies: The DOC will oversee the daily fiscal and accounting functions of the School and will report to the School Leader and the Board. In year 3, a Financial Officer will be hired and report to the DOC. The Board will have overall responsibility for the fiscal oversight. Prior to hiring the Financial Officer in Year 3, ASJ Accounting will provide all back office bookkeeping which will include setting up of all systems, finalization of fiscal policies, establishing purchasing and payroll systems, as well as all other fiscal matters. ASJ will work closely with the DOC in establishing and implementing these policies at the school level, as well as to provide support to the DOC in analyzing, reconciling and adjusting account balances, and to ensure the records are maintained in accordance with generally accepted accounting principles (GAAP). AJS will also develop the School's chart of accounts and implement an accounting software system. For auditing purposes, a second firm will be contracted to conduct an annual audit each year, including the A-133 when required. In year 3, the Financial Officer will be hired and take over all procedures. DMPCS has developed an initial internal financial controls policy and procedure manual that dictates the policies and procedures related to the School's financial transactions and activities. It is important to note that prior to the School's opening, this manual will be reviewed by an independent accountant and may be revised based on the accountant's recommendations. The manual addresses the following particular areas:

Payroll

Policy: The School shall maintain a payroll system approved by the Board.

Procedure: Documentation of authorized pay rates shall be maintained in the employee's personnel file. Personnel files shall be secured with access limited to authorized individuals. The School will contract with a payroll service to provide payroll processing. Personnel will be paid bi-weekly, by direct deposit and will receive a check stub. Employee time sheets will be maintained daily. Each pay period, time

sheets will be signed by the employee and approved by a supervisor, then forwarded to the DOC who will review them for accuracy before forwarding them to AJS for payroll processing. The DOC will receive all completed payroll reports and paychecks from the payroll service and will review the payroll reports and document approval. All payroll changes will be authorized by the School Leader and forwarded to the payroll service by AJS and will record each payroll to the accounting system, including any payroll accruals, in accordance with GAAP. A deferred compensation program may be established in accordance with IRS and personnel policies and administered by a third party.

All services performed by independent contractors will be processed as accounts payable. At the close of the fiscal year, Forms 1099 will be issued to independent contractors in accordance with IRS regulations.

Purchases

Policy: Guiding the purchase of all DMPCS goods and services will be: (a) price; (b) quality; and (c) dependability. Particular vendors may be chosen for any one or any combination of these factors; however, at all times the selection of a particular good, service, or vendor shall be with the intention of maintaining a top-quality school.

Procedure: When a product is to be purchased that costs more than \$15,000, the DOC shall make every reasonable effort to secure quotes and product specifications from at least three providers of the product or a similar product. The product shall be selected from among these offers. The reasons for selecting the chosen option must be documented with the DOC. The Finance Committee of the Board shall provide final approval of the selection and present to the full Board for a vote. Professional service contracts in excess of \$15,000 per annum are also to be awarded in the same manner. In cases in which there are a very limited number of professionals who provide the needed service, the DOC will make every reasonable attempt to secure more than one bid and will document these efforts. All contractual agreements shall be in writing, and signed and dated by the School Leader or his or her designee and approved by the Board. The DOC will execute a *Purchase Order* for all purchases and it shall be approved by the full Board for purchases greater than \$10,000 and by the School Leader for purchases less than \$10,000.

Accounting and audit requirements

Policy: Independent audits of the financial statements shall be conducted annually by a NYS CPA selected by the Board. Annual financial audits will be conducted in accordance with generally accepted auditing standards and government auditing standards. Financial regulatory forms shall be completed as necessary by DMPCS or an accounting firm selected by the Board.

Procedure: Appropriate financial forms and reports shall be filed with the charter entity, federal government and appropriate state agencies. Upon completion, audits shall be reviewed by the DOC and submitted to the Board for review. All audits shall include a management letter. The Annual Report will be submitted to the NYSED, NYC DOE, and posted to the DMPCS website.

Cash management and investing

The following areas from the Internal Financial Controls Policy relate to cash management and investing:

Investment Policies

Policy: The School's funds shall be invested in money market funds, certificates of deposits and/or other reasonable and conservative investment instruments.

Procedure: The DOC, with the approval of the Board, shall identify excess funds available for investment, and approve the transfer of such funds.

Borrowing Funds

Policy: All borrowing of funds and the establishment or increase of all credit lines must be approved by the Board.

Procedure: Based on annual audits, financial statements, and cash flow projections, the School Leader may establish credit lines and borrowing limits as directed by the Board. Borrowed funds will be repaid with appropriate, measurable and identifiable revenues in accordance with GAAP. The School Leader or DOC shall alert the Board if lines of credit or borrowing limits ever are not adequate to meet the needs of the organization. The Board may amend the borrowing policy and credit limits.

Petty Cash

Policy: The School shall maintain a petty cash fund to be used for reimbursements to employees for minimal out-of-pocket business-related expenses, not to exceed \$250.00.

Procedure: The DOC shall reimburse employees for out-of-pocket expenses, not to exceed \$100, upon submission of a petty cash reimbursement voucher, approved by the School Leader, and substantiating receipts. The accounting firm shall verify all receipts as required for all requested reimbursements, make any required payment, and maintain the petty cash fund. The accounting firm will count and reconcile the petty cash fund to receipts weekly. Replenishment of the petty cash fund will be documented by the reconciliation along with a check prepared by the DOC through a check request signed by the School Leader. Under no circumstances will sales tax be reimbursed.

Accounts Receivable

Policy: The School will maintain accounts receivable in accordance with GAAP for scheduled receipts from the school districts, grants or any other amounts due but not yet received.

Procedure: All revenues will be recorded on an accrual basis in accordance with GAAP. The accounting firm will maintain an aged schedule of accounts receivable, which lists payer, date, description, and account and will reconcile such schedule to the general ledger on a monthly basis.

Accounts Payable

Policy: The School, whenever practical, shall pay bills within 60 days of their issue, unless a dispute arises. Bills of an amount which precludes payment within 60 days may be put on a payment plan, allowing a monthly payment agreeable to both DMPCS and the vendor.

Procedure: All accounts payable shall be recorded on the accrual basis in accordance with GAAP. Accounts payable shall be maintained by the accounting firm who shall ensure timely payment and the development of payment plans. Further, s/he shall maintain a schedule reflecting an aging of accounts payable balances listing the payee, transaction date, amount and payable description and account. Payments of bills shall be processed on or about the end of each week. All purchases in excess of \$10,000 shall be approved by the Board. All bills will be approved by the School Leader prior to payment. No payment will be made without a properly approved bill or other supporting documentation, including, but not limited to, signed and dated packing slips. Payments will be made from bills. If original bills are not available, copies will be requested. Payments will not be made based on statements. The Board shall approve all contracts and loans.

C. Facilities

The James Varick Community Center, located at 151 West 136th Street in Harlem, will be the home of DMPCS. The Varick Center was named for the first Bishop of the African Methodist Episcopal Zion Church and is a separate 501(c)3 with connections to the Mother AME Zion Church. The James Varick Community Center will finance all construction costs related to expansion and renovation of the Center for use by the school. Currently the building houses a day care center and offices, which will be relocated to another building owned by the Center to accommodate occupancy by the school. The school will consist of a basement to be used as a multi-purpose lunch/gym with an additional six stories above—three existing and two to be built—that will house classrooms and other instructional spaces, as well as offices for administrators and staff. Ehrenkrantz, Eckstut & Kuhn Architects have been retained to do this work. This Architect group, which has offices in New York, Washington, DC, Los Angeles and Shanghai, specializes in the design and construction of schools. Examples of the work of this group can be seen in

schools throughout the country. In New York, PS 7 in Queens and PS 15 in the Bronx are examples of the work of the firm. Ehrenkrantz, Eckstut & Kuhn Architects recently completed the first entirely green building for the NYC DOE at PS 59, The Beekman Hill International School. The firm, having worked extensively on school-related projects in NYC, is fully aware of all relevant local, state and federal regulations, and all renovations will conform to applicable health, safety, and occupancy requirements.

All plans related to the renovation have been developed, and the work will be done in stages. The framework and heavy foundation building will be done prior to students attending. Following this, the interior work will be completed year-by-year as the school continues to grow without disruption to the academic program. During year 1, there will be a media center, nurse's office, teacher lounge, storage, gym/cafeteria, locker space, kitchen, lobby/entry, two administrative offices and four classrooms. In year 2 the school grows by four additional classrooms, a counseling suite, and an art room. In year three four additional classrooms are added. In year four, there is a science lab, music room, and four additional classrooms.

The costs of construction will be carried by the James Varick Community Center. Further, the Center is providing rent forgiveness for the start-up period and year one of the school. Beginning in year 2 of enrollment DMPCS will pay \$33 per square foot, which based on a comparability study of the surrounding area, is several dollars below market value.

D. Transportation

The NYCDOE is responsible for providing transportation services to the School's students. DMPCS students will receive the same transportation services as other NYC public school students. Eligibility for busing and half-fare or full-fare Metrocards is determined by and provided by the Office of Pupil Transportation (OPT). After the School submits a Transportation Request Form and uses ATS or NIPSIS to supply the DOE with the necessary information about its students, the DOE will determine the eligibility for transportation of students. This eligibility is based on age and distance from the school, in accordance with the Chancellor's regulations (Regulation A-801). The school will adhere to all Metro Card eligibility, distribution, and safe keeping procedures under the Chancellor's Regulation A-801, following the guidelines as outlined in the OPT Manual.

Special education students often have different eligibility for transportation as well. Their eligibility is dictated by their IEP. Transportation for special education students will be provided in accordance with all applicable State and Federal laws. The School's students will receive transportation services for which they are eligible under Education Law § 2853(4)(b) and § 3635. If a student is not eligible for transportation, transportation becomes the responsibility of the child/s parents.

The school, located in Harlem, is centrally located to all mass transit. The 1 train (accessible from many other trains) stops within a block from the school while the A, B, C, and D trains stop within ½ a mile of the school or students can transfer to the M11 bus for the 10 block ride. Further, there are a number of buses that also serve this area including the M1, M4, M5, M11, along with one Express Bus serving other boroughs. All these lines can be accessed throughout the four boroughs and can also be accessed by the Staten Island Ferry. Private school and public school students have the same Metro Card options as students at DMPCS.

E. Food Service

Breakfast and lunch will be provided by the NYC Department of Education's School Meals Program. Breakfast is free and lunch is \$1.50 and all students will have access to both meals. During the start-up phase, the School Secretary will work with staff from the School Meals Program to ensure that there is a schedule for delivering the food to DMPCS. The School will have both a kitchen for storage of the delivered food as well as a cafeteria. At least two staff will be trained in Food Safety through the NYC

DOE's School Food HAACP Program in order to distribute the meals and snacks. More staff will be trained as the number of students grows.

To determine each student's free and reduced lunch status (the status can be carried over from the prior school year as per Chancellor's Regulation A-810 II.D), parents will be asked to complete the School Meal Application, Form SD1041. During orientation, computers will be available for parents to access the new Online School Meals Application directly online. For those families who chose to complete the paper form, this will be scanned into the school's database through ATS. From this data students will receive either a free lunch, half-fare lunch, or will be asked to pay the full price based on income requirements. No student will be denied lunch due to lack of funds regardless of their free and reduced lunch status.

Due to the extended day at DMPCS, an afternoon snack will be provided through the NYC DOE's After School Hours Programs. DMPCS is fully expecting to have more than 50% of their students eligible for free and/or reduced lunch; therefore, according to the School Meals Program, all students are eligible for a free snack. The number of students receiving snacks will be reported weekly on the Report of Meals Served (MIE-1) form.

F. Insurance

During the preparation of this proposal it was discovered that insurance brokers are not willing to submit estimates for facilities that are not yet scheduled for operation for organizations that do not yet exist. After contacting several brokers and receiving the same feedback, Summit Coverages in Brooklyn was willing to give us a rough verbal estimate of \$25,000. Further, our contact at Summit explained that of course as Brokers they would provide a bundled policy but in order to get the insurance that best fits the needs of the school, separate applications must initially be completed in each of the areas listed in the Charter Application. Further, determining the excess liability or umbrella costs will be an extensive conversation based on the needs of the school and the community and other variables such as the type of community work students do, what other evening programs are run out of the building, and if there are sports programs. Also, the surety bond for the financial officer will be based on the school's final budget. Therefore, insurance costs are included in the budget at \$25,000 for the first year and growing as the school grows. Included in any insurance will be, as requested in the application: Directors' and Officers' Liability, Commercial General Comprehensive Liability, Educators' Legal Liability, Employment Practices Liability, Sexual Abuse Liability (separate policy or a separate part of general comprehensive insurance with independent limits), Automobile Liability, Excess Liability or Umbrella (i.e., bundled commercial general liability, directors' and officers' liability, legal liability, employment practices liability, automobile liability, and sexual abuse liability), Workers Compensation Liability and a Surety bond for the school's chief financial officer in an amount to be determined based on the cash flow of the school. Once chartered, the Trustees will begin the process of identifying insurance that provides full coverage to the school. The policy will of course be made available to both the NYSED and the NYC DOE for review and the school will not begin operation until all the appropriate insurance policies are effective.

Currently leasing the building to a Day Care Center funded by various city agencies within NYC, the Trustees of James Varick Center are well aware of the importance and type of insurance that must be in place prior to the opening of the school. The James Varick Board will be ensuring that appropriate insurance is in place through the lease which will clearly spell out the school's responsibility to obtain full insurance coverage needed to run a school.

G. Pre-Opening Plan

Below is a Gantt Chart visually outlining a thumbnail sketch of the pre-opening plan for the school. This chart is organized based on groups of tasks. Following the chart is a more detailed description of each of the tasks.

Timeline January 2011 – August

Note: SL = School Leader; BoT = Board of Trustees; DOC = Director of Operations & Compliance

Tasks	Jan uary	February	March	April	May	June	July	August	Responsible Party
<i>Hire Staff</i>									
1. Hire School Leader, DOC, Secretary	←								Trustees for SL; SL for DOC & Secretary
2. Intensive marketing for remaining staff									SL, DOC, BoT
2. Hire remaining staff									SL & DOC
<i>Outreach, Lottery, Enrollment</i>									
3. Student/Family Outreach	←								BoT, SL, & DOC
4. Student Lottery									SL, DOE, & BoT
5. Acceptance Packages sent to families									Secretary & SL
6. Collect paperwork for new students									Secretary & DOC
7. Request records for students new to the DOE public school system									Secretary, DOC, & SL when necessary
8. Submit student application info to NYC DOE (& NYSED if required)									DOC & Secretary
<i>Facilities, Furniture, Equipment, Supplies</i>									
9. Construction of the DMPCS sight	←								Varick BoT, DMPCS BoT
10. Delivery of all administrative furniture, fixtures, and equipment									SL & DOC
11. Phone, electric, gas, & other utility services									Secretary & DOC
12. Order & Accept delivery of special equipment (fireproof locked cabinet, etc.)									Secretary
Obtain Certificate of Occupancy									DOC & BoT
13. Provision classroom and educational space with furniture, fixtures, equipment									DOC, Secretary, Architect
14. Set up classrooms									DOC, SL, Secretary,

**Dr. Muriel Petioni Charter School
Full Application Narrative**

									parent/student volunteers
<i>Services Compliance, Educational Materials and Compliance</i>									
15. Communicate with Office of Pupil Trans (OPT), submit required info & notify parents of issuance of student Metrocards								→	Secretary
16. Communicate with Office of School Food, submit required information								→	Secretary
17. CPR Training & purchase required defibrillators									DOC & School Nurse once hired
18. Develop and finalize accountability plan									SL, DOC, & NYSED
19. Finalize text choices and all aspects of educational program									SL supported by the Ed. Accountability Committee of BoT
20. Order & accept delivery of all instructional materials									SL & DOC
21. Order NYSED 6 th grade tests									Secretary & DOC
<i>Fiscal, Policies & Procedures</i>									
22. Obtain 501(c)(3) Status for School	←								Started BoT, finalized DOC
23. Refine & adopt internal financial controls policies & procedures									DMPCS BoT, AJS, DOC
24. Develop, implement fund raising plan and apply for grants from Walton, Senator Sampson, DYCD, among others	←							→	Grant Writer, BoT, overseen by SL
25. Secure independent CPA for audit purposes								→	DMPCS BoT
26. Establish all relevant financial systems									AJS & DOC
27. Establish and adopt all policies and procedures									SL, DOC, BoT, parents
28. Submit unaudited revenue/expense statements to NYSED (& DOE if required)									AJS, DOC, & DMPCS BoT
<i>Professional Development and School Opening</i>									
29. Develop agenda and hire consultant for pre-training									SL and Ed. Accountability Committee of BoT
30. PD for staff (2-week									Outside Consultants &

**Dr. Muriel Petioni Charter School
Full Application Narrative**

training institute									Coaches
31. Develop Performance Based Incentive Plan									SL with input of Teachers; BoT approved
32. Orientation of new students and their parents									All Staff
33. First Parent Association Meeteing									Parents with support of SL & DOC
SCHOOL STARTS								→	All staff, parents, students, BoT, Interested Community Members

Explanation of Pre-Opening Tasks. The following is a more in-depth description of the items in the table above.

Staff Hiring: The Trustees have already started a search for the School Leader and will hire this individual by December 2010 for a start date of January 2011. The school leader will in turn hire the Director of Operations and Compliance (DOT) with input from the Board and will hire the school secretary. Outreach and marketing for teachers and the remaining staff will begin immediately and all remaining staff will be hired by August 1, 2011.

Outreach, Lottery, Enrollment: Outreach to parents, students, and the community will begin immediately after chartering and will continue up until the lottery closes on April 1 at 9 a.m. If there are not enough students (based on the plan develop and described earlier to track lottery application, this is not expected to happen) to fill all 100 seats, outreach and marketing to the community will continue passed this date. The secretary with support of the DOC will be responsible for this tracking. The lottery itself will be held on April 1 at or around 12 p.m. Families of all students selected for a seat will receive acceptance packages which will include information about orientation and important school dates as well as all the required paperwork necessary for enrollment. This paper work will include: student registration form, emergency contact form, Home Language Survey, Free and Reduced Lunch Form, Student Release forms for test data, Media Release Forms, Medical Forms, Records Release form from previous schools, School Calendar and other necessary paperwork. For those students not on ATS (students new to NYC), their records will be requested from their prior schools. The secretary will have all students enrolled on ATS by the July deadline. DMPCS will adhere to all local, city, state and federal regulations concerning all enrollment issues and will file all reports as required.

Facilities, Furniture, Equipment, Supplies: These tasks involve all those activities needed to prepare the physical plant for students. This includes the construction of the building itself which will start immediately following the chartering of the school. The architect plans are complete and we are just awaiting approval to start. Also included in this group of tasks is the ordering of all furniture, equipment, supplies, technology for staff and for classrooms in September. This includes the ordering of the fireproof safe for testing materials, the fireproof locked cabinet for IEP records, as well as getting all utilities turned on in the school’s name. All wiring for technology and kitchen equipment will be ordered and installed by the architect during renovations. The leadership will begin as soon as possible on attaining the COO since these are difficult to get in a timely fashion in NYC. Everything should be in place for students by August 2011.

Services Compliance, Educational Materials and Compliance: These tasks encompass all those items necessary for the school to ensure safety. Metrocards and food for students will be available for the first

day of school, staff will be trained on CPR, and all education materials will be finalized and ordered in time for a July delivery. This includes ordering the NYSED 6th grade tests needed for the spring 2012 semester. Finally, the school leader and DOC, working with NYSED will develop the Accountability Plan for the school.

Fiscal, Policies & Procedures: Under this group of tasks is the securing of the 501(c)(3) status for this school which will start immediately upon chartering. Following this the development plan will be implemented. During this time, all policies and procedures will be refined or developed and adopted by the Trustees. These policies and procedures include, but are not limited to: Internal Financial Controls Policies and Procedures, Discipline, Personnel, Grievance, Medications Administration Plan, Health Services Plan, Technology Plan, School Safety Plan, FERPA, FOIL, Open Meetings Law, Code of Ethics, among others. During the school year, the school leader and DOC will work with parents on developing the necessary Title documents. The unaudited revenue/expense statements will be submitted by the August 31 deadline.

Professional Development and School Opening: Under this category is included all those activities necessary for the school to open its doors including the two-week DMPCS staff training institute which will take place in August. During this time there will be an intensive orientation to the philosophy and structure of DMPCS, rules for behavior, dress, attendance, etc., for both staff and students will be reviewed. It will be impressed upon staff at this time that the DMPCS is a collaborative, community organization and as such must have clear outlines for expected behaviors and results. Staff will also receive professional development in various areas including the SunGard suite of software services, Scantron, expected assessment program, appropriate use of prep times, expected use of common planning times, as well as classroom techniques in the areas of classroom management, differentiated instruction, and curriculum.

The orientation of students and parents will also stress the importance of expected behavior and outcomes. Students will be given their class schedules at this time. They and their parents will meet with teachers as well as other staff. During this time parents will have their first Parent's Association.

Finally, on Tuesday, September 6, 2011, the staff, teachers, and Trustees of the Dr. Muriel Petioni Charter School will be thrilled to welcome their first graduating class of 2018.

Again, the Planning Team of Dr. Muriel Petioni Charter School would like to thank the members of this committee for taking the time to review our application.

Dr. Muriel Petioni Charter School

Charter Application

Attachments and Forms

Submitted to the New York State Education

September 21, 2010

Table of Contents

Form 1 – Certification Statement	1
Form 2 – Roster of Key Contacts	2
Attachment 1 – Sample of Daily Schedules	3
Attachment 2 – Proposed Annual Calendar	7
Attachment 3 – Proposed Corporate By-Laws	8
Attachment 4 – Proposed Code of Ethics	15
Attachment 5 – Resumes of Prospective Founding Group Members	18
Form 3 – Statement of Assurances	28
Form 4 – Request for Information from Prospective Board Member	32
Attachment 6 – Organizational Chart	52
Attachment 7 – Key Position Descriptions	53
Attachments 8 through 12 – Not Applicable	N/A
Form 5 – Budget and Cash Flow Template	63

Form 1: Certification Statement

Proposed Charter School Name: Dr. Muriel Petioni Charter School

Proposed School Location (District) New York City District 5

I hereby certify that the information submitted in this application is true to the best of my knowledge and belief; and further I understand that, if awarded a charter, the proposed school shall be open to all students on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement. I also certify that I am an eligible to apply for a charter under the requirements of Education Law. This is a true statement, made under the penalties of perjury.

Signature of Authorized Person Virginia Montague Date 9/15/2010

(Please label the copy that has original signatures.)

Print/Type Name  

 Fax: _____

Form 2: Roster of Key Contacts

Name	Contact
Conrad Graves, Ph.D., Chairman, Board	[REDACTED]
Virginia Montague, Lead Applicant	[REDACTED]
Sara M. Asmussen, Ph.D. JPS Solutions Application Preparer	[REDACTED]

ATTACHMENT 1: SAMPLE DAILY SCHEDULE

Below is an example of a 6th sample schedule from a student perspective followed by a teacher perspective. Schedules for all students in grade 6 through 8 adhere to NYSED Part 100 Regulations, specifically Part 100.4—Program Requirements for Grades Five through Eight. Below are examples of one semester of offerings.

Grade 6 Schedules

Time	Mon	Tues	Wed	Thurs	Fri
7:50am – 8:10am	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
8:10am – 8:40am	Advisories (FACS/CDOS)	Advisories (FACS/CDOS)	Advisories (FACS/CDOS)	Advisories (FACS/CDOS)	Advisories (FACS/CDOS)
8:45am – 10:10 am	Reading/Writing	Reading/Writing	Reading/Writing	Reading/Writing	Reading/Writing
10:10am – 11:35am	Math	Math	Math	Math	Math
11:35am – 12:25am	Lunch	Lunch	Lunch	Lunch	Lunch
12:25pm – 1:55pm	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies
1:55pm – 3:20 pm	Science	Science	Science	Science	Science
3:20pm – 3:30pm	Snack	Snack	Snack	Snack	Snack
3:30pm – 4:30pm	Physical Ed	Health	Physical Ed	Community Meeting / Values Assembly/Guest	Physical Ed
4:35pm – 5:00pm	Advisories / (FACS/CDOS)	Advisories / (FACS/CDOS)	Advisories / (FACS/CDOS)	Advisories / (FACS/CDOS)	Advisories / (FACS/CDOS)
5:00pm	Enrichment & Homework Help	Enrichment & Homework Help			
5:30pm	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

In the 6th grade technology will be integrated into each of the four core classes.

Dr. Muriel Petioni Charter School
Full Application Attachments and Forms

The following are the examples of schedules for grades 7 and 8. This schedule is for a semester. Students will continue in ELA, Math, Science, and Social Studies in each semester but the scheduling for art, foreign language, career development, and family and consumer sciences will change from semester to semester to ensure that students meet all requirements for completing middle school.

Grades 7 and 8 Schedules

Group 1 Daily and Weekly Schedule

Time	Mon	Tues	Wed	Thurs	Fri
7:50am – 8:10am	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
8:10am – 8:40am	Advisories	Advisories	Advisories	Advisories	Advisories
8:45am – 9:55am	ELA	ELA	ELA	ELA	ELA
10:00am – 11:10am	Math	Math	Math	Math	Math
11:10am – 11:25am	Recess/Snack	Recess/Snack	Recess/Snack	Recess/Snack	Recess/Snack
11:25am – 12:35pm	Science	Science	Science	Science	Science
12:35pm – 1:00 pm	Lunch	Lunch	Lunch	Lunch	Lunch
1:05pm – 2:15pm	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies
2:20pm – 3:20pm	Arts	Spanish	Tech/Library & Information Skills	Health	Foreign Language
3:20pm – 3:30pm	Snack	Snack	Snack	Snack	Snack
3:30pm – 4:30pm	Physical Ed	PBL / Career Dev / Family & Cons. Sciences	Physical Ed (teacher planning)	Community Meeting / Values Assembly/Guest	Physical Ed
4:35pm – 5:00pm	Advisories / Reflections & Connections	Advisories / Reflections & Connections	Advisories / Reflections & Connections	Advisories / Reflections & Connections	Advisories / Reflections & Connections
5:00pm	Enrichment & Homework Help	Enrichment & Homework Help	Enrichment & Homework Help	Enrichment & Homework Help	Enrichment & Homework Help
5:30pm	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

Example High School Schedules

The following are the sample schedules for grades 9 and 10. High school students will be on a semester schedule and will complete all high school credits as specified under the NYSED Part 100 Regulations, specifically Part 100.5—Diploma Requirements and Part 100.2—General School Requirements, with particular attention to Part 100.2q—High School Program Offerings. Below are examples of one semester of offerings.

DMPCS Daily Class Schedule – Class 1 for high school students. Actual names of courses will be based on the needs of the students, i.e., a group of 10th graders may have completed Algebra and Geometry and be ready for calculus and thus during that semester, that course will be offered.

Group 1 Daily and Weekly Schedule

Time	Mon	Tues	Wed	Thurs	Fri
7:50am – 8:10am	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
8:10am – 8:40am	Advisories/ Community Work	Advisories/ Community Work	Advisories/ Community Work	Advisories/ Community Work	Advisories/ Community Work
8:45am – 9:40am	English 9A (10A)	English 9A (10A)	English 9A (10A)	English 9A (10A)	English 9A (10A)
9:45am – 10:40am	Integrated Algebra/Geometry	Integrated Algebra/Geometry	Integrated Algebra/Geometry	Integrated Algebra/Geometry	Integrated Algebra/Geomtry
10:45am – 11:40pm	Living Environ./ Chemistry	Living Environ./ Chemistry	Living Environ./ Chemister	Living Environ./ Chemistry	Living Environ./ Chemistry
11:45pm– 12:15pm	Lunch	Lunch	Lunch	Lunch	Lunch
12:20pm – 1:15 pm	Global/US History	Global/US History	Global/US History	Global/US History	Global/US History
1:20 pm – 2:15 pm	Arts	Foreign Language	Tech/Library & Information Skills	Health	Foreign Language
2:20pm – 3:15pm	PBL / Career Dev /Family & Cons Sciences / College Prep	PBL / Career Dev /Family & Cons Science / College Prep	PBL / Career Dev /Family & Cons Science / College Prep	PBL / Career Dev /Family & Cons Science / College Prep	PBL / Career Dev /Family & Cons Science / College Prep
3:15pm – 4:10pm	Physical Ed	Health	Physical Ed	Community Meeting / Values Assembly/Guest	Physical Ed
4:15pm – 5:00pm	Advisories / Reflections & Connections	Advisories / Reflections & Connections	Advisories / Reflections & Connections	Advisories / Reflections & Connections	Advisories / Reflections & Connections
5:00pm	Enrichment & Homework Help	Enrichment & Homework Help	Enrichment & Homework Help	Enrichment & Homework Help	Enrichment & Homework Help
5:30pm	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

ATTACHMENT 2 – PROPOSED ANNUAL CALENDAR

DMPCS plans for an extended school year of 200 days for students. Teachers will report for work in mid-August for a two week in-service training. Students will follow the New York City Department of Education’s school year calendar with students starting school after Labor Day and commencing in late June. Students will then return on the first Monday following the 4th of July for another 4-week period of school (approximately 20 days). During the school year there will be approximately 10 ¼-day staff development days planned for Friday afternoon sessions so as to minimize the overlap of instructional days for students.

2011-2012 Dr. Muriel Petioni Charter School Academy School Year Calendar-Students of DMPCS will attend class for a total of 200 school days. Adjustments will be made to coincide with the NYC-DOE calendar that is available in May of each year.

Monday, August 15, 2011	First Day for Teachers	Friday, January 20, 2012	1/3 day staff development
August 15-25, 2011	Professional Development	Friday, February 17, 2012	1/3 day staff development
Tuesday, September 6, 2011	First Day for Students	February 20-24, 2012	Mid-Winter Recess
Friday, September 16, 2011	1/3 day staff development	Friday, March 16, 2012	1/3 day staff development
Thursday, September 29, 2011	Roshashanah	Friday, April 6, 2012	Good Friday
Monday, October 10, 2011	Columbus Day	April 9-13, 2012	Spring Recess/Easter/Passover
Friday, October 21, 2011	1/3 day staff development	Friday, April 20, 2012	1/3 day staff development
Tuesday, November 8, 2011	Election Day	Friday, May 18, 2012	1/3 day staff development
Friday, November 11, 2011	Veteran’s Day	Monday, May 28, 2012	Memorial Day
Friday, November 18, 2011	1/3 day staff development	Friday, June 22, 2012	Last day of school year
November 24-25, 2011	Thanksgiving Day Recess	June 25-July 8, 2012	Recess
Friday, December 16, 2011	1/3 day staff development	Monday, July 9, 2012	First day of school
December 24-Jan 2, 2012	Christmas/New Year Recess	Tuesday, July 31, 2012	Last day of school
Tuesday, January 3, 2012	Classes Begin		
Monday, January 16, 2012	Martin Luther Kind, Jr. Day		

ATTACHMENT 3—PROPOSED CORPORATE BYLAWS

DR. MURIEL PETIONI CHARTER SCHOOL BY LAWS

ARTICLE I: ORGANIZATION AND PURPOSE

- 1.1 NAME.** The name of the corporation is Dr. Muriel Petioni Charter School (the “**Corporation**”).
- 1.2 LEGAL ORGANIZATION.** The Corporation is a non-stock, not-for-profit education corporation, incorporated as an education corporation pursuant to Section 2853 of the NYS Charter Law.
- 1.3 MEMBERS.** The Corporation shall have no members.
- 1.4 GENERAL PURPOSES.** The Corporation is organized and will be operated exclusively to carry out educational and charitable purposes, within the meaning of Section 501 (c)(3) of the Internal Revenue Code of 1986, as now in effect or as may be amended hereafter “Section 501 (c)(3)”, including, but not limited to:
- 1.4.1** operating a public charter school (the “**Charter School**”) in New York, New York pursuant to the Company’s charter agreement (the “**Charter**”);
 - 1.4.2** exercising all rights and powers conferred by the laws of the State of New York upon not for-profit education corporations and consistent with the Constitution of the State of New York and the Charter, including, but not limited to, raising funds, receiving gifts, bequests and contributions in any form, using, applying investing and reinvesting the principal and income therefrom and distributing the same for the above purposes; and
 - 1.4.3** engaging in any other activity that is incidental to, connected with or in advancement of, the foregoing purposes and that is within the definition of charitable and educational for purposes of Section 501 (c)(3).

ARTICLE II: OFFICES

- 2.1 PRINCIPAL PLACE OF BUSINESS.** The principal place of business of the Corporation shall be 151 West 136th Street, New York, NY 10030 or at such other place as the Board may select by resolution or amendment of these Bylaws.
- 2.2 REGISTERED OFFICE AND AGENT.** The Corporation shall maintain a registered office in the State of New York and a registered agent whose office is the Corporation’s registered office.

ARTICLE III: BOARD OF TRUSTEES

- 3.1 POWERS.** The Board of Trustees (the “**Board**”) shall conduct and direct the affairs of the Corporation and exercise all such powers as may be exercised by the Corporation, subject to all applicable laws, the Charter and these Bylaws. The Board may delegate the management of the activities of the Corporation to others, so long as the affairs of the Corporation are managed and its powers are exercised under the Board’s ultimate jurisdiction.
- 3.1.1** Without limiting the generality of the powers hereby granted to the Board, but subject to the same limitations, the Board shall have the following specific powers:
- (A) To elect and remove Trustees;(B. To select and remove Officers, agents and employees of the School; to prescribe powers and duties for them and to fix their compensation;
 - (C) To conduct, manage and control the affairs and activities of the School, and to make rules;
 - (D) To enter into contracts, leases and other agreements which are, in the Board’s judgment, necessary or desirable in obtaining the purposes of promoting the interests of the School;
 - (E) To carry on the business of operating the School and apply any surplus that results from the business activity to any activity in which the School may engage;
 - (F) To act as trustee under any trust incidental to the School’s purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust;
 - (G) To acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property;
 - (H) To borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities, subject to the provisions of the Not-for-Profit Corporation Law and any limitations noted in the By-laws;

(I) To indemnify and maintain insurance on behalf of any of its Trustees, Officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the applicable provisions of the New York Not-for-Profit Corporation Law and the limitations noted in these Bylaws

3.2 NUMBER. The number of Trustees shall be not fewer than 7 and shall not exceed 15. The Board shall fix the exact number of Trustees, within these limits, by Board resolution or by amendment of the Bylaws, making every effort to ensure that there are at all times an odd number of Trustees.

3.3 COMPOSITION. The Board of Trustees shall be composed of individuals of high moral character who are leaders in the School's community. At least one Trustee shall be a parent of a student currently enrolled in the School. Each Trustee shall be at least eighteen (18) years of age.

3.4 ELECTION.

3.4.1 ELECTION. The initial Trustees shall be the persons named in the Charter and they shall serve until the earliest of (A) the annual meeting of the Board held during 2011, (B) their resignation or (C) their removal from office pursuant to Section 3.5. The Board shall elect the Trustees by the vote of a majority of the Trustees then in office, whether or not the number of Trustees in office is sufficient to constitute a quorum.

3.4.2 ELIGIBILITY. The Board may elect any person who is at least 18 years of age and who, in its discretion, it believes will serve the interests of the Corporation faithfully and effectively, subject to the provisions of the Charter Schools Act and General Municipal Law.

3.4.3 INTERESTED PERSONS. Not more than 40% of the Board may be interested persons. An interested person is: (A) any person currently being compensated by the Corporation for services rendered to it within the previous 12 months, whether as a full or part-time employee, independent contractor or otherwise; or (B) any sister, brother, ancestor, descendant, spouse, sister/brother/mother/father/daughter-in-law or domestic partner of any such person.

3.5 TERM OF OFFICE.

3.5.1 CLASSES. The Trustees shall be divided into three classes for the purpose of staggering the terms of office. Such classes shall be as nearly equal in number as possible.

3.5.2 TERMS OF OFFICE. At the annual meeting of the Board held during 2011, (a) one class of Trustees shall be initially elected for a term expiring at the annual meeting of the Board to be held during 2012, (b) another class shall initially be elected for a term expiring at the annual meeting of the Board to be held during 2013, and (c) another class shall initially be elected for a term expiring at the annual meeting of the Board to be held during 2014. Members of each class shall hold office until their successors are elected and qualified. At each succeeding annual meeting of the Board, the successors of the class of Trustees of the Board whose term expires at that meeting shall be elected, in accordance with these Bylaws, to hold office for a term expiring at the annual meeting held during the third year following the year of their election, except the term of any Trustee who is elected in his or her capacity as a parent of a child enrolled in the Charter School shall be one year. All Trustees are eligible for unlimited reelection, except that the Parent Trustee will be eligible for reelection only while he or she is a parent of a child enrolled in the Charter School.

3.5.3 VACANCIES. The term of office of a Trustee elected to fill a vacancy on the Board shall begin on the date of the Trustee's election and shall continue: (A) for the balance of the unexpired term in the case of a vacancy created because of the resignation, removal or death of a Trustee, or (B) for the term specified by the Board in the case of a vacancy resulting from an increase of the number of Trustees authorized. The Board may appoint additional Trustees at any time, subject to approval by the Charter authorizer, and shall apportion such additional Trustees to each class so as to make all three classes as nearly equal in number as possible. Each additional Trustee shall have an initial term equal to the remaining term of the other Trustees of the same class.

3.6 REMOVAL OF TRUSTEES. The Board may, by vote of a majority of the Board, remove a Trustee in accordance with the notice and voting procedures in Education Law subdivision 226 8).

3.7 RESIGNATION. A Trustee may resign by giving written notice to the Secretary or Chairperson.

The resignation shall be effective upon receipt of such notice or at any later date specified in the notice, but no resignation shall discharge any accrued obligation or duty of a Trustee. If a Trustee fails to attend four (4) consecutive meetings with no explanation and said Trustee fails to respond to a written request for his or her resignation, sent to the Trustee's last known address, the Trustee shall be deemed to have resigned.

3.8 COMPENSATION. Trustees shall serve without compensation; however, the Board may approve reimbursement of a Trustee's actual and necessary expenses while conducting School business.

ARTICLE IV: MEETINGS OF THE BOARD OF TRUSTEES

4.1 PLACE. Board meetings shall be held at the School.

4.2 MEETINGS. Board meetings shall be held in compliance with Article 7 of the New York Public Officers Law (the "**Open Meetings Law**").

4.2.1 ANNUAL MEETING. The annual meeting of the Board shall be held each year in the month of June at a date, time and place fixed by the Board for the purpose of electing Trustees and officers and for the transaction of any other business.

4.2.2 REGULAR MEETINGS. A minimum of twelve (12) regular meetings shall be held during each year on dates to be determined by the Board.

4.2.3 SPECIAL MEETINGS. Special meetings may be held at any time called by any Chairperson or by any Trustee upon written request of at least one quarter of the Trustees.

4.3 NOTICE OF MEETINGS.

4.3.1 ANNUAL AND REGULAR MEETINGS. If the date, time and place of the annual and regular meetings are fixed by the Bylaws or by the Board, no notice to the Trustees shall be required. In the absence of such fixed dates, times and place, notice of each meeting and an agenda for same shall be given to each Trustee by personal delivery, fax, electronic or regular mail at least 72 hours before the day of the meeting.

4.3.2 SPECIAL MEETINGS. Notice of special meetings may be given in the manner and in the time specified for regular meetings, provided, however, that notice of special meetings requiring prompt action be given by telephone, confirmed in writing by personal or overnight delivery, fax, or e-mail, at least 24 hours before the meeting.

4.3.3 WAIVER OF NOTICE. Notice of a meeting need not be given to a Trustee who signs a waiver of notice or written consent or approval of the minutes of the meeting, whether before or after the meeting, or who attends the meeting without protest of the lack of notice prior to the meeting or at its commencement. The Secretary shall incorporate all such waivers, consents and approvals into the minutes of the meeting.

4.3.4 PUBLIC NOTICE. Public notice of meeting shall be according to the Open Meetings Law.

4.4 MINUTES. The minutes taken at all open meetings shall include a record or summary of all motions, proposals, resolutions and any other matter formally voted upon and the results of the vote and shall be made available to the public within two weeks from the date of such meeting. The minutes taken at executive sessions shall include any action taken by formal vote and provide a summary of the final determination of such action, provided, that such minutes need not include any matter which is not required to be made public by the Open Meetings Law. The minutes of executive sessions shall be made available to the public within one week from the date of the meeting at which such session occurred.

4.5 ADJOURNMENT. A majority of the Trustees present at a meeting, whether or not a quorum, may adjourn the meeting to another time and place.

ARTICLE V: ACTIONS OF THE BOARD

5.1 QUORUM. A majority of the entire Board shall constitute a quorum for the transaction of business or of any specified item of business.

5.2 VOTING. Except as otherwise provided by these Bylaws, the vote of a majority of the Trustees present at the time of the vote, if a quorum is present at such time, shall be the act of the Board.

5.2.1 PARTICIPATION BY OTHER MEANS. One or more Trustees may participate in a meeting of the Board or a committee of the Board by means of conference telephone, video-conferencing or similar communications equipment allowing all persons in the meeting to hear each

other at the same time; provided, however, that participation by such means shall not constitute presence at the meeting for purposes of a quorum or vote except as permitted by the Open Meetings Law. Video-conferencing may constitute attendance and the Trustee may have a vote if the location of the video-conference is accessible to the public and is advertised according to the Open Meetings law.

5.2.2 MATTERS EXEMPT FROM OPEN MEETINGS LAW. The Board may act on the following matters in a meeting closed to the public: (A) judicial or quasi-judicial proceedings; and (B) any matter made confidential by state or federal law.

5.3 EXECUTIVE SESSION. Notwithstanding any other sections of these Bylaws, upon a vote of a majority of the entire Board in an open meeting, on a motion that identifies the general subject or subjects to be considered, the Board may conduct a meeting in executive session for the following reasons:

5.3.1 matters which would imperil public safety if disclosed;

5.3.2 any matter which may disclose the identity of a law enforcement agent or informer;

5.3.3 information relating to current or future investigation or prosecution of a criminal offense which would imperil effective law enforcement if disclosed;

5.3.4 discussions regarding proposed, pending or current litigation;

5.3.5 collective bargaining negotiations;

5.3.6 the medical, financial, credit or employment history of a particular person or corporation or matters pertaining to the appointment, employment, promotion, demotion, discipline, suspension, dismissal or removal of a particular person or corporation;

5.3.7 the preparation, grading or administration of examinations;

5.3.8 the proposed acquisition, sale or lease of real property or the proposed acquisition, sale or exchange of securities, but only when publicity would substantially affect the value; and

5.3.9 discussions regarding specific students or parents that would violate privacy laws.

5.4 COMMITTEES. The Board may create committees for any purpose and any Chairperson shall appoint members to and designate the chairs of such committees, except as otherwise provided in these Bylaws. Non-board members may serve on committees as non-voting, ex officio members, provided that a committee shall consist of no fewer than three Trustees, one of whom shall be appointed chair of such committee, and that the Executive Committee shall have no fewer than five Trustees. Committee members shall serve at the pleasure of the Chairpersons.

5.4.1 STANDING COMMITTEES. The Board shall have the following standing committees with the following duties and any such additional duties and responsibilities as may be delegated by the Board from time to time:

(A) The Executive Committee, chaired by the Chairperson, shall include the Treasurer, the Secretary, and the chair of the Educational Accountability Committee. The Executive Committee shall have oversight of all matters requiring immediate attention or urgent action, all personnel matters (including compensation and evaluation of the school leader) and matters of school discipline.

(B) The Finance Committee, chaired by the Treasurer, shall have oversight of the budget and cash management, as well as vested with the responsibility of securing general and special purpose contributions to the School.

(C) The Educational Accountability Committee, which shall have oversight of all policies and procedures related to teaching and learning (i.e., curriculum, instruction, assessment, staff recruitment and development), as well as review of the School's various educational documents (i.e., Annual Report to NYSED, Title Reports, quarterly student outcome reports to the Board, as well as any other reports required). The School Leader shall serve on the Committee.

(D) The Facilities Committee, which shall be vested with the responsibility for the ongoing renovations as the school expands. At least one member of the Finance Committee will serve on the Facilities Committee.

5.4.2 AD HOC COMMITTEES. Other ad hoc committees may be convened as necessitated by circumstances (e.g., a Charter Renewal Committee).

5.4.3 AUTHORITY. Any Chairperson may delegate to a Board committee any of the authority of the Board except with respect to: (A) the election of Trustees; (B) filling vacancies on the Board or any committee of the Board; (C) the adoption, amendment or repeal of any Bylaws; (D) the appointment of other committees of the Board or members thereof; and (E) any other matter covered under Section 712 of the New York Not-For-Profit Corporation Law.

5.4.4 MINUTES. Committee members shall maintain minutes of each meeting and shall file copies of the minutes with the Secretary.

5.5 TRUSTEE RESPONSIBILITIES.

5.5.1 STANDARD OF CARE. Each Trustee shall perform all duties of a Trustee, including duties on any Board committee, in good faith and with that degree of diligence, care and skill, including reasonable inquiry, as an ordinarily prudent person in a like position would use under similar circumstances.

5.5.2 RELIANCE. In performing the duties of a Trustee, a Trustee shall be entitled to rely on information, opinions, reports or statements, including financial statements and other data, presented, prepared or provided by: (A) officers and employees of the Corporation whom the Trustee believes to be competent in the matters presented; (B) legal counsel, public accountants and other persons as to matters that the Trustee believes are within that person's professional or expert competence; and (C) a duly constituted Board committee on which that Trustee does not serve as to matters within the authority of that committee.

5.5.3 RIGHT OF INSPECTION. Every Trustee shall have the right to inspect and copy any and all books, records and documents of every kind and to inspect the physical properties of the Corporation, provided that such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the obligation to maintain the confidentiality of the reviewed information, in addition to any obligations imposed by any applicable federal, state or local law.

5.5.4 PARTICIPATION. Every Trustee has the right to participate in the discussion and vote on all issues before the Board and any committee of the Board of which the Trustee is a member, except that a Trustee shall be required to abstain from the final discussion and the vote on any matter involving such Trustee relating to: (A) a self-dealing transaction; (B) indemnification of that Trustee uniquely; (C) in the case of the Director or Co-Directors of the Corporation, such person's evaluation and compensation; or (D) any other matter at the discretion of a majority of the Trustees then present.

ARTICLE VI: ADVISORY COUNCIL

6.1 COMPOSITION AND PURPOSE. A Chairperson may appoint, with the approval of the Board, an Advisory Council to promote the objectives of the Corporation, further its purposes, and advise the Board concerning the general policies applicable to, and the progress of the work of, the Corporation.

ARTICLE VII: OFFICERS

7.1 OFFICERS. The officers of the Corporation shall be a Chairperson, Vice Chairperson, Secretary and Treasurer, and such other officers as the Board may from time to time appoint.

7.1.1 Chairperson. The Chairperson shall preside at all meetings of the Board and shall have general charge and supervision of the administration of the affairs and business of the Corporation. Any Chairperson shall have the power to sign alone in the name of the Corporation all contracts authorized either generally or specifically by the Board, to execute and deliver other documents and instruments and exercise such other powers and perform such other duties as the Board may from time to time prescribe.

7.1.2 Vice Chairperson. The Vice Chairperson, shall, in the absence or disability of the Chairperson, perform the duties and exercise the powers of the Chairperson. The Vice Chairperson may have such powers and perform such duties as may be delegated to him or her by the Chairperson or prescribed by the Board.

7.1.3 Secretary. The Secretary shall be responsible for the maintenance of the minutes of all

meetings of the Board and Board committees, serve or cause to be served all notices, be the custodian of all records other than financial records, and perform all other duties incident to the office of the Secretary and such other duties as may from time to time be assigned by the Board. In the event of absence or disability of the Secretary, any Chairperson may appoint a Trustee to serve as a temporary Secretary, or the Board may appoint an Assistant Secretary to perform the duties of the Secretary during such absence or disability.

7.1.4 Treasurer. The Treasurer shall: a) keep, or cause to be kept, complete and accurate accounts of receipts and disbursements of the Corporation and shall deposit all moneys and other valuable effects of the Corporation in such banks or depositories as the Board may designate; b) keep, or cause to be kept, proper books of accounts and other books showing at all times the amount of the funds and other property of the Corporation, all of which books shall be open at all times to the inspection of the Board; c) submit a report of the accounts and financial condition of the Corporation at each annual meeting; and d) perform all duties incident to the office of Treasurer and such other duties as shall from time to time be assigned by the Board. If required by the Board, the Treasurer shall give such security for the faithful performance of his or her duties.

7.2 ELECTION AND TERM. All officers shall be elected by the Board at the annual meeting and shall serve for terms of up to three years. Each officer shall continue in office until his or her successor shall have been elected or until his or her death, resignation or removal.

7.3 RESIGNATION AND REMOVAL. Any officer may resign by giving written notice of resignation to the Executive Committee and the Secretary. Any officer may be removed, with or without cause, by a majority vote of the Board then in office and the resulting vacancy shall be filled for the unexpired term by a majority vote of the Board.

7.4 COMPENSATION. Persons serving as officers shall not receive any salary or compensation for their services as officers. An officer shall be entitled to reimbursement for reasonable expenses incurred in carrying out his or her duties as an officer and approved by the Board.

7.5 EMPLOYEES AND OTHER AGENTS. The Board shall appoint the School Leader, and the Board may from time to time appoint such other employees and other agents as it shall deem necessary, each of whom shall hold office at the pleasure of the Board and shall have such authority, perform such duties and receive such reasonable compensation, if any, as the Board may from time to time determine.

ARTICLE VIII: LIMITS OF LIABILITY AND INDEMNIFICATION

8.1 NON-LIABILITY. The Trustees shall not be personally liable for the Corporation's debts, liabilities or other obligations.

8.2 INDEMNIFICATION. The Corporation may, to the fullest extent now or hereafter permitted by law, indemnify against judgments, fines, amounts paid in settlement and reasonable expenses, including attorneys' fees, any person who is made or threatened to be made a party to any action or proceeding by reason of the fact that such person, his or her testator or intestate is or was a Trustee, officer, employee or agent of the Corporation.

ARTICLE IX: CONFLICT OF INTEREST POLICY

9.1 PURPOSE. The purpose of this policy is to ensure that the Corporation remains in compliance with all relevant laws regarding conflicts and potential conflicts of interest, including the Charter Schools Act and the General Municipal Law, and to ensure that all transactions that the Corporation enters into are appropriate, ethical and transparent. This policy is intended to supplement but not replace any applicable state or federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

9.2 POLICY

9.2.1 No Trustee, officer or employee may have an interest, direct or indirect, in any contract with the Corporation, when such trustee, officer or employee, individually or as a member of the Board, has the power or duty to (a) negotiate, prepare, authorize or approve the contract; (b) audit bills or claims under the contract; or (c) appoint an officer or employee who has any of the powers or duties set forth above. No Treasurer may have an interest, direct or indirect, in a bank or trust company designated as a depository or paying agent or for investment of funds of the Corporation. This, however, does not preclude payment of

lawful compensation and necessary expenses of a school employee in one or more public offices or positions of employment, the holding of which is not prohibited by law.

9.2.2 Any Trustee, Officer or employee who participates in a discussion or gives an official opinion to the Board or Board Committee regarding any transaction, program or matter in which he or she has a personal interest shall make a prompt, full and frank disclosure of his or her interest to the Board or Committee prior to its acting on such transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction which might reasonably be construed to be adverse to the Corporation's interest. The minutes of the meeting shall reflect the disclosure made.

9.2.3 For the purpose of this section, a person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the Corporation, or is a trustee or officer of, or has a significant financial interest in the entity contracting or dealing with the Corporation or a personal interest in a matter before the Board. A Trustee shall be deemed to have a personal interest if he or she has a familial or other personal relationship with an employee or student who is the subject of a pending Board action. Notwithstanding this definition, transactions and actions that are expressly defined as exceptions to the conflict of interest requirements of the General Municipal Law under Section 802 do not constitute a conflict of interest, including:

- a. The designation of a bank or trust company as a depository, paying agent, registration agent or for investment of funds of the Corporation except when the Treasurer or his or her deputy or employee has an interest in the bank or trust company;
- b. A contract with a person, firm, corporation or association in which a trustee, officer or employee has an interest which is prohibited solely by reason of employment as an officer or employee, if the remuneration of such employment will not be directly affected as a result of such contract and the duties of such employment do not directly involve the procurement, preparation or performance of any part of such contract;
- c. A contract with a membership corporation or other voluntary non-profit corporation or association;
- d. A contract in which a trustee, officer or employee has an interest if such contract was entered into prior to the time he was elected or appointed as such, but this paragraph shall in no event authorize a renewal of any such contract;
- e. Employment of a duly licensed physician as school physician for a school district upon authorization by a two-thirds vote of the Board;
- f. A contract with a corporation in which a trustee, officer or employee has an interest by reason of stockholdings when less than five percent of the outstanding stock of the corporation is owned or controlled directly or indirectly by such officer or employee;
- g. A contract for the furnishing of public utility services when the rates or charges therefore are fixed or regulated by the public service commission;
- h. A contract for the payment of a reasonable rental of a room or rooms owned or leased by a trustee, officer or employee when the same are used in the performance of his or her official duties and are so designated as an office;
- i. A contract for the payment of a portion of the compensation of a private employee of a trustee or officer when such employee performs part time service in the official duties of the office;
- j. A contract in which a trustee, officer or employee has an interest if the total consideration payable thereunder, when added to the aggregate amount of all consideration payable under contracts in which such person had an interest during the fiscal year, does not exceed the sum of \$750.
- k. A contract with a member of a private industry council established in accordance with the federal job training partnership act or any firm, corporation or association in which such member holds an interest, provided the member discloses such interest and the member does not vote on the contract.

9.3 COMPENSATION. In addition to the above:

9.3.1 Any Trustee who receives compensation, directly or indirectly, from the Corporation for services is precluded from voting on matters pertaining to that Trustee's compensation.

9.3.2 A voting member of any committee whose jurisdiction includes compensation matters and

who receives compensation, directly or indirectly, from the Corporation for services is precluded from voting on matters pertaining to that member's compensation.

9.3.3 No Trustee or voting member whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Corporation, is prohibited from providing information to any committee regarding compensation.

9.4 ANNUAL STATEMENTS. Each Trustee, officer and member of a committee with Board delegated powers shall annually sign a statement which, among other things, affirms such person: a) has received a copy of the conflicts of interest policy; b) has read and understands the policy; c) has agreed to comply with the policy; and d) understands the Corporation is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish its tax-exempt purposes. In addition to providing the statement annually, each Trustee, officer and member of a committee with Board delegated powers is expected to promptly report any financial interest as and when it arises to a Chairperson of the Board or the chair of the Audit Committee.

9.5 PERIODIC REVIEWS. To ensure the Corporation operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

9.5.1 Whether compensation arrangements and benefits are reasonable.

9.5.2 Whether other contractual arrangements, including partnerships, joint ventures, and arrangements with organizations, service providers or other independent contractors, if any, conform to the Corporation's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

9.6 USE OF OUTSIDE EXPERTS. When conducting periodic reviews as provided for in Section 9.7, the Corporation may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

ARTICLE X: OTHER PROVISIONS

10.1 FISCAL YEAR. The fiscal year of the Corporation begins on July 1 of each year and ends on the subsequent June 30.

10.2 EXECUTION OF INSTRUMENTS. The Board may adopt a resolution authorizing any officer, employee or agent of the Corporation to enter into any contract or execute or deliver any instrument in the name of or on behalf of the Corporation. Such authority may be general or confined to specific instances. Except as provided by these Bylaws, no officer, agent or employee shall have any power to bind the Corporation by any contract or engagement, to pledge the Corporation's credit, or to render the Corporation liable monetarily for any purpose or any amount.

10.3 CHECKS AND NOTES. Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the School may be signed by the Chief Administrative Officer or Treasurer.

10.4 CONSTRUCTION AND INTERPRETATION.

10.4.1 CONSTRUCTION AND DEFINITIONS. Unless the context otherwise requires, the general provisions, rules of construction and definitions contained in the NY Not-For-Profit Corporation Law and the NY Education Law shall govern the construction of these Bylaws. The captions and headings in these Bylaws are for reference and convenience only and are not intended to limit or define the scope or effect of any provisions.

10.4.2 INTERPRETATION. Whenever any provision of the Bylaws is in conflict with the provisions of the Charter, the provisions of the Charter shall control.

10.5 AMENDMENT. A majority of the Trustees may adopt, amend or repeal these Bylaws, or adopt new Bylaws, subject to prior approval by the Charter authorizer.

ATTACHMENT 4—CODE OF ETHICS

All members of the Dr. Muriel Petioni Charter School (the “School”) community shall be held to the highest standards of professional and ethical conduct. Consistent with the school’s obligations under the Charter Schools Act to adopt a Code of Ethics that addresses the provisions and requirements of the Charter Schools Act and the General Municipal Law, the School has established the following Code of Ethics. This Code sets forth the standards of conduct required of all faculty, staff, employees, and members of the Board of Trustees of the School.

The standards of this Code shall apply to all Trustees, Officers and Employees of the School. Trustees, Officers and Employees shall be required to read and familiarize themselves with this Code. Adherence to the Code is a condition of service as Trustee or employment. Violation of this Code is a serious matter and may result in dismissal from the Board of Trustees (in accordance with the terms and procedural requirements of the by-laws), immediate termination of employment and/or appropriate legal action. All Trustees, Officers and Employees shall be required to complete the signature card located at the end of this document acknowledging that they have reviewed the Code and agree to be bound by it.

General Obligations

1. A Trustee, Officer or Employee (whether paid or unpaid) shall not have an interest in any contract with the School Board or School in which he or she benefits financially and over which he or she has control as a result of his or her position with the School, subject to the relevant provisions of the School’s by-laws and the relevant provisions and exclusions of the General Municipal Law. A Trustee, Officer or Employee (whether paid or unpaid) who participates in a discussion or gives official opinion to the Board on any matter before the board shall publicly disclose on the official record the nature and extent of any direct or indirect financial or other private interest he or she has in the matter. The term “interest” means a pecuniary or material benefit accruing to the Trustee, Officer or Employee.
2. A Trustee, Officer or Employee shall not disclose confidential information acquired by him or her in the course of his or her official duties or use such information to further his or her personal interest. He or she may not disclose information regarding any matters discussed in an Executive Session of the Board, whether or not such information is confidential.
3. A Trustee, Officer or Employee shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the School Board, subject to the relevant provisions of the School’s by-laws and relevant provisions and exclusions of the General Municipal Law.
4. A Trustee, Officer or Employee shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the School Board where the compensation is to be dependent or contingent upon any action by the School with respect to the matter.
5. A Trustee, Officer or Employee shall not directly or indirectly solicit any gifts, nor shall a Trustee, Officer or Employee accept or receive any single gift having a value of \$75 or more—or gifts from the same source having a cumulative value of \$75 or more within a 12 month period—whether in the form of money, services, loan, travel, thing or promise or any other form, if it could reasonably be inferred that the gift was intended to influence him or her in the performance of his or her official duties or was intended as a reward for any official action on his or her part. This provision does not generally prohibit the receipt of gifts exceeding \$75 in value in cases where there is a pre-existing personal or familial relationship and/or on occasions where gifts are customarily such as weddings or retirement, provided that it cannot reasonably be inferred that the gift is intended to influence the recipient in the performance of his or her official duties or as a reward for any official action on his or her part.
6. A Trustee, Officer or Employee shall not invest or hold any investment directly in any financial, business, commercial or other private transaction that creates a conflict with his or her official duties.

**Dr. Muriel Petioni Charter School
Full Application Attachments and Forms**

7. A Trustee, Officer or Employee shall not, after the termination of service or employment, appear before the Board or any Committee of the Board, in relation to any matter in which he or she personally participated during the period of his or her service or employment or that was under his or her active consideration. This provision does not bar or prevent the timely filing by a Trustee, Officer or Employee of a lawful claim, benefit or suit against the School on his or her own behalf or on behalf of any member of his or her family.
8. A Trustee, officer or employee may be involved as a volunteer, officer or employee in a charitable organization which has a relationship with the district. If a Trustee of the School is a board member, officer or employee of the charitable organization, the Trustee must disclose such relationship in writing to the district, and the Trustee must recuse himself or herself from any discussions or votes relating to the charitable organization which may come before the Board. When participating in the activities of the charitable organization, the Trustee, officer or employee shall not disclose any confidential information learned in the course of his or her official duties or use such information to further personal interests. Additionally, the Trustee, officer or employee shall not make representations on behalf of the district unless specifically authorized to do so by the Board.

Trustees:

1. The Board of Trustees shall conduct and direct the affairs of the School and exercise its powers, subject to the limitations of the New York Education Law, the New York Not-for-Profit Corporation law, the General Municipal Law, the School's charter, and its Bylaws. The Board may delegate aspects of the management of the activities of the School to others, so long as the affairs of the School are managed, and its powers are exercised, under the Board's ultimate discretion and jurisdiction.
2. Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except that any Trustee shall be excused from the discussion and vote on any matter involving such Trustee relating to: (a) a self-dealing transaction; (b) indemnification of that Trustee uniquely; or (c) any other matter at the discretion of a majority of the Trustees.
3. Trustees are to be guided by the following principles:
 - (i) Trustees will act with honesty and integrity, avoiding actual or apparent conflicts of interest in personal and professional relationships, and they will recognize the integrity of all members of the school community and appreciate the merit of their work;
 - (ii) Trustees will respect the rights of others to have and express their own opinions
 - (iii) Trustees will be motivated only by a desire to serve the School's students, their parents and the best interests of the School;
 - (iv) Trustees will make no disparaging remarks, in or outside School board meetings, about other members of the Board, the faculty, the staff, or their opinions; and
 - (v) Trustees will act in good faith, with due care, competence and diligence.

Employees:

1. Employees shall abide by federal, state and local laws. Unethical conduct includes but is not limited to the commission of or conviction for a felony or of any crime involving moral turpitude.
2. Employees shall demonstrate conduct that follows generally recognized professional and ethical standards. Unethical conduct is any conduct that impairs the Employee's ability to function professionally in his or her employment position or a pattern of behavior or conduct that is detrimental to the health, welfare, discipline, or morals of students.
3. Employees shall responsibly use and control all assets, property and resources of the School employed or entrusted to them.
4. Employees shall maintain professional and ethical relationships with all students, both in and outside the classroom. Unethical conduct includes but is not limited to:
 - (i) Committing any act of child abuse, including physical and verbal abuse, any act of cruelty to children or any act of child endangerment;

**Dr. Muriel Petioni Charter School
Full Application Attachments and Forms**

- (ii) Committing or soliciting any unlawful sexual act or soliciting, encouraging, or consummating an inappropriate written, verbal, or physical relationship with a student;
 - (iii) Engaging in harassing behavior on the basis of race, gender, sex, national origin, religion, sexual orientation or disability;
 - (iv) Using alcohol or illegal or unauthorized drugs during the course of professional practice or furnishing tobacco, alcohol, or illegal/unauthorized drugs to any student or allowing a student to consume alcohol or illegal/unauthorized drugs.
5. An Employee shall exemplify honesty and integrity in the course of his or her employment and/or professional practice. An Employee shall not falsify, misrepresent, omit or erroneously report:
- (i) Professional qualifications, criminal history, college or staff development credit and/or degrees, academic awards, and employment history when applying for employment and/or certification or when recommending an individual for employment, promotion, or certification;
 - (ii) Reasons for absences or leaves or information submitted in the course of an official inquiry/investigation.
6. Employees are required to report any breach of the Code of Ethics as soon as possible after they become aware of the alleged breach unless the law requires otherwise. Complaints filed with the Board of Trustees of the School must be in writing and must be signed by the complainant. The Board of Trustees of the School shall notify State and local officials and/or agencies of all disciplinary actions if circumstances warrant or otherwise require. In addition, suspension and revocations shall be reported to appropriate officials if circumstances warrant or otherwise require.
7. An Employee shall fulfill all of the terms and obligations detailed in his or her contract or term of employment. An Employee shall not: (a) breach or fail to abide by the contract for professional services without prior release from the contract by the School; or (b) willfully refuse to perform the services required by the contract.

CODE OF ETHICS SIGNATURE CARD

I hereby acknowledge that I have read the Dr. Muriel Petioni School for Scholarship, Health and Leadership Code of Ethics, have become familiar with its contents, and shall fully comply with the Code. I understand that if I knowingly or intentionally violate any of the provisions of this Code of Ethics, I may be suspended or removed from office or employment or subject to other penalties under the law.

Printed Name

Signature

Date

ATTACHMENT 5 – RESUMES

Virginia McNeil Montague

Work Experience

EMPLOYER

1979- 1984 New York City Health & Hospitals Corporation's Inspector General's Office
Duties: Employed as Ass't Director of Investigations. Oversaw a staff of 30 investigators & support staff who responded to complaints & investigated activities occurring in all Municipal Hospitals.

1985- 1990 New York City Health & Hospital Corporation's Audit Unit
Duties: Senior Systems Analyst responsible for providing an analysis and audit exit summary of findings made by staff auditing HHC's expenditures and other factors impacting the facility.

1991- 1996 New York City Council Member C. Virginia Fields
Duties: As Chief of Staff to the Council Member. Responsible for all activities related to the office of the Council Member. Supervised a staff of six and four interns. Directed and coordinated all community based activities initiated by the Council Member's office.

1996-1997 Upper Manhattan Empowerment Zone
Duties: Employed as the Director of Community Affairs responsible for coordinating all events with the community. Providing the Executive Director with information pertaining to responses from the community. Assisted in developing policy about community issues. Worked with business community to assist in obtaining grants and developing business plans.

1999- 2002 Manhattan Borough President's Office, Director, Northern Manhattan Office
Duties: Directed all political and community activities originating in the Office located in Harlem.

Education: Batchelor of Science Degree from North Carolina Central University in Durham, N.C. Graduate studies at New School of Social Research.

Extra Curricula Activities: Founding Member of the NY African American City-wide Clergy Council; President of the NY Coalition of 100 Black Women; Member, Dr. M. Petioni Charter School Planning Team; Chairperson of Faithworks International.

Conrad Graves, Ph.D., A.C.S.W.



EDUCATION

New York University Graduate School of Public Administration, New York, NY

Ph.D. in Public Administration; Major – Urban Social Policy Analysis

Teachers College, Columbia University, NY, NY; MA, Ed. Administration & Social Psychology

Columbia School of Social Work, NY, NY; MSW; Group Work & Community Organization

Virginia Union University, Richmond, VA; B.A. in Sociology

TEACHING EXPERIENCE

Kean University, Union, New Jersey, Chairperson, Department of Social Work (1997 – 2000)

- **Children’s Bureau Grant:** In Collaboration with Dr. Carol Williams, succeeded in obtaining grant from HHS and DYFS for Traineeships for 14 BSW and 6 MSW students.
- **Coordinator, Social Work Program (1985 – 1998);**
- **Chairperson, Department of Sociology, Anthropology, and Social Work (1979 – 1985)**
- **Professor, Social Work (1985 – 2000), Associate Professor, Social Work (1979 – 1985);**
- **Assistant Professor, Department of Sociology, Anthropology, and Social Work (1972 –75)**

Rutgers, The State University, NJ, Graduate School of Social Work; Adjunct Prof. (1974–1992)

Fordham University, New York, New York, Graduate School of Social Services

Hunter College, New York, New York, Hunter College of Social Work

ADMINISTRATIVE

North Jersey Union Outreach Program

- **Director, Aging Program (1974 – 1978):** Formulated research to validate that the minority elderly were significantly isolated in need of services and programs that reached out to them.

Community Education Exchange Program

- **Director (1970 – 1972):** Responsible for determining feasibility and design of an Adult Education Program that succeeded in enabling Columbia University to provide resources needed by the Harlem Community.

Urban Center, Columbia University, New York, New York

- **Associate Director, Community Affairs (1969 – 1971):** The Center was created by a ten million dollar line of credit from the Ford Foundation to Columbia University, to enable the University to repair its relationship with the Harlem Community.

National Urban League, New York, New York

- **Director of Fellowships (1963 – 1969):** As Director of the NUL Program.
- **Associate Director, Personnel Development and Training (1963 – 1969):** My efforts as Associate Director entailed recruitment, screening, and certification of NUL personnel.

CONSULTATION

Hale House, New York, New York

- **Consultant (2003 – 2004):** Provided technical assistance as part of reorganization efforts.

National Urban League, New York, New York

- **Consultant (1989 – 1996):** Provided technical assistance to NUL Director of Programs; conceptualized, researched, and prepared training manual to be used nationally.

Greater New York Fund, New York, New York

- **Consultant (1991 – 1994):** Designed research format and instruments for a study of Minority Foster Care Programs.
- **Consultant (1987 – 1988):** Provided technical assistance to an agency funded by the GYF to identify and develop program priorities based on current and anticipated needs.

Graham Windham Manhattan Center, New York, New York

- **Consultant (1987 – 1990):** Program and Curriculum Development for Agency.

Metropolitan Resource Center, YMCA of Greater New York

- **Consultant (1989 – 1990):** In collaboration with Growth Consortium, Inc., assisted in the

evaluation of a local YMCA branch's operation.

- **Consultant (1983 – 1984):** Conducted an organizational analysis.

BOARD MEMBERSHIPS

Chairperson, Planning Committee, Dr. Muriel Petioni Charter School (2005 – Present)

Member, Board of Trustees, Grace Congregational Church of Harlem (2004 – Present)

Founder/President, Central Harlem Interagency Program, Inc. (2002 – Present)

Co-Chair, Advocacy Comm., Mind Body & Soul Coalition of Harlem Hosp. (2002–Present)

Co-Chair, Community Advisory Board, Harlem Health Promotion Center (1999 – Present)

Board of Directors, Operation Open City (1989 – 1998)

- **President (1989 – 1998)**
- **Board Member (1975 – 1985)**

Founder/Member Board of Directors, Central Harlem Senior Citizen Coalition (1974 – 1976)

BELINDA K. AMOAKO

PERSONAL

Born in Ghana, West Africa. Naturalized citizen in the United States since 2005

EDUCATION

CUNY Graduate Center – Doctoral Candidate, Urban Education

Research Interests: Culturally-responsive teaching of mathematics to students with disabilities using co-generative dialogues; using photography as a visual aide for students with disabilities; and mathematics education in urban schools.

College of Saint Rose, Albany, NY – Educational Leadership and Administration Certification – Dec. 2006

CUNY CCNY, New York, NY – Completed two graduate level courses in mathematics.

Mercy College, Bronx, NY – M.S. in Elementary Ed. with Distinction, concentration in Spec Ed – 05/2005

State University of New York at Geneseo – B.A. in Sociology – December 2002

FELLOWSHIPS AND AWARDS: CUNY Graduate Center AGEPA Award, NYCDOE Teaching Fellow, SUNY Geneseo Student Association Merit Award Recipient

ASSOCIATION AND MEMBERSHIPS: American Educational Research Association, National Council of Teachers of Mathematics, Association for Supervision and Curriculum Development

PROFESSIONAL ACTIVITIES

Facilitator NYCDOE District 75 Academic Intervention Services – Mathematics 2007: Provided teachers with resources & strategies to implement effective academic intervention for students in mathematics.

Facilitator, NYCDOE District 75 Impact Math -- Six Part Math Institute 2007-2008

Sessions focused on using technology to enhance teaching and learning in mathematics.

NYCDOE Summer Professional Development Series at Stuyvesant H.S. Summer 2007: Facilitated a 2-day session for staff developers aimed at building and sustaining relationships with Math teachers.

NYCDOE Department of Mathematics and Science Math Morph 05/2007

Facilitated a session focused on NYS Core Curriculum and revisions to standards.

District Representative, CCNY Mathematics Institute – Middle and High School 2006—2008

Participated in a 7 session institute aimed at improving content knowledge of teachers of mathematics.
Facilitator, Differentiated Instruction 2006: Sessions provided special education teachers of mathematics strategies in implementing mathematics content.

Facilitator, H.S. Test Sophistication in Math RCT and Math A Regents Assessments 11/2006

Session provided strategies and supports for high school teachers.

Facilitator, F.A.C.E.S. Curriculum 10/2006: Guided teachers in using the F.A.C.E.S. curriculum in making mathematics accessible to students with special needs.

District Representative, America's Choice High School Math Initiative (LessonLab) 2005—2007

Met with other mathematics educators to develop and improve teaching and learning using Lesson Study

Facilitator, Making "Math A" Accessible to Special Needs Population 2006-2007

Participant, UFT XYZ to Algebra 2006—2007

Participant, Differentiated Instruction Workshop Summer 2006

PROFESSIONAL EXPERIENCE

Jeffrey Rapport School for Career Develop (754X), Bronx, NY 08/2009 – Present

Assistant Principal (Special Education High School)

CUNY Queens College, Queens, NY Summer 2006—Present

Harriet Tubman Charter School, Bronx, NY 03/2008 – Present

Academy Director/Director of Mathematics and Special Education

- Regularly observe classroom instruction of all teachers monitoring their effectiveness and success in implementation of core curriculum, processes and tools.
- Coach, co-teach and assist teachers where needed in the area of mathematics.
- Model mathematics lessons for teachers in elementary and middle school.
- Support and monitor the professional development plans of lead teachers and house teams.

SUNY Brooklyn Educational Opportunity Center, Brooklyn, NY 09/2007 – 9/2008

Adjunct Faculty

- Provided instruction in mathematics to help adult learners prepare for the CUNY/ACT Assessments.
- Encouraged and supported students to attend college upon completion of the program.

NYCDOE - District 75 Citywide Program, New York, NY

Mathematics Coach/Staff Developer 07/2006 – 03/2008

- Facilitated workshops, co-teaching and study groups for teachers and other members of staff.
- Coordinated inter-visitation sessions where teachers were able to observe pedagogical strategies.
- Worked closely with principals to assess teachers' needs and student data to plan PD.
- Conducted meetings with teachers to analyze student work, review information regarding classroom assessments, and plan for instruction within the core programs.
- Differentiated support for teachers based upon demonstrated needs.

Director of Mathematics 01/2007 – 06/2007

- Provided support to the Local Instructional Superintendent in the design and implementation of staff development and training programs for teaching and learning in mathematics.
- Provided expertise and served as a resource for the effective implementation of instructional models to support students with disabilities.

Special Education Teacher of Mathematics 07/2003 – 06/2006

- Developed and implemented IEPs for students with varying academic and behavioral needs.
- Adapted City and State-mandated programs to meet the needs of students with disabilities.
- Evaluated progress of students and recommended various placement requirements and modifications.

TEACHING CERTIFICATION

NYS School Administration/Supervisor and NYS School District Administrator
NYS K-12 Special Education Permanent Certification
NYS Childhood Education (Grades 1-6) Initial Certification
NYS Supplemental Mathematics Certificate (Grades 5-9) – Pending

Kordai I. DeCoteau, DPM

Educational Background

Professional: American Board of Podiatric Medicine Board Eligible (July 07-August 14)
St. Barnabas Hospital (Bronx, NY) (PMS-24)
Rotating Podiatric Intern (7/01-6/02); Podiatric Surgical Residency (9/02-8/03)
New York College of Podiatric Medicine (New York, NY); 8/97-6/01
Graduation: June 2001, DPM

Undergraduate: University of Miami (Coral Gables, FL); 8/93-5/97
Graduation: May 1997, Bachelor's of Science in Psychology

Experience: NY Footcare, PLLC (Dr. John DeBello) (September 2003- Present)
Spanish American Footcare, PLLC (January 2003-Present)
Institute for Family Health (NY, NY) (March 2009- February 2010)

Hospital/Medical Affiliations

Hospitals: Montefiore Medical Hospital North Division (Bronx) (May 2004-Present)
St. Barnabas Hospital (Bronx, NY) (September 2003-Present)
Ambulatory Center: Surgicare Ambulatory Surgical Center (Bronx, NY)
(September 2003-Present)

Certifications

Professional: Podiatric and Vascular Ultrasound (Universal Seminars) (April 14, 2007)
Radiofrequency Pain Management System (October 21, 2003)
Advanced Cardiac Life Support (November 2007- November 2009)
BLS (Basic Life Support) (September 20, 2007- Current)

Admin: Our Lady of Mercy Hospital (Medical Presentations for Residents)
Resident Lecture (February 2007) "Hammertoe Surgery"
Resident Lecture (September 2005) "Flatfoot Surgery"
Montefiore Medical Clinic (Medical Presentation to Physicians)
Physician Lecture (May 2005) "Pediatric Foot Pathologies"

Social Affiliations/Volunteering

Professional: FAPA Podiatric Association; Member (September 2001- Current)
NY College of Podiatric Medicine Alumni Chapter; Member (Current)

Volunteering: Abyssinian Baptist Church (Health Ministry Executive Board)
Physician Chair for Medical Lectures by Physicians for the Community
(December 2006-Present)
Blue Nile Rites of Passage (Abyssinian Baptist Church)

Mentor (Fall 2007-Spring 2008)
Education Committee Coordinator for Health & Wellness
(Lectures by Medical & Health professionals to children& parents)
(Fall 2008-Present)

100 Black Women Coalition
Member 2009

Social: Alpha Kappa Alpha Sorority, Inc. (Fall 1996-Present)

Selvin R. Osbourne



EXPERIENCE

PUBLIC INTEREST PROJECTS, INC., New York, NY; MAY 2006 – present Chief Financial Officer

- *Direct and manage the overall financial policies and accounting practices of the organization*
 - *Prepare budgets, financial statements and reports for the board of directors*
 - *Develop systems of authorization and control for accounts payable including payroll*
 - *Assisted in selecting new banking and investment services*
 - *Implemented personnel policies including procedures for tracking time and attendance*
- PROGRESS OF PEOPLES MANAGEMENT CORPORATION INC., New York, NY; JUNE 2004 – May 2006 Director of Finance/Controller***
- *Managed the finances of a portfolio of a 2500; tax credit partnership low income housing units*
 - *Restructured accounting practices, including institutionalizing GAAP and sound financial analysis*
 - *Instituted a climate of excellence and accuracy in financial reporting, regulatory compliance, transaction processing, and business practices*
 - *Established and implemented new levels of performance expectations, deliverables, and partnership with field operations to institute corrective actions required to sustain the economic viability of housing portfolio*

COALITION FOR THE HOMELESS, INC., New York, NY; 11/00 – 5/04 Chief Financial Officer

- *Supervise and maintain the formal corporate financial records for this NYC based non-profit organization, its two building management subsidiaries and two partnership affiliates*
- *Reorganized the financial reporting system to provide timely, accurate and meaningful reports*
- *Established authorization and control procedures to ensure the accuracy of the financial data used in day-to-day operating decisions as well as in budgeting and planning*
- *Manage payroll and tax relationships, including interfacing with the respective federal & state authorities*
- *Supervise staff and maintain appropriate relationship with external auditors*

WOMEN'S PRISON ASSOCIATION & HOME, INC., New York, NY; 4/99 – 9/00 Director of Finance

- *Managed the accounting and reporting function of federal, state and city funded non-profit CBO*
- *Restructured the finance department ensuring timely billing and increased revenue collections.*
- *Provided leadership and direction for finance staff and meaningful information for executive director and board of director's use*

WESTON UNITED COMMUNITY RENEWAL, INC., New York, NY; 1990 - 1999 Dir for Financial Affairs

- *Full financial management responsibility for a community-based, five site, federal, state, and municipally funded human services agency*
- *Designed and implemented the agency's automated financial system within established accounting standards, meeting federal, state, and city funding guidelines*
- *Supervised the installation of a Novell local area network. Recruited, hired, trained, and supervised accounting, financial, HR and MIS staff*
- *Prepared agency budgets and forecasts structured monthly, quarterly and annual financial reports to achieve maximum reimbursement through accurately describing the agency's financial condition*
- *Reviewed, analyzed, monitored, and controlled all expenditures*

- Investigated and recommended new service providers, resulting in quality services at lowest costs
- Developed business systems to manage information resources for long-term corporate growth

1988 – 1990 Fiscal Manager

- Recruited, hired, trained, and supervised accounting and financial staff
- Automated the accounting system including payroll
- Participated in the management of a community-run HUD Section 8/202 project with 20 residential units
- Managed Medicaid billing and cash receipts

Neighborhood Youth Diversion Program NY, NY (Presently Neighborhood Youth & Family Services)

1986 – 1988 Fiscal Officer

- Financial management responsibility for seven programs jointly funded by state, city, and private sources
- Prepared budgets and forecasts, monitored and controlled expenses, and supervised financial staff
- Prepared and presented financial reports to the Board of Directors and agency management
- Worked with independent and regulatory auditors in the preparation of financial statements for monitoring of funding compliance

EDUCATION

- M.P.A., Bernard M. Baruch College, New York, NY, June 1998
- B.Sc., Economics, University of the West Indies, Jamaica, June 1979

CERTIFICATIONS

- Certificate: Management Planning & Control Through Effective Budgeting, New York University, NY, NY
- Certified Nonprofit Accounting Professional (CNAP)

BRENDA L. GALLOWAY SMITH

White

SUMMARY

An educator with a proven track record who has, for more than 39 years, dedicated her life to providing exciting educational opportunities for young people. Record has been marked by early leadership roles, caring and guiding mentors, and a strong conviction toward service, and a spirit of kinship and community.

Education

Ed.D.	TEACHERS COLLEGE COLUMBIA UNIVERSITY
April, 2010	New York, New York: Educational Administration
Master of Education	TEACHERS COLLEGE COLUMBIA UNIVERSITY
2009	Education
Sixth-Year Certificate	HUNTER COLLEGE, New York
1983	Sixth-Year Certificate in Educational Administration & Supervision
Master of Science	HUNTER COLLEGE, New York
1976	Major: Business Education
Bachelor of Science	LIVINGSTONE COLLEGE, Salisbury, North Carolina
	Major: Business Education
Certifications	School Administrator/Supervisor
	School District Administrator
	Business and Distributive Education

Employment Experience

Non-Governmental Organizational Representative to the United Nations
For the World Federation of Methodist and Uniting Church Women

2007- 2012

MOUNT VERNON CITY SCHOOL DISTRICT, Mount Vernon, New York

Superintendent of Schools

2002 - 2007

Accomplishments as Superintendent

- Four elementary schools named by U. S. Department of Education as Blue Ribbon Schools – Lincoln, Longfellow, Columbus and Traphagen.
- Parker Elementary School named National Title 1 School – one of two schools in the State of New York to be so designated.
- Passed all budgets during tenure as Superintendent of Schools.
- All elementary schools recognized in 2005 by NYS Commissioner of Education as high-performing gap-closing schools.
- Received the Twenty-First Century Schools Initiative of \$3.5 million.
- Received a five-year federal Safe Schools and Healthy Students initiative of \$5.3 million only district in the State of New York to receive the award.

Deputy Superintendent

2001-2002

Assistant Superintendent

2000-2001

Accomplishments

- Coordinated the Mount Vernon City School District’s Strategic Plan, which led to its unanimous adoption by the Board of Education.
- Developed and implemented the district-wide “Reading to Reach a Goal” Initiative to encourage students to read 50 or more books per year.

MOUNT VERNON HIGH SCHOOL, Mount Vernon, New York

Principal

1994-2000

Accomplishments

- Demonstrated increase in ELA Regents scores (50% in 1998 to 89% in 1999; an increase of 56.3% since 1994); Global Studies 85.3%; US History 82%
- Harvard University Summer Institute on Standards-based Teaching and Assessment
- Recognized by the AMBYESE (Annual Minority Business Youth Educational Services Embarkment) for outstanding service to youth.
- Developed funding proposal for an Air Force Junior Reserve Officer Training program (JROTC) first in the history of Mount Vernon High School.
- PEAKS (Parents Encouraging All Kids to Succeed) – a four year collaborative program for ninth grade students and their parents designed to help ease the transition from middle to high school and to help ninth grade students succeed in their high school experience.
- Organized and implemented the first off-site staff development program for both professional and Civil Service employees at the Bell Atlantic Headquarters in White Plains, New York.
- Implemented the Mentor Teacher program to assist teachers new to the building
- Instituted the Principal’s Advisory Council to provide a forum for teachers to share ideas, concerns and receive support
- Implemented Teacher/Employee of the Month
- Organized the first Knight Line Newsletter for staff to share programs, successful teaching strategies, best practices and travel tips.
- Appointed President of Mount Vernon High School Students’ College Fund Board of Directors

Vice Principal

1988-1994

Assistant Principal

1984-1988

Accomplishments

- Organized first Mount Vernon High School Senior Awards Convocation
- Organized the Big Brothers/Big Sisters Program
- Organized the first breakfast honoring outstanding students
- Coordinated first Orientation Program for incoming ninth graders

Affirmative Action Officer

1985-1986

Teacher of Business Education

1972-1984

Accomplishments

- Organized Future Business Leaders Chapter at Mount Vernon High School – an organization comprised of high school business students, grades 9-12, to develop strong, aggressive business leadership; and to encourage students to work toward the improvement of the home, school and the community. During my administration, five first-place state awards and two national awards were won.

JAMES MADISON MEMORIAL HIGH SCHOOL, Madison, Wisconsin 1970-1971

Accomplishments

- Organized Future Business Leaders Chapter at James Madison Memorial High School

EASTON HIGH SCHOOL, Easton, Maryland

1967-1969

Accomplishments

- Faculty representative to Talbot County Teachers' Association, Maryland State Teachers' Association
- Organized award-winning chapter of Future Business Leaders of America

HONORS/AWARDS

Over 80 awards and honors from 1968 through 2010 including numerous awards for teaching, community service, and Superintendent of the Year award in 2005.

ORGANIZATIONS/BOARDS

- Greater Hudson Valley Chapter, The Links, Incorporated
- Alpha Kappa Alpha Sorority, Inc.
Legacy Life Member of the National Council of Negro Women
- National Association of Negro Business & Professional Women's Clubs, Inc.
- Consultant for Sister-to-Sister: One in the Spirit Mentoring Program
- Association for Supervision and Curriculum Development
- National Alliance of Black School Educators
- Chief School Administrators of Southern Westchester (CSA)
- New York State Council of School Superintendents
- Board Member – G.O.O.D. for Girls, a faith-based nonprofit program providing Mentoring services for young women, ages 9 to 13 in Westchester County.

Dr. Gregory Robeson Smith

Dr. Gregory Robeson Smith the Senior Pastor of the Mother African Methodist Episcopal Zion Church located in Harlem New York. Founded in 1796 Mother Zion is the Oldest African American institution in the State of New York. Mother Zion Church is the Mother Church of the African Methodist Episcopal Zion denomination. The church grew to become one of the leading religious institutions in the world. Today, the A.M.E. Zion Church is composed of 1.5 million members on five continents, and has made significant contributions to education, civil rights and the elimination of hatred. Many great African-American leaders such as Harriet Tubman, Frederick Douglass, Sojourner Truth, Joseph Charles Price, Paul Robeson and others, made conscious decisions to unite with Mother Zion. As a result of their vision, the Church is respectfully called Mother Zion "The Freedom Church."

Dr. Smith has more than thirty years of successful management and marketing of multi-national organizations, multi-million dollar fund raising campaigns, and major P & L responsibilities. Along with a proven track record of success leading non-governmental, private voluntary and religious agencies, and Fortune 100 companies, he also has strong expertise in the development of strategic alliances between public and private sectors.

He truly is the renaissance person who has successfully integrated a successful career as a business, public service and a religious leader. Dr. Smith has twenty years of marketing/finance and managerial experience in Fortune 500 companies with responsibility for \$2+ Billion in revenue. He was appointed December 1990 by President Bush as President and Chief Executive Officer of the African Development Foundation, an independent Federal agency in Washington, D.C., with offices in 25 African nations and staff of 300+. Dr. Smith continued to serve in this position in the Clinton Administration until May 1995. It was also his responsibility to direct worldwide international relief assistance and aid for National Council of Churches, 30 Protestant denominations. At the NCC he raised more than \$200 million in program support.

A graduate with honors from Livingstone College in Salisbury, North Carolina, Dr. Smith also earned two Masters and two Doctoral degrees; MBA Degree in Marketing and Finance; a Master of Divinity Degree; and a Doctorate in Ministries, and one in Higher Education and Finance.

Dr. Smith is a 33° Prince Hall Mason, Grand Master of the 10,000+ member Prince Hall Masons of the State of New York, President of Prince Hall Temple Associates, Inc. and was designated one of the Outstanding Men of America. He serves as an officer and member of numerous boards of directors. He was the first African American in NYS to be selected by a major political party as their mayoral candidate; and continues to be active in local, state and national political arenas.

Dr. Smith is the grand nephew of the late great Paul Robeson. He holds and held several major positions in the A.M.E. Zion Church. He is married Dr. Brenda L. G. Smith retired Superintendent of Schools Mt. Vernon NY. They have three children and two grandsons, and two granddaughters. He has traveled to every country in Africa except five, and over 30 other nations of the world. His philosophy of life and service is stated in the words of Martin Luther King, Jr. who said in 1948 on his application to Crozer Seminary, *"I have an inescapable urge to serve society, and a sense of responsibility, which I could not escape."*

FORM 3 – STATEMENT OF ASSURANCES

I, Brenda L. G. Smith, (name of board member applicant) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to the New York Penal Law, a person who knowingly offers a false instrument for filing to a public official or public servant may be subject to criminal prosecution, including for the crimes of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor, or, if there is intent to defraud, of Offering a False Instrument for Filing in the 1st Degree, a Class E felony.

Brenda L. G. Smith

September 6, 2010

Signature

Date

Form 3: Statement of Assurances

I, Virginia Montague state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to the New York Penal Law, a person who knowingly offers a false instrument for filing to a public official or public servant may be subject to criminal prosecution, including for the crimes of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor, or, if there is intent to defraud, of Offering a False Instrument for Filing in the 1st Degree, a Class E felony.

Virginia M. Montague

September 1, 2010

Signature

Date

Form 3: Statement of Assurances

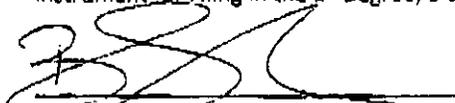
I, Gregory Robeson Smith (name of board member applicant) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to the New York Penal Law, a person who knowingly offers a false instrument for filing to a public official or public servant may be subject to criminal prosecution, including for the crimes of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor, or, if there is intent to defraud, of Offering a False Instrument for Filing in the 1st Degree, a Class E felony.



_____ September 15, 2010 _____ Date

Form 3: Statement of Assurances

I, Belinda Kisiwa Amoako (name of board member applicant) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to the New York Penal Law, a person who knowingly offers a false instrument for filing to a public official or public servant may be subject to criminal prosecution, including for the crimes of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor, or, if there is intent to defraud, of Offering a False Instrument for Filing in the 1st Degree, a Class E felony.


Signature

9/18/10
Date

Sep 15 2010 15:59

HP LASERJET FAX

p. 2

Form 3: Statement of Assurances

I, CONRAD GRAVE³ (name of board member applicant) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to the New York Penal Law, a person who knowingly offers a false instrument for filing to a public official or public servant may be subject to criminal prosecution, including for the crimes of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor, or, if there is intent to defraud, of Offering a False Instrument for Filing in the 1st Degree, a Class E felony.


Signature

SEPTEMBER 14, 2010
Date

Form 3: Statement of Assurances

I, Selvin R. Osbourne (name of board member applicant) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to the New York Penal Law, a person who knowingly offers a false instrument for filing to a public official or public servant may be subject to criminal prosecution, including for the crimes of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor, or, if there is intent to defraud, of Offering a False Instrument for Filing in the 1st Degree, a Class E felony.

Selvin R. Osbourne
Signature

9/17/2010
Date

Form 3: Statement of Assurances

I, Dr. Kordai DeCoteau (name of board member applicant) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to the New York Penal Law, a person who knowingly offers a false instrument for filing to a public official or public servant may be subject to criminal prosecution, including for the crimes of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor, or, if there is intent to defraud, of Offering a False Instrument for Filing in the 1st Degree, a Class E felony.

Dr. Kordai DeCoteau
Signature

9/17/10
Date

Form 4: Request for Information from Prospective Charter School Board Members

Name: Ms. Virginia M. Montague

Day time Telephone: [REDACTED]

Home Mailing Address: [REDACTED]

Personal E-Mail: [REDACTED]

Business E-Mail: Same as personal e-mail

Charter School Name: Dr. Muriel Petioni Charter School, NYC

Charter School Address: 151 W. 136th Street, New York, NY 10030

I am seeking to be appointed to the Board of Directors of the Dr. Muriel Petioni Charter School as the Lead Applicant- Community and Governmental Affairs.

Background

1. *Please provide your educational and employment history. You may do so by attaching a résumé.*
XX Resume Attached—due to space issues, only a short bio is included; resume will be available at NYSED interview.
2. *Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board.* **XX I affirm.**
3. *Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.*

In 2005, As the Founding Vice President along with the Founder, Dr. Conrad Graves of CHIPS, the (Central Harlem Interagency Programs) organization, we hosted a Youth Conference with over 250 students, parents, school officials from School District 5, elected officials and community residents. The purpose of the Conference was to provide a forum for students in School District 5 to discuss their perceived needs from their community. From this discussion, it was determined that the educational system serving the Harlem community was not providing the support and education that would prepare our students for a productive and self achieving future. We realized that pursuing an alternative school through the opening of a Charter School was an excellent opportunity to provide an alternative learning environment for students in the Harlem community.

4. *Please explain why you wish to serve on the board.*

I wish to serve on the board because I believe that the mission of the Dr. Petioni Charter School to provide a learning environment that will set a standard of achievement for the students that will help them be all they can be. My prior experiences as a leader in the Harlem community as chief of staff to a former Harlem City Council Member; director of the former Manhattan Borough President's Northern Manhattan Office as well as currently serving as President of the NY Coalition of 100 Black Women's Board of Directors have given me an excellent opportunity to bring the level of expertise and knowledge that lends itself to a developing board that is vital to implementing a policy that will help transform the educational aspiration of our students.

5. *Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.*

XX This does not apply to me. I believe my experiences as staff and later as a consultant to elected officials in the Harlem community will be a great asset to the Dr. Muriel Petioni Charter School Board of Directors. Having direct access to Harlem's Congressman, State Assemblyman and State Senator, as well as the current City Council Members and Manhattan Borough President and other appointed officials will provide an immediacy to resolution of situations that the board may have to address. I was also formerly the Executive Director of the Youth Enrichment Services Program, a federally funded youth offender program co-sponsored by the NYC Department of Probation and the NY City Urban League. This position ultimately led to my appointment to the Manhattan Borough Board of Directors of the New York Urban League.

6. Please indicate whether or not you have even been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction. **XX This does not apply to me.** Yes.
7. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction. **XX This does not apply to me.** Yes.

Conflict of Interest

8. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members. I / we do not know any such persons. **XX Yes.**

If your answer is yes, please indicate the precise nature of your relationship here:

Dr. Gregory Robeson Smith is the pastor of my church and Dr. Brenda Smith is the wife of Pastor Smith. Dr. Conrad Graves is the founder and I am the vice- president of the Central Harlem Interagency Programs. I have no familial relationship with them or with any of the board or prospective board members.

9. Please indicate whether you, your spouse, or other family members know any person who is a prospective or current charter school employee. **XX I / we do not know any such persons.** Yes.
10. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or won a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school. **XX No.** Yes:
11. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship. **XX Not applicable because the School does not/will not contract with a management company or charter management organization.**
12. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. **XX Not applicable because the School does not/will not contract with a management company charter management organization.**
13. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. **XX Not applicable because the School does not/will not contract with a management company or charter management organization.**
14. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. **XX This does not apply to me, my spouse or other family members.** Yes:
15. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board. **XX None.** Yes:
16. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

Once I know that the individual is fully aware of the school's policy concerning conflicts of interest and it is determined by fact that a member of the charter school board is involved with "working for their own benefit "or for the benefit of their family or friends, I would immediately bring it to the attention of the Chairperson of the Board (assuming that person is not involved) and confront the person, seeking their resignation. If it is determined that collusion, theft, or some grievous activity has occurred that could result in severe consequences to the school, authorities would be notified and the individual dismissed from the board.

Educational Philosophy

17. Please explain your understanding of the charter school's mission and/or philosophy.

The school's mission is to provide a rigorous middle and high school curricula that places emphasis on academics, health and leadership. The mission and philosophy came out of our recognized need to provide the children of Harlem with a learning experience that will have the students entering high school on a college bound track.

18. Please explain your understanding of the educational program of the charter school.

The school's program is based on recognition of the educational needs and understanding the causes of the gaps in the system as provided to the children in Harlem. The three pillars of the schools philosophy of Scholarship, Leadership and Health is the basis of how the school will address the academic, nutritional and community involvement by the students. Scholarship by designing a curricula that helps the students achieve their full intellectual abilities; Leadership by exposing the students to community stakeholders such as elected and appointed officials; local business and grass roots organizations; other local institutions such as museums, and other cultural institutions; Health, with the established relationship with Harlem Hospital and other health related institutions in the Harlem community as well as involvement with health related organizations and nutritional education information, we believe these activities will serve to provide a well rounded sum of experiences that will help prepare students for their next level of schooling and college. Based on my involvement and interest in the community, my focus will be to ensure that a parent representative with full participatory involvement is appointed to the board of directors. One of my interests is to seek funding for a parenting program that provides assistance to parents and students beyond the school day.

19. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

I believe the characteristics of a successful charter school rests firstly in the hands of an informed, committed, skilled board of directors. I believe the board of directors must have a level of knowledge of the mission of the Dr. Petioni Charter School to ensure that the governance structure designed by the board, school leader and school staff are all on one accord in implementing the mission of the school. I believe that the needs of the children supersedes the needs of the staff in their commitment to seeing that these needs are met through a nurturing environment that is complimented by the relationship with the parents and other community stakeholders.

Other

20. Please explain your understanding of the appropriate role of a public charter school board member.

I have read the By-Laws, Code of Conduct and governance section of the charter application. I understand that the role of a charter school board member is to ensure that the school is in compliance with all the regulations established by the Board of Regents; the laws of the State of New York that sets the standards for charter schools and most importantly is the required commitment to establish and implement policy that creates a learning environment in the school's facility that is nurturing, and encouraging. The board member is responsible for the adoption of the school budget and it fiscal accountability. The board is accountable in conjunction with the school leader for student outcomes and the school's total academic program. The board member must ensure that its' responsibilities include training and development of new board members; develop ongoing assessment of our performance and participation. I believe that a successful board member working closely with the school leader and the parent component of the charter school is paramount to creating a school that will develop young people who will be creative in their thinking; have a positive self image, expect the best from themselves and seek to attain the best their world has to offer.

21. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies.

I affirm that I have read and understand the charter school application, the charter school's by-laws and all proposed policies.

22. Please provide any other information that you feel is pertinent to the Department's review.

I have lived in the Harlem community for more than 35 years. During this time, I have served in many capacities of leadership and one of the guiding forces for me is that a good educational foundation is the key to so many things that impact our lives. Having served on not-for-profit boards over this 35 year period, I am keenly aware of the responsibilities of a board member. I know that the success of this school as in many other types of endeavors rests in the overall structure and governance of the organization by its leadership, which in this case is the board of directors. My personal commitment to the charter school movement is based on my recognition of the needs of children who quite often start out from a position of need. Needs not addressed, quite often in the home and not available in the community. I want to be a part of an organization of committed, knowledgeable, dedicated individuals who will bring all the skills, talents and cohesiveness together to serve the children who will become our responsibilities in the Dr. Muriel Petioni Charter School.

Name: Mr. Conrad Graves

Day time Telephone: [REDACTED]

Personal E-Mail: [REDACTED]

Business E-Mail: Same as personal e-mail

Charter School Name: Dr. Muriel Petioni Charter School, NYC

Charter School Address: 151 W. 136th Street, New York, NY 10030

I am seeking to be appointed to the Board of Directors of the Dr. Muriel Petioni Charter School as the Chairperson of the Board of Trustees.

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. **XX Resume Attached**—due to space issues, only a short bio is included; resume will be available at NYSED interview.
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. **XX I affirm.**
3. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.

On May 27, 2005, after eight months of planning by the Central Harlem Inter-Agency Program, Inc. (I am founder/chair and had secured a grant from the BPM, to cover all expenses) and in cooperation with DOE, sponsored a Youth Forum where over 250 middle and high school students, their parents and teachers met in morning and afternoon work groups where they were charged with the task of identifying those concerns and issues that were hindering their education and later to develop a listing of suggestions and strategies that in their view would address and improve the educational impediments that they face. Students, working in groups, presented their concerns and suggestions to a gathering of elected officials that I had invited from the congressional, state, and city council levels of government. At the concluding session that a suggestion was made by the students for a special school of their own that would emphasize scholarship, leadership, and health awareness. This suggestion was unanimously endorsed by all student participants.

At this time CHIPS saw this as an ideal opportunity to design a school that would enable us to address the educational disparities that our students faced by designing a curricula that best met the needs of our student population. It was at this point that I began the process of identifying and working with other community leaders to recruit and select persons to serve as members of a planning team and move the idea of a school from concept to reality.

4. Please explain why you wish to serve on the board. To complete the planning & need in #3.

5. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. Yes:

Several years in conjunction with the Barristers wives of NY, I served as director of tutorial after school program designed to help middle and high school students with their studies to discourage them from dropping out of school. During the course of this five year program, we found it necessary to conduct bi-monthly parenting programs to support our tutorial efforts. We found the parents welcomed this effort.

6. Please indicate whether or not you have even been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction This does not apply to me. Yes.
7. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction. This does not apply to me. Yes.

Conflict of Interest

8. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members. I / we do not know any such persons. Yes.

If your answer is yes, please indicate the precise nature of your relationship here:

With the exception of Selvin Osbourne, I met and/or knew all the other prospective board members who I recruited to serve on the planning team.

9. Please indicate whether you, your spouse, or other family members know any person who is a prospective or current charter school employee. I / we do not know any such persons. Yes.
10. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or won a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school No. Yes:
11. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship. Not applicable because the School does not/will not contract with a management company or charter management organization.
12. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. Not applicable because the School does not/will not contract with a management company charter management organization.
13. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. Not applicable because the School does not/will not contract with a management company or charter management organization.
14. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. This does not apply to me, my spouse or other family members. Yes:
15. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board. None. Yes:
16. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends

and family.

The By-Laws, Code of Ethics and other instruments must be in place to serve as a guide as to how all such conflicts are to be handled. The Board's attorney should serve as an in-house resource to guide the process in handling this or any issue of this nature. It would be imperative that all Board of Trustees members be provided with these materials and file allocated in board meetings to insure that they are fully understood and that the officers establish a high priority to implement these guidelines. In identifying members of the planning team, I have also sought persons whose ethical standards are above reproach. Persons who have something to offer our school, as opposed to those who would need to benefit from it.

Educational Philosophy

17. Please explain your understanding of the charter school's mission and/or philosophy.

The mission of the DMPCS is to offer a rigorous middle and high school program that emphasizes Academics, Health Awareness and leadership to students living in Harlem. In so doing, DMPCS will maintain a student centered educational environment where teachers employ differentiated instruction and cooperative learning as predominant instructional approaches while regularly using student data in support of the instructional decision making process. DMPCS will champion student achievement of the NYS learning standards, advance post secondary education by helping its middle school graduates exceed grade level expectations thereby entering high school on a college bound track, promote healthy life choices, and encourage community leadership. As a life long community resident, I know that our children have long been written off or only able to attain minimum life goals. Our mission is to create a support system that will encourage and challenge each student, staff and board member to discover and then work to attain their maximum potential.

18. Please explain your understanding of the educational program of the charter school.

Our school will employ a no excuse model holding our board, parents, faculty/staff and students accountable for high academic performance. Our teachers will adopt high expectations for each of their students and reject any and all explanations for low achievement. Annually, our school leader and trustees will set and accomplish firm and tangible goals for our school, students and staff, developing strategies and adopting best practices to ensure that our school: a) maintains an "A" on the NYC DOE school progress report; b) maintains 95% student attendance; c) integrates a curriculum aligned with the NYS Learning Standards; d) realizes annual, demonstrated increases in faculty knowledge gained and use of best practices as measured by classroom observation, student work and performance; e) creates an environment of early college entrance for high school students; as well as other outcomes to be operationalized in the accountability goals.

19. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

Current and future board members must be committed to the rigorous education of all children in general and the Harlem community in particular. I have served on many not-for-profit board's and it is my belief that many boards and organizations fail because they do not monitor the finances properly. In addition, when boards neglect to recruit new board members, this almost always handicaps a board.

Other

20. Please explain your understanding of the role of a public charter school board member.

As with any organization, the role of the board is responsible for the fiscal integrity of the organization, as well as setting policy for the school. In this context the board must also insure that the school leader carry out these policies. In doing so it is of the utmost importance that the board closely tracks income and expenditures to insure that they follow the budgetary guidelines approved by the board. Along the same lines it's also important that the board review all of the data as it pertains to the learning objectives and results for each student and grade levels. This will

permit the board to determine those learning objectives that are being met, as well and those that need to be reviewed and revised.

21. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies.

I affirm that I have read and understand the charter school application, the charter school's by-laws and all proposed policies.

22. Please provide any other information that you feel is pertinent to the Department's review.N/A

Name: **Dr. GREGORY ROBESON SMITH**

Daytime Telephone: [REDACTED]

Personal E-Mail/Fax: [REDACTED]

Business Address: **Mother A.M.E. Zion Church 140 6 West 137th Street NY, NY 10030**

Business E-Mail/Fax: amez@aol.com 212 926 1376

Charter School Name: **Dr. Muriel Petioni Charter School**

Charter School Address: **151 West 136th Street New York New York 10030**

I am seeking to be appointed to the Board of Directors of the Dr. Muriel Petioni Charter School on the Facilities and Finance Committees.

Background

1. Please provide your educational and employment history. **x Resume Attached**
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. **x I affirm.**
3. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.

I was introduced through CHIPPS Chairperson Dr. Conrad Graves and Dr. Muriel Petioni. I have served as a member of the planning committee from its inception. It is a position of great responsibility to which I am fully committed.

4. Please explain why you wish to serve on the board.

I am a product of the Harlem community its public school and culture. For more than 30 years as business executive and pastor one of my prime interest has been the education of our children, youth and young adults. A vital part of my ministry and programs have been directed toward education. It has been my greatest desire to develop a world class education institution which could provide a world class program regardless of socioeconomic status of its student. It is a position of great responsibility to which I am fully committed. The school will be located in the CSD to which my ministry serves. As a result we can provide support tot the school and its students in improving their educational experience and enhancing their lives.

5. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me. **X Yes.** (Include description here):

I am Grand Master of the Most Worshipful Prince Hall Grand Lodge Free and Accepted Masons of the State of New York. Prince Hall Masons, organized in 1812 is the third oldest African-American Organization in the State of New York. Through its 10,000 members - 150 Lodges and Chapters located from Buffalo to Long Island local community based programs are on going. I am also the Senior Pastor of the Mother African Methodist Episcopal Zion Church located in Harlem, the Oldest African American institution in the State of New York. Mother Zion was one of he earliest and most vocal opponents of slavery and a constant champion of abolition. Slaves, who escaped north to freedom, knew they could find refuge and assistance at Zion Church, therefore Zion became affectionately known as "Freedom's Church." In fact, Mother Zion became an important stop of the "Underground Railroad", hiding runaway slaves behind the pulpit in a secret

passageway. Sojourner Truth transferred her membership from the John Street Methodist Episcopal Church to Zion Church in 1827. It was at the altar of Mother Zion that she changed her name to Sojourner Truth and there she was also reunited with her sisters, *who had been separated during slavery*. Sojourner Truth became one of foremost voices for women's and equal rights and the abolition of slavery. Throughout its long history, Mother Zion has had many illustrious members who were leaders in our historic fight for freedom. They also include Harriet Tubman; Frederick Douglass, Paul Robeson, Madame C.J. Walker and many others who fought so valiantly to free African Americans, socially, politically and spiritually.

I have over twenty years of marketing/finance and managerial experience in Fortune 500 companies with responsibility for \$2+ Billion in revenue. I was appointed December 1990 by President Bush as President and Chief Executive Officer of the African Development Foundation, an independent Federal agency in Washington, D.C., with offices in 25 African nations and staff of 300+ and continued to serve in this position in the Clinton Administration until May 1995. I served as senior officer and was my responsibility to direct worldwide international relief assistance and aid for National Council of Churches (NCCC), 30 Protestant denominations. At the NCCC he raised more than \$200 million in program support. In addition, I have served on the Board of Trustees at Stillman College and former Trustee Knoxville College. I hold and have held several major positions in the African Methodist Episcopal Zion Church: Past President Presiding Elder's Council; Connectional Budget Board Executive Committee. Serve as Executive Secretary of the AME Zion Church Ministers & Lay Association.

6. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction. **X This does not apply to me.** Yes.

7. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction. **X This does not apply to me.** Yes.

Conflict of Interest

8. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members. I / we do not know any such persons. **X Yes.**

If your answer is yes, please indicate the precise nature of your relationship here:

I am member of the exciting and committed planning team. They are also prospective Board members. Additionally, my wife Dr. Brenda L. G. Smith is member, along with Virginia Montague (member of my church family), and Selvin Osborne (Masonic Brother).

9. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee. **X I / we do not know any such persons.** Yes.

10. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the school.

No. **X Yes:**

If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

I am the Chair of the Board of Directors of the James Varick Community Center, Inc. a not for profit community base organization to which the DMPCS will lease its building for the school.

11. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

X Not applicable because the School does not/will not contract with a management company or charter management organization.

12. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed

description. **X Not applicable because the School does not/will not contract with a management company or charter management organization.**

13. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

X Not applicable because the School does not/will not contract with a management company or charter management organization.

14. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. **X This does not apply to me, my spouse or other family members.**

15. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board. **X None.** Yes:

16. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

Serving on several Non for Profit Boards and 25 years of corporate experience, I have experience Board and employee conflict of interest. First there will be a Board Policy signed by all members, Board Compliance Committee, and yearly training by out side consultants. The process as outline in the Board/ School Policy would be followed, and if determine that the policy has been knowing violated the person in violation would be asked to resigned.

Educational Philosophy

17. Please explain your understanding of the charter school's mission and/or philosophy.

The school's mission designed is to not only follow the state charter school guidelines, but to expand educational opportunity and learning within a stronger educational design. The gold is to graduate students with greater learning proficiency. It will have a n very strong and rigorous academic program for middle and high school students. The school will also employ state of the art and proven student centered instruction. Student achievement will be accomplished through high standards set to exceed their normal grade expectations set by the NYS standards. To assist in the accomplishment of its mission the school will provide special sensitive individual counseling , and hold teachers and administration to high standards while providing high quality 21st century learning environment.

18. Please explain your understanding of the educational program of the charter school.

I have worked closely with the educational committee in developing educational facility that will fit the proposed and future educational programs. Charter school's in order to serve the children and is community DMPCS will have a strong and effective governance and organizational design with a committed Board of Directors who are willing to go the second mile. DMPCS is designed to provide rigorous scholarship, health education and leadership. This will provided by creative class schedule strong attention to ELA – math and reading) through complementary literacy instruction) which is student base, along with data driven decision making.

19. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

Charter schools, in order to serve the children and its community, must first have a strong and effective governance and organizational design with a committed Board of Directors who are willing to go the second mile. We cannot have school without a comprehensive student recruitment and retention program that does not violate the State guidelines. The school must be able to served all levels of students, from those with disabilities to the high achievers and the services are not fully available seek external resources to compliment the CS. A successful CS must have consistent growth in student academic achievement along with high retention and graduation rates. The

success umbrella which covers the school is the staff recruitment, operations, facilities, and curriculum. These must always be a high priority in order to provide an excellent academic environment for the students. All of the above are inextricably intertwined in having a successful Charter School.

Other

20. Please explain your understanding of the appropriate role of a public charter school board member. The charter school has a great opportunity as well as responsibility. It should provide an expanded educational opportunity for students that are not represented in the public schools. The charter school must go beyond the second mile in providing a stronger and more efficient educational nurturing for students along with effective parental integration. I participated in the development of the DMPCS By-Laws, Code of Conduct and its governance. As a result, I am fully aware of the them and my responsibility to uphold them and more importantly my commitment to them. Serving on not-for profit boards and especially, my experience as a college Trustee brings vast experience in these areas

21. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies.

As a founding member of the DMPCS planning committee I have reviewed every draft of its application and have written several sections. I affirm its contents and am committed to them.

22. Please provide any other information that you feel is pertinent to the Department's review. I bring extensive senior level business and not for profit organizational experience in finance, marketing, fund development. I am the senior pastor of the oldest African American Church in New York State, the head of 10,000 members not for profit organization. Additionally, my CBO is providing the building and renovation for the new school.



Name: Dr. Kordai I. DeCoteau

Daytime Telephone: [REDACTED]

Business Address: 421 E. 149 Street Bronx, NY 10455

Business Number: 718.401.3668

Charter School Name: Dr. Muriel Petioni Charter School

Charter School Address: 151 West 136th Street New York New York 10030

I am seeking to be appointed to the Board of Directors, member at large.

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. **X Resume Attached**
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. **X I affirm.**
3. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.

I was introduced to Dr. Conrad Graves at a wedding. We talked about the The Blue Nile Rites of Passage. This is 9 week rites of passage and mentoring program for African-American children from 12-16 years of age. I serve as the Health and Wellness coordinator. He was delighted

regarding my enthusiasm about children to be educated, mentoring and health. I also met Dr. Muriel Petioni via Mentoring in Medicine where I serve as a volunteer. Thus, the information was presented to me.

4. Please explain why you wish to serve on the board.

As a young African American (podiatrist), I want to be a role model for minority students that anything is possible. Socio-economics should not be a limitation for anyone. If there are people in your life that motivate and provide access to the student, then the sky is limitless.

5. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. **X This does not apply to me.**

6. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction. **XX This does not apply to me.**

7. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction. **XX This does not apply to me.**

Conflict of Interest

8. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members. **XX I / we do not know any such persons.**

9. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee. **XX I / we do not know any such persons.**

10. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school. **XX No.**

11. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship. **XX Not applicable because the School does not/will not contract with a management company or charter management organization.**

12. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

XX Not applicable because the School does not/will not contract with a management company or charter management organization.

13. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

XX Not applicable because the School does not/will not contract with a management company or charter management organization.

14. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate.

XX This does not apply to me, my spouse or other family members.

15. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board. **XX None.**

16. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

I would speak with member to allow him or her to state their position. The information then would be presented to board to discuss the by-laws and the appropriate course of action.

Educational Philosophy

17. Please explain your understanding of the charter school's mission and/or Philosophy.

The three pillars of our proposed charter schools are 1) scholarship 2) health 3) leadership. The schools mission is to nurture human intellect of students and staff to achieve their full potential.

18. Please explain your understanding of the educational program of the charter school.

The educational program is to be geared toward the following: 1) having an extended day to provide opportunities for learning 2) provide a safe and nurturing environment to support students' creative and intellectual capacities 3) incorporate daily technologies into daily instruction and student work 4) provide mentoring and shadowing experiences 5) offer parent program focused on physical, mental and health prevention

19. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

A charter school is successful when the right persons of the board are obtained. Hence, the board should be accountable, committed to the students' learning environment and understand the measure of academic achievements. Educators should have periodic evaluation to ensure they are providing the student with the environment and the tools to meet these goals.

Other

20. Please explain your understanding of the appropriate role of a public charter school board member.

The board member should be responsible for the following 1) consistent attendance at regular board meetings 2) participation on a committed and willing to attend annual board events held on a weekend or evening 3) prepared on key points the board will discuss at their meetings

21. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies.

I have read and understand the charter application, bylaws and proposed policies.

22. Please provide any other information that you feel is pertinent to the Department's review. N/A

Name: Brenda L. G. Smith, Ed.D.

Daytime Telephone: [REDACTED]

Business Address: (1) Mother A.M.E. Zion Church – 140-6 west 137 Street, New York, NY 10030; (2) The Church Center for the United Nations

Business E-Mail/Fax (914) 428-5665

Charter School Name: Dr. Muriel Petioni Charter School

Charter School Address: 151 west 136th Street, New York, NY 10030

I am seeking to be appointed to the Board of Directors, Education Accountability Committee

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé.

X Resume Attached

2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. **X I affirm.**

3. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.

Ms. Virginia Montague, a member of the Mother A.M.E. Zion Church of which I, too, am a member, invited me to a meeting to discuss the proposed Dr. Muriel Petioni Charter School. At this meeting, I met Dr. Conrad Graves, the Chairperson of the Central Harlem Interagency Program (C.H.I.P.S.), who invited me to be a part of the charter school "planning team."

4. Please explain why you wish to serve on the board.

As one who grew up poor in the rural south, it was the high expectations, encouragement, moral support and sacrifices of my parents, extended family as well as the dedication, encouragement and effort expended by my teachers, that made me believe that there was a future for me; and that I could rise above my economic circumstances to earn a good living, enjoy the benefits of life, and contribute effectively and responsibly to society if I studied hard, believed in myself as they believed in me and took advantage of any opportunity that became available. Thus, for 40 years, the education of all children, regardless of their cultural background and economic status, has been my primary concern. Although retired, I am still committed today to help improve outcomes for young people and achieving successful results. For the young people of the Harlem community, I believe the best is yet to come. I welcome the opportunity to serve on a board where the individuals work as a team, are respectful of each other's abilities, and have one vision—providing for the students of the Harlem community a world-class education in a supportive and safe environment; one voice – encouraging a strong school-home-community partnership and unparalleled commitment and support for young people; and one goal – success for all students – producing life-long learners.

5. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me.

X Yes. During my 40-year tenure in education, I served as teacher, assistant principal, vice principal, principal, assistant superintendent and superintendent of schools. As assistant superintendent, I planned, organized and executed a “Reading to Reach a Goal,” initiative that motivated more than 300 students to read 50 or more books during the school year. Many exceeded the goal, and with their teachers’ and parents’ support and encouragement, they reached their goal of 50 books in one semester. During the celebration of the students’ achievement, banners were presented to eight elementary schools that were recognized by the N.Y. State Education Commissioner as high-performing gap-closing schools. Attending the presentation and awards program were the former Education Commissioner and members of the Board of Regents. During my tenure as school superintendent, four elementary schools received the Blue Ribbon Schools Awards Designation by the U.S. Department of Education and were invited to Washington, D.C. by the Secretary of Education for the ceremony.

6. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction. **X This does not apply to me.**

7. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction. **X This does not apply to me**

Conflict of Interest

8. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.

X Yes. My husband, Dr. Gregory Robeson Smith, Sr., and Ms. Virginia Montague, a member of the church that I attend, are also members of the prospective board.

9. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee. **XX I/ we do not know any such persons.**

10. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school. **X No.**

11. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship. **XX Not applicable because the School does**

not/will not contract with a management company or charter management organization.

12. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

X Not applicable because the School does not/will not contract with a management company or charter management organization.

13. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

XX Not applicable because the School does not/will not contract with a management company or charter management organization.

14. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate.

XX This does not apply to me, my spouse or other family members.

15. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board. **XX None.**

16. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

If I were to become aware that there is such an individual serving on the board, I would recommend that the person be given due process in the form of a hearing; and upon further investigation, if the charges are proven to be true, I would recommend the immediate release of the board member. Further, if warranted, I would recommend that charges be brought upon this individual.

Educational Philosophy

17. Please explain your understanding of the charter school's mission and/or philosophy.

The "planning team" of the proposed Dr. Muriel Petioni Charter School has been deliberate in its efforts to assess the perceived and documented education, health and social needs of the young people residing in the Harlem community. Dr. Muriel Petioni, in whose honor the proposed charter school is being named, continues to make significant contributions to the community by mentoring young physicians, serving on boards, serving as a guest speaker in the community's schools, and working to address issues pertaining to the health and wellness of the community's residents—both young and seasoned.

It is the team's strong belief that the community's youth will be able to thrive in a more personalized rigorous, standards-aligned education program. It is also our expectation that all students will not only be able to master the content; but through exemplary instruction, students will be able to make connections that will bring meaning to their lives.

18. Please explain your understanding of the educational program of the charter school.

The rigorous education and scholarship program of the proposed Dr. Muriel Petioni Charter School will provide a standards-aligned curriculum and assessment program that will focus on teaching and learning, and will address health education and leadership. This exemplary program will provide a unique opportunity for students not only to survive, but to thrive, to enjoy, to succeed, to demonstrate that they can achieve content mastery as well as apply the skills learned to reach beyond their grasp. It is expected that students will be motivated and encouraged to explore and conduct research. The proposed board has set high standards and expectations for itself, for its educational leader, staff, and high expectations for its students. The educational program and design addresses the individual needs, talents and interests of diverse learners and will ensure that students with special needs are educated in an inclusive environment, while ensuring the implementation of their individual education plans (I.E.P.). If afforded the opportunity to serve, I

will provide an unwavering commitment of time and effort in working with the proposed board, school leader, educators and parents to help develop our future leaders and builders. It is expected that when our students take full advantage of this unique educational program, it will prepare and motivate them to reach for the stars and move on to higher education in some of this nation's most prestigious colleges and universities.

19. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

I believe the following are characteristics of a successful charter school: a strong governance structure; a set of high standards and goals for the school, board, school leader, faculty, staff and students; academically accountable; rigorous and innovative standards-aligned curriculum and assessment program; financially accountable; school leader who has demonstrated and documented success in leading learning communities, who holds him/herself and staff accountable for student success; school leader, faculty and staff who love children and have high expectations of them, uses data to inform instruction, and want to ensure the success of ALL children placed in their care, including students with disabilities, high achievers, and English Language Learners; supportive parents (the school is an advocate for high parent involvement and deliberately involve parents in the education of their children); has extended-day programs; and provides opportunities for young people to participate in their own education. In order for a charter school to become and remain successful, there must first be a firm and unwavering commitment on the part of the board, the school leader, and faculty to ensure that its students receive an innovative, exciting, motivating and engaging education and assessment program where students will ENJOY coming to school to learn, where they will exceed state and national standards. The school will ensure that its board, school leader, faculty and staff receive ongoing professional development.

Other

21. Please explain your understanding of the appropriate role of a public charter school board member.

My understanding of the appropriate role of a public charter school board member is to ensure that the school is in compliance with the regulations set forth by the Board of Regents in particular, and the law in general, governing the operation of charter schools. The board is also responsible for planning, setting and adopting policies, establishing a long-term vision, the maintenance of the school structure, the hiring of a school leader, adoption of a school budget and maintaining fiscal accountability, and is responsible for creating a climate that encourages and promotes excellence. Furthermore, the board is responsible for student outcomes and will be held accountable for the school's total academic program. The board, working collaboratively with the school leader, must ensure the community's full access to school's educational program, and the schools performance on New York State assessments. Just as there must be an assessment of the school leader's, students' and teachers' performance, as a board, we must also have ongoing assessments of our performance. As a team and individually, the education, training and development of board members must be ongoing. The board must have written policies including conflict of interest policies for the board's review and signature.

21. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies.

I have read and understand the charter school applications, the charter school board's by-laws and all proposed policies.

22. Please provide any other information that you feel is pertinent to the Department's review.

Based on my previous experience, my commitment and dedication to young people, I feel I can be an asset to the board. As a result of my appointment in 2007 as a Non-Governmental Organizational Representative (NGO) in consultative status with the Department of Public Information (DPI) and the Economic and Social Council (ECOSOC) at the United Nations, I organized a "Youth Globalization Program" designed to educate students on the history, the achievements and continuing role of the UN in today's society; also for the purpose of creating an

interactive experience to personalize the UN organization for each student; assist in identifying student opportunities for long-term involvement in UN sponsored initiatives; to establish an on-going dialogue with student participants on world issues; and to further provide an opportunity for young people to celebrate the cultures and diversity of this country and the world in which we live. I have the opportunity to sponsor students from my previous school district and three other school districts to attend briefings at the UN, to participate in the Model UN Program and in other significant programs. Further, as a result of this exposure, I arranged for a group of 30 students to meet with the Kenyan Ambassador and his consuls. The students later traveled to Kenya where they built a school. Today, they continue to support that project. Additionally, through three not-for-profit organizations, I have made it possible for more than 90 students to receive college scholarships. As long as there is life, I feel that I must give back.

Name: Selvin R. Osbourne
Daytime Telephone: _____
Personal E-Mail/Fax: _____
Business Address: 45 W 36 St 6Fl New York NY 10018
Business E-Mail/Fax: sosbourne@publicinterestprojects.org / (212) 378 2805
Charter School Name: Dr Muriel Petioni Charter School
Charter School Address: 151 west 155th Street New York NY 10030
I am seeking to be appointed to the Board of Directors, Finance Committee

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé.
XX Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. **XX I affirm.**
3. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. **In 2008 Dr Gregory R. Smith Sr., asked if I would consider serving on the Board of Directors for a Charter School to be developed in Harlem. I did not hesitate in answering yes and looked forward to the opportunity to serve with an institution that would give parents a choice in the educating of their children.**
4. Please explain why you wish to serve on the board. **I would like to be part of that group of individuals who recognizes a need and who are willing to take action to create a brighter future for our children. I can offer over twenty six years experience and expertise in non-profit financial management to the team.**
5. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. **XX This does not apply to me. I have not previously served as a board member but throughout my career my financial management responsibility required my participation in board discussions and presentations.**
6. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction. **XX This does not apply to me.**
7. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction. **XX This does not apply to me.**

Conflict of Interest

8. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members. I / we do not know any such persons. **XX Yes.**
If your answer is yes, please indicate the precise nature of your relationship here:

I was introduced to DMPCS by Dr Gregory Robeson Smith Sr who is the pastor of Mother AME Zion Methodist Church and a respected leader in the community and is a Masonic Brother.

9. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee. **XX I / we do not know any such persons.** Yes.
10. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school. **XX No**
11. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship. **XX Not applicable because the School does not/will not contract with a management company or charter management organization.**
12. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. **XX Not applicable because the School does not/will not contract with a management company or charter management organization.**
13. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. **XX Not applicable because the School does not/will not contract with a management company or charter management organization.**
14. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. **XX This does not apply to me, my spouse or other family members.**
15. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board. **XX None.**
16. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family. **It is the expectation that individuals who get the honor of serving on the board of the Dr Muriel Petioni Charter School would exhibit good judgment and be ethical. The rules relating to private benefits are clearly defined in the by-laws and any activity that would put the integrity of the board as guardians of the "public trust" into question or threaten the survival of DMPCS would not be tolerated. Such behavior from a board member would not be tolerated and any such activity would be reported to the board of directors for action.**

Educational Philosophy

17. Please explain your understanding of the charter school's mission and/or philosophy. **The mission of DMPCS is to create exceptional students in Harlem. By building a rigorous but nurturing and innovative learning environment for inner-city kids, DMPCS aims to create a healthy and thriving organization that is capable of sustaining dramatic improvement is student achievement in the targeted grades.**
18. Please explain your understanding of the educational program of the charter school. The DMPCS educational program is designed to increase the proficiencies and reverse a trend of low performance of students in grades 6 thru 12 in CSD 5. The objective is to increase proficiency in English, Mathematics, Social Science and Science and Technology by providing a safe and creative environment

in which students can learn and a curriculum that emphasizes scholarship, health and leadership as necessary life skills.

19. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

To be successful, I believe is one that improves student learning and achievement, one that is healthy, thriving and continuously learning and improving. A successful charter school is one whose leadership is committed to long-term success of the institution, that the rules established for successful chartering are maintained and that the focus of its operation is on serving the public. As guardian of the public trust, the boards' responsibility is to ensure that all legal responsibilities fulfilled; that the schools mission is promoted and that financial viability of DMPCS is maintained.

Other

20. Please explain your understanding of the appropriate role of a public charter school board member. **The board has a fiduciary responsibility to set the Charter School's long term course and to ensure that it stays true to its mission. A board member's responsibility is to believe in the mission, to support the mission and to promote the mission of the charter school. While being objective, it is an important requirement that the interest and expectation of the board member is aligned with that of the charter school and that the skills and knowledge of that member add real value to the board.**
21. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. **I affirm that I have read and understand the Charter School's application, board by-laws and all proposed policies.**
22. Please provide any other information that you feel is pertinent to the Department's review.

Name: Belinda Amoako

Daytime Telephone: [REDACTED]

Personal E-Mail/Fax: [REDACTED]

Business Address: 470 Jackson Avenue, Bronx, NY 10455

Business E-Mail/Fax: BAmoako@schools.nyc.gov

Charter School Name: Dr. Muriel Petioni Charter School

Charter School Address: 151 West 136th Street, New York, NY 10030

I am applying to be a Board Member, Education Accountability Committee

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.
3. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.

I was invited to be a part of the planning committee of DMPCS by a colleague and a classmate from a leadership program to support with the proposed charter's curriculum. Thereafter, I was invited by the Chairperson and the primary petitioner of the charter to chair the Education Committee, and thus I became a member of the Board.

4. Please explain why you wish to serve on the board.

I wish to serve on the Board of DMPCS because there is a great need for good schools in urban areas, especially Harlem. My intent for serving on this board is to work with committed and passionate individuals with great interests in improving education opportunities for children and to be a part of the growing effort to provide students with free and equal public education. I hope to contribute to the mission and vision of this school in preparing youth with a strong academic foundation.

**Dr. Muriel Petioni Charter School
Full Application Attachments and Forms**

5. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. **This does not apply to me.**
6. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction. **This does not apply to me.**
7. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction. **This does not apply to me.**

Conflict of Interest

8. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members. **I / we do not know any such persons.**
9. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee. **I / we do not know any such persons.**
10. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school. **No.**
11. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship. **Not applicable because the School does not contract with a management company or charter management organization.**
12. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description. **Not applicable because the School does not/will not contract with a management company or charter management organization.**
13. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. **Not applicable because the School does not/will not contract with a management company or charter management organization.**
14. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. **This does not apply to me, my spouse or other family members.**
15. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board. **None.**
16. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

I would talk to the person to get a clear understanding of their version of the story. I would then approach the Chair of the Board of Directors—if the concern does not concern the Chair—for guidance. If I continued to feel uncomfortable with the situation, I would request a meeting with the Executive Committee to discuss the matter. I would not ignore the matter.

Educational Philosophy

17. Please explain your understanding of the charter school's mission and/or philosophy.
The first sentence in the mission of DMPCS emphasizes the need to support all children in succeeding in school, living healthy lives and engaging in community affairs by being leaders. I

share the same belief in providing students with strong academic foundations, coupled with leadership skills, social awareness, and living healthy lives. Additionally, it my understanding and perspective adheres to providing all students with an appropriate education not withstanding their “disability”.

18. Please explain your understanding of the educational program of the charter school.

The proposed educational program focuses on scholarship, health and leadership. In so doing, the DMPCS wants to provide students with a rigorous standards-based program that not only aligns to the NYS Core Curriculum, but one with focus on preparing youth for secondary education with great emphasis in the Sciences. The educational program thus provides an extended day program that is imbued with community involvement, mentoring, and advisory groups. The educational program additionally supports and promotes a culture of community, maintains a nontraditional education approach of organizing the 6th grade as a traditional elementary grade, looping of middle school students and by promoting research-based pedagogical methods such as collaborative team teaching, cooperative learning, and differentiated instructions.

19. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

A successful charter school is free and provides students with the utmost academic foundations. A successful charter school will therefore provide equal education to all its students and appropriately support those with additional needs in achieving their goals. The board of the charter school should not only meet regularly with the school leader(s), teachers, and parents, but also they need to visit the school to observe day-to-day actions in the school and address concerns with the school leader when appropriate. As a member of the Education Committee, it is my responsibility to therefore support the leader in selecting appropriate curriculum materials and monitor and reevaluate the success of the curriculum in order to improve it where necessary.

Other

20. Please explain your understanding of the appropriate role of a public charter school board member.

My understanding of the role as a board member of a public charter school is to perform all duties necessary to the administration of the charter as specified in our application. Additionally, my understanding is that the board is responsible for establishing and prescribing the duties of the school administrators, to give advice and make recommendations to the principal on all matters pertaining to the policies and administration of the NYSED and NYCDOE. I hope to continue to serve on the Education Committee, which will work collaboratively with the principal in curriculum development and selections, in hiring of teachers, professional development and other educational needs that may arise.

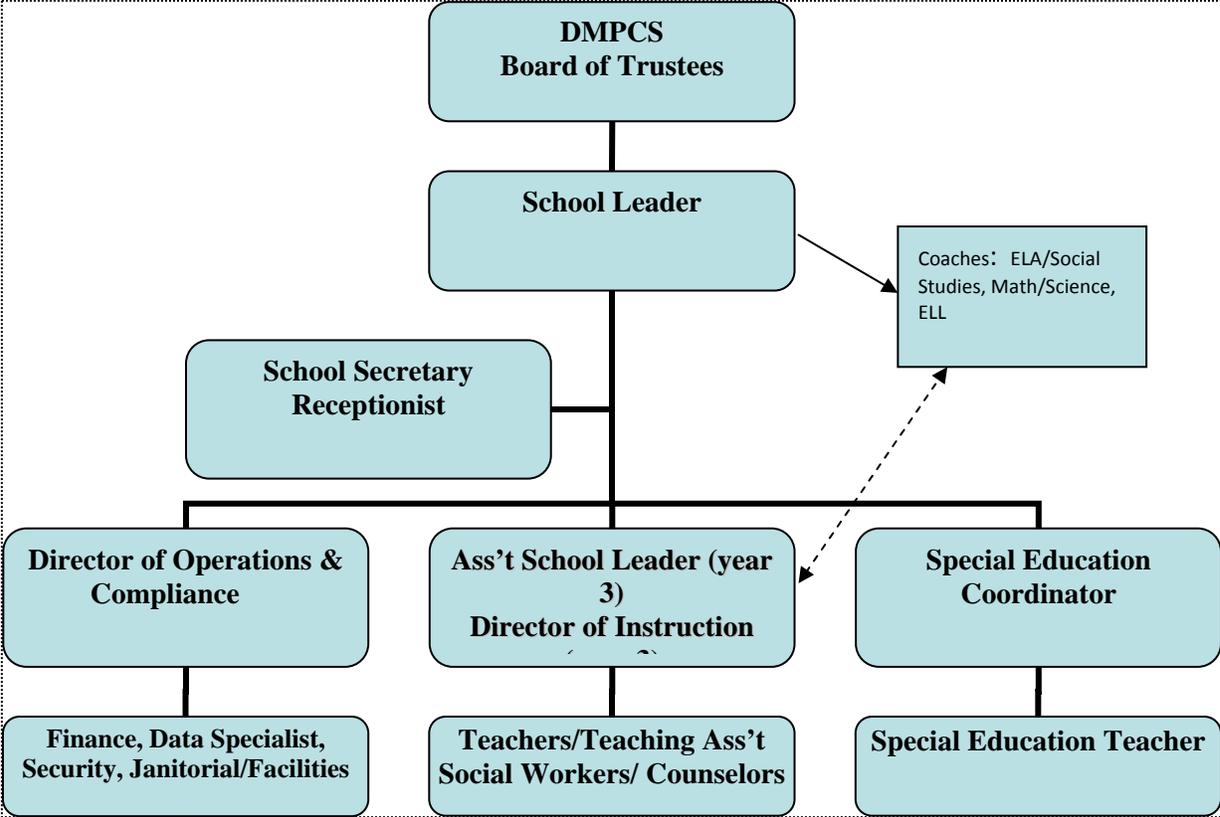
21. Please affirm that you have read and understand the charter school application, the charter school board’s by-laws and all proposed policies.

I affirm that I have read and understand the charter school application, the charter school board’s by-laws and all proposed policies.

22. Please provide any other information that you feel is pertinent to the Department’s review.

Please review my resume.

Attachment 6 – Organizational Chart



Attachment 7 – Job Descriptions

**Job Description: School Leader Reports To: DMPCS Board of Trustees Hire: W/S 2011
MAJOR DUTIES AND RESPONSIBILITIES—Full job description available at capacity
interview.**

The DMPCS School Leader is the administrator and educational leader of the school and bears a responsibility for the total operation of the school. The School Leader’s responsibilities include acting as educational leader and consensus builder, supervisor and evaluator of staff, the developer and evaluator of programs for all students and the coordinator of curriculum and services. Working with the DOC, the School Leader must ensure compliance with the school’s approved charter, board policies, appropriate governmental statutes, NYSED and NYC DOE regulations, and the No Child Left Behind Act..

The School Leader will maintain open channels of communication with parents, students, the school’s staff, the community and the school’s authorizer regarding progress towards the achievement of the school’s goals and objectives and other school accomplishments as well as school practices and policies. The School Leader will supervise all pedagogical full and part-time staff, including teachers, social workers, counselors, coaches, and a DOC. In addition to the above responsibilities, the School Leader will perform all additional duties assigned by the Board of Trustees. The School Leader will have overall responsibility for the following areas:

- I. **Vision.** The School Leader will have knowledge and understanding of: 1) The vision and mission of DMPCS; 2) Group process strategies for melding the diverse values and expectations; 3) Theories of child and human development, the teaching-learning process, and models of on-going school improvement; 4) Relevant research findings and strategies for using data to maintain the school vision.

As an indication of experience to implement a vision, the School Leader will have demonstrate capacity and experience in: 1) Working collaboratively with the school community, 2) Ensuring that decision-making regarding instructional programs and school operations are consistent with and supportive of the school vision, 3) Focusing the faculty on developing learning experiences that enable students to succeed, 4) Fostering open communication with the school community and effectively conveying high expectations for student learning, 5) Facilitating and supporting school-wide collaboration and the exchange of ideas, 6) The use of data to inform instruction, 7) Working collaboratively with all parties, and 8) Innovative instruction and ongoing school improvement.

- II. **Teaching and Learning.** The School Leader will have knowledge and understanding of: 1) The curriculum and instructional methodology of DMPCS, 2) Relevant research related to teaching, learning, curriculum development and integration, and motivating instructional staff, 3) Methods for effectively communicating high expectations for student achievement, 4) Supervisory and observational techniques that promote effective teaching and learning, 5) Authentic and research-based methods for assessing student learning, and 6) Relevant technologies and their use in enhancing student learning.

As an indication of experience to implement a model of teaching and learning, the School Leader will have demonstrate capacity and experience in: 1) Identifying, modeling and promoting effective teaching strategies that enable students to apply what they learn to real world experiences; 2) Encouraging and supporting both the use of innovative, research-based teaching strategies to engage students actively and methods of student assessment which will enhance learning for all students; 3) Conducting classroom visits and periodic observations, providing constructive feedback to faculty and staff, and suggesting models of effective teaching techniques when needed; 4) Fostering a caring, growth-oriented environment for faculty and students, and 5) Promoting collaboration and team building.

- III. **School Management.** While the responsibility in school management falls on the DOC, the School Leader will support the DOC by having knowledge and understanding of: 1) The operational design and

management plan of DMPCS, 2) Organizational theory and principals of organizational development, 3) Human Resources management and development, including related/support/ancillary services, 4) Relevant local, state and federal laws, policies, regulations, and procedures, 5) Sound fiscal procedures and practices, 6) Time management, and 7) Current technologies that support management functions.

As an indication of experience to implement a model of teaching and learning, the School Leader will have demonstrate capacity and experience in: 1) Maintaining a safe, secure, clean, and aesthetically pleasing physical school plant, 2) Establishing and/or implementing policies, regulations, and procedures that promote effective school operations, 3) Maintaining a positive, safe and supportive school environment and implementing student discipline policies, 4) Managing fiscal resources responsibly, efficiently, and effectively, 5) Managing human resources responsibly by selecting and inducting new personnel appropriately, assigning and evaluating all staff effectively, 6) Monitoring support services such as transportation, food, health, and extended care responsibly, 7) Coordinating appropriate co-curricular and extra-curricular activities, 8) Using shared decision making effectively in the management of the school, 9) Using technology effectively to manage school operations, and 10) Monitoring and evaluating school operations and using feedback appropriately to enhance effectiveness.

- IV. **School Improvement.** The School Leader will have knowledge and understanding of: 1) Establishing challenging standards for him/herself, faculty, students, and the school, 2) Strategies for monitoring progress toward reaching the standards, 3) Relevant professional literature related to teaching, learning, curriculum, organizational and staff development, and change processes, and 4) Methods of data collection, analysis, interpretation, and program evaluation.

As an indication of experience to implement a model of teaching and learning, the School Leader will have demonstrate capacity and experience in: 1) Providing ongoing opportunities for staff to reflect on their roles and practices in light of student and school goals, 2) Facilitating school-based research and use these and other research findings to plan school improvement initiatives, pace the implementation of these changes, and evaluate their impact on teaching and learning, 3) Fostering the genuine continuous involvement and commitment of the school community in promoting the progress of all students toward attaining high standards, and 4) Enhancing school effectiveness by appropriately integrating the processes of teacher selection/evaluation and professional development with school improvement.

- V. **School-Community Relations.** The School Leader will have knowledge and understanding of: 1) The composition of the school community including demographic statistics and other relevant considerations, 2) Successful, research-based strategies for establishing positive school-community relations and fostering parental and community participation, 3) Outreach to targeted groups of students such as those with SPED and ELL classifications, and 4) Techniques for promoting the positive aspects of the school and communicating with the media effectively; and

As an indication of experience to implement a model of teaching and learning, the School Leader will have demonstrate capacity and experience in: 1) Becoming an integral part of the community and ensuring that the school is meaningfully integrated into the life of the community, 2) Using community resources to enhance the quality of school programs, including those resources available through business, appropriate government agencies, institutions of higher learning, and community-based nonprofit organizations, and 3) Communicating effectively both interpersonally and through the media.

- VI. **Professional Development.** The School Leader will have knowledge and understanding of: 1) The professional development philosophy, plan and programs of DMPCS, as described in the charter, 2) Relevant research related to motivation, adult learning, staff development, sound pedagogical practices, emerging technologies; and assessments, 3) Most effective profession development and learning opportunities for teachers and staff, and 4) Organizational learning for school cultures, goal setting,

change processes, and group dynamics; and resource management.

As an indication of experience to implement a model of teaching and learning, the School Leader will have demonstrate capacity and experience in: 1) Communicating a focused vision for both school and individual professional growth, 2) Using research and data from multiple sources to design and implement professional development activities, 3) Securing the necessary resources for meaningful professional growth, 4) Supporting individual and collaborative professional development, 5) Establishing appropriate and effective incentives for learning and growth and encourage participation in professional development activities and 6) Assessing the overall impact of PD activities on the improvement of teaching and student learning

Minimum Qualifications and Training:

- Understanding of and commitment to the mission, goals, educational philosophy and activities of DMPCS, as described in the school’s charter.
- A minimum of five-years experience as a principal or assistant principal in a public school setting with a strong knowledge of leadership principles and practices gained through work experience and formal education.
- Exceptional speaking and writing skills.
- Exceptional knowledge of curriculum and instructional practices with strong business and operational knowledge and skills.
- Exceptional interpersonal skills and an effective communicator and strong motivator.
- A visionary who is a strong and confident decision-maker.
- Excellent time management and organizational skills.
- Facility with computer technology in gathering information and coordinating technical resources for students, teachers, and classrooms.
- Understanding of the use of data to inform daily teaching practices.
- Understanding and ability to model for teachers differentiated instruction.
- Ability to document with data all of the above competencies.

Job Description: Director of Operations and Compliance (DOC)
Reports To: School Leader, Hired with approval of Board of Trustees
Hire: Winter/Spring 2011

The Director of Operations and Compliance (DOC) ensures compliance with federal, state, and local government policies and procedures as it pertains to programmatic, regulatory, financial and operational audits in charter schools. S/he manages and coordinates the processing and reporting of operational, compliance, programmatic, and financial activities for the charter school. S/he develops internal controls designed to help safeguard the viability of the charter school aligned with all applicable regulations.

Operational Responsibilities

- Completing the school’s annual reports and the charter renewal and completing all reports as specified under NCLB such as, the Consolidated Application, School Wide Plan, and Comprehensive Educational Plan.
- Completing all requirements under the Title Program as specified by NCLB.
- Ensuring all teachers have the appropriate certifications.
- Reporting statistics to the Board at every meeting, including but not limited to enrollment figures, student demographics, test results.
- Completing the School Safety Plan.
- Ensuring compliance to testing procedures as outlined by NYSED and NYC DOE.
- Overseeing site management and development.

**Dr. Muriel Petioni Charter School
Full Application Attachments and Forms**

- Overseeing technology needs and operation
- Ensuring that the school site is maintained as a safe and clean environment.
- Recruiting, hiring, and training administrative & operations personnel, including annual performance evaluation of administrative & operations personnel.
- Developing recommendations regarding human resources policies and reporting such recommendations to the Board.
- Developing and maintaining the school's operational plan.
- Establishing strong systems for data management (e.g. enrollment and admissions procedures and records; attendance procedures and records).
- Supervising and supporting all compliance-related reporting.
- Overseeing operations in a manner consistent with all applicable local, State and Federal statutes and in compliance with the organization's by-laws, policies and procedures.
- Developing, modifying and implementing the school's student recruitment/outreach plan with a strong focus on enrolling low income families and students eligible for free or reduced lunch program, as well as students classified as SPED and ELL.
- Attending all board meetings and working with board members to implement policies.
- Assisting with Board development.
- Working with the School Secretary on maintaining ATS.
- Overseeing all janitorial and custodian activities.
- Ensuring the required number of fire drills are completed.
- Overseeing the NYC DOE School Security Personnel.
- Overseeing, calculating, and administering the school's Performance Based Incentive payouts.
- Overseeing that the Open Meetings Law is complied with.
- Performing other tasks consistent with the goals and objectives of this position

Fiscal Responsibilities: The DOC will actually be responsible for the following activities until 2013 when a Director of Finance will be hired. The DOC will then supervise the Director of Finance.

- Working with the Finance Committee of the Board and the external accountant (AJS), ensures financial stability, sound financial planning, effective asset management and full compliance with charter audit requirements. Serves on the Board Finance Committee.
- Coordinates fund development, including the creation and implementation of long-term financial development plan, donor management and the acquisition of entitlement and competitive grants and corporate sponsorships.
- Works with Board Treasurer, outside auditors and charter authorizer to address operational improvements and recommends actions identified as part of the annual audit.
- Submits periodic financial reports to Treasurer and Board of Trustees. Submits all financial reports required by its charter authorizer and the New York State Education Department.
- Oversees payroll processing and required tax reporting.
- Assures the charter school meets specifically assigned ongoing and annual operational and financial objectives.
- Reviews and advises on all reports that have financial implications.
- Performs other duties as needed or requested by the School Principal or Board Treasurer

Minimum Qualifications and Training

- Bachelor's degree in business or closely related field; Bachelor's degree in any degree if experienced in this position; Master's degree in Administration preferred.
- Five years experience in an educational environment; charter school preferred.
- Knowledgeable of all Education Codes, including, but not limited to those sections covering school

**Dr. Muriel Petioni Charter School
Full Application Attachments and Forms**

accountability and compliance, educational requirements, and finance requirements, accounting procedures, and the audit process.

- Prior successful experience with principles, practices and methods of compliance, accountability, educational, and financial management, budget preparation and control.
- Working knowledge of computer applications including accounting software, spreadsheets, databases, and word processing.
- Working knowledge of Federal programs and grants
- Ability to prepare clear, concise, accurate and complete accountability reports (in all operations areas) including statistical analysis.
- Knowledge of and experience with school facilities and relevant technologies.

Job Description: School Secretary **Reports To:** School Leader, with responsibilities to the DOC

Hire: Winter/Spring 2011

The School Secretary is responsible for managing the School Leader's schedule and calendar and organizing and supervising all the main administrative activities that facilitate the smooth and efficient running of the main office.

Responsibilities:

- Overall responsibility for entering data on ATS. ATS is the basis of all NCLB, AYP, and grow is measured through the data on ATS. The School Secretary will answer to the DOC for this very central role. This activity will take precedent over all others.
- Answering general telephone and email enquiries, and re-directing calls to appropriate administrators, faculty and staff members.
- Maintaining office appliances including computers, photocopier, fax machine, including interacting with suppliers and service engineers and taking responsibility for contracts and their fulfillment.
- Coordinating internal meetings and appointments
- Ordering, monitoring and maintenance of all external supplies and services, including:
- Overseeing school security procedures, in close coordination with the DOC
- Managing postal operations
- Managing personnel-related records and activities, including substitute teachers
- Maintaining up-to-date copies of all school supplier contracts, contact lists for staff and committee members and records of all domain names owned by school ensuring that registrations are up to date
- Distributing papers/information packs for all meetings organized by the school staff.
- Filing, including management of document archiving and organization and maintenance of common files (both hard copy and electronic format)
- Ensuring that school calendar is kept up-to-date with all conferences/meetings
- Managing/assisting with other assignments or ad hoc tasks as and when required

Minimum Qualifications and Training:

- Minimum of Associates Degree or secretarial training
- Demonstrated and successful record of prior employment in an administrative or secretarial capacity in an educational environment.
- Knowledge of and experience with relevant technologies.
- Commitment to improvement and learning through professional development.
- Love of students and the belief that all children can and will learn.

Job Description: **Classroom Teacher** Reports To: **School Leader** Hire: **July 2011**

DMPCS classroom teachers are responsible for ensuring that all students in their classes are achieving at high levels both academically and socially. Classroom Teachers report directly to the School Leader.

Responsibilities:

- Develop effective, standards-aligned lessons that support student learning and achievement of school academic objectives and benchmarks.
- Plan purposefully to provide students with opportunities for constructing meaning and developing understandings of new concepts.
- Utilize developmentally appropriate and rigorous curricula and instructional materials and present students with new ideas and concepts through a variety of strategies that inspire and guide them to explore, express and uncover new ideas.
- Administer, collect and analyze qualitative and quantitative data gathered from a variety of assessments on each student.
- Reflect regularly on data from student assessments alone and with colleagues, administration, or students' families in order to inform his or her work, modify practices and increase student achievement (D3M).
- Collaborate with special education teachers to design and execute individualized instructional plans for students with special needs.
- Build relationships with families of DMPCS students through frequent communication about students' progress and ways that families can support their children's learning.
- Create a classroom community that maintains the school's high academic and social expectations for students.
- Actively work to improve his or her own practice, to acquire and enhance the skills and knowledge necessary for excellent instruction and to generally increase his or her effectiveness in the classroom and in the school community.
- Use common planning time effectively.
- Maintain diary mapping that aligns with the schools curriculum and pacing schedule.
- Working with peer teachers, develop common assessments for the purpose of tracking student growth over time in the entire school.
- Agree to use the school's approved curriculum and any special programs purchased.
- Participate actively in the school's professional development program and use the software for tracking student progress.
- Agree to develop personal learning goals each year.
- Operate according to the professional standards of the school, which are defined in detail within the schools' staff policies and procedures handbook.

Minimum Qualifications and Training:

- Understanding of and commitment to the mission, goals, educational philosophy and activities of DMPCS as described in the school's charter.
- Fulfillment of all NCLB "highly qualified" requirements in his/her area.
- Minimum of three-years teaching in an elementary as a teacher or in other relevant educational positions (e.g. Teach for America corps members).
- Bachelor's Degree, or higher degree, in Education
- Appropriate New York State certifications.
- Bilingual (Spanish/English) helpful
- Demonstrated and successful record of prior employment in educational environments.
- Knowledge of and experience with assessments and relevant technologies.
- Experience working with diverse populations of students, parents and families.

**Dr. Muriel Petioni Charter School
Full Application Attachments and Forms**

- Experience working with students at-risk of educational failure.
- Commitment to continuous improvement and learning through PD.
- Love of students and the belief that all students can and will learn.
- Commitment to the Harlem community.

Job Description: Technology Teacher Reports To: School Leader Hire: July 2011

The DMPCS Technology teacher is responsible for ensuring that all students in their classes are achieving at high levels both academically and socially. The Technology Teacher reports directly to the School Leader.

Responsibilities:

The responsibilities of the Technology Teacher are identical to that of the classroom teacher with one exception. The Technology Teacher will work directly with the classroom teachers, integrating technology into the lesson planning of the subjects. The Technology Teacher does not teach a separate class in the beginning years of the school but integrates all technology within existing classrooms.

Minimum Qualifications and Training: Same as General Teacher Qualifications

Job Description: Special Education Teacher Reports To: School Leader Hire: July 2011

The Special Education Teacher provides consultation with and support to general education teachers in addressing the needs of their students with IEPs in the general education classrooms as well as providing resource room instruction for children whose IEP requires instructional time outside of an inclusion setting. The Special Education Teacher will report to the School Leader.

Responsibilities:

- Conduct ongoing training for classroom teachers and instructional assistants regarding inclusive education practices, curriculum modifications and behavior interventions for special needs students in general education classrooms.
- Assist classroom teachers in adapting curriculum for special needs students, and provides modified curriculum and resources as needed by classroom teachers.
- Assist classroom teachers with developing daily reports, behavioral schedules and social skills curriculum for special needs students in general education classrooms.
- Model teaching strategies and techniques for classroom teachers for special needs students in general education classroom.
- Provide resource room instruction to students whose IEPs require instructional time outside of an inclusion setting.
- Provide consultation and support for parents of special needs students in general education classroom and help to facilitate positive collaboration between parents and teachers.
- Confer frequently with the district of residence special education support staff and administrators to provide needed services regarding inclusive education practices.
- Attend IEP and staff/parent meetings of students with special needs in general education classrooms, as requested.

Minimum Qualifications and Training: Same as the General Teacher Qualifications plus

- Minimum Masters Degree in Special Education
- Appropriate state certification as a special education teacher and any other credentialing required
- Knowledge of special education laws and requirements;
- At least three years of successful experience in classroom teaching experience with students with special needs is desirable before assignment to this position.

Job Description: Social Worker **Reports To:** School Leader **Hire:** July 2011

The Social Worker will support the school in addressing the social, emotional, developmental and emotional needs of the school's students and families, and in helping students and families access appropriate services and resources.

Responsibilities:

- Counseling students whose behavior, school progress, or mental or physical impairment indicate a need for assistance and arranging for services.
- Consulting with parents, teachers, and other school personnel to determine causes of problems such as truancy and misbehavior, and to implement solutions.
- Developing and reviewing service plans in consultation with students, their families and school staff, and performing follow-ups.
- Supporting school staff in addressing issues such as suspected child abuse and neglect. Acting as school liaison with the child welfare authorities.
- Assisting with such legal issues as hearings and providing testimony to inform custody arrangements.
- Providing, finding or arranging for support services for families, such as child care, homemaker service, prenatal care, substance abuse treatment, job training, counseling, or parenting classes, to prevent more serious problems from developing.
- Referring students to community resources for services.
- Maintaining case history records and preparing reports.
- Addressing emergency situations impacting students—e.g. leading group counseling sessions that provide support in such areas as grief, stress or chemical dependency.
- Arranging for medical, psychiatric, and other tests that may disclose causes of difficulties and indicate remedial measures.
- Serving as a liaison between students, homes, schools, family services, child guidance clinics, courts, protective services, doctors and other contacts, to help children who face problems such as disabilities, abuse or poverty.
- Interviewing students individually, in families, or in groups, and assessing their situations, capabilities, and problems, to determine what services are required to meet their needs.

Minimum Qualifications and Training:

- Understanding of and commitment to the mission, goals, educational philosophy and activities of DMPCS, as described in the school's charter.
- A Master's degree or higher degree in Social Work, with clinical and supervisory experience preferred.
- Appropriate New York State Certification
- Bilingual (Spanish/English) helpful
- Demonstrated and successful record of prior employment as a counselor or social worker in an educational environment.
- Demonstrated ability to work productively with staff and with diverse populations of students, parents and families
- Demonstrated understanding of issues facing children and youth, especially those from immigrant families and poverty-level families, in urban areas.
- Commitment to continuous improvement and learning through PD.

Job Description: Data Specialist **Reports To:** DOC **Hire:** July 2011

The Data Specialist will be a key player in the development of the data rich environment. S/he will answer to the DOC and will be responsible for all compliance tracking but will work closely with the School Leader in producing reports for teachers and data driven decision making.

Responsibilities:

- Upkeep of the school's data tracking programs including (but not necessarily limited to): ATS, the SunGard Suite of Services (Curriculum Connector, Assessment Builder, and Tracker), Scantron Performance Series, nySTART, TEACH, and the NYSED Principal's Portal.
- Teacher other staff (particularly teachers) on using the SunGard Suite of Services.
- Learn and understand the U.S. Federal Government's e-grant system for federal grants.
- Analyze school demographic data based on NCLB standards.
- Produce reports for teachers to allow them to make data driven decisions based on student performance and growth over time.
- Produce reports for the School Leader and the Board of Trustees showing student progress over time.
- Work closely with the State and Federal Evaluation Team to ensure compliance with NCLB and figuring the high school cohort.
- Track attendance to ensure no student is missing undue amounts of school.
- Assist the DOC with any oversight meetings with the authorizer or other regulatory body.
- Produce data for any oversight meetings.
- Produce, with the DOC, the quarterly Board reports outlining student performance.
- Assist the School Secretary with the development of a system for tracking lottery applications.
- Serve as testing coordinator, distributing the NYSED tests.
- Develop templates and systems for collecting outcome data for reports such as the Title TAP (eventually SWAP), Annual Report, NYC Report Card.
- Any other task necessary to create the numerous accountability reports Charter Schools are required to submit.

Qualifications:

- A Bachelors in a relevant field, Master's preferred.
- At least one year's experience in developing systems and tracking data, preferably in an existing charter school.
- Knowledge of and experience with assessments and relevant technologies
- Ability to be flexible and work as a team member.
- Demonstrated understanding of data driven instruction, or a comparable system in another field.
- Ability to work with teachers who will have big differences in their ability to use technology and understand data.
- A belief that all children can learn.
- A passion for community work.

Job Description: Coaches **Reports To:** School Leader **Hire:** August 2011

The Coaches will have specialty areas in ELA/Social Studies, Math/Science, and ELL services. The main responsibility of any Coach will be to provide embedded professional development to teachers, extracting skills talked about in professional development meetings and applying these skills to the classroom. The actual schedules of the Coaches will be determined based on the needs of the teachers and students and will work an average of 10 to 15 hours a week for 40 weeks. Below are their general responsibilities regardless of subject area.

Responsibilities:

Coaches will provide strategies for the following while working directly in the classrooms using a variety of techniques such as observation and feedback, modeling, or team teaching:

- Classroom management techniques.
- Differentiated instruction.
- Reading in the Content Area (RICA)
- Help with the teaching of actual content.
- Use of data to drive instruction.

Coaches will provide support during professional development. All Coaches will look for evidence, or opportunities to teach the teacher, of any skills presented during professional development the next time they are in a class on the above subjects. During PD they will:

- Outline strategies used with students classified as ELL or who have IEPs.
- Provide extensive out of classroom support on RICA.
- Assist teachers in developing strategies to use data to inform instruction.
- Assist teachers in the development of appropriate unit, mid-, and final exams.
- Any other embedded teaching skills that may be required.

Qualifications:

- Highly qualified in their teaching area as measured by years in the field and teacher certification.
- Proven record as a Master Teacher, Assistant Principal, and/or Principal
- While at least one the Coaches will be well versed in RICA, all must be familiar, comfortable, and accept the concepts of RICA.
- The ELL Coach must be NYSED certified as an ELL teacher.
- One must have certification and be a Master Teacher of Math.
- Must be flexible and able to reach a wide range of learners (teachers).
- Must believe that all children can learn.
- Must have a commitment to public service.



New Applicaton Budget(s) & Cash Flow(s) Template

Charter School Name Here

Contact Name: Selvin Osbourn
Contact Email: selvinn@sprynet.com
Contact Phone: 914.593.0247

Examples
Pre-Opening Period January 1, 2011 to June 30, 2011
Operational Year ONE July 1, 2011 to June 30, 2012

Charter School Name Here
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
January 1, 2011 to June 30, 2011

Total Revenue	230,000
Total Expenses	229,610
Net Income	390
Actual Student Enrollment	-
Total Paid Student Enrollment	-

DESCRIPTION OF ASSUMPTIONS

START-UP PERIOD

REVENUE

REVENUES FROM STATE SOURCES

Per Pupil Revenue	CY Per Pupil Rate	
School District 1 (Enter Name)		
School District 2 (Enter Name)		
School District 3 (Enter Name)		
School District 4 (Enter Name)		
School District 5 - New York City	13,827	
School District 6 (Enter Name)		
School District 7 (Enter Name)		
School District 8 (Enter Name)		
School District 9 (Enter Name)		
School District 10 (Enter Name)		
School District 11 (Enter Name)		
School District 12 (Enter Name)		
School District 13 (Enter Name)		
School District 14 (Enter Name)		
School District 15 (Enter Name)		
School District - ALL OTHER		
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)		
Special Education Revenue		
Grants		
Stimulus		
DYCD (Department of Youth and Community Developm.)		
Other		230,000
TOTAL REVENUE FROM STATE SOURCES		230,000

There will be a letter of commitment between now and election day, see budget narrative.

REVENUE FROM FEDERAL FUNDING

IDEA Special Needs	
Title I	
Title Funding - Other	
School Food Service (Free Lunch)	
Grants	
Charter School Program (CSP) Planning & Implementation	
Other	
TOTAL REVENUE FROM FEDERAL SOURCES	

LOCAL and OTHER REVENUE

Contributions and Donations	
Fundraising	
Erate Reimbursement	
Earnings on Investments	
Interest Income	
Food Service (Income from meals)	
Text Book	
OTHER	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	

TOTAL REVENUE	230,000
----------------------	----------------

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

	No. of Positions	
Executive Management	1.00	65,000
Instructional Management		
Deans, Directors & Coordinators		
CFO / Director of Finance		
Operation / Business Manager	1.00	45,000
Administrative Staff	1.00	16,000
TOTAL ADMINISTRATIVE STAFF	3.00	126,000

School Leader base salary \$130,000 pro-rated for 6 months

Dir. Of Operations & Compliance base salary \$90,000 pro-rated for 6 months

School Secretary base salary \$32,000 pro-rated for 6 months

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular		
Teachers - SPED		
Substitute Teachers		
Teaching Assistants		
Specialty Teachers		
Aides		
Therapists & Counselors		
Other		
TOTAL INSTRUCTIONAL		

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse		
Librarian		
Custodian		
Security		
Other		
TOTAL NON-INSTRUCTIONAL		
SUBTOTAL PERSONNEL SERVICE COSTS	3.00	126,000

PAYROLL TAXES AND BENEFITS

Payroll Taxes	14,490	Payroll taxes, medicaid, FICA, DIU, Worker's Comp: 11.5%
Fringe / Employee Benefits	3,600	Health, dental, life: \$6,400 annual benefit package per employee
Retirement / Pension	2,520	2% of payroll
TOTAL PAYROLL TAXES AND BENEFITS	26,610	

TOTAL PERSONNEL SERVICE COSTS	3.00	152,610
--------------------------------------	-------------	----------------

Charter School Name Here
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
January 1, 2011 to June 30, 2011

Total Revenue	230,000	DESCRIPTION OF ASSUMPTIONS
Total Expenses	229,610	
Net Income	390	
Actual Student Enrollment	-	
Total Paid Student Enrollment	-	

START-UP PERIOD

CONTRACTED SERVICES

Accounting / Audit	3,000	Accounting services are being donated, this is end of year audit by external firm status
Legal	7,500	
Management Company Fee		
Nurse Services		
Food Service / School Lunch		
Payroll Services		
Special Ed Services		
Titlement Services (i.e. Title I)		
Other Purchased / Professional / Consulting	10,000	Grant writing consultant
TOTAL CONTRACTED SERVICES	20,500	

SCHOOL OPERATIONS

Board Expenses	1,000	For various trainings and seminars
Classroom / Teaching Supplies & Materials		
Special Ed Supplies & Materials		
Textbooks / Workbooks		
Supplies & Materials other		
Equipment / Furniture	4,500	Fax machine and office furniture
Telephone		
Technology	3,000	Computers, printers, software for three staff
Student Testing & Assessment		
Field Trips		
Transportation (student)		
Student Services - other		
Office Expense	6,000	\$1,000 per month for various paper, copying, general office supplies
Staff Development		
Staff Recruitment	15,000	Job posting, supplies for job fairs
Student Recruitment / Marketing	15,000	
School Meals / Lunch		Marketing, postings, supplies
Travel (Staff)		
Fundraising		
Other		
TOTAL SCHOOL OPERATIONS	44,500	

FACILITY OPERATION & MAINTENANCE

Insurance	12,000	D&O and General Liability Insurance
Janitorial		
Building and Land Rent / Lease		Services donated by James Varick Center
Repairs & Maintenance		Space donated by James Varick Center
Equipment / Furniture		Services donated by James Varick Center
Security		Equipment donated by James Varick Center
Utilities		Services donated by James Varick Center
TOTAL FACILITY OPERATION & MAINTENANCE	12,000	Utilities donated by James Varick Center

DEPRECIATION & AMORTIZATION

DISSOLUTION ESCROW & RESERVES / CONTINGENCY

TOTAL EXPENSES	229,610
NET INCOME	390

ENROLLMENT - *School Districts Are Linked To Above Entries*

School District 1 (Enter Name)	
School District 2 (Enter Name)	
School District 3 (Enter Name)	
School District 4 (Enter Name)	
School District 5 New York City	
School District 6 (Enter Name)	
School District 7 (Enter Name)	
School District 8 (Enter Name)	
School District 9 (Enter Name)	
School District 10 (Enter Name)	
School District 11 (Enter Name)	
School District 12 (Enter Name)	
School District 13 (Enter Name)	
School District 14 (Enter Name)	
School District 15 (Enter Name)	
School District - ALL OTHER	
TOTAL ENROLLMENT	-

REVENUE PER PUPIL	-
--------------------------	----------

EXPENSES PER PUPIL	-
---------------------------	----------

Charter School Name Here PROJECTED CASH FLOW FOR PRE-OPENING PERIOD January 1, 2011 to June 30, 2011							
Total Revenue	38,333	38,333	38,333	38,333	38,333	38,333	230,000
Total Expenses	39,935	37,935	41,435	37,185	33,185	39,935	229,610
Net Income	(1,602)	398	(3,102)	1,148	5,148	(1,602)	390
Cash Flow Adjustments	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-
Net Income	(1,602)	398	(3,102)	1,148	5,148	(1,602)	390
	January	February	March	April	May	June	TOTAL
REVENUE							
REVENUES FROM STATE SOURCES							
Per Pupil Revenue							
School District 1 (Enter Name)							
School District 2 (Enter Name)							
School District 3 (Enter Name)							
School District 4 (Enter Name)							
School District 5 New York City							
School District 6 (Enter Name)							
School District 7 (Enter Name)							
School District 8 (Enter Name)							
School District 9 (Enter Name)							
School District 10 (Enter Name)							
School District 11 (Enter Name)							
School District 12 (Enter Name)							
School District 13 (Enter Name)							
School District 14 (Enter Name)							
School District 15 (Enter Name)							
School District - ALL OTHER							
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)							
Special Education Revenue							
Grants							
Stimulus							
DYCD (Department of Youth and Community Developmt.)							
Other							
Other							
TOTAL REVENUE FROM STATE SOURCES							
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs							
Title I							
Title Funding - Other							
School Food Service (Free Lunch)							
Grants							
Charter School Program (CSP) Planning & Implementation							
Other							
Other							
TOTAL REVENUE FROM FEDERAL SOURCES							
LOCAL and OTHER REVENUE							
Contributions and Donations							
Fundraising							
Erate Reimbursement							
Earnings on Investments							
Interest Income							
Food Service (Income from meals)							
Text Book							
OTHER							
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	38,333	38,333	38,333	38,333	38,333	38,333	230,000
TOTAL REVENUE	38,333	38,333	38,333	38,333	38,333	38,333	230,000
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS							
Executive Management	No. of Positions						
Instructional Management	1.00	10,833	10,833	10,833	10,833	10,833	65,000
Deans, Directors & Coordinators							
CFO / Director of Finance							
Operation / Business Manager	1.00	7,500	7,500	7,500	7,500	7,500	45,000
Administrative Staff	1.00	2,667	2,667	2,667	2,667	2,667	16,000
TOTAL ADMINISTRATIVE STAFF	3.00	21,000	21,000	21,000	21,000	21,000	126,000
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular							
Teachers - SPED							
Substitute Teachers							
Teaching Assistants							
Specialty Teachers							
Aides							
Therapists & Counselors							
Other							
TOTAL INSTRUCTIONAL							
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse							
Librarian							
Custodian							
Security							
Other							
TOTAL NON-INSTRUCTIONAL							
SUBTOTAL PERSONNEL SERVICE COSTS	3.00	21,000	21,000	21,000	21,000	21,000	126,000
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		2,415	2,415	2,415	2,415	2,415	14,490
Fringe / Employee Benefits		1,600	1,600	1,600	1,600	1,600	9,600
Retirement / Pension		420	420	420	420	420	2,520
TOTAL PAYROLL TAXES AND BENEFITS		4,435	4,435	4,435	4,435	4,435	26,610
TOTAL PERSONNEL SERVICE COSTS	3.00	25,435	25,435	25,435	25,435	25,435	152,610

Charter School Name Here							
PROJECTED CASH FLOW FOR PRE-OPENING PERIOD							
January 1, 2011 to June 30, 2011							
	January	February	March	April	May	June	TOTAL
Total Revenue	38,333	38,333	38,333	38,333	38,333	38,333	230,000
Total Expenses	39,935	37,935	41,435	37,185	33,185	39,935	229,610
Net Income	(1,602)	398	(3,102)	1,148	5,148	(1,602)	390
Cash Flow Adjustments	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-
Net Income	(1,602)	398	(3,102)	1,148	5,148	(1,602)	390
CONTRACTED SERVICES							
Accounting / Audit						3,000	3,000
Legal			3,750			3,750	7,500
Management Company Fee							
Nurse Services							
Food Service / School Lunch							
Payroll Services							
Special Ed Services							
Titlement Services (i.e. Title I)							
Other Purchased / Professional / Consulting		2,500		2,500	2,500	2,500	10,000
TOTAL CONTRACTED SERVICES	-	2,500	3,750	2,500	2,500	9,250	20,500
SCHOOL OPERATIONS							
Board Expenses			250	250	250	250	1,000
Classroom / Teaching Supplies & Materials							
Special Ed Supplies & Materials							
Textbooks / Workbooks							
Supplies & Materials other							
Equipment / Furniture	4,500						4,500
Telephone							
Technology	3,000						3,000
Student Testing & Assessment							
Field Trips							
Transportation (student)							
Student Services - other							
Office Expense	1,000	1,000	1,000	1,000	1,000	1,000	6,000
Staff Development							
Staff Recruitment		3,000	5,000	5,000	1,000	1,000	15,000
Student Recruitment / Marketing	4,000	4,000	4,000	1,000	1,000	1,000	15,000
School Meals / Lunch							
Travel (Staff)							
Fundraising							
Other							
TOTAL SCHOOL OPERATIONS	12,500	8,000	10,250	7,250	3,250	3,250	44,500
FACILITY OPERATION & MAINTENANCE							
Insurance	2,000	2,000	2,000	2,000	2,000	2,000	12,000
Janitorial							
Building and Land Rent / Lease							
Repairs & Maintenance							
Equipment / Furniture							
Security							
Utilities							
TOTAL FACILITY OPERATION & MAINTENANCE	2,000	2,000	2,000	2,000	2,000	2,000	12,000
DEPRECIATION & AMORTIZATION							
DISSOLUTION ESCROW & RESERVES / CONTIGENCY							
TOTAL EXPENSES	39,935	37,935	41,435	37,185	33,185	39,935	229,610
NET INCOME	(1,602)	398	(3,102)	1,148	5,148	(1,602)	390
CASH FLOW ADJUSTMENTS							
OPERATING ACTIVITIES							
Example - Add Back Depreciation							
Other							
Total Operating Activities	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES							
Example - Subtract Property and Equipment Expenditures							
Other							
Total Investment Activities	-	-	-	-	-	-	-
FINANCING ACTIVITIES							
Example - Add Expected Proceeds from a Loan or Line of Credit							
Other							
Total Financing Activities	-	-	-	-	-	-	-
Total Cash Flow Adjustments	-	-	-	-	-	-	-
NET INCOME	(1,602)	398	(3,102)	1,148	5,148	(1,602)	390
Beginning Cash Balance							
ENDING CASH BALANCE	(1,602)	398	(3,102)	1,148	5,148	(1,602)	390

Charter School Name Here
PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE
July 1, 2011 to June 30, 2012

DESCRIPTION OF ASSUMPTIONS

PROGRAM SERVICES	PROGRAM SERVICES			SUPPORT SERVICES		TOTAL
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	
TOTAL REVENUE	1,410,094	233,036	230,000	295,000	70,000	2,228,130
TOTAL EXPENSES	1,955,538	207,372	230,000	228,610	70,000	2,691,520
NET INCOME	54,556	11	11	66,390	100	100
ACTUAL STUDENT ENROLLMENT	89	11				100
TOTAL PAID STUDENT ENROLLMENT	89	11				100
PERSONNEL COSTS	1,019,486	166,859				1,186,345
CONTRACTED SERVICES	17,800	2,200	70,000			90,000
SCHOOL OPERATIONS	12,000	825				12,825
DEPRECIATION & AMORTIZATION	25,700	3,300				29,000
DISSENT SERVICES	2,850	1,000				3,850
OTHER PURCHASED / PROFESSIONAL / CONSULTING	17,000	800				17,800
TOTAL PERSONNEL SERVICE COSTS	124,875	25,125	70,000			220,000
SCHOOL OPERATIONS	1,100					1,100
DEPRECIATION & AMORTIZATION	21,900					21,900
DISSENT SERVICES	2,200					2,200
OTHER PURCHASED / PROFESSIONAL / CONSULTING	7,313	132				7,445
TOTAL SCHOOL OPERATIONS	30,000	9,976				39,976
DEPRECIATION & AMORTIZATION	9,000					9,000
DISSENT SERVICES	10,000					10,000
OTHER PURCHASED / PROFESSIONAL / CONSULTING	18,999	4,265				23,264
TOTAL SCHOOL OPERATIONS	211,177	15,058	230,000	145,300		591,535
DEPRECIATION & AMORTIZATION	25,000					25,000
DISSENT SERVICES	230,000					230,000
OTHER PURCHASED / PROFESSIONAL / CONSULTING	15,000					15,000
TOTAL FACILITY OPERATION & MAINTENANCE	43,000		230,000	145,300		418,300
DEPRECIATION & AMORTIZATION	25,000					25,000
DISSENT SERVICES	230,000					230,000
OTHER PURCHASED / PROFESSIONAL / CONSULTING	15,000					15,000
TOTAL FACILITY OPERATION & MAINTENANCE	1,355,538	207,372	230,000	228,610	70,000	2,091,520
NET INCOME	54,556	11	11	66,390	100	100

Calculated to be 11.5% of total personnel costs
 16,400 minus package = estimated \$5,000 per 1st staff for student performance incentives
 Based on 2% of entire salary minus substitute teacher expenses

\$70,000 for Accounting Fees Contract and \$20,000 for Annual Audit
 Estimated legal fees incurred

11 offset by income above 100 students * \$1.50 * 200 days
 Standard cost of payroll services
 Estimated at \$1,000 per student benefit special ed months above
 The DOE will be responsible for this
 assumed July start date

General costs for training materials
 Estimated at \$900 for 11 months; \$12,000 for library materials
 Estimated at \$200 per student
 Estimated to be \$250 per student
 Training/Curriculum Software: SunGard \$5,250 Implementation 95% Reader+12 per student
 student (\$40,000); Instruction Equip = \$10,000; sports/art/music supplies = \$2,900
 Estimated at \$1,000 per month
 Server = \$5,000; staff Computers = \$6,700; interactive white boards & student computers = \$8,200
 Stanton Diagnostic and Performance series in Reading, Math, & Science
 Estimated at \$30 per student
 All students will have metro cards supplied by Office of Pupil Transportation through DOE

elsewhere
 \$1000/day for curriculum, testing, classroom management PD
 Included above in contractual services

James Verick Community Center is donating rent for one year
 HVAC/Roller Main. = \$10,000; Fire Central Station = \$30,000; Extremator = \$6,000; Elevator Main. = \$10,800
 Included above as per instruction (non-instructional furniture line 125)
 Provided by School Safety through DOE

ENROLLMENT - *School Districts Are Linked To Above Entries*

SCHOOL DISTRICT	ENROLLMENT
School District 1 (Enter Name)	
School District 2 (Enter Name)	
School District 3 (Enter Name)	
School District 4 (Enter Name)	
School District 5 (Enter Name)	
School District 6 (Enter Name)	
School District 7 (Enter Name)	
School District 8 (Enter Name)	
School District 9 (Enter Name)	
School District 10 (Enter Name)	
School District 11 (Enter Name)	
School District 12 (Enter Name)	
School District 13 (Enter Name)	
School District 14 (Enter Name)	
School District 15 (Enter Name)	
School District - ALL OTHER	
TOTAL ENROLLMENT	11

Charter School Name Here
PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS
July 1, 2011 to June 30, 2012

	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
Total Revenue	-	81,350	192,553	192,553	192,553	266,303	192,553	192,553	266,303	192,553	192,553	266,303	2,228,130
Total Expenses	284,660	222,980	152,293	145,305	148,055	148,355	161,049	151,555	156,055	148,305	153,799	219,105	2,091,520
Net Income	(284,660)	(141,630)	40,260	47,248	44,498	117,948	31,504	40,998	110,248	44,248	38,754	47,198	136,610
Beginning Cash Balance	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Income	(284,660)	(141,630)	40,260	47,248	44,498	117,948	31,504	40,998	110,248	44,248	38,754	47,198	136,610

REVENUE
* Total Column (Column U) for all lines other than Cash Flow Adjustments should equal the Total Column (Column N) on tab 4.) Year Budget & Assumptions.

	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
REVENUES FROM STATE SOURCES													
Per Pupil Revenue													
School District 1 (Enter Name)													
School District 2 (Enter Name)													
School District 3 (Enter Name)													
School District 4 (Enter Name)													
School District 5 New York City													
School District 6 (Enter Name)													
School District 7 (Enter Name)													
School District 8 (Enter Name)													
School District 9 (Enter Name)													
School District 10 (Enter Name)													
School District 11 (Enter Name)													
School District 12 (Enter Name)													
School District 13 (Enter Name)													
School District 14 (Enter Name)													
School District 15 (Enter Name)													
School District - ALL OTHER													
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)													
Special Education Revenue													
Grants													
Stipends													
DYCD (Department of Youth and Community Development)													
Other													
TOTAL REVENUE FROM STATE SOURCES													
REVENUE FROM FEDERAL FUNDING													
IDEA Special Needs													
Title I													
Other													
School Food Service (Free Lunch)													
Grants													
Charter School Program (CSP) Planning & Implementation													
Other													
TOTAL REVENUE FROM FEDERAL SOURCES													
LOCAL and OTHER REVENUE													
Contributions and Donations													
Fundraising													
Grants													
Earnings on Investments													
Interest Income													
Food Service (Income from meals)													
Text Book													
OTHER													
TOTAL REVENUE FROM LOCAL and OTHER SOURCES													
TOTAL REVENUE													

Charter School Name Here
PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS
July 1, 2011 to June 30, 2012

	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
Total Revenue	-	81,350	192,553	192,553	192,553	266,303	192,553	192,553	266,303	192,553	192,553	266,303	2,228,130
Total Expenses	284,660	222,980	152,293	145,305	148,055	148,355	161,049	151,555	156,055	148,305	153,799	219,105	2,091,520
Net Income	(284,660)	(141,630)	40,260	47,248	44,498	117,948	31,504	40,998	110,248	44,248	38,754	47,198	136,610
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	(284,660)	(141,630)	40,260	47,248	44,498	117,948	31,504	40,998	110,248	44,248	38,754	47,198	136,610
Net Income	-	-	-	-	-	-	-	-	-	-	-	-	-

No. of Positions	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
1.00	11,050	11,050	11,050	11,050	11,050	11,050	11,050	11,050	11,050	11,050	11,050	11,050	132,600
1.00	-	-	-	-	-	-	-	-	-	-	-	-	-
1.00	7,650	7,650	7,650	7,650	7,650	7,650	7,650	7,650	7,650	7,650	7,650	7,650	91,800
2.00	5,053	5,053	5,053	5,053	5,053	5,053	5,053	5,053	5,053	5,053	5,053	5,053	60,640
4.00	23,753	23,753	23,753	23,753	23,753	23,753	23,753	23,753	23,753	23,753	23,753	23,753	286,040

No. of Positions	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
4.00	21,667	21,667	21,667	21,667	21,667	21,667	21,667	21,667	21,667	21,667	21,667	21,667	260,000
1.00	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	65,000
1.00	1,050	1,050	1,050	1,050	1,050	1,050	1,050	1,050	1,050	1,050	1,050	1,050	12,600
1.00	2,750	2,750	2,750	2,750	2,750	2,750	2,750	2,750	2,750	2,750	2,750	2,750	33,000
2.00	10,833	10,833	10,833	10,833	10,833	10,833	10,833	10,833	10,833	10,833	10,833	10,833	130,000
1.00	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	60,000
1.00	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	55,000
10.00	50,250	51,300	51,300	51,300	51,300	51,300	51,300	51,300	51,300	51,300	51,300	51,300	613,500

No. of Positions	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
1.00	-	-	-	-	-	-	-	-	-	-	-	-	-
1.00	-	-	-	-	-	-	-	-	-	-	-	-	-
1.00	-	-	-	-	-	-	-	-	-	-	-	-	-
3.00	-	-	-	-	-	-	-	-	-	-	-	-	-
17.00	74,003	74,003	75,053	75,053	75,053	75,053	75,053	75,053	75,053	75,053	75,053	75,053	898,540

No. of Positions	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
1.00	8,611	8,611	8,611	8,611	8,611	8,611	8,611	8,611	8,611	8,611	8,611	8,611	103,332
1.00	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	96,000
1.00	1,484	1,484	1,484	1,484	1,484	1,484	1,484	1,484	1,484	1,484	1,484	1,484	17,803
1.00	18,095	18,095	18,095	18,095	18,095	18,095	18,095	18,095	18,095	18,095	18,095	18,095	217,125
17.00	92,098	92,098	93,148	93,148	93,148	93,148	93,148	93,148	93,148	93,148	93,148	93,148	1,185,675

No. of Positions	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
1.00	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	90,000
1.00	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	90,000
1.00	208	208	208	208	208	208	208	208	208	208	208	208	2,500
1.00	1,100	1,100	1,100	1,100	1,100	1,100	1,100	1,100	1,100	1,100	1,100	1,100	13,200
1.00	5,657	5,657	5,657	5,657	5,657	5,657	5,657	5,657	5,657	5,657	5,657	5,657	67,884
1.00	16,875	14,375	18,475	18,475	18,475	18,475	18,475	18,475	18,475	18,475	18,475	18,475	221,000

EXPENSES

- ADMINISTRATIVE STAFF PERSONNEL COSTS
 - Executive Management
 - Instructional Management
 - Deans, Directors & Coordinators
 - CFO / Director of Finance
 - Operator / Business Manager
 - Administrative Staff

INSTRUCTIONAL PERSONNEL COSTS

- Teachers - Regular
- Teachers - SPED
- Substitute Teachers
- Teaching Assistants
- Specialty teachers
- Aides
- Therapists & Counselors
- Other

NON-INSTRUCTIONAL PERSONNEL COSTS

- Nurse
- Librarian
- Custodian
- Security
- Other

TOTAL PERSONNEL SERVICE COSTS

- PAYROLL TAXES AND BENEFITS
 - Payroll Taxes
 - Fringe / Employee Benefits
 - Retirement / Pension

TOTAL PERSONNEL SERVICE COSTS

- CONTRACTED SERVICES
 - Accounting / Audit
 - Legal
 - Management Company Fee
 - Nurse Services
 - Food Service / School Lunch
 - Payroll Services
 - Special Ed Services
 - Titlerent Services (i.e. Title I)
 - Other Purchased / Professional / Consulting

Charter School Name Here
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD
*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation.
Tab Should Be For the First Five Years of Actual Operations.

	Year 1 2011-12	Year 2 2012-13	Year 3 2013-14	Year 4 2014-15	Year 5 2015-16
Total Revenue	2,228,130	3,441,560	4,940,180	6,363,820	7,737,450
Total Expenses	2,094,520	3,465,889	4,959,699	6,328,781	7,403,464
Net Income (Before Cash Flow Adjustments)	133,610	(24,329)	(19,519)	35,039	333,986
Actual Student Enrollment	100	200	300	400	500
Total Paid Student Enrollment	100	200	300	400	500

	Year 1 2011-12	Year 2 2012-13	Year 3 2013-14	Year 4 2014-15	Year 5 2015-16
Per Pupil Revenue Percentage Increase	0.0%	0.0%	0.0%	0.0%	0.0%

*Year 1 should tie to Totals for Year 1 on Tabs 4 and 5

REVENUE	Year 1 2011-12	Year 2 2012-13	Year 3 2013-14	Year 4 2014-15	Year 5 2015-16
Per Pupil Revenue	1,352,700	2,705,400	4,959,100	5,410,800	6,763,500
School District 1 (Enter Name)					
School District 2 (Enter Name)					
School District 3 (Enter Name)					
School District 4 (Enter Name)					
School District 5 (Enter Name)					
School District 6 (Enter Name)					
School District 7 (Enter Name)					
School District 8 (Enter Name)					
School District 9 (Enter Name)					
School District 10 (Enter Name)					
School District 11 (Enter Name)					
School District 12 (Enter Name)					
School District 13 (Enter Name)					
School District 14 (Enter Name)					
School District 15 (Enter Name)					
School District - ALL OTHER					
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	1,352,700	2,705,400	4,959,100	5,410,800	6,763,500
Special Education Revenue	51,850	103,700	155,550	207,400	259,250
Grants					
Stipend					
DYCD (Department of Youth and Community Development)					
Other					
TOTAL REVENUE FROM STATE SOURCES	1,541,450	2,809,200	4,265,150	5,617,100	7,079,050

Conservatively estimated to increase by 5 students each year @ \$10,850

Will apply for if available, conservatively not included at this time

100 new students each year, all new students are always 6th graders

Based on a conservative 11% SPED rate @ \$1,280 per student

Based on a conservative 80% poverty rate @ \$300 per student

Other titles will be applied for but conservatively not included here

80% of student X 200 days of school X \$1.50 per day

Will apply for all for which school is eligible

Will apply for all for which school is eligible

Will continue to elicit throughout the years

Will apply for as applicable

20% of student X 200 days of school X \$1.50 per day

\$76 per student through NYSTL

2% raise, incentive included below based on student performance

ASST Principal added when high school (grade 9) opens in Yr 4; AP for MS added in Year 5

Spec Ed Coordinator added Yr 3; Director of Instruction/Curriculum added Yr 3

Director of Finance added Yr 3

2% raise, incentive included below based on student performance

2% raise + incentive below; 1, new assistant @ \$28,000; additional secretary, asst. & bookkeeper added in Yr 4

Teachers (ELA, Math, Science, US History)

2% raise, SPED teacher added Yr 4; SPED teacher added Yr 5

10 absence annually X # of teachers X 5 hours/day X UFT 42/session

One new assistant teacher each year

Teachers: Yr5: Reading Specialist & ELL & Director/Teacher

Yr1&2: 1 Social Worker; Yr3: additional social worker & counselor; Yr4: add. SW; Yr5: additional guidance counselor

New data specialist added for high school tracking Yr 4

627,448

REVENUE	Year 1 2011-12	Year 2 2012-13	Year 3 2013-14	Year 4 2014-15	Year 5 2015-16
Per Pupil Rate	13,927				

Estimated to remain at \$1357 each year

Conservatively estimated to increase by 5 students each year @ \$10,850

Will apply for if available, conservatively not included at this time

100 new students each year, all new students are always 6th graders

Based on a conservative 11% SPED rate @ \$1,280 per student

Based on a conservative 80% poverty rate @ \$300 per student

Other titles will be applied for but conservatively not included here

80% of student X 200 days of school X \$1.50 per day

Will apply for all for which school is eligible

Will apply for all for which school is eligible

Will continue to elicit throughout the years

Will apply for as applicable

20% of student X 200 days of school X \$1.50 per day

\$76 per student through NYSTL

2% raise, incentive included below based on student performance

ASST Principal added when high school (grade 9) opens in Yr 4; AP for MS added in Year 5

Spec Ed Coordinator added Yr 3; Director of Instruction/Curriculum added Yr 3

Director of Finance added Yr 3

2% raise, incentive included below based on student performance

2% raise + incentive below; 1, new assistant @ \$28,000; additional secretary, asst. & bookkeeper added in Yr 4

Teachers (ELA, Math, Science, US History)

2% raise, SPED teacher added Yr 4; SPED teacher added Yr 5

10 absence annually X # of teachers X 5 hours/day X UFT 42/session

One new assistant teacher each year

Teachers: Yr5: Reading Specialist & ELL & Director/Teacher

Yr1&2: 1 Social Worker; Yr3: additional social worker & counselor; Yr4: add. SW; Yr5: additional guidance counselor

New data specialist added for high school tracking Yr 4

3,057,445

EXPENSES	Year 1 2011-12	Year 2 2012-13	Year 3 2013-14	Year 4 2014-15	Year 5 2015-16
TOTAL REVENUE	2,228,130	3,441,560	4,940,180	6,363,820	7,737,450
TOTAL REVENUE FROM FEDERAL SOURCES	300,000	1,050,000	1,500,000	1,250,000	100,000
LOCAL and OTHER REVENUE	295,000	2,390,000	2,500,000	200,000	300,000
Contributions and Donations					
Fundraising					
Grants					
Grants					
Charter School Program (CSP) Planning & Implementation					
Other					
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	78,000	1,340,000	2,340,000	312,320	390,400
LOCAL and OTHER REVENUE	300,000	1,050,000	1,500,000	1,250,000	100,000
Contributions and Donations					
Fundraising					
Grants					
Grants					
Charter School Program (CSP) Planning & Implementation					
Other					
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	78,000	1,340,000	2,340,000	312,320	390,400
LOCAL and OTHER REVENUE	300,000	1,050,000	1,500,000	1,250,000	100,000
Contributions and Donations					
Fundraising					
Grants					
Grants					
Charter School Program (CSP) Planning & Implementation					
Other					
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	78,000	1,340,000	2,340,000	312,320	390,400
LOCAL and OTHER REVENUE	300,000	1,050,000	1,500,000	1,250,000	100,000
Contributions and Donations					
Fundraising					
Grants					
Grants					
Charter School Program (CSP) Planning & Implementation					
Other					
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	78,000	1,340,000	2,340,000	312,320	390,400
LOCAL and OTHER REVENUE	300,000	1,050,000	1,500,000	1,250,000	100,000
Contributions and Donations					
Fundraising					
Grants					
Grants					
Charter School Program (CSP) Planning & Implementation					
Other					
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	78,000	1,340,000	2,340,000	312,320	390,400
LOCAL and OTHER REVENUE	300,000	1,050,000	1,500,000	1,250,000	100,000
Contributions and Donations					
Fundraising					
Grants					
Grants					
Charter School Program (CSP) Planning & Implementation					
Other					
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	78,000	1,340,000	2,340,000	312,320	390,400
LOCAL and OTHER REVENUE	300,000	1,050,000	1,500,000	1,250,000	100,000
Contributions and Donations					
Fundraising					
Grants					
Grants					
Charter School Program (CSP) Planning & Implementation					
Other					
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	78,000	1,340,000	2,340,000	312,320	390,400
LOCAL and OTHER REVENUE	300,000	1,050,000	1,500,000	1,250,000	100,000
Contributions and Donations					
Fundraising					
Grants					
Grants					
Charter School Program (CSP) Planning & Implementation					
Other					
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	78,000	1,340,000	2,340,000	312,320	390,400
LOCAL and OTHER REVENUE	300,000	1,050,000	1,500,000	1,250,000	100,000
Contributions and Donations					
Fundraising					
Grants					
Grants					
Charter School Program (CSP) Planning & Implementation					
Other					
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	78,000	1,340,000	2,340,000	312,320	390,400
LOCAL and OTHER REVENUE	300,000	1,050,000	1,500,000	1,250,000	100,000
Contributions and Donations					
Fundraising					
Grants					
Grants					
Charter School Program (CSP) Planning & Implementation					
Other					
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	78,000	1,340,000	2,340,000	312,320	390,400
LOCAL and OTHER REVENUE	300,000	1,050,000	1,500,000	1,250,000	100,000
Contributions and Donations					
Fundraising					
Grants					
Grants					
Charter School Program (CSP) Planning & Implementation					
Other					
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	78,000	1,340,000	2,340,000	312,320	390,400
LOCAL and OTHER REVENUE	300,000	1,050,000	1,500,000	1,250,000	100,000
Contributions and Donations					
Fundraising					
Grants					
Grants					
Charter School Program (CSP) Planning & Implementation					
Other					
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	78,000	1,340,000	2,340,000	312,320	390,400
LOCAL and OTHER REVENUE	300,000	1,050,000	1,500,000	1,250,000	100,000
Contributions and Donations					
Fundraising					
Grants					
Grants					
Charter School Program (CSP) Planning & Implementation					
Other					
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	78,000	1,340,000	2,340,000	312,320	390,400
LOCAL and OTHER REVENUE	300,000	1,050,000	1,500,000	1,250,000	100,000
Contributions and Donations					
Fundraising					
Grants					
Grants					
Charter School Program (CSP) Planning & Implementation					
Other					
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	78,000	1,340,000	2,340,000	312,320	390,400
LOCAL and OTHER REVENUE	300,000	1,050,000	1,500,000	1,250,000	100,000
Contributions and Donations					
Fundraising					
Grants					
Grants					
Charter School Program (CSP) Planning & Implementation					
Other					
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	78,000	1,340,000	2,340,000	312,320	390,400
LOCAL and OTHER REVENUE	3				

Charter School Name Here
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD
*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.

	Year 1 2011-12	Year 2 2012-13	Year 3 2013-14	Year 4 2014-15	Year 5 2015-16
Total Revenue	2,228,130	3,441,560	4,940,190	6,363,820	7,737,450
Total Expenses	2,091,520	3,455,889	4,959,699	6,328,781	7,403,464
Net Income (Before Cash Flow Adjustments)	136,610	(24,329)	(19,509)	35,039	333,986
Actual Student Enrollment	100	200	300	400	500
Total Paid Student Enrollment	500	200	300	400	500

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	1,000				
Librarian					
Custodian	1,000				
Security	1,000				
Other	3,000				
TOTAL NON-INSTRUCTIONAL	17,000				

SUBTOTAL PERSONNEL SERVICE COSTS

SUBTOTAL PERSONNEL SERVICE COSTS	898,540	1,375,701	2,324,237	3,194,476	3,979,893
---	---------	-----------	-----------	-----------	-----------

PAYROLL TAXES AND BENEFITS

Payroll Taxes	103,132	158,206	267,287	367,365	457,688
Fringe / Employee Benefits	165,000	244,400	404,000	536,000	644,200
Retirement / Pension	17,803	27,514	45,885	63,880	79,598
TOTAL PAYROLL TAXES AND BENEFITS	287,135	430,120	717,172	969,254	1,181,486

TOTAL PERSONNEL SERVICE COSTS

TOTAL PERSONNEL SERVICE COSTS	1,185,675	1,805,820	3,042,009	4,163,730	5,161,379
--------------------------------------	-----------	-----------	-----------	-----------	-----------

CONTRACTED SERVICES

Accounting / Audit	36,000	100,000	100,000	100,000	100,000
Legal	7,500	7,500	15,000	15,000	15,000
Management Company Fee					
Nurse Services	30,000	60,000	90,000	120,000	150,000
Food Service / School Lunch	2,500	2,500	2,500	2,500	2,500
Payroll Services	11,000	22,000	33,000	44,000	55,000
Special Ed Services					
Tuition Services (e.g. Title I)	80,000	80,000	80,000	80,000	80,000
Other Purchased / Professional / Consulting	221,000	272,000	320,500	361,500	402,500
TOTAL CONTRACTED SERVICES	488,000	647,500	842,000	993,500	1,133,000

SCHOOL OPERATIONS

Board Expenses	1,100	1,100	1,100	1,100	1,100
Classroom / Teaching Supplies & Materials	21,000	37,800	56,700	75,600	94,500
Special Ed Supplies & Materials	2,000	4,000	6,000	8,000	10,000
Textbooks / Workbooks	25,000	50,000	75,000	100,000	125,000
Supplies & Materials other	7,445	2,400	3,000	4,000	5,000
Equipment / Furniture	106,500	106,500	114,500	136,500	144,500
Telephone	12,000	12,000	13,200	15,000	16,500
Technology	38,000	37,200	42,200	47,200	52,200
Student Testing & Assessment	9,000	9,000	9,000	9,000	9,000
Field Trips	3,000	3,000	3,000	3,000	3,000
Transportation (student)					
Student Services - other					
Office Expense	12,000	12,000	12,734	12,734	12,734
Staff Development	10,000	12,500	12,500	12,500	12,500
Staff Recruitment	15,000	15,000	15,000	15,000	15,000
Student Recruitment / Marketing	10,000	10,000	10,000	10,000	10,000
School Meals / Lunch					
Travel (Staff)					
Fundraising					
Other	284,245	338,640	394,815	474,134	508,039
TOTAL SCHOOL OPERATIONS	600,000	700,000	800,000	900,000	1,000,000

FACILITY OPERATION & MAINTENANCE

Insurance	25,000	30,000	35,000	40,000	45,000
Janitorial	20,000	20,000	20,000	20,000	20,000
Building and Land Rent / Lease	2,000,000	2,000,000	2,000,000	2,000,000	2,000,000
Repairs & Maintenance	58,000	57,596	59,695	60,277	61,482
Equipment / Furniture					
Security					
Utilities	43,000	44,370	45,741	47,112	48,483
TOTAL FACILITY OPERATION & MAINTENANCE	2,149,000	2,155,966	2,166,436	2,177,412	2,188,385

DEPRECIATION & AMORTIZATION

DEPRECIATION & AMORTIZATION	25,000	25,000	25,000	25,000	25,000
--	--------	--------	--------	--------	--------

DISOLUTION ESCROW & RESERVES / CONTINGENCY

DISOLUTION ESCROW & RESERVES / CONTINGENCY	3,455,889	4,959,699	6,328,781	7,403,464	8,478,147
---	-----------	-----------	-----------	-----------	-----------

TOTAL EXPENSES

TOTAL EXPENSES	136,610	(24,329)	(19,509)	35,039	333,986
-----------------------	---------	----------	----------	--------	---------

NET INCOME

NET INCOME	1,185,675	1,805,820	3,042,009	4,163,730	5,161,379
-------------------	-----------	-----------	-----------	-----------	-----------

Supplied by DOE, Dept. of Health, or Harlem Hospital
Supplied through contract with Varick
Provided by DOE
Estimated to be 11.5% of total salaries
21 staff x \$6,000 medical/dental + estimated \$5,000 incentive based on student outcomes
Based on 2% of entire salary
Increase due to contract negotiations with CUNY for early college entrance
Offset with above
Estimated \$1,000 per SPED student additional costs
Provided by DOE
ELL/SS and Math Coaches (15 hrs/wk each) + ELL Coach (10 hrs/wk)
Trainings for new board members and maintenance seminars
Estimated at \$800 per month for 11 months; \$12,000 for library materials new classes; 6000 replacement per existing class
Estimated at \$200 per student
Estimated to be \$250 per student
Testing/Curriculum Software: SunGuard \$5,250 implementation-995 Reader+\$12 per student
(\$40,000); Instruction Equip = \$10,000; sports/per/music supplies = \$2,500; Y2: Office equipment + replacement costs=\$6,000;
summer year 3, \$500 per new staff for computer; \$28,200 each year for interactive white boards and student computers for new
Scantron Diagnostic and Performance series in Reading, Math, & Science
Estimated at \$30 per student
Provided by Office of Pupil Transportation through MTA student metro cards
\$1,000 per month with 2% annual increase
\$2500 per day (10 days first year); 5 days thereafter--will use the "Train the Trainer" model at the school
Included under contractual services above
grant writer

Charter School Name Here
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

*NOTE: If a Planning Year is taken in the Beginning of the Charter, the Charter will be extended to encompass five years of operation. Projected Five Year Budget on this Tab should be for the first five years of actual operations.

	Year 1 2013-12	Year 2 2012-13	Year 3 2013-14	Year 4 2014-15	Year 5 2015-16
Total Revenue	2,228,130	3,441,560	4,940,190	6,363,820	7,737,450
Total Expenses	2,091,520	3,465,889	4,959,699	6,328,781	7,403,464
Net Income (Before Cash Flow Adjustments)	136,610	(24,329)	(19,509)	35,039	333,986
Actual Student Enrollment	200	200	300	400	500
Total Paid Student Enrollment	300	200	300	400	500

ENROLLMENT - *School Districts Are Linked To Above Entries*

School District	Year 1 2013-12	Year 2 2012-13	Year 3 2013-14	Year 4 2014-15	Year 5 2015-16
School District 1 (Enter Name)					
School District 2 (Enter Name)					
School District 3 (Enter Name)					
School District 4 (Enter Name)					
School District 5 (New York City)					
School District 6 (Enter Name)	300	200	300	400	500
School District 7 (Enter Name)					
School District 8 (Enter Name)					
School District 9 (Enter Name)					
School District 10 (Enter Name)					
School District 11 (Enter Name)					
School District 12 (Enter Name)					
School District 13 (Enter Name)					
School District 14 (Enter Name)					
School District 15 (Enter Name)					
School Districts ALL OTHER	300	200	300	400	500
TOTAL ENROLLMENT	22,281	17,208	16,467	15,910	15,475
REVENUE PER PUPIL	20,915	17,329	16,532	15,822	14,807
EXPENSES PER PUPIL					

CASH FLOW ADJUSTMENTS

OPERATING ACTIVITIES	Year 1 2013-12	Year 2 2012-13	Year 3 2013-14	Year 4 2014-15	Year 5 2015-16
Example: Add Back Discretion					
Other					
Total Operating Activities					
INVESTMENT ACTIVITIES					
Example: Subtract Property and Equipment Expenditures					
Other					
Total Investment Activities					
FINANCING ACTIVITIES					
Example: Add Special Proceeds from a Loan or Sale of Other					
Other					
Total Financing Activities					
Total Cash Flow Adjustments	136,610	(24,329)	(19,509)	35,039	333,986
NET INCOME					
Beginning Cash Balance					
ENDING CASH BALANCE	136,610	112,281	92,772	127,811	461,797