

1.

EDUCATION PLAN

The mission of the New York City Montessori Charter School is to empower its students to think critically and cultivate their problem solving and social skills so that they can continue to learn in their pursuit of higher education and succeed in the careers needed in the 21st Century.

Educational Goals

In accordance with this mission, the NYCMCS's education plan addresses the following goals:

State Mandated Educational Goals

- Each year, (beginning in 2013-2014), the school will earn a score sufficient to place it at or above the 75th percentile of all schools on the "Performance" section of the citywide Progress Report.
- Each year, at least 75 percent of 3rd-5th graders who have been enrolled at the school on BEDS day for at least two consecutive years will perform at or above Level 3 on the New York State ELA and math exams.
- Each year, at least 75 percent of 4th graders who have been enrolled at the school on BEDS day for at least two consecutive years will perform at or above Level 3 on the New York State Science exam.

Additional School-based Educational Goals

- At least 90% of students in 3rd to 5th grade will perform at or above level three on a school designed rubric which measures autonomy and self direction in the fulfillment of their Individual Work Plans.
- At least 90% of students in 3rd to 5th grade will perform at or above level three in a school designed rubric measuring critical thinking and problem solving in their end-of unit products and work in their portfolios.
- All students will know how to access information and use technology to learn and communicate as evidenced by the successful completion, in grade 5, of a technology project that demonstrates comprehension of the material, visual literacy, technological literacy and media literacy at level 3 according to a school-designed rubric.

A. Curriculum and Instruction

To achieve its mission and fulfill these goals, the NYCMCS aligns its curriculum with the New York State Standards in all areas. Student performance will be evaluated in accordance with the goals indicated above and the NYS Core Curriculum standards. To illustrate, there follows a description of sample exit standards for English language arts and mathematics in two non-consecutive grades: second and fifth grade.

NYS Standard # 1 for English Language Arts: **Students will read, write, listen, and speak for information and understanding.**

Sample exit standards for 2nd and 5th grade:

- To exit from grade 2, a student will be able to read grade-level texts with DRA scores in comprehension, speed, accuracy and expression at level 20.
- To exit from grade 5, a student will be able to read grade-level texts with DRA scores in comprehension, speed, accuracy and expression at level 44.

NYS Standard #3 for mathematics: **Students will "become problem solvers by using appropriate tools and strategies."**

Sample exit standards for 2nd and 5th grade (process strand of problem solving and content strand of number sense and operations):

- To exit from grade 2, a student will perform at or above level 3 in the use of the grade appropriate strategies of modeling with manipulatives or drawings, and informal counting, to solve problems arising from everyday situations, according to a school-designed, mathematics assessment.
- To exit from grade 5, a student will perform at or above level 3 in the use of the grade-appropriate strategies of modeling with drawings/ diagrams, and translating to a number or symbolic expression, to solve problems, according to the New York State mathematics examination.

Process to ensure the alignment of the curriculum with the NYS Standards.

The NYCMCS will create a core curriculum that aligns the Montessori approach with the NY State Standards. The Montessori approach depends on a series of lessons and manipulative materials with which the students work to master concepts and skills. These lessons and materials have been specially designed for the development of core academic skills, and have been updated and enriched by current validated research in education and child development. In order to ensure the alignment of these lessons and materials with the New York State Standards, the planning team will meet during the planning year to complete a crosswalk that aligns those lessons with the standards for English language arts, mathematics, science and social studies. The team will then organize the sequences of these lessons and materials in accordance with the standards they correspond to, thus ensuring that knowledge and skills acquisition will be on target for each grade level.

The planning team will also develop a comprehensive assessment program to include assessments in the core academic areas (described in more detail in Section D). This program will include both nationally normed assessment tests and school-designed assessment tools, and an efficient process to review assessment results and to make instructional decisions based upon data analysis. To develop the school-designed tools in literacy and mathematics, the planning team will review the NYS standards and the types of questions asked in recent exams from the New York State Testing Program. This will allow them to design tools with suitable benchmarks and assessments based on the performance indicators of the NYS standards. The planning team will consult with an outside expert to review and validate the alignment of all these elements of the curriculum with the NYS Standards.

Following approval, the planning team will use a modified form of Wiggins’s Understanding by Design as a framework for developing core curricula that align with the Standards, performance indicators, and Testing Program in the core academic areas. The UbD design “starts with the desired results (i.e., goals and standards) and then derives the curriculum from the evidence of learning (assessments/performances) called for by the standards and the teaching needed to equip students to perform.”¹ It organizes planning around big ideas or themes, then incorporates skills and understandings (performance indicators), based on the desired outcomes.

The curriculum, along with relevant assessment procedures and tools, will be codified into a series of NYCMCS Curriculum & Assessment Handbooks for the Kindergarten, Lower and Upper Elementary classes (kindergarten through 5th grades). These Handbooks will provide a framework for teachers so they may approach their work with students and colleagues with consistency, with a shared language and common expectations. All teachers will be required to have read the Handbook before they arrive for summer orientation. Before school begins, teachers will meet to review the specific the NYS Standards and performance indicators for their grade level, and the sequences of lessons and materials in the curriculum handbook. Teachers will be trained in the use of the assessments and a schedule for the assessment program will be distributed during the summer orientation.

The teachers will be encouraged to make notes in their curriculum handbook throughout the year, indicating what worked well and what did not work well (e.g., pacing, sequence of skills and topics, etc.) and suggestions for improvement. Whenever possible, the planning group will review these suggestions with teachers and incorporate them in the handbooks for the subsequent school year..

Specific instructional strategies that will be employed to implement the curriculum.

The primary focus in the NYCMCS is on the acquisition of skills in the core academic areas, and progressing beyond the basic skills to more advanced levels. Research has demonstrated that an integrated curriculum improves student motivation and student effort, and leads to deeper conceptual knowledge

¹ Wiggins, G., McTigue, J. (2005). *Understanding by Design*. Alexandria, VA.

than traditional separate subject instruction.² For this reason, the NYCMCS employs the strategy of curriculum integration: students acquire, apply and integrate core knowledge and skills in all areas within interdisciplinary projects. The different curricular areas are introduced through Montessori’s “Five Great Lessons”, fables which serve as “advance organizers” to provide a framework on which to attach new knowledge.³ They offer starting points for the interdisciplinary projects which integrate more specific topics contemplated in the standards.

The other instructional strategies are divided into two types: *global instructional strategies* that apply to activities in all areas and *content related strategies* tied to specific curricular areas:

Global instructional strategies.

Differentiated instruction. Differentiated instruction, integral to the individualized learning in Montessori education, has been shown to increase academic success and student satisfaction in school.⁴ The Individual Work Plans described below and the presence of two educators in each classroom are the key elements that support the differentiation of instruction to attend to the individual needs of students in the NYCMCS. The Individual Work Plans allow students to work independently and assign them different amounts of time, according to their needs, to achieve mastery of tasks. With two educators in the classroom, one works with small groups to provide lessons at different skill levels, while the other makes the rounds of the students who are working independently to assess their ongoing needs and give them individual instruction. This instruction is data driven and Montessori training specifically prepares teachers to gather qualitative data on children’s ongoing work through careful observation. Teachers pay particular attention to students’ errors, omissions and explanations of what they are doing, since these data allow them to pinpoint the specific concepts or steps in procedures that need attention,⁵ either through on-the-spot teacher intervention and immediate feedback or through mini-lessons, re-teaching, reinforcing, new assignments or pair work.

Individual Work Plans. For each student, the teacher creates an Individual Work Plan that delineates the work he/she is expected to complete during the course of the week. In these plans, assignments vary in complexity in accordance with students’ differing ability levels and/or learning styles, and students create end products of varying complexity. Students have freedom to choose when to work on each task, and whether to work individually, with another child or in a group. As the students carry out the tasks in their Individual Work Plans, the teachers supervise them closely, monitor their work and hold the students accountable. The Work Plans also include scheduled individual and small group instruction with teacher(s). These plans cover all subjects in a step-by-step fashion according to the individualized path the teacher has worked out for each child. When creating these Work Plans teachers take into account information from the instructional team - other teachers at the same level, special education service providers, specialist teachers, and administrators. The Work Plans also serve as a means for record keeping of student work and as an ongoing assessment, since the student and his/her teacher indicate completed work, and the plans include the student’s self-assessment, as well as a teacher’s assessment, of the quality of work completed during the week. The Work Plans reflect the interim goals established for each student each week, and those of Special Education students reflect the goals set out in their IEPs.

Specially designed materials that provide concrete representation of the abstract. An important Montessori tenet is: “The way to the brain is through the hands.” This is borne out by neo-Piagetian

² Lake, K. (1994). *Integrated curriculum*. School Improvement Research Series (SIRS), Close-up #16. Portland, OR: Northwest Regional Educational Laboratory.

³ Ausubel, D., (2010) *Subsumption Theory*. <http://tip.psychology.org/ausubel.html>

⁴ Tomlinson, C. A. (2000). Reconcilable differences? Standards-based teaching and differentiation. *Educational Leadership*, 58(1), 6–11.

⁵ Resnick, L.B., William, D., Apodaca, R., & Rangel, E. (2010). *The relationship between assessment and the organization and practice of teaching*. In B. McGaw, P. Peterson, & E. Baker (Eds.), *International Encyclopedia of Education*, 3rd Edition. London: Elsevier.

research,⁶ which indicates that students must interact with real objects in order to internalize appropriate mental representations of concepts. The Montessori approach is based on a wide range of specially designed concrete materials that physically model the structures of abstract concepts, particularly in math and language arts. Neo-Piagetian research also supports the careful sequencing of concepts and skills found in the Montessori materials.⁷ Finally, these materials provide a multi-sensory approach which is especially effective in working with students with special needs and English Language Learners.⁸

Prepared Environment. Montessori classrooms are carefully designed and set up to allow the students to be highly engaged and active participants. They are child-centered and well organized, so that students can easily find the materials they need to work independently without interrupting the teacher who is working with individual students and small groups. Aesthetics play an important role; the environment is inviting and calming. There are few items on the walls; only a small selection of student work and exhibits that are relevant to the work on hand, such as maps or artwork, the environment does not compete for the students' attention, but allows them to focus on the materials and their work, rather than on the decorations on the walls.

Independence and the freedom and ability to make choices. In a Montessori classroom, the teacher provides freedom within limits. This contributes to creating an educational climate where students feel their ideas and needs are respected. At the beginning of the school year, the teacher is more involved in planning the students' schedules (especially newly enrolled students). As ongoing assessment indicates that students have gained more skills, they have more opportunities to make choices, within the established limits, and are able to plan more of their own work. Since students are held accountable for their learning, they reflect upon the consequences of these choices and plan accordingly. Thus they become responsible for their own learning.

Time and practice to achieve mastery. The amount of repetition and the time needed for processing information and skills vary according to the child, the skill, and the topic. In order for successful learning to occur and for students to meet achievement goals every opportunity is given for them to have sufficient time to master skills and reach understanding of a concept or topic. A daily schedule with long blocks of time for students to work independently on their Work Plans using the sequenced classroom materials allows for increased time-on-task and leads to enhanced skills and greater opportunities for applying knowledge. Long blocks of time also help students to learn how to concentrate, develop patience and perseverance, and experience success more often.

Peer modeling and teacher scaffolding. Peer modeling⁹ and teacher scaffolding are important and effective instructional strategies¹⁰. In the multiage Montessori classrooms, peer modeling occurs frequently, since students are free to work together and encouraged to help one another. This also supports the development of a friendly classroom climate where students feel accepted and valued. Teacher scaffolding is also inherent in the Montessori approach, since most of the specially designed Montessori materials are carefully sequenced, allowing for gradual reduction of support, and students are gradually given more and more autonomy in making decisions on how they will approach learning tasks.

⁶ Furth, H. G., & Wachs, H. (1975). *Thinking goes to school: Piaget's theory in practice*. Oxford: Oxford University Press

⁷ Demetriou, A., & Valanides, N. (1998). A three level of theory of the developing mind: Basic principles and implications for instruction and assessment. In R. J. Sternberg & W. M. Williams (Eds.), *Intelligence, instruction, and assessment* (pp. 149-199). Hillsdale, NJ: Lawrence Erlbaum.

⁸ Pickering, J.S. (2004). The at Risk student: how the Montessori classroom enhances learning. *Montessori Life*, Retrieved from http://findarticles.com/p/articles/mi_qa4097/is_200404/ai_n9399221/?tag=content;coll

⁹ Palincsar, A. S. (2003). Ann L. Brown: Advancing a theoretical model of learning and instruction. In B. J. Zimmerman and D. H. Schunk (Eds.), *Educational psychology: A century of contributions*, pp. 459-475. Mahwah, NJ: Erlbaum.

¹⁰ Verenikina, I. (2004). From Theory to Practice: What does the metaphor of Scaffolding mean today? ojs.statsbiblioteket.dk/index.php/outlines/article/.../2140/1886

Content-related instructional strategies.

The teachers use the Curriculum and Assessment Handbooks as a guide to prepare their yearly plan in all areas. Their weekly plans are informed by the yearly plan and the results of ongoing assessments, as are the students' weekly Individual Work Plans.

Math. The approach to math is systematic and process oriented. It emphasizes instruction in number sense and operations, algebra, geometry, problem solving, communication, measurement, statistics and probability. To teach core concepts and procedures, teachers follow a carefully planned sequence of lessons and materials that integrates process (problem solving, reasoning and proof, communication, connections, and representation) and content (number sense and operations, algebra, geometry, measurement, and statistics and probability). Teaching progresses in a logical way from one level of difficulty to the next, giving students time to achieve mastery of each level. This ensures that all students have all the previous knowledge necessary to progress successfully to the next topic. Students work with the Montessori manipulative materials that are specifically designed to provide them with the conceptual understanding of math concepts, and to give them practice with operations to develop procedural fluency. Interim assessments and ongoing teacher observation and assessment of errors, omissions and students' explanations, indicate if a student has difficulty in mastering a concept or skill and lead to on-the-spot interventions, re-teaching with a different approach or more time assigned for practice. Finally, students receive many opportunities to apply their knowledge in problem solving and projects; these enhance their learning and serve as authentic performance assessments.

English Language Arts. Students acquire all the skills of language arts - reading, writing, speaking, and listening – in a language-rich environment. They receive direct instruction in phonics, grammar, vocabulary, fluency, and comprehension skills as well as in expository and creative writing. The interrelatedness of reading and writing is stressed in an integrated approach where reading and writing occur across the curriculum in thematic units, literature circles, and project work. Ongoing assessments of reading indicate the changing needs of all students, and form the basis for creating small groups for direct reading instruction and guided reading instruction. The teacher models cognitive strategies for processing and understanding texts, and gives students the opportunity to practice using these strategies with a variety of increasingly challenging texts. The students' progress is continuously monitored to ensure the assignment of appropriate texts and that their reading levels are on target.

The NYCMCS places great emphasis on written communication. Students receive direct instruction on aspects of writing such as purpose, audience, idea organization, voice, word choice, figurative language, and text conventions. They receive direct instruction on story structure and expository text structure, and the use of cognitive strategies¹¹ for text planning and editing. Continuous qualitative assessment of their work ensures that teachers introduce appropriate new lessons, either individually or in small groups. Students write throughout the day: they record their work in journals, collaborate to produce written reports for projects and create "publications" such as books and newsletters. They meet with teachers frequently to discuss what they have written in the light of assessment criteria, and share their writing with their peers. This stimulates the development of very advanced writing skills. According to a study carried out by Lillard and Else Quest (2006) "At the end of elementary school, Montessori children wrote more creative essays with more complex sentence structures than children from traditional schools."¹²

Students develop oral skills through conversations with their peers, small and large group discussions and presentations, and the many opportunities that they have to discuss and defend their ideas with their peers and their teachers. Students of all ages give oral presentations, and presentations of research projects form an important part of the summative assessment of 4th and 5th grade.

¹¹ Flower, L. (1994) *The Construction of Negotiated Meaning: A Social Cognitive Theory of Writing*. Carbondale, IL: Southern Illinois Press.

¹² Lillard, A., & Else-quest, N. (2006). Evaluating Montessori education. *Science*, Vol. 313.

Science. The starting point for science teaching in the NYCMCS is the NYS Core Curriculum in Science. Learning science is a process of acculturation,¹³ and therefore, students are taught the language and the activities of the world of science. Graphs are constructed and interpreted, as are diagrams and tables. The importance of measurement and counting is emphasized. Teachers lead students to formulate hypotheses, examine influential variables, propose controls and articulate other elements of the scientific method in hands-on experiences which support careful observation and experimentation and provide opportunities for follow-up with individual experimental projects. In these projects, research skills such as hypothesis formation, hypothesis testing, experimental design, control of variables, data gathering, organization and graphing, and report writing are taught at different levels of complexity according to the ages of the students. Projects and experiments are selected to ensure a continued enthusiasm for learning science.

History, social studies, and geography. The social studies curriculum is aligned with the NYS Core Curriculum in Social Studies, and organized around several big ideas or essential themes: Time, Migration, and Fundamental Human Needs. These themes provide a structure for interdisciplinary group projects. In a similar way to the content area of science, research skills are taught at different levels of complexity according to the ages of the students.

The Arts. The visual and performing arts are an integral part of the curriculum at the NYCMCS. Both provide significant opportunities for expression and creativity, and for understanding that the world can be looked at from many different perspectives. Meaningful arts experiences are integrated into every classroom as activities of choice and exploration during independent learning, and through special projects with classroom teachers. Learning in this area is further enriched through specific instruction and projects twice a week with arts specialists.

Practical Life. Montessori Education involves more than just academic subjects. It also includes aspects of Practical Life skills such as cooking, taking care of the environment, health and hygiene, and test-taking skills, as well as grace and courtesy in behavior and interactions with others. These practical life experiences offer opportunities to develop skills such as coordination, concentration, attention to details, following a regular sequence of actions, good working habits, and effective interpersonal interaction and communication. To set the foundation for the development of balanced, competent individuals, students from the youngest ages receive instruction in these areas. The principal instructional strategies for these areas are: demonstrations, modeling, specific instruction, peer and teacher feedback.

Assessment

The foregoing instructional methods and strategies depend heavily on the teacher obtaining accurate and timely data so that he/she can adapt instruction to meet the continuously changing needs of each individual student. For this reason, the NYCMCS's assessment program provides tools for obtaining appropriate data for formative assessment on a daily and weekly basis, and for summative assessment at regular times throughout the school year to determine if students have reached interim and final goals. This program is described in detail in section I.D.

Professional Development Plan

The NYCMCS has planned a program of professional development and support for teachers that will ensure effective implementation of the education program. To make sure that this development program is properly implemented, the school's budget includes funds to cover professional development both within the NYCMCS and off site. (See budget).

Montessori teaching practice is technically complex. Doing it well requires teachers to understand developmental theory and master skills in observation and assessment techniques, classroom management

¹³ Lemke, J.L., (1990) *Talking Science*. Westport CT. Ablex Publishing

for individualization, and the carefully orchestrated sequences and activities in the curriculum handbook.¹⁴ However, it is expected that, at the beginning of the charter term, not all the teachers may be Montessori trained. The NYCMCS will offer the training to its teachers, in partnership with the Center for Montessori Teacher Education (CMTE), and provide opportunities for all of them to obtain dual certification. In addition, a portion of the professional development funds has been earmarked for Montessori consultants to come to the school and work with the teachers, and for financial assistance and/or release time for them to pursue coursework leading to Montessori or NYS teacher certification. Teachers will be encouraged to complete their training to obtain Montessori certification (at CMTE), which includes a yearlong internship with follow-up visits from the trainers.

In addition, the professional development plan will include the following activities:

Pre-opening activities. Before the school opens, all teachers and assistants will attend a 4-week summer intensive program, parts of which will be in conjunction with CMTE (Center for Montessori Teacher Education). Teachers without Montessori certification will receive a grounding in Montessori methods. In this program, all teachers will review the Curriculum and Assessment Handbooks. They will receive a yearlong schedule of assessments and will receive training in the use of the school's set of assessment tools, analysis of data, and how to administer the DRA, the SAT 10 and other assessments. This program will also include initial training on the needs and rights of Students with Disabilities and English Language Learners, and on how to differentiate instruction for all students.

Supervision, coaching and individual growth plans. The Principal and/or the Instructional Coordinator will spend time daily with teachers in their classrooms in order to evaluate their practice, and give them feedback and support. They will model lessons as well as observe lessons to support teachers in meeting the needs of all the students in their classrooms. In follow-up discussions, they will share and analyze their observations with the teacher. This data, along with student achievement data, will be used by the principal and the teacher to jointly design an individual growth plan for the teacher to include learning goals for the year, suitable workshops, courses and a series of suggested readings and/or resource materials. Throughout the year, the principal will monitor the teacher's progress towards the goals and give appropriate feedback.

Weekly meetings and collegial support. Once a week, at a time when students are attending the afterschool program, the teachers will meet with the Instructional Coordinator and the Principal. In these meetings, teachers will analyze data, compare students' work with standards, develop rubrics, score student work using a common rubric, analyze cases and share suggestions for resolving student difficulties, with an ongoing focus on accountability for student success. They will share effective teaching practices and collaborate. In addition, all teachers will have the opportunity to observe their colleagues. They will meet later to discuss their observations, ask questions and give feedback. In addition, class schedules will allow teachers at the same level to meet weekly to share ideas, plan, and otherwise collaborate while their students are in specialists' classes.

Professional development activities. There will be 5 professional development days at different points during the school year when there will be no school for the students. Two days will be Data Days, for reviewing achievement data, adjusting instructional planning and doing cross-grade planning. Three days will be devoted to in-house training with workshops given by specialists in areas considered necessary by the Principal and/or the Instructional Coordinator. Teachers will be encouraged to attend workshops and conferences and conduct school visits in other schools. The professional development budget includes funds for such activities.

Yearly summer intensive program for professional development. According to needs determined by the Principal and Instructional Coordinator from data analysis and classroom observations, this program will

¹⁴ Cossentino, J. (2007). *Evaluating Montessori Why the Results Matter More Than You Think*. Education Week COMMENTARY. Vol. 26, Issue 21, Pages 31-32

include such activities as the analysis of the previous year's data in order to make adjustments and improvements in the curriculum, program and/or methods, and Handbooks, and workshops and conferences given by Montessori consultants, Special Education and LEP specialists, assessment specialists, or specialists in particular curricular areas.

Reference Library . The school will set up and gradually expand a reference library for teachers, which will include the Montessori Albums, important professional journals (from professional organizations such as ASCD, NCTM, NCTE, Montessori journals, etc.); resource materials; books on current educational issues, professional practice and teaching strategies; videotapes, and teaching materials.

B. Proposed School Calendar and Daily Schedule (See attached samples)

The NYCMCS will design a balanced and innovative school schedule that will maximize student learning time while also supporting student and teacher needs. Each school day, our students will receive the benefit of 60 additional minutes of instructional time in comparison to students attending other NYC public schools. Over the course of one year, NYCMCS students will have had 188 additional school hours, which is equivalent of nearly 27 additional school days per year.

Student Work Day/Week Assumptions:

- Student school day will be from 7:45 a.m.-4:00 p.m. with a voluntary after school program run in conjunction with our partner, SOBRO, which will run from 4:00 – 6:00. Our assumption is that a majority of our students will participate in the after school program.
- Students are expected to arrive at school with enough time to eat breakfast (beginning at 7:45 AM), and be ready for class, prepared to settle into the morning routine by 8:15am.
- Students will eat breakfast, lunch and healthy snacks at school.
- Students will have 90-120 minutes of Literacy instruction daily and 60 minutes of math daily
- Students will have Science and/or Social Studies lessons 4 days a week as part of the classroom curriculum for an average of 90 minutes each per week
- Students will have arts lessons twice weekly with a specialist teacher for 45 minutes each (90 minutes per week)
- Students will have physical education three times a week with a specialist teacher (which will include Health studies) for 45 minutes each (135 minutes per week)
- Students will have recess and/or structured play period daily for 30 minutes (150 minutes per week)
- Dismissal on Fridays will be at 2:00 pm. The students will be able to participate in special activities provided in coordination with our partner, SoBRO, so that the teachers can participate in full staff meetings, professional development, and extended planning time.

Teacher Work Day/Week Assumptions:

- Teacher school day will be from 7:45 a.m. - 4:00 p.m. daily. Teachers may have responsibilities after student dismissal at 4:00 p.m., which may include tutoring, professional development, family meetings, grade-level planning, or other meetings.
- Teachers will have a planning period daily while students are in specialist classes. Teachers will have an uninterrupted lunch period daily.
- Teachers will have a staff meeting on Fridays after early dismissal at 2:00- 4p.m.

In the afterschool program, read aloud time will reinforce literacy and stimulate in reading in a way parents may not be providing at home . Special activities in the arts and physical education will supplement what students do during the morning. Each day, students will have unstructured play time without direct adult intervention; this is invaluable for acquiring life skills : making friends, proposing projects, leading, following, and negotiating with others. Students will strengthen their ties to American culture through traditional children's games, and those whose families come from a different culture will share their traditional games. Finally, students who need extra help with core academic subjects will receive supplementary instruction.

C. Target Population

Student Enrollment - The following table shows the NYCMCS's anticipated enrollment:

		YEAR 1 - 2011	YEAR 2 - 2012	YEAR 3- 2013	YEAR 4- 2014	YEAR 5- 2015
GRADE	AGE	Enrollment	Enrollment	Enrollment	Enrollment	Enrollment
KINDERGARTEN*	4-5	52	52	52	52	52
GRADE 1	5-6	52	52	52	52	52
GRADE 2	6-7		52	52	52	52
GRADE 3	7-8			48	48	48
GRADE 4	8-9				46	46
GRADE 5	9-10					44
Total # of Students		104	156	204	250	294

* Kindergarten will be open to all children who turn five years of age on or before December 31st of the year in which they begin kindergarten classes, as required by law [Ed.L. §3202(1)].

The NYCMCS will begin with 104 pupils and expand to a maximum of 300 (294 taking into account possible attrition), by its fifth year. This small size will permit the intense individualization of the educational model and support improved student achievement by providing more control over the academic program and staff development than in a large school, and by permitting the school leaders to closely monitor and support the educational change process. The school will give preference to siblings and to students from the local school district and attempt to maintain a balance of the number of children with IEPs and English Language Learners in each class to ensure that the percentages are appropriate for the education of all the children.

For its first year of operation, the NYCMCS will enroll 52 students in Kindergarten and 52 in first grade. The presumption is that these students will re-enroll in the following grades each subsequent year with a 5-7% attrition rate per year. The school will accept approximately 10% more students to allow for attrition. Each year after the first year, the school will enroll 52 new students in Kindergarten and sufficient new students in 1st and 2nd grade to compensate for any attrition. The school will enroll only a small number of new students in 3rd, 4th and 5th grade, since acclimatizing them to the Montessori routines requires time and distracts attention from students who have come up through the school.

There is a high probability that the NYCMCS will meet these enrollment projections. First, most parents of children who are approaching 5 years of age are likely to seek enrollment for their child in an elementary school. This is so both for children attending a daycare center and for children who are still at home, since Kindergarten is the grade when most children start formal schooling. In addition, those parents who have never enrolled their child in kindergarten, which is not mandatory, are likely to seek to enroll them in first grade, which is mandatory. Therefore, enrollment in Kindergarten and first grade offers the NYCMCS the largest pool of potential students with a demand for enrollment.

Second, many community organizations have shown interest in having a Montessori charter school in the area of the South Bronx. SoBRO, the South Bronx Overall Economic Development Corporation, has provided the school with active support in the community. The planning team has also had a positive response from the CEC and from local institutions such as Day care centers, Charter schools for later levels of education, the South Bronx Food Cooperative, and the Jewish Child Care Association. Interestingly, several immigrant parents the team spoke to were enthusiastic about a having a free, public Montessori school for their children, since they knew of Montessori schools in their native lands as highly successful schools open only to the elite.

Finally, many of the local public schools are low performing schools: the average percentage of students scoring 3 or more in the NYS exams in 2010 was 27% for ELA and 44% for math¹⁵. Thus, there is also likely to be increased demand for a school offering a different program from those already available.

Alignment with the educational needs of the population.

The South Bronx is the poorest urban district in the country, with 41.6% of the population living below the poverty line. For the 2009-2010 school year, 89% of the students were eligible for free or reduced rate lunch. 71% of the population is of Hispanic origin, with two thirds of the population speaking a language other than English at home. The proportion of adults with low educational levels is high: close to half of residents in Congressional District 16 lack high-school degrees. Of the adult population, 20% has less than a 9th grade education, compared to 6% nationally.¹⁶ The latest available statistics (2009)¹⁷ for elementary schools in Bronx district 7 indicate a 24% average of ELL students and a 25% average students with disabilities. Thus the target population of the NYCMCS lives in poverty and is likely to include approximately 24% of English language learners and 25% of children with special needs.¹⁸ According to Eric Jensen (*Teaching With Poverty in Mind*), people living in poverty are exposed to many more acute stressors than their more affluent counterparts, and these stressors affect children in ways that put them at risk for academic failure. They can lead to social and emotional deficits such as inadequate impulse control, acting out behaviors and lack of empathy, which disrupt the classroom and adversely affect learning. They can also lead parents to give their children less cognitive stimulation, which means they lack basic cognitive skills on entering school.¹⁹ Since the children entering the NYCMCS have a background of poverty, their needs can be summarized as: to acquire the social skills necessary for them to learn and to acquire the intellectual skills necessary to perform well academically. The NYCMCS's mission aligns with these general needs of the target population. It recognizes the need to cultivate social skills as well as the intellectual skills of critical thinking and problem solving that are essential to the successful pursuit of learning and high academic achievement.

Curriculum and teaching methods.

The curriculum and teaching methods of the NYCMCS align with the general social needs of its target population first through multiage grouping, which offers an inclusive environment where peer tutoring, peer-teaching, collaboration and buddies are encouraged in order to develop social skills and develop a caring community of learners. Furthermore, all children will receive explicit instruction in social skills, emotional management and conflict resolution throughout the year.

Students who are at risk for academic failure are a diverse group of individuals with a diverse set of specific needs. The curriculum and teaching methods of the NYCMCS will align with the general intellectual needs of its target population by attending to the specific needs of each individual student. This is the rationale behind the intense differentiation and individualization of instruction in the NYCMCS, which depends on ongoing assessment using multiple measures to inform instructional decisions and thus ensure that all students are on task and progressing towards academic goals.

Every child in the school has an Individual Work Plan for each week. The particular strengths of students with special needs are incorporated into their Individual Work Plans in order to support their development in academic areas, and their plans take into account the special provisions of their IEPs. Since specialist teachers often come in to work with small groups (for example, art and music teachers),

¹⁵ *Ny state district report card*. (2009). Retrieved from <https://www.nystart.gov/publicweb-rc/2009/17/AOR-2009-320700010000.pdf>

¹⁶ U.S. Census Bureau, 2005 American Community Survey

¹⁷ NYStart

¹⁸ NYStart

¹⁹ Jensen, E. (2009). *Teaching with poverty in mind*. Alexandria, VA: Association for Supervision and Curriculum Development.

students with special needs are not singled out when speech or occupational therapists come to deliver services within the classroom,. Individual Work Plans also adapt easily to the needs of English Language learners who will be identified using mandated procedures. They can also accommodate a variety of instructional strategies derived and adapted from the Sheltered Instruction Observation Profile (SIOP) for developing English language skills together with academic skills.

Services.

1. As detailed in the NYCMCS’s institutional partnership, SoBRO will provide an after-school program to increase educational time for all students and give opportunities for enrichment and the study of complementary topics.
2. The school will provide an ongoing program to educate families in ways to support their children’s education. This will cover topics such as help with homework, discipline in the home, motivation and how to stimulate academic interests.
3. As detailed in the NYCMCS’s institutional partnership, SoBRO will provide further education classes for the families of the student population with further education classes in English language, literacy, and other areas. These classes will improve their educational levels and thus, their capacity to offer intellectual stimulus and educational support to their children.

D. Assessment

For the NYCMCS, assessment is the key to effective functioning and achievement of the school’s mission. For this reason, the founding group is presently in the process of developing a comprehensive assessment program that encompasses student achievement, teacher effectiveness, the work of administrators, the school’s financial integrity, the Institutional Partner, and the functioning of the Board. The assessment data provided by this program will drive decisions in all areas.

Evaluation of the progress of individual students

The differentiation and individualization of instruction in the Montessori approach requires data collected through careful assessment procedures which can give teachers accurate information on students’ initial levels, ongoing progress, changing needs and achievement outcomes. The planning team will draw up a Curriculum and Assessment Handbook for each grade that will indicate the tools and procedures for diagnostic, formative and summative assessment to be used at different points throughout the year. The following chart indicates the assessment schedule.

	Kindergarten		Grades 1-2		Grades 3-4-5	
	Formative	Summative	Formative	Summative	Formative	Summative
SEPT	School designed assessments in all areas DRA		School designed assessments in all areas DRA		School designed assessments in all areas DRA	
OCT	Assessment Toolkit		Assessment Toolkit		Assessment Toolkit	Authentic end-of-unit product
NOV	Assessment Toolkit		Assessment Toolkit	Interim ELA/math assessment	Assessment Toolkit	Simulated STATE TESTS
DEC	Assessment Toolkit			Authentic product	Assessment Toolkit	Authentic product
JAN	Assessment Toolkit	DRA	Assessment Toolkit DRA		Assessment Toolkit DRA	
FEB	Assessment Toolkit	Interim ELA/math assessment	Assessment Toolkit	Interim ELA/math assessment	Assessment Toolkit	Interim ELA/math assessment
MAR	Assessment Toolkit		Assessment Toolkit	Authentic	Assessment Toolkit	SAT 10

				product		Authentic product
APR	Assessment Toolkit	SAT 10	Assessment Toolkit	SAT 10	Assessment Toolkit	STATE TESTS - ELA
MAY	Assessment Toolkit		Assessment Toolkit		Assessment Toolkit	STATE TESTS – Math Science – 4 th gr.
JUNE	Assessment Toolkit	DRA Interim ELA/math assessment	Assessment Toolkit	DRA Authentic product	Assessment Toolkit	DRA Authentic product

For **diagnostic assessment** teachers will use the *DRA*, which determines individual reading levels; *school-created assessments* for identifying ELA and Math levels, content knowledge and skills; test results from the previous year, including state test results for those grades where this is applicable. These data will provide a basis of comparison for evaluating the progress of individual students throughout the year, and of the group as a whole.

The NYCMCS team considers continuous **ongoing formative assessment** essential in order “... to identify student understanding, clarify what comes next in their learning, trigger and become part of an effective system of intervention for struggling students, inform and improve the instructional practice of individual teachers or teams, help students track their own progress toward attainment of standards, motivate students by building confidence in themselves as learners, fuel continuous improvement...”²⁰ As recommended by these authors, the planning team is presently developing a toolkit for formative assessment which will be common to all teachers. It will include: *checklists of performance indicators in the core curriculum areas, teacher journals, Individual Work Plan templates, rubrics for assessment of portfolios, NCTE writing rubrics, school created bi-weekly quizzes in ELA and Math for grades 1 and up.* Teachers will also administer the *DRA* at midyear for students who are struggling with reading. Thus, formative assessment becomes the most important tool for evaluating the ongoing progress of individual students. Teachers also use it to modify the educational program and improve instruction. They use it to implement immediate instructional interventions, to determine who is ready for more advanced instruction and who needs additional support, to adjust class groupings (small groups, individual instruction), or to fine-tune the sequence or content of lessons. Finally, students may use some of the data for self-evaluation, thus developing this metacognitive skill.

For formal evaluations of individual student progress throughout the year, the Curriculum and Assessment Handbooks will also indicate the tools to be used for **summative assessment**. Teachers will administer periodic interim Standards based assessments in ELA and math and apply a common standards-based rubric in content areas such as math, ELA, science and social studies to assess the *authentic products* produced by students at the ends of units. Students will also use these data for self evaluation and peer evaluation; teachers will use the data to determine if there is a need for remedial action for improving instruction.

Towards the end of the school year, the school will administer the *state mandated tests* in ELA and math to third, fourth and fifth grade students and in science to fourth grade students. Similarly, it will administer the Stanford Achievement Test in ELA and math (SAT 10) in order to obtain nationally normed data for grades K-5. The data from these tests will measure individual student achievement, track individual progress from one year to the next. The school will also administer the *DRA* to all grades to drive decisions on who needs remediation and support. Finally, the school will use all summative assessment data to evaluate instructional effectiveness, teacher performance, the professional development plan, and progress towards the schools goals.

²⁰ Stiggins, R., & DuFour, R. (2009). Maximizing the power of formative assessments. *Phi Delta Kappan*, 90(9), 640–644.

Promotion and graduation.

Families will receive three written reports on the students' progress, in time for individual parent-teacher conferences held three times a year, with fall conferences geared toward sharing expectations for the year, midyear conferences to review the student's progress and make joint plans if needed to support the learning process, and spring conferences to review progress and plan for summer supports.

In order to move successfully from grade to grade, students must demonstrate proficiency in the core subjects. Though many children find the demands of school to be challenging, in the NYCMCS, the highly structured environment, individualized instruction, the system of continuous ongoing assessment and timely intervention, extra time and supports are all designed to ensure that all students have the opportunity to acquire grade level skills. For this reason, the NYCMCS expects that all of its students will achieve academic success each year.

Promotion will be based on students meeting grade-level knowledge and content standards, and will be determined by assessment information, teacher recommendation, and principal approval. The school reserves the right to make a decision for promotion even when standardized test scores do not match previous student achievement as seen through year-long classroom assessments or when a child demonstrates potential for continued progress with additional supports.

Although there is published research that indicates that student retention is closely related to future academic failure, in the extreme case of a student who the school considers may be incapable of dealing with the demands of the next grade, there will be an initial conversation with the family in January, and a second conversation in March about the possibility of retention. All students who are candidates for retention will have a Learning Plan. The school will provide additional academic support, and will monitor the student's progress closely. If a student must be retained, then the classroom teacher, principal, and family will meet to discuss how the upcoming year will offer the student different and sufficient supports to ensure the student's success.

Evaluation of cohorts over time.

The NYCMCS will employ the data gathered in the assessment of individual students to evaluate the progress of each cohort as a whole. Data from the yearly Stanford Achievement Test in ELA and math (SAT 10) will provide national norm referenced data for evaluating each cohort's progress from one year to the next, as will the DRA. Since the school will administer these national norm referenced tests to all grades from Kindergarten onwards, the data they provide will allow it to evaluate the progress of each cohort from the time it enters school in kindergarten to the time it graduates in 5th grade. To evaluate cohort progress in ELA and mathematics, from 3rd to 5th grade, the NYCMCS will compare yearly group results on the State mandated tests for these grades. In other academic areas such as science and social science, the data from school generated summative assessments will allow comparisons over the six years of each cohort's stay in the school.

Cohorts will also be evaluated over time in other ways. For example, changes in the percentages of students who are classified as ELLs or as having special needs, may indicate that the program has been successful in changing the status of these students. Promotion and retention rates may also indicate changes over time. The information obtained from all data relative to cohort evaluation over time will allow the school to identify the school's strengths and weaknesses, determine what changes are needed, and make long term plans for introducing improvements in the program, instructional methods, teacher selection/retention and the professional development program.

Evaluation of the school as a whole

As indicated before, the founding group is in the process of developing a comprehensive assessment system for evaluating the school as a whole. This will encompass not only the evaluation of student

achievement (as outlined above), but also the evaluation of other aspects, including the program, teacher effectiveness, and the work of administrators, financial operations, the school's Institutional Partner, and the board. The evaluation process for each of these is as follows:

Program. The Principal will provide information to the Board on the impact of the educational program on student achievement results. In consultation with the Instructional Coordinator and teaching staff he/she will prepare and present a summary of assessment data and student progress. The Board will analyze such data to evaluate the program's progress and make recommendations to the Principal. For the annual evaluation of the program and in order to determine if the school program is producing the desired results with all students, the Principal will provide data obtained from the formative and summative assessments of the whole cohort as well as for subgroups of general education students, ELLs and SPED students. Such data will inform the Board's decisions on ways to improve the program and ensure the fulfillment of the accountability goals delineated in the Charter.

Teacher effectiveness. The Principal of the NYCMCS will conduct evaluations of the effectiveness of teachers. These will take into account the results obtained by his/her students on standardized tests, yearly test score gains, and other measures of student outcomes, such as authentic product assessments, formative and summative assessments, portfolios and student presentations. The Principal will also make direct observations and evaluations of teaching practice and student performance. For these, the Principal and/or the Instructional Coordinator will visit each classroom daily and will make at least one formal observation visit annually. Rubrics for the observation of teachers cover six domains: planning and preparation for learning, classroom management, delivery of instruction, monitoring assessment and follow-up, family and community outreach, and professional responsibilities. In follow-up discussions with the teacher, the Principal may recommend changes or ways of giving the teacher support. In the spring, the Principal will prepare a written report of findings on the teacher's effectiveness, which he/she will discuss with the teacher in a formal conference and use to decide if the teacher's contract will be renewed. These assessments of teacher effectiveness will also inform decisions about the nature and content of the ongoing professional development program.

Administrators. The Board will carry out a yearly evaluation of the school Principal, using key operations benchmarks: staff, student and parent satisfaction, progress towards goals in the charter, students' academic progress and the overall status of the school. The school staff will create a performance dashboard that will integrate specific data elements and goals which the Board will review at each meeting. Annual reviews and updates will ensure that the dashboard reflects the most valid and reliable indicators of school success within key academic, financial, and operational areas.

Institutional partner. In its regular scheduled meetings, the Board will monitor and routinely evaluate the performance of the School's partner, SoBRO, in its role as fiscal agent providing financial and management services. The Board will also make an annual evaluation of the Institutional Partnership, with interim steps, measuring the value gained against the cost and the effectiveness of the jointly planned projects (community outreach, fundraising, and after school programs for students and families).

Financial operations. The board will set policies for procurement and reporting that ensure effective stewardship of public funds. Based on the accountability goals delineated in the charter application, the board will review the budgets, financial reports, and academic assessment data compiled by the Principal to determine if more resources are required or if resources are properly allocated for maximum student outcomes. Upon completion of the school's first year of operation and every year thereafter, the school will undergo an independent financial audit.

The Board of Trustees. Each year, the Board members will conduct self-evaluations as well as an evaluation of the Board as a body. Using templates from other high-performing charter schools and non-

profits, the school will create a self-assessment tool to review Board and school performance. This self-evaluation will aid the Board in recruitment by helping to identify areas for development. The board will also meet to make annual revisions of its members' areas of expertise and participation in order to guide its recruitment strategy. The Board of Trustees will meet monthly to evaluate the academic, fiscal and organizational health of the school as a whole through multiple data sources, and, on the basis of its conclusions, take corrective action if needed and make decisions to ensure that the school is on the path to exceeding the goals articulated in its accountability plan.

E. School Climate and Discipline

In order to work and learn in school, children must feel the desire to do so. To nurture this desire, the NYCMCS seeks to create a safe, attractive, comfortable, nonthreatening social and emotional climate where children feel accepted, understood, respected, and fairly treated. To this end, the NYCMCS's discipline policy is based on the premises that prevention is better than cure, that the most effective way to manage inappropriate behavior is through its logical consequences rather than the imposition of arbitrary punishments, that conflicts are a natural part of all human relationships and that children learn and need to be taught appropriate behavior. In this respect, all students receive ongoing training in social skills such as empathy, impulse control, social problem solving, emotion management, and conflict mediation.

The NYCMCS's discipline policy comprises 4 phases.

Phase 1 refers to everyday classroom discipline. Teachers seek to promote compliance with the school's code of conduct by involving students in its **re-creation** as their "own" code of conduct. The school wide code of conduct upholds the Montessori values of grace, courtesy, respect and responsibility. It includes the following general rules. All members of the school community will:

- treat all others with respect, kindness and courtesy
- maintain a tranquil working environment
- treat physical objects and the school's installations with care and responsibility
- assume the consequences of their own actions

Typical consequences emphasize apology and making amends. They might include: *I will sit still and think for five minutes and then say what I will do to behave differently in the future. I will repair or replace anything I damage.* Each class teacher guides and shapes a discussion of the reasons why the students come to school (for example, "to learn", "to make friends") and what they need in order to do these things (for example, "to listen", "to be friendly"). Then the teacher leads the group to express the appropriate rules and consequences in their own words and ensures it corresponds to the school-wide code. The code of conduct is explicitly discussed and gently but firmly enforced in a consistent way in all school venues (for example, halls, gymnasium, outdoor areas), and by all members of staff.

Phase 2 of the discipline policy comes into effect when a student repeatedly and continuously engages in antisocial behavior or flouts the code of conduct in such a way that his behavior endangers other students or impedes his learning or that of others. To address these behaviors, the school will adopt a preventive approach, nurturing positive behavior by research supported techniques such as appropriately delivered adult praise for positive behavior, reinforcement contingencies and time out.²¹ Other factors related to learning positive behaviors and reducing the level of aggressive behaviors.²² are academic success and an orderly environment. The NYCMCS addresses both these factors in the Montessori approach of individualized instruction and continuous assessment, the prepared and predictable environment, and the direct teaching of work routines. The NYCMCS will deal immediately with all aggressive or bullying

²¹ Walker, H. M. (1995). *The acting out child: Coping with classroom disruption*. Langmont, Colo. Sopris West

²² Kellam, S., Rebok, G., Ialongo, N. and Mayer I., (1994). The course and malleability of aggressive behavior from early first grade into middle school: Results of a developmental epidemiologically-based prevention trial. *Journal of Child Psychology and Psychiatry*, 35(2). 259-281

behavior, either through teacher mediated conversations between the students involved or through the application of previously agreed upon consequences. When a student repeatedly engages in disruptive or antisocial behavior, the teacher will keep records to chart changes over time.

When teacher interventions are insufficient to produce reasonable change, the teacher will involve families in designing home supports for behavioral change, in conferences which may include a social worker or guidance counselor. In cases where such parent conferences and guidance interventions are not effective and a student continues to engage in behavior that is substantially disruptive, the teacher will separate the student from the group for an hour or more and send him/her to a location within the school where they will receive continued educational services, including class work, differentiated instruction, ELL services (as needed) and homework.

Phase 3 comes into effect when repeatedly disruptive behavior continues once the student returns to the classroom or when a student displays any of the behaviors listed below. In these cases, the Principal will impose a short-term suspension of up to five days, unless he/she decides to make an exception on the basis of the individual circumstances surrounding the incident or the student's disciplinary record or use other disciplinary actions prior to suspension, such as exclusion from extracurricular activities. There follows a list of the behaviors meriting short term suspension:

- Engaging in conduct which endangers or threatens to endanger the health, safety, welfare, or morals of others
- Attempting to assault any student or staff member
- Using force or threats that reasonably place the victim in fear of imminent bodily injury
- Throwing things at others
- Engaging in acts of verbal or physical sexual harassment
- Making a false bomb threat or pulling a false emergency alarm
- Vandalizing school property causing minor damage
- Leaving the school premises without permission
- Engaging in insubordination or failing to comply with disciplinary sanctions
- Stealing, or attempting to steal, or possessing property known by the student to be stolen
- Repeatedly using obscene or abusive language or gestures
- Bringing tobacco or alcohol to school
- Committing any other act which school officials deem warrants short-term suspension

Phase 4 comes into effect in extreme cases. Unless the Principal decides that an exception should be made on the basis of the circumstances surrounding the incident or the student's disciplinary record, he/she will impose a long-term suspension (removal from the school for a period of more than five days) or expulsion (permanent removal of a student from the school) on any student who displays any of the behaviors of the infractions listed below:

- Assaulting any other student or staff member
- Intentionally causing physical injury to another person, except when student's actions are reasonably necessary to protect him or herself from injury
- Possessing, using, attempt to use, or transfer any firearm, knife, razor blade, explosive, mace, tear gas, or other dangerous object of no reasonable use to the student in school
- Committing, or attempt to commit arson on school property
- Vandalizing school property causing major damage
- Committing any other act which school officials deem warrants a long-term suspension

Due process will be followed for all disciplinary actions consistent with federal case law pursuant to *Goss v. Lopez* (419 U.S. 565). The student will have the opportunity to present his/her version of events to the Principal in person. Before imposing a short-term suspension, the Principal shall immediately notify the

parents or guardian in writing that the student may be suspended from school. This notice will be in their dominant language and provide a description of the incident(s) for which suspension is proposed. It will inform the parents or guardian of their right to request an immediate informal conference with the Principal. The parents or guardian of the student and the student shall have the opportunity to present the student's version of the incident and to ask questions of the complaining witnesses indirectly through the teacher or the principal. The Principal's decision to impose a short-term suspension may be challenged by the parent(s) or guardian in accordance with the school's complaint process. Before any expulsion, the Principal will consult the Board and immediately notify the student's parent(s) or guardian(s) in writing, in their dominant language. Long-term suspensions or expulsions will only be imposed after the student has been found guilty at a formal hearing. The hearing shall include the Principal, staff members involved with the incident, and the student with his/her parent(s) or guardian(s). The student shall have the right to be represented by counsel, question witnesses, and present evidence.

Federal and State law require the expulsion from School for a period of not less than one year of a student who is determined to have brought a firearm to the school, or to have possessed a firearm at School. The Principal may modify such expulsion requirement for a student on a case-by-case basis, if such modification is in writing, in accordance with the Federal Gun-Free Schools Act of 1994 (as amended). "Weapon," as used in this law means a "firearm," as defined by 18 USC§8921, and includes firearms and explosives. (New York Education Law §3214(3)(d) effectuates this federal law.) The Principal shall refer a student under the age of sixteen who has brought a weapon or firearm to school to a presentment agency for a juvenile delinquency proceeding consistent with Article 3 of the Family Court Act.

Discipline Provisions for Students with Disabilities

If a special education student violates the school's Disciplinary Code and is being considered for a suspension or removal, the school will ensure due process protections in accordance with Sections 300.530-300.537 of the Code of Federal Regulations (CFR). The school will make the provisions described below for students with special needs who engage in extreme behaviors meriting suspension or expulsion. Furthermore, a student who has engaged in behavior that violated the school's Disciplinary Code who has not been determined to be eligible for special education services but qualifies under 34 CFR 300.534 as a student suspected of having a disability may request to be disciplined in accordance with these provisions.

For a student whose behavior merits suspension or expulsion and who is either identified as a student with special needs under 20 USC §1400 et seq. or qualifies as a student suspected of having a disability under 34 CFR 300.534, the school will:

- Provide a free and appropriate education in accordance with 20 USC §1400 et seq. to students who are suspended or removed for disciplinary reasons for more than ten school days (as defined in 34 CFR 300.536);
- Address behaviors that result in suspensions or removals for more than ten school days (as defined in 34 CFR 300.536) by providing functional behavioral assessments and behavioral intervention plans in accordance with 34 CFR 300.530;
- Conduct a manifestation determination review in accordance with 34 CFR 300.530 to determine the relationship between the behavior and the student's disability when a suspension or removal would result in a disciplinary change of placement;
- Provide the parent of the student a copy of the procedural safeguards notice in accordance with 34 CFR 300.530 and 34 CFR 300.504;
- Expedite the resolution of disagreements between parents and the school regarding certain disciplinary actions;
- Ensure protections for students who qualify under 34 CFR 300.534; and
- Expedite evaluations of students suspected of having a disability during the suspension period.

The school will work closely with the Committee on Special Education to establish clear guidelines for communication and decision-making on disciplinary matters. The school will maintain written records of all suspensions and expulsions of both general education students and special education students. These records will include the name of the student, a description of the behavior, the disciplinary action taken, the names of staff members involved in the incident, and the number of days a student has been suspended or removed for disciplinary reasons. Student records will be stored in locked cabinets and a record access log will be maintained listing all persons who reviewed the information and when such information was reviewed.

Alternative educational services. The NYCMCS will ensure the provision of alternative educational services to any student who has been suspended or expelled, to the extent required by applicable law. Instruction for suspended students shall be sufficient to enable them to make adequate academic progress, and shall provide them with opportunities to complete assignments, learn the curriculum and participate in assessments, and it will take place in a suitable site. For a student who has been expelled, the school will provide alternative instruction to the extent required by applicable law for suspended students, until the student enrolls in another school or until the end of the school year, whichever comes first.

To ensure the effective application of the NYCMCS' behavior management and discipline policy, all teachers will participate in introductory and advanced-level workshops on the teaching of the peace curriculum, and the application of all phases of the discipline policy with general education students and students with disabilities. In addition, Administrators will receive professional development in areas related to discipline, school climate, legal requirements, and effective leadership.

School climate and family participation.

The NYCMCS will adopt a series of strategies to be friendly and inviting to families. Families are expected to be partners with the school in the education of their children, and it is important for them to remain well informed and involved in all aspects of their child's school experience. Given that the school's students may come from non-traditional families, and other members of the children's families or legal guardians may assume parental roles, the NYCMCS will talk about family involvement rather than parental involvement, and will create a Family School Association (FSA) in place of the traditional PTA.

Communication with families will begin at the time of the student's enrollment at the NYCMCS. Family Information Sessions will give an overview of Montessori philosophy and methods, and describe the school's expectations of families in the life of the school and in their children's education. Families will sign an agreement indicating their support of these expectations as part of the enrollment process. Families will receive adequate and timely written information on upcoming and past school events in regular newsletters in Spanish and in English. Once a month, the Principal will host a morning "Coffee & Curriculum" session to discuss topics of interest to the families and which staff members consider are important. The school will establish a standard time for parents to call teachers at the school and for teachers to return phone calls to discuss student related matters. The Principal and the Instructional Coordinator will have an open door policy so families can contact them at any time. Families will also participate in workshops that focus on effective communication and behavior management in the home.

The school will also promote family participation in school governance. Families will have opportunities to volunteer for sundry activities, such as planning or cooking for a special event, visiting the class as a guest speaker or activity leader, or helping in the school office. The Family School Association (FSA) will provide more formal opportunities for participating in school governance. At least one seat on the Board will be reserved for the parent/guardian of a child enrolled in the school, as an ex-officio non-voting trustee. The Family School Association (FSA) will elect this member whose term of office will be

one year. The FSA will provide a forum to support discussion of family concerns, proposals and suggestions for school support, school improvement and problem solving.

School climate and staff relations

Since teachers are at the forefront of executing school policy and achieving the school's educational goals, the NYCMCS will establish and maintain a friendly and supportive work climate, with opportunities to participate in school wide decisions and receive support from colleagues and administrators. Staff will also participate in school governance through membership in the FSA. In order to gauge satisfaction with the school's climate, administrators, teachers, students, and families will reply to questionnaires on how they perceive the school's performance. The Principal or designee will also conduct occasional informal climate evaluation sessions with students and with the staff.

II. ORGANIZATIONAL PLAN

The Board of Trustees will oversee all operational aspects of the school. It will have between 5 and 15 members, with a range of skills and experience (including Montessori, traditional, and special education, community outreach, business, legal, finances, and real estate) to uphold and support the school's charter. Its responsibilities will include: hiring, setting compensation for and evaluating the Principal, ensuring effective organizational planning and resource allocation; and monitoring the school's programs and services according to the terms articulated in the charter under the direction of the bylaws. The Board committees will include the Executive Committee, Finance Committee, and Education and Accountability Committee. The Board of Trustees will delegate to the Principal the responsibility for management and day-to-day operations of the School. The Principal will delegate specific tasks and supervisory functions to the Instructional Coordinator and the Director of Operations.

The school will form an Institutional Partnership with the South Bronx Overall Economic Development Corporation (SoBRO), which has a long history of service and success in serving the South Bronx Community. SoBRO will offer the school the following services (as detailed in the Institutional Partnership Agreement): fund raising, after school and community outreach activities, support in Human Resources management and finance activities, and facilities identification and development support.

A. Governing Body

Proposed structure of the school board

The Board will select Trustees through majority vote; the Executive committee will nominate candidates for vacancies. No employee of the NYCMCS may be a trustee. At least members of the Board must have Montessori training and/or experience. At least one member must be an employee of the school's Institutional partner but no more than 40% of its members may be employees of the Institutional partner. The board will hold regular monthly meetings.

Roles and responsibilities of a charter school Board of Trustees,

General Responsibilities:

The Board of Trustees is responsible for ensuring that the academic program of the New York City Montessori Charter School (NYCMCS) is successful, that the school's program and operation are faithful to the terms of its charter, and that the school is a viable organization.

Specific Responsibilities:

1. Understand and support the mission and vision of the NYCMCS and keep it clearly in focus
2. Select the Principal of the School
 - Write the Principal's job description . Negotiate and approve contract and renewal
3. Give support to the Principal and assess his/her performance
 - Ensure effective organizational planning, including concrete, measurable goals consistent with the charter and accountability plan
4. Provide financial stewardship

- Review and approve annual budget
 - Approve fundraising targets and goals and assist in carrying out development plans
5. Ensure that resources are managed effectively
 - Monitor budget implementation through periodic financial reports
 - Approve accounting and personnel policies
 - Provide for an independent annual audit by a qualified CPA
 - Ensure adequate insurance is in force.
 6. Monitor and strengthen the programs and services of the NYCMCS
 - Ensure that the school's programs and services are consistent with the mission, vision and the charter
 - Approve annual attainable goals for the board and management
 - Monitor progress towards the attainment of goals and results
 - Assess the quality of the program and services
 7. Enhance the NYCMCS's public standing
 - Serve as ambassadors, advocates and community representatives of the school
 - Provide for a written annual report and public presentation that details the NYCMCS's mission, programs, financial condition, and progress made towards charter promises
 8. Ensure legal and ethical integrity and maintain accountability
 - Establish policies to guide the school's board members and staff
 - Develop and maintain adequate personnel policies and procedures
 - Adhere to the provisions of the school's bylaws and charter
 9. Recruit and orient new board members and assess board performance
 - Define board membership needs in terms of skill, experience and diversity
 - Cultivate, check the credentials of and recruit prospective nominees
 - Provide new board member orientation
 - Conduct an annual evaluation of the full board and individual trustees
 10. Individual members must inform form the Board of Trustees of any potential conflicts of interest, whether real or perceived, and abide by the decision of the board related to the issue.
 11. Monitor and routinely evaluate the role of the School's partner, the SoBRO.
 - conduct an evaluation of the support services the school receives from its partner,
 - ensure that SoBRO is meeting the terms of its Partnership Agreement.

Job description for members of the Board of Trustees

General Board Member Description:

1. Attend monthly board meetings . Be accessible for personal contact in between board meetings.
2. Serve as an active, ongoing member of at least one committee.
3. Commit time to developing financial resources for the charter school.
4. Responsibly review and act upon committee recommendations brought to the Board for action.
5. Self educate on the major issues before the board.
6. Prepare in advance for decision-making and policy formation at board meetings
7. Participate in the annual board member self-review process
8. Participate in the annual board development and planning retreat held each year.
9. Use personal and professional skills, relationships, and knowledge for the advancement of the school.

B. Founding Group Composition

Applicant Team, proposed founding Board of Trustees, and Key Personnel

The planning team has provided the expertise necessary to design, open, and govern a successful public school. Its members have substantial experience in education, organizational governance, fundraising, finance, real estate, social services and community advocacy.

Gina Sardi - Lead Applicant, proposed School Leader for NYCMCS . Gina Sardi worked as Director of Education for 20 years at The Caedmon School, a small independent Montessori school in NY City. She started her education career in Venezuela where she helped found an experimental school in Caracas. She has worked with teachers in developing innovative learning strategies that address individual needs of students, and in creating environments that encourage collaboration. She created curricula that include constructivist practices, differentiated instruction, and a focus on real life applications of skills. She has created and delivered workshops for teachers, board members, and families on a broad range of topics. Ms. Sardi obtained her BS in Spanish Education, and an MA in School Leadership from St. John's University.

Robin Urquhart - Planning Team, proposed Instructional Coordinator for NYCMCS. Robin Urquhart is an Instructional Psychologist. She obtained an MA from Glasgow University and did graduate studies at the Central University in Caracas, where she went on to become a teacher in the Master's program in Instructional Psychology. Her research interests are cognitive processes in reading, writing, science teaching and argument. In 1972, she founded an experimental independent school in Caracas, and directed it until 2007, overseeing its expansion to cover K-12th grade. She also founded and directed for two years a similar elementary school for disadvantaged children in a poor area of Caracas. She has worked as an educational consultant in teacher training and science education for the Venezuelan government, and has written books on initial reading, manipulatives, and written argument.

Dr. Denise Clay, Ph.D. - Planning Team, proposed Board Member, Dr. Denise Clay has more than 20 years experience in administrative leadership, strategic planning and development, teaching and training, and publications development. She earned a BS in Social Studies Education and a MS in College Student Personnel Work from Indiana State University, and a Ph.D. in Adult and Higher Education from the University of Oklahoma. Dr. Clay is head of the Education and Career Development Department in SoBRO. She is responsible for oversight of curriculum and staff development for after-school youth and adult programs. She conducts outreach to build relationships with local school officials, social service agencies, community boards, and others to promote SoBRO programs and services, and also serves on targeted grant-writing teams.

Allison Lide - Planning team. Curriculum Advisor. Allison Lide is certified by the International Montessori Association (AMI), in Bergamo Italy. She currently teaches Upper Elementary (ages 9-12) at The Montessori School in Wilton, Connecticut. She has worked with schools serving underprivileged children in Nepal, Ethiopia, Lesotho and Afghanistan, where she was co-founder and educational coordinator in 2004 of a Montessori-based orphanage and worked with the Ministry of Education in teacher training and literacy. In Nepal she helped found a Montessori preschool, in 2008. Prior to her Montessori certification, Allison taught high school and junior high physics, science and math in Dayton, Ohio, where in addition to teaching, she was science curriculum consultant for Dayton City Schools.

Nilza Oyola -Proposed Board Member. Nilza Oyola has more than a decade of experience in educational youth development programs, family development, and business strategic management in the non-for-profit sector. As Senior Vice President of the Education and Career Development Division for SoBRO, she is responsible for staff supervision, budgetary oversight and direction, and outreach to the community for the purpose of developing partners, seeking additional funding for programs, and representing the organization on local, regional, and national levels. She is a member of the Board of Directors of the National Youth Employment Coalition (NYEC). She earned a BA in Business management and an MBA from Dowling College and has studied educational leadership in Bank Street College of Education and Cornell University.

Alex Gurvich - Planning Team, Proposed Board Member. Alex Gurvich is a founding member and a Managing Partner at The Rockledge Group, a money management firm for US and European investors.

He started his career as an engineer/physicist with a French high tech scientific instrumentation start up, entered the business field as a management consultant with Bain & Company, and was a venture capitalist with General Electric's GE Capital. He holds a BA in Physics from the University of Chicago, a MBA from INSEAD and a MS in Financial Engineering from New York University Polytechnic Institute. He is also an Adjunct Professor of Finance at Pace University Lubin School of Business.

Carole Wolf Korngold - Advisory Team. Carole Korngold is executive director of the Center for Montessori Education/NY, (CMTE) which runs the Montessori Children's Center at Burke Rehabilitation Hospital, a model all-day Montessori child care program. She is internationally recognized for elevating the quality of education in private and public schools, child-care centers and Montessori teacher training. Past President of the American Montessori Society, she participated in the White House Conference on Early Childhood Development and Learning, Co-Chaired the Montessori International Congress in Rome, Italy, and she has been honored with the AMS Living Legacy Award for the year 2000 and the 2004 Arents Award from Syracuse University. Ms. Korngold lectures around the world on Montessori education. She holds an M.A. (Manhattanville College), an AMS Early Childhood credential (Albany), and an AMS Infant and Toddler credential (CMTE/NY).

Mario Bodden - planning team. Mario Bodden is the Assistant Vice President of the Community and Economic Development Department in SoBRO. He started the Urban Design Studio Project, which placed high school students in internships with architects, urban planners and other city planning professionals, was Director of the Housing and Urban Development (H.U.D), and sponsored Youthbuild Program. His department spearheads neighborhood capital improvement programs, commercial real estate services, organizes merchants associations, special events and projects.

Tara Greaney - Planning Team, Proposed Board Member. Tara Greaney is the Director of the Cravath, Swaine and Moore's Children's Center, the first on-site (in a commercial space), corporate sponsored back up child care facility in NYC, opened in 1989. She designed the space and set up the policies and procedures. In her 20 years as director, she has been responsible for its staffing, training, hiring, curriculum, budgets, licensing compliance, maintenance issues, and administrative responsibilities and has worked as a consultant, helping organizations to set up Infant, preschool, school age, and after-school centers. She created a networking organization for educators working in corporate environments.

Ramani DeAlwis – Proposed Board Member. Ramani deAlwis has been in Montessori education for 35 years. First a teacher, she was later Head of School of the Metropolitan Montessori School, one of two accredited Montessori Schools in New York City, for more than 20 years. In the early 1990's, she was appointed the Montessori Representative to the NGO group of the United Nations. She has served as a consultant to many Montessori Schools.

Meredith Madon – Proposed Board Member. Meredith Madon is a Special Education Attorney. Prior to opening her own firm, she served as an attorney at Advocates for Children of New York (AFC). She holds a B.S. from Cornell University and a J.D. from the University of California, Berkeley. She completed a Fulbright Scholarship focusing on the study of disabilities and special education, for which she received an M Ed. in special education. She has taught in New York City public schools. She received the 2006 and 2008 Empire State Counsel Awards for her dedication to public interest work in the area of special education law. She is a member of the New York State Bar, the Education and the Law Committee of the New York City Bar, the Council of Parent Attorneys and Advocates, Inc., and the Education Law Task Force of Legal Services NYC.

Procedures for conducting and publicizing monthly board meetings

The Board of Trustees of the NYCMCS will comply with the New York State Open Meetings Law. It will give public notice, no less than one week in advance, of the date, time, and location of any board or

board committee meeting, by posting notice of the meeting in the school and on the school's website, and through at least one media notice or advisory. The Board of Trustees will compile minutes of both open and executive sessions. The minutes of open meetings will contain a record or summary of all motions, proposals, resolutions, and any matter formally voted upon and the vote thereon, and will be made available within 2 weeks of the meeting. The minutes of executive sessions will contain a record or summary of the final determination of any action that was taken, the date, and any votes taken and will be made available within 10 days of the executive session. All minutes will clearly state how each individual board member voted in all instances.

Parental and Staff Involvement in School Governance

The NYCMCS recognizes that its students may come from non-traditional families, and that other members of the children's families or legal guardians may assume parental roles. For this reason, the NYCMCS will talk about family involvement rather than parental involvement, and will create a Family School Association (FSA) in place of the traditional PTA, compliant with forthcoming regulations from the NYC Chancellor's office pursuant to the amended charter law.

Parents will participate in school governance in several ways. The FSA will provide a forum to support discussion of parents' concerns, proposals and suggestions for school support, school improvement and problem solving. Subcommittees will be named to plan and carry out specific projects to support the school, such as family outreach projects and fundraising. At least one seat on the Board will be reserved for a parent of a child enrolled in the school, as an ex-officio, non-voting trustee. This parent will be elected by the vote of the FSA and his/her term of office will be one year. Families will be encouraged to attend Board meetings and training on charter school governance so that they may provide effective stewardship as board members or as more general members of the school community. If the NYCMCS occupies DoE space, a parent will be selected to represent the school on the Shared Space Committee.

The NYCMCS will promote staff participation in school governance by creating and maintaining a work climate that is friendly and supportive, in order to encourage staff contributions to discussions of academic issues. Through regular meetings with the Principal and the Instructional Coordinator teachers will be able to raise issues, discuss and reach agreements on priorities, plan ways to resolve problems, make suggestions, propose projects and assume responsibilities for carrying them out. Staff will also participate in school governance through membership of the FSA. The School will elect at least one teacher to represent it in the FSA and key staff will attend the monthly meetings.

The Principal will represent the school at Board meetings, providing key insights on school operations and representing the needs of staff to the Board where necessary.

Plans For Recruitment Of Additional Board Members.

At this point, the school has recruited six board members who are committed to serving as Founding Board Members. Their areas of expertise include governance, education, finance, community relations and development, knowledge and connections in the South Bronx, Montessori education, public education, special education, law, policy and, school administration. The planning team continues to look for a business professional. Once the school is open, a school parent will have a seat on the board.

To recruit new board members the NYCMCS will continue to work with SoBRO, universities and community organizations, as well as the personal networks of the School Leader and the current founding board members and of the New Schools Incubator of the New York Charter School Association, and the New York City Center for Charter School Excellence. It will also approach professional associations, and community organizations, to enlarge the Board's range of expertise.

C. Management and Operation

Organizational Structure of the School

- The **Board of Trustees** determines and upholds the school's mission and vision, hires, sets compensation for and evaluates the Principal, ensures effective organizational planning and resource allocation and monitors the school's programs and services according to the terms articulated in the charter. They have final authority over the policy and operational decisions of the school and delegate day-to-day management of the staff and operations.
- The **Principal** manages the daily internal affairs to ensure smooth, effective, mission aligned practices including but not limited to hiring staff, budgeting responsibly, overseeing daily operations, garnering and managing necessary resources, and maintaining the safety, instructional effectiveness, and cultural integrity of the school. The Principal, along with the Instructional Coordinator, plans and implements professional development for the teachers, and coordinates the after school program with SoBRO.
- The **Instructional Coordinator** supports the mission, the Principal, and the instructional staff and serves as a liaison between the staff and the Principal. The Instructional Coordinator is responsible for effectively implementing and managing instruction and curriculum design, and coordinating Special Education and ELL services and contact with the CSE. The Instructional Coordinator, along with the principal, plans and implements professional development for the teachers, and coordinates the after school program with SoBRO.
- **The Director of Operations** directs and manages the operations of the school and acts as liaison between the school and SoBRO, who will be providing the financial operation services for the school. The director of Operations is in charge of several of the operational and financial responsibilities of the school, and of preparing reports and documentation for SoBRO.
- The **Classroom teachers** are directly responsible for instruction and for reasonable feedback to parents on academic progress. Each class will have a head teacher and an assistant.
- The **Learning Support Specialists** (SpEd and ELL) adjust the curriculum and the academic setting to meet the needs of students with Individualized Education Programs (IEPs), English Language Learners, and other students with challenges to their academic progress.
- The **Administrative Assistant** facilitates the smooth operation of the office, monitors attendance, serves as initial point of contact for visitors and parents, and does routine tracking and reporting.

School Leader:

Given the particular characteristics of the school, it will require a leader with a special combination of experience, attributes, and qualifications. The Lead Applicant is the proposed School Leader/Principal.

Responsibilities of the Principal (Including but not limited to):

- Hire school staff
- Serve as administrator and instructional leader of the school
- Direct and supervise enrollment
- Oversee and work on curriculum development and implementation
- Maintain the integrity of the Montessori approach
- Direct, supervise, provide guidance and give support to teachers in order to improve instruction
- Ensure the proper use of student data to drive and improve instruction
- Plan the master schedule of classes for students and staff
- Provide professional development for the staff
- Handle discipline matters with students with sensitivity to the children's needs
- Direct and oversee financial and budgetary planning and business operations
- Make formal reports to the Board of Trustees and the Institutional partner

- Work closely with parents and the community at large to obtain community support
- Work with the Board of Trustees to ensure legal compliance of the school

Expectations of the Principal

- Be accountable for students' overall academic performance.
- Manage school revenues and expenses to stay within agreed upon budget.
- Be available to parents, students and staff after class, at night or on weekends.
- Maintain work hours extending beyond school hours for other duties, such as staff meetings, etc.
- Maintain professional standards and a school environment that is productive, safe and focused.
- Participate in Montessori and individual professional development.
- Participate in events aimed at promoting or developing NYCMCS and/or SoBRO.

Experience Requirements

- Substantial teaching and administrative experience
- Experience working in an urban school setting
- Demonstrated leadership capabilities
- Proven management and team building skills
- Experience managing budgets, creating and implementing policies
- Excellent interpersonal communication and writing skills in English and in Spanish

Education & Qualification Requirements:

- Relevant Masters degree or equivalent
- Montessori training and/or extensive experience in a Montessori environment
- A passion for improving urban schools and driving education reform
- Knowledge of bilingual education
- Bilingual and bi-literate (English/Spanish) highly desirable.

Qualifications for hiring Staff

The NYCMCS's success will depend on its obtaining staff who are committed to its mission and have the capacity to provide a high quality education to its students. Hiring policies will be stringent and fair; as an equal opportunity employer, the NYCMCS will seek the best qualified employees with no discrimination with regard to race, ethnicity, national origin, religion, gender, sexual orientation, or disability.

Reference Check. In accordance with the requirements of Ed.L. §28554(3)(a-2), NYCMCS will check all references provided by candidates for employment.

Fingerprinting. Before any employee can begin working at the NYCMCS, they must clear the NYSED fingerprint screening process. One or more of the following forms (OSPRA form 101, 102 and/or 104) will be sent to NYSED for all new employees.

Certification requirements: NYCMCS will comply with all requirements of New York State Education Law. In accordance with Article 56, Section 2854(3)(a-1). According to the requirements for all public schools, all teachers will be certified, with the exceptions allowed by the law, as long as uncertified teachers do not comprise more than 30% of the teaching staff or five teachers, whichever is less.

Furthermore, all classroom teachers, teaching assistants and paraprofessionals will be Highly Qualified as defined by the No Child Left Behind Act of 2001(NCLB) and the Individuals with Disabilities Education Act (IDEA). All special education teachers will be New York State certified in special education and will be Highly Qualified as defined by NCLB and IDEA. The school will comply with Education Law 2854(3)(a-3) and notify the State Education Department upon the hiring, firing or resignation of staff.

D. Staffing and Human Resources

Attributes, skills, and characteristics sought in teacher candidates.

The NYCMCS will seek highly qualified candidates who will ideally have the following

attributes: warmth, flexibility, fairness, enthusiasm, intelligence, persistence, responsibility, self-awareness, self-evaluation, open-mindedness, tolerance, curiosity;

skills: ability to manage groups of children, work in a team, plan and follow through, keep calm under stress, deal effectively with difficult situations and negative feedback; practical or craft skills, computer skills, organizational skills, social skills;

characteristics: good academic credentials; varied life experience; interest in science, the arts, society and child psychology; good general knowledge; personal hobbies; continued learning experience; interest in reading; values similar to those of the NYCMCS; love of teaching; teacher certification, Montessori certification, and/or certification in LEP or SPED,

STAFF	START UP YEAR	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Head Teachers		4	6	8	10	12
Assistant teachers		5	7	9	11	13
Fine Arts teacher		0.5	1	1	2	2
Special education teacher		1	1	2	2	2
Physical Education teacher		0.5	0.5	1.0	1	1
Health Director		0	0.5	1	1	1
Social Worker		0	1	1	1	1
SpEd Coordinator		0	0	0	1	1
INSTRUCTIONAL COORDINATOR	0.5	1	1	1	1	1
Principal	1	1	1	1	1	1
Director of Operations	0.5	1	1	1	1	1
Office Manager/Bookkeeper		1	1	1	1	1
Tech Director		0	0	0	1	1
Administrative Assistant	0.5	1	1	1	1	1
Maintenance		1	1	2	2	2
Director of Finances		0	0	0	1	1
Total Staff	2	17	23	30	38	42

How staffing supports the educational program.

There will be two educators in each multiage classroom, with one State certified teacher (eventually dual certification: State Certification and Montessori Certification) and one assistant teacher who will have a minimum of a Bachelor’s degree and either be enrolled in a Masters or Montessori Training Program, or have plans to do so in the near future. The budget provides for these teachers’ salaries and for assistance in pursuing further studies. The school will hire an in-house substitute teacher to assist in any class where needed. There will be 2 full time special education teachers in year 3, and a social worker in year 2.

Strategies for Recruiting and Retaining Effective Teachers

Recruitment. In order to obtain an applicant pool with characteristics appropriate to the school’s mission and culture, recruitment will take advantage of the networking resources of the Principal and of the members of the Board of Trustees, as well as the American Montessori Association and CMTE (Center for Montessori Teacher Education), with which the Principal has cultivated a relationship. The school will contact alumni networks such as Teach for America, New Leaders for New Schools, NY Teaching Fellows and Education Pioneers. It will advertise in teacher job fairs, local colleges and universities, newspapers and Internet job networks. Other staff will be recruited through Board contacts, SoBRO contacts, and by advertising in local colleges and universities, newspapers and Internet job networks.

Retention of professional staff (teachers and administrators) is an organizational goal for NYCMCS. It will offer competitive salaries and benefits, with incentives to remain at the school for three years or longer, such as small school and class size, assistant support, stipends and bonuses for teacher leadership roles, exceptional opportunities for professional development and training, collegial observation and collaboration, and opportunities for professional dialogue, decision-making, and development. Administrators will work to build mutually respectful and supportive professional relationships to propel individual development and the work of the school. There will be an open door policy where colleagues will feel it is acceptable and productive to raise questions, concerns or issues for consideration or problem solving. All professional staff and administrators will complete annual school satisfaction surveys and have opportunities to influence decisions on the work environment, the school's practices with students, and the school improvement goals.

Evaluation

One of the most important management principles established by Deming²³, the father of the postwar industrial renewal in Japan, is that workers should be held responsible only for what they are able to control. This dictum is particularly relevant when evaluating teachers. A recent article in Educational Leadership examines research on value added measures which show student growth, and end of year test scores in assessing teacher performance. It found that there are many uncontrollable factors that affect both types of measures, including student absence, non-random assignation of troubled students to different teachers, the test used to assess student learning and the content taught, and that value added measures and well done evaluation based on Principal observations produced similar results. The authors conclude that "To protect teachers from erroneous and harmful judgments, a consensus is emerging that we need multiple measures that tap evidence of good teaching practices as well as a variety of student outcomes, including, but not limited to standardized test score gains"²⁴. Thus, teacher evaluation in the NYCMCS will take into account not only student results on standardized tests and yearly test score gains, but also other measures of student outcomes, such as authentic product assessments, formative and summative assessments and portfolios, in addition to Principal evaluations of teaching practice.

Throughout the week, the Principal and/or the Instructional Coordinator will visit each classroom to carry out informal observations of the teacher, and will make at least one formal observation visit per year. Rubrics for observation of teachers will be organized around six domains: planning and preparation for learning; classroom management; delivery of instruction; monitoring assessment and follow-up; family and community outreach; and professional responsibilities. In a follow up discussion, the principal will analyze these observations with the teacher, and provide feedback and recommendations, in order to help the teacher grow and learn.

At the end of spring, the Principal will evaluate teachers by analyzing student results on standardized tests, yearly standardized test score gains, student results on interim and final summative assessments, authentic product assessments, portfolios and student presentations, as well as records of the Principal's and the Instructional Coordinator's observations and the results of their evaluations of each teacher's teaching practice. The Principal will prepare a written report to discuss with the teacher in a formal evaluation conference, and determine if the teacher's contract will be renewed.

²³] Deming, W.E. (2000). *The new economics*. Boston, MA: The MIT Press.

²⁴ David, J.L. (2010). Using Value added measures to evaluate teachers. *Educational Leadership*, 67(8), 81

The Principal will review the staffing with the Board and discuss pay increases and hiring decisions for the following year. The Principal will hold individual meetings with each staff member to discuss plans for the following year, including re-hiring decisions, pay increases, and professional development plans.

E. Student Recruitment, Enrollment, and Evidence of Demand Outreach and Recruitment Plan

The NYCMCS has already begun to implement a comprehensive outreach plan designed to stimulate interest in the school on the part of parents and guardians in the community (CSD7). The planning team has prepared posters, fact sheets and brochures in English and Spanish for distribution to parents and local community organizations. It is compiling a list of suitable organizations to send this literature to, such as day care and HeadStart Programs, afterschool programs, community groups, libraries, parent advocacy groups, local welfare service providers, churches and early intervention providers.

The team will make an extra effort to let families of students with disabilities and ELLs know that they are eligible to apply. It will meet with personnel in the Committee for special education and leave brochures they could distribute to appropriate families. It will also inform Day Care and Head Start Program directors of the support the school will provide for students with special needs and English Language Learners. It has begun to research and compile a list of CBOs serving Special Ed or ELL students in the area and local organizations serving Spanish speakers and Latin American immigrants. It intends to visit them and leave the school's posters and brochures in English and in Spanish. All these activities will provide the initial contacts with institutions in which to carry out recruitment activities.

To reach families who are traditionally less informed about educational choice options, such as people with very young children, new immigrants, non-English speakers, isolated families, or people with limited education, the planning team intends to contact local child welfare services, libraries, organizations that provide services for new immigrants, English language schools, homeless shelters, and organizations that provide basic educational services for adults. It also plans to solicit interviews, participation in panels and Free Public Service announcements in local radio channels and Spanish language channels. It will approach local newspapers, in both English and Spanish, to arrange interviews about the school. The school has already acquired a website and is preparing to launch it. The principal maintains a blog on educational issues and the team plans to set up a Facebook page on the school.

So far, the school leader and the proposed Instructional Coordinator have met several times with the Superintendent of CEC7, Yolanda Torres, to discuss plans for the school. The superintendent was very receptive to the NYCMCS team offering workshops for parents on topics such as helping your child at home, reading, storytelling, family meals, in a future CEC event and in various schools, and of participating in the event scheduled for October to launch the district-wide, year-long writing initiative she is planning. All these workshops will provide publicity for the school. Similar workshops could also be offered at nearby daycare centers, libraries and churches. The planning team has also prepared a series of packets of educational materials for donation to local day care centers and pre-schools, in exchange for giving presentations on the NYCMCS to parents and distributing the school's brochures there.

Sponsored by SoBRO, the planning team is organizing a series of joint community programs. It has already arranged to participate in a joint Community Forum for October 2010, in conjunction with SoBRO and New Visions for Public Schools, on How Families Can Support Their Children's Education from Kindergarten to College. SoBRO is already distributing flyers for the event, in English and Spanish.

Through SoBRO, the school principal and instructional coordinator have already met with elected officials, several of whom have offered to support the school. They will continue to take advantage of

SoBRO's connections to meet with officials and solicit their help in marketing the school to parents and the community at large. They will attend Community Board meetings throughout the fall to continue presenting the vision of the NYCMCS. The school will also continue to leverage SoBRO's contacts and influence with local businesses, housing projects and health care organizations to cultivate their support and inspire interest in business and educational professionals, families and other local stakeholders

NYCMCS will undertake the measures below, among others, for the enrollment of students.

- Define a location and a time period for the distribution and reception of application forms.
- distribute invitations to families and youth attending programs in SoBRO
- leverage SoBRO's support in the community to distribute information and invitations to local business, institutions, organizations who could contact families
- send out mailings to residents of the school district of location, inviting applications
- Hold Family Orientation Sessions (Scheduled in February and March) to educate families about the application process, in English and in Spanish.
- distribute brochures, and post flyers and notices inviting applications in local newspapers, supermarkets, churches, community centers, other institutions identified during outreach, apartment complexes, shopping areas such as 3rd Avenue, Brook Avenue, Brown Place and Bruckner Blvd, and parks and play grounds in the neighborhood.
- conduct information sessions, make presentations in public spaces and local community organizations identified in the outreach plan. The School leader and other team members are fluent in Spanish and will give some of these presentations in Spanish.

Evidence of Demand

The enrollment projections for NYCMCS are supported by the following:

- Each year, on average, 1300 children enter kindergarten and 1300 enter 1st grade in District 7.²⁵ Thus, the pool of potential students in each grade is approximately 25 times greater than the number the NYCMCS projects to enroll (52 per grade) in its first year and in subsequent years.
- The community organizations that the school has contacted have sent letters of support for the establishment of the school, as have many families (see attached forms and letters of support).

F. Community Involvement

F.1 Joint Application

The NYCMCS envisions a dynamic relationship with the community in which the school, its institutional partner, the South Bronx Economic Development Corporation (SoBRO), families, and other community members work together to create a community of learning which will ensure that students achieve academic success and that their families further their own education, in order to improve the quality of life for all.

Community partners will play an integral part in the life of the NYCMCS in many ways. First of all, several members of the community will serve on the school's board of trustees. Two officials from SoBRO, are already members of the founding board. The school also intends to have other members of the community on its board. These will include the parent of a student at the school as a non-voting member and a local businessman or important member of the community whom it will identify through SoBRO's contacts.

SoBRO will play an important role in the life of the school, through the services it provides (see attached Institutional Partnership Agreement). These include fiscal services, and joint services for the community,

²⁵ *Ny state district report card*. (2009). Retrieved from <https://www.nystart.gov/publicweb-rc/2009/17/AOR-2009-320700010000.pdf>

such as afterschool programs for the school's students, workshops for education in parenting, and adult education services. The partnership between SoBRO and the NYCMCS will provide multiple opportunities to reach out to the community. So far, SoBRO and the NYCMCS have joint plans for a series of educational events, the first being a forum on charter schools in October, 2010. The plans include other events for awakening community interest in the school and for the recruitment drive. Once the school is underway, SoBRO and the NYCMCS will plan educational events according to needs detected in the community..

The NYCMCS has reached out to key community constituents to inform them of the charter school planning process and the particular model and services the school hopes to provide with SoBRO, and to enlist their support going forward. Members of the planning team and a representative from SoBRO who intends to be on the Board of Trustees of the school have met with and made presentations at Community Board meetings, and with Jesse Mojica, Education Secretary for Bronx Borough President, Ruben Diaz, Jr. They have expressed their interest in the school, and are interested in following the progress of the application. Letters of support from Community Boards 2 and 3, and Borough President Ruben Diaz, Jr. are included in the Attachments. Although Community Board 1 has expressed an interest in supporting the school, they do not write letters of support before a school has determined its location. We have gathered a large number of letters and signatures from potential families, as well as members of the local community who have expressed their interest and support for the school. The Board of Trustees of SoBRO all signed letters of support for the project. We would be happy to provide copies of these.

SoBRO has an impressive track record in the community. Since the inception of their Youth Development Center in 1997, SoBRO has served approximately ten thousand Bronx youth with quality educational programs. Through the years they have built a strong reputation as a dependable community based organization whose programs successfully build students' academic skills, create pathways to post-secondary education and provide exposure to potential careers. Their work has provided them with an extensive knowledge of youth development, the educational needs of the Bronx population and close working relationships with area schools. The primary mission of SoBRO's youth services is to provide this population of needy youth with safe and educational after-school and in-school programming.

Contact Person: Dr. Denise Clay, PhD; Phone: 718-732-7595; E-Mail: dcaly@sobro.org

III. FINANCIAL PLAN

A. BUDGET NARRATIVE

NYCMCS's budget assumptions and projections have been developed on the basis of extensive review of other charter school budgets, discussions with school leaders, and advice from the New Schools Incubator of NYCSA. We have done extensive research into the actual costs of funding the type of Montessori program that we propose, derived from CMTE (Center for Montessori Teacher Education), the American Montessori Society, and school leaders from Montessori public schools around the country. We have laid out plans to operate on a balanced budget, or with a surplus. The main focus of the budget planning has been the implementation of a sound educational program, providing the staff and resources needed to accomplish our mission.

PRE-OPERATIONAL BUDGET (January 2011 - June 2011).

NYCMCS's start-up phase is projected to run six months from January 1, 2011 through June 30, 2011. Expenses during this phase will be minimal, and will focus on paying only the key staff needed to work on the start-up plans for the school. The Board of Trustees is committed to actively participating during this start up phase, offering services within their areas of expertise as needed.

SoBRO's commitment to supporting the opening of the school is an important asset, especially during the start up phase. In addition to the advise and technical support they provide, they will also provide

meeting space and equipment as needed (photocopiers, fax machine, printer, etc.), as well as volunteers to assist with recruitment and the lottery process. SoBRO will also provide meeting rooms for parent forums, information sessions, and other community outreach activities. SoBRO has access to media outlets and other means of distributing information that we intend to use. We have been granted Incubation space at the New York Charter School Center, which also provides us with office space and equipment, and important networking and information resources.

Total Revenue during this period is estimated at \$65K. Sources of revenue include private fundraising, and grants with the assistance of SoBRO and the Board of Trustees. The Board of Trustees has committed to actively seeking sources of funding to raise the revenue needed for this start-up period. Expenses will include:

- Minimal stipend for school leader (\$24,000)
- Stipend for Instructional Coordinator starting in February (\$18,000)
- Part time administrative and technical support (computers, database, publicity) (\$4,500)

Planning and Start-Up grants. The NYCMCS planning team will apply, for the following planning and start-up grants: The Walton Family Foundation (WFF) NYCMCS will apply for a \$30,000 Pre-Authorization Grant and a \$220,000 Start-Up Grant; New York State Charter School Stimulus funding, if available.

Additional fundraising: The NYCMCS planning team and the proposed Board of Trustees will seek other sources for fundraising, including other grants and private sources, with the assistance of our Institutional Partner, SoBRO. The NYCMCS budget assumes that the school will raise \$65,000 during the start-up year and have included some modest expenses during the start up year. Our ongoing relationship with CMTE and other Montessori professionals and organizations will allow us to initiate the professional development as soon as we recruit teachers. We have had offers from various sources to provide pro bono services in this area.

NYCMCS can operate without additional fundraising after the start up year. The budget has been calculated without any additional funds, and with the assumption that we will be renting a building (see details on facilities below). We were able to reduce costs by lowering administrative salaries. If the school is able to obtain the grants listed above, part of the funds will be used for renovation of the facilities. Any additional funds will be used to increase professional development, hire additional support staff for the classrooms, including an ELL specialist, and hiring a full time Social Worker in year one. Extra funds will also be used for books and technology for the library.

BUDGET PROJECTIONS (YEAR 1 THROUGH YEAR 5)

REVENUE

The School assumes \$13,527.00 per pupil revenue from the NYC DOE, and a 0% growth in the per pupil funding rate.

- The total budget will be derived from student enrollment. We have projected adding two classrooms each year until the school is fully enrolled in Year 5.
- The School assumes a special education population reflective of the surrounding area and expects to receive corresponding funding to meet the needs of this population, conservatively predicting that 13% of our students will receive special education services less than 20% of the week. The budget is calculated using this percentage (based on information gathered from other schools in the area).
- The School assumes 83% of its students will be eligible for free-and reduced-priced lunch, for Title I revenue purposes.
- The School anticipates securing e-rate, which will provide up to a 90% reimbursement on initial network setup, and telecommunications services such as Internet, phone and long distance.

Expenses

- The School has proposed competitive starting salaries and average starting salaries for all administrator and instructional staff. Salaries are assumed to grow 3% each year, with a larger increase for the Principal, whose starting salary is low in the first year, to reduce costs. After the first year, the Board will evaluate the Principal's performance and achievement of school goals to determine whether to grant this increase.
- *Instructional Staff* represent approximately 51% of total expenses. This is NYCMCS's largest expense, emphasizing a commitment to attracting and retaining high quality, professional teachers and keeping the student/teacher ratio at no more than 13:1, and maintaining two educators in each classroom. After year one, the school intends to hire additional specialized staff (Social Worker, ESL teachers, SpEd Coordinator) to meet the needs of the enrolled students.
- The School's budget includes all necessary administrative and instructional staff necessary to support the School's comprehensive educational program.
- SoBRO will provide administrative duties (payroll, accounts payable, accounting, audits, and other financial duties) at a cost to the school of 5% of the total budget. It is assumed that the school will use these services for the first three years, and in the fourth year will hire a full time Director of Finance.

Classroom set up: furniture and instructional materials

- Initial set up for Montessori classrooms includes a higher cost for the purchase of special materials. Subsequent years have lower costs for replacement of books and workbooks, as materials are used year after year. Furniture and equipment includes purchase of tables, chairs, and desks.

Professional Development

- Professional development is a key element in the school design. Provisions are made in the budget for the school to sponsor training courses for new teachers.
- The total budget for Staff Development is \$50,000. The cost of training for head teachers is approximately \$8000 and \$4000 for assistants.

Technology and office equipment

- The School has budgeted \$30,000 for technology in the first year. This will cover the non-erate costs of computers, servers, software, and printers for teachers and administrators.
- The School will purchase one laptop per class for teacher use in the first year. Starting in year 2, a laptop will be added for each new teacher, assistant, and learning specialist. The school is exploring the possibility of using iPads for teachers to input student data throughout the day.
- Additional computers will be purchased in year 3 to include children's use, including a laptop cart with 25 computers (\$25K). Computers will also be purchased for each administrator.
- Additional computers will be purchased for each new administrator and additional grade and teacher added. The School will budget an additional \$10,000 each year for further equipment needed to be purchased for administrative needs, and for necessary upgrades in the network.
- For the first two years, tech support will be on a part time basis. In the 3rd year, with the addition of computers for children and computer instruction, we will consider hiring a full time technology specialist for tech support and computer instruction.

Contingency Plan

The first, and most important, step in a contingency plan for a budget shortfall is the assurance that systems are in place to prevent this from happening, and for planning ahead in the event that it does.

Strong financial oversight measures will be in place, with the Board overseeing the school's operations and the services of SoBRO on behalf of the school and the implement of rigorous systems of internal control that prevent fraud and allow for a complete picture of the school's budget outlook. These processes are highlighted above. The Principal and the Director of Operations will have direct oversight of all financial procedures, record keeping, and reports in the School.

In the event of a budget shortfall, due to lower than expected enrollment, higher location expenses, or other change in the school's operating budget, steps will be taken to ensure that the educational program is not affected, and that the children continue to receive the high quality education and the services that the school has committed to offering. The first step would include engaging the board with the financial picture and accepting any of their recommendations/decisions. The Board will always have a clear, accurate and updated picture of the financial health of the school.

Other steps will be considered that will not affect the children and their education include:

- The School will initiate with the Board and SoBRO an aggressive fundraising campaign, including additional grants and fundraising event
- The School will look closely at the administrative costs and make cuts as needed wherever possible, including reducing administrative salaries to the extent possible
- The position of the additional Assistant Teacher/in-house sub will be eliminated
- Purchasing of Montessori materials will be limited to the ages served at the time professional development and conferences will be cut back
- Payment to consultants will be delayed as much as possible, cutting back on their services if necessary
- Per the best practices of other NYC charter schools, enrolling an additional 10% above the projected enrollment would alleviate financial pressures in the beginning term.

B. FINANCIAL MANAGEMENT

Systems and procedures for managing the school's finances

NYCMCS has developed a sound financial management plan, and will monitor and control its finances to ensure fiscal health and viability. The Principal has the ultimate responsibility for the management of the school's finances, and the Board will hold him/her accountable for all aspects of the financial management. The Principal in turn works with the Director of Operations to coordinate the operations, including the services provided by SoBRO, as described below.

The School's planning includes preparing annual budgets and cash flow statements, beginning during the start-up phase. Ongoing monitoring will include comparing budgets to actual results of operations, requiring periodic fiscal reports and retaining a licensed certified public accountant (CPA) to audit and report on financial statements. The establishment of a strong system of internal controls, under the supervision of the Principal and the Board, will ensure assets are protected, laws are complied with, and valid and reliable data are maintained and reported.

Consistent with the School's explicit goal of demonstrating fiduciary responsibility in managing public and private resources, we have set forth detailed policies and procedures to administer the daily fiscal and accounting functions of the school, in particular, audits, annual financial reports, and liability coverage.

The School's fiscal partner (SoBRO) will perform all internal functions relating to the accounting, bookkeeping, and general financial and regulatory obligations of the school. The Board of Trustees will provide fiscal oversight, The Director of Operations and the Principal will be responsible for overseeing the financial operations of SoBRO, along with the oversight provided by the finance committee of the Board of Trustees. The specific responsibilities of SoBRO to support NYCMCS's financial management

are detailed in our Partnership Agreement (See attached Institutional Partnership Agreement). The school will provide various financial reports to the Board including, but not limited to, monthly budget status report, monthly cash reports, and quarterly statements. NYCMCS intends to hire NYCSA to serve as consultants during the start-up and first year of operations to ensure that the financial management plan is properly implemented and the necessary oversight and controls are in place.

Financial Audit. The Charter School shall undertake programmatic and fiscal audits at least once annually, in accordance with Education Law § 2851(2)(f). During the start up phase, the school will create a detailed dashboard that will provide the Board with information on the school's progress and serve as a system for internal controls. It will include information entered by teachers, the Director of Operations, the Principal, and the Instructional Coordinator. Information gathered and provided in these documents will inform classroom instruction and school-wide decision-making, including financial planning and personnel decisions. The financial information gathered and reported by the school and SoBRO will be the responsibility of the Director of Operations, under the supervision of the Principal and the Finance Committee of the Board of Trustees.

The Charter School will hire an independent certified public accountant (CPA) chosen by the Board to conduct an annual fiscal audit of all financial reports including a statement of financial position, a statement of cash flows, a statement of activities, and a schedule of functional expenses, as required by NYSED. This audit will be conducted in accordance with the Government Auditing Standards issued by the Comptroller General of the United States, and shall be included in the school's Annual Report. The school will record all transactions on an accrual basis of accounting, in accordance with generally accepted accounting principles.

Accounting and Audit Requirements. In partnership with NYCMCS, SoBRO will provide accounting and audit services to NYCMCS. This will be done under the supervision of the Director of Operations, the Principal, and the Finance Committee of the Board of Trustees, who will review the accuracy of records and ensure compliance with proper procedures.

SoBRO will:

- support the School in public and community relations activities.
- provide Fiscal Agent services as indicated below:
 - establish and prepare financial records
 - prepare financial reports as reasonably requested
 - verify invoices
 - provide payroll services and personnel reporting
 - ensure the timely filing and payment of employment-related taxes with generally accepted accounting practices and procedures
 - file Federal Tax Form 941 and 941 B
 - prepare W2s, W3s and 1099s
- SoBRO will oversee the completion of annual audits and tax returns for an additional fee of \$3,000 (included in budget under Accounting/Audit)

Other Financial Oversight and Management Procedures

The school will develop and the Board of NYCMCS will approve a Financial Policies and Procedures Manual that accounts for school's financial practices done in conjunction with SoBro. The Principal and the Finance Committee will review all completed financial reports at least monthly. An independent auditor will complete an initial statement of financial controls with information obtained during their visit and provided by the Director of Operations.

Reporting and internal control. In order to maintain control over the financial services offered by SoBRO, the Director of Operations will conduct monthly or quarterly internal audits (including a random audit of financial transactions, review of files, etc.), , and review of financial policies and procedures and their implementation.

Payroll. The Director of Operations will keep a file of salaries and attendance for each employee and report information to the Payroll Department at SoBRO. SoBRO will manage payroll activities including: maintaining relationship with payroll service, processing the electronic payroll, W-2 and 1099 distribution, time sheet management, posting payroll expenses in accounting system, and filing related documents.

Purchases. For purchases less than \$10,000, the Principal will be able to purchase goods and services from vendors based on price, quality, dependability, and delivery timing. For purchases greater than \$10,000.00, the Principal must secure at least three (3) quotes from vendors offering reasonably similar products. In the event that there is only one source for a bid (e.g., testing materials), final purchase decisions will be made by the Principal. All contractual agreements shall be in writing, and signed and dated by the Principal and/or Director of Operations. Under the Principal's supervision, the Director of Operations will be primarily responsible for researching, bidding, ordering and tracking all supplies, materials, and assets obtained with cash funds and non-cash funds, and managing logistics related to returning supplies, materials and assets purchased in error or damaged in transit.

Purchasing Process

Step 1. Identification: School staff identifies goods or services necessary to meet the educational, administrative, or operational needs of the school.

Step 2. Requisition: School staff request, via a requisition, that the Director of Operations purchase the goods or services.

Step 3. Order from Vendor: If funds are available, and the appropriate party (the Principal or his/her designee) approves the purchase of the goods or services (e.g., consultants/contractors), then the Director of Operations processes the order by either:

- Purchase Order – to be used for every purchase where possible;
- School-Based Check – for purchases only from vendors who will not allow the school to order using a credit account or for goods whose costs cannot be specified in advance (e.g. food service bills, etc.);
- Employee Reimbursement – for approved, urgent expenses for which none of the above procedures are practical (e.g. travel);
- or Contract/Automatic Recurring Payment – for any service over \$500, specified in advance by contract (e.g. rent), or critical to the safe operations of the school (e.g. utility bills, phone bills).

Step 4. Receive from Vendor: The Bookkeeper will be responsible for receipt of the goods or services. No vendor will be paid for goods or services until after the goods or services have been provided to the school.

Step 5 Paying Vendor: For Purchase Order, the vendor sends an invoice (bill) to the school Director of Operations. The Bookkeeper enters this information in the database, giving SoBRO access to he information. The Director of Operations promptly arranges payment for only those goods both ordered and received. The Principal will sign all checks.

Cash Management and Investing. The Principal must sign off on the opening or closing of all bank accounts. Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders for the payment of money may be signed by the Chair of the Board, the Principal, or Treasurer. Such items for amounts of \$10,000.00 or greater must be signed by two of these individuals. The Board of Trustees must approve all borrowings of any size.

Fundraising. NYCMCS will cultivate private funds with the support of SoBRO’s Development Department, as outlined in the Institutional Partnership Agreement.

SoBRO’s Development Department will: cultivate foundation and corporation relationships; coordinate grant reporting; manage fundraising events; correspond with donors and prospects including thank you letters, in partnership with school personnel.

The school will communicate regularly with donors and potential donors via mail and/or email and with semi-annual newsletters. The school will target foundations that have been known to be "charter friendly" and cultivate new supporters in the private sector using the networks of the Board of Trustees and Advisory Board. The Founding Board of Trustees is committed to sharing their personal and professional networks to raise funds on behalf of the school. All accepted donations will be used for the purpose articulated by the donor and will be accepted only to the extent permitted by law.

Student and Financial Records

The Director of Operations shall coordinate the development of and oversee a program for the orderly and efficient management of records, and will have the authority and responsibility to develop and maintain NYCMCS’ records management program. Student records will be in locked cabinets and a record access log will be kept indicating all persons who reviewed the information when and why in accordance with FERPA regulations.

Eligibility for free and reduced price lunch. The Director of Operations will also be responsible for collecting the required information for enrollment and eligibility. With the assistance of the Administrative Assistant, he/she will ensure that families complete and submit all forms in a timely manner.

Student Information. The school will maintain information on each student, including name, date of birth, names of parents or persons in parental relation; address where student resides; phone numbers where parents or persons in parental relation can be reached; date of enrollment; special education and Limited English Proficient enrollment. The Administrative assistant will record student's attendance using the NYCDOE ATS attendance codes. This information will be protected from access by anyone other than the Director of Operations, the Administrative Assistant, the Principal, and the Instructional Coordinator.

NYCMCS will not transfer student records to another school, organization, governmental entity or individual without the explicit prior consent of the student’s parent and/or guardian, as required by FERPA.

C. Facilities Needs

The spaces needed by the NYCMCS each year for growth to full capacity are as follows.

Year	Grades	# of Classrooms	Specials	Offices/Storage
2011-12	K and 1 Enrollment: 104	4	Art room, gym/auditorium	Main office Staff workroom Storage IT closet
2012-13	K – 2 Enrollment: 156	+2 (Total:6)		Storage Business office Social Worker’s office
2013-14	K – 3 Enrollment: 204	+2 (Total:8)	Science lab Music room Play area	Storage IC office Staff workroom

2014-15	K – 5 Enrollment: 250	+2 (Total: 10)	Computer lab Library Auditorium	Geography lab Green space Community room	Storage Conference room IT office Multi-use room
2015-16	K – 5 Enrollment: 294	+2 (Total: 12)			Storage
<i>This assumes an increase in the number of bathrooms each year in accordance with mandated requirements for the number of students enrolled, including bathrooms with handicap access.</i>					

The NYCMCS is looking for a location in the vicinity of the headquarters of its Institutional Partner, the South Bronx Overall Economic Development Corporation (SoBRO), in order to facilitate collaboration on joint projects such as parent education sessions, afterschool programs, etc., as specified in our Institutional Partnership Agreement.

The NYCMCS’s facility strategy depends on securing an affordable temporary space with few build out needs for the first, and possibly the second, year of operation. The planning team understands the challenge of finding such a location, and would therefore like to request temporary space within a NYC DoE building. This would allow time obtain the necessary funds, locate a suitable private facility and make the necessary renovations for the school to function there from the second or third year onwards.

In the event that the DoE provides temporary space in a public school, the NYCMCS would utilize the layout already in place without making any modifications to it. If it were to share a space in a DoE building, the new Charter school law defines the procedures for sharing it. A shared space committee would be set up. It would include the Principal, a teacher and a parent from each co-located school. The parent from the NYCMCS may be the person elected to represent the Family School Association on the school’s Board of Trustees. The shared space committee would meet four times per year to review the implementation of the building usage plan.

Facilities Planning:

SoBRO has a long term relationship with various major real estate owners, brokers, and developers in the South Bronx. They have worked together on building conversions, improvements, and construction to create new businesses, house commercial businesses, and build low-income housing in the area. With the assistance of SoBRO and its Assistant Vice President of the Community and Economic Development Department, the planning team has drawn up the following plan and has already begun phase 1 activities.

Phase 1. Years 1/2: Temporary space

Any of the buildings the school would occupy must be compliant to City, Fire, Health, and Dept. of Education regulations, and ADA requirements. SoBRO has identified several possible locations and has initiated conversations with their owners to discuss the possibility of leasing temporary space and to make arrangements for most of the build out cost to be covered by the owner, including participation in making the building meet code requirements. The build out would include at a minimum the appropriate number of bathrooms, handicap access (elevators if not on the first floor), staircases and safe egress, and environmental testing of building materials. The rent of all the potential facilities would be within the proposed budget, approximately \$20/sq. ft. These are possible suitable locations that SoBRO is at present negotiating.

Potential location 1: Sachs Office Complex

- This property has approximately 13,000 square feet of available space which would more than cover the school’s needs for the first one or two years. SoBRO would adapt the upper floors for other uses compatible with a school.

Potential Location 2: 2952 Third Avenue, Bronx NY 10455

- The third floor contains 23,000 sq ft. A Marshall's would occupy the second floor. The owner is installing a new elevator. SoBRO can negotiate a rent of \$18-20 sq ft.

Potential Location 3: 2947 Third Avenue a/k/a 651 Elton Avenue, Bronx, New York 10455

- SoBRO has a project for redeveloping four adjacent four-story residential/commercial buildings which have been vacant for 15 years. There is space for the school to be located in this project either temporarily or permanently.

Phase 2. Year 3:

Once the NYCMCS obtains the Charter, it will be able to initiate plans for long-term lease of a larger location. With the commitment of a long-term lease, building owners are willing to negotiate lowering the cost of the lease to include build out. Owners and developers approached by SoBRO have expressed a willingness to participate in the cost of build-out, given that over the term of a long-term lease, this cost could be amortized. There are several options for long-term space for the school.

New York City Economic Development Corporation (NYCEDC) is seeking proposals for the disposition and development of two adjacent parcels within the Bronxchester Urban Renewal Area. SoBRO is in the process of submitting a proposal to the NYCEDC for this site, which is across the street from their present headquarters. SoBRO's proposal includes a permanent site for the NYCMCS, with a total of 30,000 sq. ft. in order to accommodate the school's growth by year 5. Construction on the building should be completed by 2013-2014. SoBRO calculates that the lease for this space would be approximately \$20/sq. ft.

D. Transportation

NYCMCS students who are eligible for transportation under §2853(4)(b) and §3635 of the Education Law, will receive daily transportation, including days that extend beyond the DoE's 180 days. On days that NYCMCS is in session when the District is not in session, the school shall seek arrangements with the District to provide transportation, at cost, pursuant §2853(4)(b) of the Education Law, or shall make other necessary transportation arrangements with a private contractor. Based on CSD 7 preference, we anticipate most of our students living within the surrounding community. The school will not provide supplemental transportation to students ineligible for transportation under §3635 of the Education Law. Parents and guardians of students ineligible for said services shall be responsible for providing transportation.

The school will help ease this burden by arranging for the provision of public transportation passes for students who do not live within walking distance of the school. As per Chancellors Regulation A-801, students in grades K - 2 are eligible for free transportation if they reside 1/2 mile or more from their school, and half fare transportation if they reside less than 1/2 mile from their school.

Students designated as Special Education by the Committee on Special Education are exempt from the minimum grade and distance requirement. The school will work with the CSE to ensure that the transportation requirements indicated on the IEPs of students with special needs are provided by the NYCDOE for the entire school year.

E. Food Service

NYCMCS considers that health and nutrition play an important role in educating the whole child. To this end, we plan to provide a healthy food program. In order to assist families in the prevention of diseases and illnesses too often associated with poverty, we will deliberately seek out the best option for our students. We anticipate that at least 83% of our students will be eligible for free or reduced lunch, based on CSD 7's statistics. NYCMCS will provide school breakfast, lunch, and snack.

If we are located in a NYC DoE space, we will receive food services from the NYC Office of School Food and Nutrition Services. We will follow all protocols and procedures required by the Office of School Food and Nutrition. At the end of the school year, our Board will evaluate whether the menu provided by the NYCDOE meets our criteria for nutritious meals. If the NYCMCS is in a private facility, the school will contract with a private vendor for breakfast and lunch, with the understanding that if the private facility does not have the appropriate equipment for heating and chilling food, we will purchase or lease the necessary equipment.

The school will adhere to all applicable program requirements including, but not limited to: meal pricing, determination of eligibility, nutritional value, and reporting requirements. The school will provide a healthy snack to the children during the day. It will be selected in consultation with a nutritionist so that the food provided will be most beneficial to the children.

F. Insurance

The planning team, with the assistance of members of the Board of Trustees, has done some preliminary research into companies that provide liability insurance for charter schools. They contacted several insurance brokers, and obtained general information, including an estimate of the cost (included in the budget), of approximately \$15,000 for the first year of the school. During the start up phase (January to June, the school would obtain basic liability insurance for the Directors and Officers at a cost of \$2500 They also consulted with existing charter schools to find out about the coverage they had obtained, and the companies they were using. Other companies were contacted to obtain comparative proposals.

One of the companies contacted, Arthur J. Gallagher Insurance Brokers Inc. has worked with many charter schools around the country and in New York. (Proposal is attached). The proposal lists coverage for: General Liability, Workers Compensation, Employee Benefits Liability, Automobile Liability, Umbrella/Excess Liability, Employment Practices Liability, Educators Legal Liability, School Board Errors & Omissions (Directors and Officers), Sexual Misconduct Liability, Crime/Fidelity coverage, Property/Lease and Boiler Coverage, Student Accident Coverage.

Post-Application to Launch (October – June)

During the post-application phase, and prior to opening the school, the tasks listed below will be completed by the Lead Applicant, with the collaboration of a planning team (PT) consisting of the proposed Instructional Coordinator, members of the Board of Trustees, and other professionals who have collaborated during the application process. We expect that SoBRO will offer considerable support during this period, providing us with office space, access to copiers and printers. SoBRO will provide essential services related to community outreach, publicity, and in the process of identifying and negotiating temporary facilities.

*** PT = PLANNING TEAM: school leader, proposed Instructional Coordinator, and Board and professional pro-bono consultants**

TASK	DATES (start date or range)	RESPONSIBLE PERSON
I. EDUCATION		
A. Assessment		Principal, IC
Develop Assessment toolkit	Feb-May	
B. Curriculum		Principal, IC
Develop curriculum manual	Jan-March	“
Align with NYS standards	Jan-March	“
C. Education Program		Principal, IC
Create evaluation systems for teachers	March	“
Develop PD plan	March	“
D. Staff handbook and policies	March- April	Principal, IC, Board

E. Special Education	Mar - April	Principal, IC, Board
Develop monitoring plan/SPED students		
II. APPLICATION SUBMISSION		
Write authorizer/Regents' clarifications	ongoing	PT
III. COMMUNITY ENGAGEMENT		
Develop contacts/political leaders and CBOs	ongoing	PT
Parent education and information sessions	Oct - June	PT
IV. STUDENT RECRUITMENT/ENROLLMENT		
Promotion/application/enrollment materials	Jan	PT
Organize community outreach	ongoing	PT w/ SoBRO
Plan lottery –independent observer	Jan-Feb	PT
IV. DEVELOPMENT		
A. Grants		
Write and submit CSP Application	Jan.	PT
Solicit funds/ friends and family and others	Jan	PT, SoBRO
B. Networking		
Cultivate potential donors and politicians	ongoing	PT, SoBRO
V. FACILITY ACQUISITION		
Begin site negotiations/ identify contractors	Jan	SoBRO
retrofit/ADA compliance	Jan	SoBRO
Finalize site. Apply for C of O	May	Board, SoBRO
VI. FINANCE		
Financial Policies and Procedures Manual	Feb	Principal. Board, SoBRO
VII. GOVERNANCE		PT, Board
Make calendar of board availability/ startup	May	
Develop Performance dashboard	March	
VIII. HUMAN ASSETS		
A. Recruitment of teachers and staff		
Staff recruitment and hiring	Jan – June	PT
Determine PD needs	May	PT
B. Employee Manual	Feb	PT, Board
C. Evaluation		
Develop dashboard/evaluation protocols	March	PT
D. Key hires		
Hire Director of Operations	June	Principal
Hire Instructional Coordinator	Jan	Principal
Hire Teachers – commitments, July start	March - June	Principal, IC
XI. OPERATIONS		
Submit E-rate requirements	April	Dir. Ops.
A. Finalize internal school processes		
classrooms and offices equipment and furniture	May	Principal, IC
C. Technology		
Implement information management systems	March	PT
implement network infrastructure and communications	Feb	PT
D. Title 1.		
Begin Title 1 planning, implement system	April	PT

SAMPLE THIRD GRADE SCHEDULE

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:45	BREAKFAST AND GREETING				
8:00	INDEPENDENT READING INDIVIDUAL CONFERENCES				
	MORNING MEETING				
9:00	ELA	ELA	ELA	ELA	ELA
10:30	MATH	MATH	MATH	MATH	MATH
11:30	RECESS	RECESS	RECESS	RECESS	RECESS
12:00	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:30	Read Aloud				
1:00	ART	SCIENCE	ART	SCIENCE	Classroom work time
2:00	PE	Classroom Work time	PE	Classroom work time	EARLY DISMISSAL ENRICHMENT/ AFTER SCHOOL PROGRAMS STAFF MEETING
3:00	SOCIAL STUDIES		SOCIAL STUDIES	PE	
4:00	Homework & Dismissal		Homework & Dismissal	Homework & Dismissal	
6:00	AFTER SCHOOL PROGRAMS	AFTER SCHOOL PROGRAMS	AFTER SCHOOL PROGRAMS	AFTER SCHOOL PROGRAMS	

PROPOSED CALENDAR FOR 2011-2012

August		January	
15-19	- Teacher PD	2	- Staff Development
22-26	- Teacher PD	16	- MLK Day
29	- FIRST DAY OF SCHOOL		
	Instructional Days - 3		Instructional Days - 20
September		February	
5	- Labor Day	20	- Presidents Day
30	- Rosh Hashanah	20-24	- Mid winter Break
	Instructional days - 20		Instructional Days - 16
October		March	
10	- Columbus Day	9	- Staff Development
11	- Staff Development		
	Instructional Days - 19		Instructional Days - 21
November		April	
1	- Election Day/ Staff Development	2-6	- Spring Break
11	- Veterans Day		
24-25	- Thanksgiving		
	Instructional Days - 18		Instructional Days - 16
December		May	
25-30	- Holiday Break	4	- Staff Development
		28	- Memorial Day
	Instructional Days 17		Instructional Days 21
		June	
	-	22	- LAST DAY OF SCHOOL
		25-29	- Staff Development
			Instructional Days 16
			TOTAL INSTRUCTIONAL DAYS - 187

BY LAWS OF NEW YORK CITY MONTESSORI CHARTER SCHOOL -
(An Education Corporation) - 8/10

ARTICLE I

Name and Policy

Section 1.01. Name. The name of the education corporation is New York City Montessori Charter School (“NYCMCS”).

Section 1.02 Non-Discriminatory Policy. The NYCMCS seeks diversity in its student/parent body, faculty, staff and administration. The NYCMCS does not discriminate on the basis of race, color, religion, national or ethnic origin, sex, age, disability, marital status, sexual orientation, or any category protected by law, in its educational policies, employment practices and all other school administered procedures and programs.

ARTICLE II

Board of Trustees

Section 2.01. General Powers and Duties. The Board of Trustees shall have control of and manage the operations and affairs of the NYCMCS, and it shall have all the powers customarily held by a Board of Trustees of a corporation organized under the Education Law of the State of New York. In exercising its powers and duties, the Board of Trustees shall establish and maintain policies and procedures for the operation of the NYCMCS and shall oversee that such policies and procedures are carried out by the Principal and such other staff of the NYCMCS as the Board of Trustees may employ or authorize the Principal to employ from time to time. The Board of Trustees shall have primary responsibility for seeing that the NYCMCS is provided with the financial and other resources that the Board of Trustees deems appropriate for its proper operation.

Section 2.02. Number of Trustees. The Board of Trustees shall fix the number of trustees of the NYCMCS from time to time, which shall not be less than five (5) and not more than thirteen (13). The trustees shall be elected (“Elected Trustees”) pursuant to the provisions of Section 2.04 of these Bylaws.

Section 2.03. Term of Office. Unless otherwise provided by the Board of Trustees at the time a Trustee is chosen, term of office each Elected Trustee shall be a period of two (2) calendar years commencing with Regular Meeting following his or her election and continuing until a successor shall have been elected. No Elected Trustee shall serve more than three (3) consecutive two-year terms, unless the Board of Trustees designates otherwise. The Elected Trustees shall be divided into two (2) classes, known as Class One and Class Two, for the purpose of staggering their terms in office. This will help balance continuity with new perspective. The terms of Elected Trustees shall be fixed so that the terms of one-half of such trustees (as nearly as possible) expire at the close of each Annual Meeting.

Section 2.04 Initial Trustees. The initial Trustees (the “**Initial Trustees**”) are those persons named as Trustees in the Charter. The Initial Trustees shall serve until the earliest of (a) the first annual meeting of the Board held during 2011, (b) their resignation or (c) their removal from office pursuant to Section 2.13.

Section 2.05. Ex-officio trustee(s). At least one seat on the Board shall be reserved for a parent of a child enrolled in the Corporation, as an ex-officio non-voting trustee. This parent will be elected by the vote of the Family School Association for no more than two consecutive terms. The term of any Trustee who is a parent of a child enrolled in the charter school shall be one (1) year, unless the child leaves the school.

Section 2.06. Election of Trustees. Elected Trustees shall be chosen by the Board of Trustees as provided in subsections (c) and (d).

Nomination. Prior to June 1 in each academic year and at such other times as there may be vacancies among the Elected Trustees, whether by expiration of the terms of office, death, resignation, removal, or an increase in the number of Elected Trustees, the Executive Committee shall nominate candidates for the vacancies which it recommends be filled and shall specify the number of such vacancies which are to be filled by the Annual Election of Trustees pursuant to subsection (b) and the number which are to be filled by the Board of Trustees pursuant to subsection (c) at an Annual or Regular Meeting or at such other time as may be appropriate.

Eligibility. The Board may elect any person who in its discretion it believes will serve the interests of the NYCMCS faithfully and effectively. No employee of the NYCMCS shall be eligible to be nominated or serve as an Elected Trustee. At least three of the persons elected to the Board must have Montessori training and/or

experience and at least one of the persons elected to the board must be an employee of the institutional partner of the NYCMCS and proposed by the institutional partner. No more than 40% of the members of the board may be employees of the institutional partner.

Annual Election of Trustees. At an Annual Meeting, or any subsequent Regular or Special Meeting, the Annual Election of Trustees shall take place. The Board of Trustees shall vote on the candidates nominated by the Executive Committee pursuant to subsection (a) to fill vacancies in the Elected Trustees, and each candidate shall be elected by the vote of a majority of the whole Board of Trustees. Voting shall be done by confidential ballot and the ballots shall be counted by the Secretary and confirmed by the Chair or the Vice Chair of the Board of Trustees.

Board of Election of Trustees. If any of the Elected Trustees shall die, resign, refuse to act, or be removed from the Board of Trustees, or if an Elected Trustee's term of office shall expire, the vacancy or vacancies created thereby shall be filled by the vote of a majority of the whole Board of Trustees acting upon recommendation of the Executive Committee. Any trustee so chosen shall have all of the rights and powers of an Elected Trustee and shall serve for the balance of the unexpired term of the trustee whom he or she replaces.

Upon recommendation by the Executive Committee, the Board of Trustees may create positions for additional Elected Trustees for such term not exceeding two (2) years, as the Board of Trustees shall determine. Any vacancy among the Elected Trustees created by increasing the number thereof shall be filled by vote of a majority of the whole Board of Trustees.

Upon a two-thirds (2/3) vote, the Board of trustees acting upon the recommendation of the Executive Committee may abolish a vacant Elected Trustee seat, provided that the total number of trustees may not be less than that required by law or by these Bylaws; and further provided that the Board of Trustees files a certified copy of such action with the Board of Regents of New York State Education Department.

Section 2.07. Meetings of the Board of Trustees. The Board of Trustees may transact any business permitted by these Bylaws at an Annual, Regular or Special Meeting as provided below.

Annual Meeting. Unless otherwise provided by the Board of Trustees, the "Annual Meeting" of the Board of Trustees shall be held in June of each year.

Regular Meeting. The Board of Trustees may provide for holding of the "Regular Meetings" and may fix the time and place (which may be within or out of the State of New York) of such meetings. Regular Meetings shall be scheduled monthly.

Special Meeting. "Special Meetings" of the Board of Trustees shall be called by the Chair or Vice Chair of the Board of Trustees, at such time and place (which may be within or out of the State of New York) as may be specified in the respective notice or waivers of notice thereof. A Special Meeting shall be called by the Chair or a Vice Chair promptly upon receipt of a written or electronic request to do so from a majority of the Board of Trustees

Notice. Notice of the time and place of an Annual or Regular meeting shall be given to each trustee either by messenger, regular mail, e-mail, or facsimile at least ten (10) days before the meeting. Notice of the time and place of a Special Meeting shall be given to each trustee either by messenger, regular mail, e-mail, or facsimile not less than three (3) days before the meeting or upon reasonable notice under the circumstances where 3 day notice is impractical. Notices by messenger, regular mail, e-mail, or facsimile shall be sent to each trustee at the number and/or address designated by him or her for that purpose. Oral or telephonic notices of meetings shall not be permitted. Neither the business to be transacted nor the purpose of any Regular or Special Meeting need to be specified in the notice or waiver of notice of the meeting, unless otherwise specified in the Bylaws or required by law. Unless otherwise required requested by statute, notice of any adjourned meeting need not be given.

Section 2.08. Conflicts of Interest. The Board of Trustees affirms that the trustees, officers, administrators, faculty and other employees of the NYCMCS have an obligation to exercise their authority and to carry out the duties of their respective positions for the sole benefit of the NYCMCS. They should avoid placing themselves in positions in which their personal interest are or may be in conflict with the interests of the NYCMCS. Where a potential conflict of interest exists, it shall be the responsibility of the person involved or any other person with knowledge to notify the Board of Trustees of the circumstances resulting in the potential conflict so that the Board

of Trustees can provide such guidance and take such action as it deems appropriate. Areas of potential conflict of interest include financial interests, inside information, conflicting interests other than financial ones and gifts and favors. The Board of Trustees shall, adopt a Policy on Conflicts of Interest to address these areas of potential conflict. In the event that any functions that are provided by institutional or contractual partners on behalf of the school result in a conflict of interest with any members of the NYCMCS Board of Trustees, these Board members will recuse themselves from voting upon these matters.

Section 2.09. Quorum and Manner of Acting . At all meetings of the Board of Trustees, a majority of the whole Board of Trustees shall constitute a quorum for the transaction of business. Except as otherwise provided by statute or by these Bylaws, the act of a majority of the trustees present at any meeting at which a quorum is present shall be the act of the Board of Trustees. In the absence of a quorum, a majority of the trustees present at the time and place of meeting (or one trustee, if less than three (3) are present) may adjourn the meeting from time to time until a quorum shall be present.

Section 2.11. Resignations. Any trustee may resign at any time by giving written notice of such resignation to the Board of Trustees or the Chair of the Board of Trustees. Unless otherwise specified in such written notice, such resignation shall take effect upon receipt thereof. If any trustee shall fail to attend three (3) consecutive meetings without an excuse accepted as satisfactory by the Chair of the Board of Trustees, he or she shall be deemed to have resigned and the vacancy shall be filled as provided in section 2.04.

Section 2.13. Removal or Suspension. Any trustee may be removed or suspended from office by a majority of the whole Board of Trustees. Such action shall be taken only upon written complaint of misconduct, incapacity or neglect of duty submitted to the Board of Trustees. No trustee shall be removed without being provided with at least seven (7) days notice of the proposed removal and copy of the complaint. If in the opinion of a majority of the whole Board of Trustees such complaint shall have been sustained, the accused trustee may be removed or suspended from office.

Section 2.14. Compensation of Trustees and Officers. Trustees, as such, shall not receive any salary for their services as trustees. Trustees shall serve without compensation.

Section 2.15 Evaluations. Evaluations of the Principal shall be conducted by the Executive Committee on an annual basis. Evaluations of the Board of Trustees shall be coordinated by the Executive Committee on at least a bi-annual basis. Results of both evaluations, which may be in summary form, will be distributed to the Board of Trustees, preferably in the middle of the school year. On-going informal assessments of the Principal and the board of Trustees shall be conducted on an as-needed basis determined by the Executive Committee.

ARTICLE III Committees

Section 3.01. Standing Committees. The Board of Trustees shall establish and maintain the following “Standing Committees” Executive Committee, Finance Committee, and Education Committee.

Section 3.02. Ad Hoc Committees. The Board of Trustees may from time to time establish one or more “Ad Hoc Committees” with such names powers and functions as may be determined from time to time by the Board of Trustees.

Section 3.03. Committee Members: Chair. Members of committees shall be appointed annually by the Chair of the Board of Trustees, subject to ratification by the Board of Trustees in the first Regular Meeting of the Board of Trustees held after the appointment. Vacancies in the membership of any committee shall be filled by appointment by the Chair of the Board of Trustees after consulting with the Chair, if any, of such committee. Unless otherwise provided in these Bylaws, the membership of committees shall not be restricted to trustees but shall be drawn from the administration, faculty, parent body and community at large, as appropriate. Except as otherwise provided in these Bylaws or by the Board of Trustees, the Chair of each committee shall be chosen by the Chair of the board of Trustees from among the trustee members of the committee.

Section 3.04. General Powers and Responsibilities of Committees. All matters that come before the Board of trustees shall be considered first by the appropriate committee. Any problem, concern, grievance or other matter referred to a committee shall be considered by such committee which shall consult with such interested parties as the committee deems appropriate. A committee to which any matter has been referred shall report on such matter

to the Board of Trustees and, to the extent appropriate, make recommendations with respect thereto. Except as specifically provided by the Board of Trustees, each committee's powers are advisory to the Board of Trustees.

Section 3.05. Executive Committee. The Executive Committee shall consist of no less than five (5) members, including the Principal, the Chair and Vice Chair of the Board of Trustees and such other Trustees as may be designated by the Board of Trustees. The Chair of the Board of Trustees shall be the Chair of the Executive Committee. The Executive Committee shall set the policy agenda, conduct evaluations of the principal and of the Board of trustees, coordinate committee agendas, and set the agenda for the full Board of Trustees. The Executive Committee shall operate in place of the Board of Trustees during those times when the Board of Trustees does not or cannot meet. Between meetings of the Board of Trustees, the Executive Committee may take any action on behalf of the Board of Trustees that could authorized by a vote of the majority of the whole Board of Trustees or is limited to the Board of Trustees by law. An action taken by the Executive Committee may be subject to ratification by the Board of Trustees. A member of the Executive Committee shall record the minutes of each meeting and include a report on any actions taken. Such member shall forward the Minutes to the Secretary and the Secretary shall distribute the minutes of such meetings to the full Board of Trustees.

Section 3.06. Finance Committee. The finance committee shall consist of no less than three members. The Treasurer or an Assistant Treasurer shall be the Chair of the Finance Committee. The Finance committee shall be responsible for overseeing the preparation of budgets, financial reports and for supervising the management of the NYCMCS's finances, including notifying the Board of Trustees of significant deviations from the approved budget. The Finance Committee shall review, analyze and recommend for approval the annual audit. On a periodic basis, the Finance Committee shall review investment policies, objectives, and performance. It shall work closely with the NYCMCS's Director of Finance and Operations and business manager, if any, and the Principal in overseeing the performance of the operations staff.

Section 3.10. Education Committee. The Education committee shall consist of no less than three members, with more than half represented by the Montessori trained Board members. The chair and at least one other member of the Education Committee shall be persons with Montessori training. The Education Committee shall be responsible for evaluating whether the NYCMCS is adhering to its Charter and achieving its goals of attaining high student academic achievement and preparing its students for success in their continuing education and active citizenship. It will examine the results from city, state, national, and internally developed assessments, which are both criterion and norm-referenced. In addition, the Education Committee will meet with the Principal to analyze assessment data. Based on the assessment data, the Education Committee may make recommendations regarding the allocation of resources in terms of classroom materials, staffing, professional development, and outside consultants. The Education Committee will also monitor the ongoing process of training Montessori teachers.

ARTICLE IV

Officers

Section 4.01. Titles. The officers of the Board of Trustees shall be a Chair, one Vice Chair, the Principal, a Secretary, a Treasurer and such other officers as may be appointed in accordance with these Bylaws.

Section 4.02. Election, Term of Office, and Qualifications. The Board of Trustees shall elect the Chair, one Vice Chair, a Secretary, a Treasurer and any other officers annually at the Annual Meeting or Regular Meeting designated for that purpose or a Special Meeting called for that purpose, except that officers appointed to fill vacancies shall be elected as vacancies occur.

Section 4.03. Subordinate Officers and Agents. The Board of Trustees from time to time may appoint subordinate officers or agents (including one or more Assistant Secretaries and one or more Assistant Treasurers) to hold office for such period, have such authority, and perform such duties as may be provided in the resolutions appointing them. The Board of Trustees may delegate to any officer or agent the power to appoint any such subordinate officers or agents and to proscribe their respective terms of office, authorities and duties.

Section 4.04. Resignations. Any officer may resign at any time by giving written notice of such resignation to the Board of Trustees or the Chair of the Board of trustees. Unless otherwise specified in such written notice, such resignation shall take effect upon receipt thereof.

Section 4.05. Removal or Suspension. Any officer elected or appointed by the Board of Trustees or by any officer of the NYCMCS may be removed or suspended by the Board of Trustees at any time by a majority of the whole Board of Trustees. Such action shall be taken only upon written complaint of misconduct, incapacity or neglect of duty submitted to the Board of Trustees. No officer shall be removed without at least seven (7) days notice of the proposed removal and a copy of the complaint.

Section 4.06. Vacancies. A vacancy in an office by reason of death, resignation, removal, disqualification or another cause shall be filled in the manner prescribed in section 4.02.

Section 4.07. The Chair. The Chair shall be the chief presiding officer of the Board of Trustees and shall perform such other duties as may be assigned to him or her from time to time by the Board of Trustees. The Chair shall preside at all meetings of the Board of Trustees and the Executive Committee, if he or she is present. The Chair shall, when directed by the Board of Trustees, sign on behalf of the NYCMCS all contracts, securities and other obligations of the NYCMCS, when the authority to sign is not otherwise delegated by the Board of Trustees.

Section 4.08. Vice Chairs. The Vice Chair shall have such power and perform such duties as may be assigned by the Chair on the Board of Trustees. The Vice Chair shall in the absence or disability of the Chair or at the Chair's request, perform the duties and exercise the powers of the Chair.

Section 4.09. Principal. The Principal shall be the chief administrative officer of the NYCMCS. He or she shall be appointed by the Board of Trustees and shall exercise control over the affairs of the NYCMCS, subject to the supervision of the Board of Trustees. The Principal shall be Montessori trained, certified, and/or highly experienced.

Section 4.10. The Secretary. The Secretary shall keep the minute books of the NYCMCS, be responsible for the minutes of the meetings of the Board of Trustees and in general perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned to him or her by the Board of Trustees or the Chair.

Section 4.11. The Treasurer. The Treasurer shall have general custody of all money and securities of the NYCMCS and from time to time shall render to the Board of Trustees, and to the Chair, upon request, a statement of the financial conditions of the NYCMCS and all of his or her transactions as treasurer. In general, the Treasurer should perform all duties incident to the office of Treasurer and such other duties as from time to time may be assigned to him or her by the Board of Trustees or the Chair.

Section 4.12. Agreements, Contracts, Checks Requiring Signatures of Officers. All agreements, contracts, checks and other instruments of the NYCMCS requiring an expenditure or imposing an obligation of more than \$10,000 shall be executed by any two officers of the NYCMCS or by one officer and such other person or persons as may be designated by the Board of Trustees. All agreements, contracts, checks and other instruments of the NYCMCS requiring an expenditure or imposing an obligation of less than \$10,000 may be executed by any one officer or by such other person or persons as may be designated by the Board of Trustees.

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 Corporation may be signed by the Chairman of the Board, the Principal, or Treasurer. Such items for amounts of \$10,000.00 or greater must be signed by two of these individuals.

ARTICLE V Miscellaneous Matters

Section 5.01. Corporate Seal. The corporate seal of the NYCMCS shall be circular in form and shall bear the name the NYCMCS and the words and figures denoting its organization under the laws of the State of New York and otherwise shall be in such form as shall be approved by the Board of Trustees.

Section 5.02. Fiscal Year. The fiscal year of the NYCMCS shall begin on the first day of July in each year and shall end on the thirtieth day of the following June.

Section 5.03. Conflict with Bylaws. To the extent a conflict exists between any provision in these Bylaws and Open Meetings Law, the Open Meetings Law shall control. Moreover, to the extent a conflict exists between any provision in these Bylaws and a provision in the NYCMCS's Charter, the Charter shall prevail and control.

Section 5.04 Conflict with Charter. To the extent there are any conflicts between the terms of the charter of the NYCMCS Charter School, and the terms of these by-laws, the terms of the charter will control.

Section 5.05. Indemnification.

To the maximum extent permitted by applicable law, as is in effect at the time of the adoption of these Bylaws or as amended from time to time, the NYCMCS shall indemnify any person who was or is a party, or threatened to be made a party, to any threatened, pending, or completed action, suit, or proceeding, whether civil, criminal, administrative, or investigative, by reason of the fact that he/she is or was a trustee or an officer of the NYCMCS's acting within the scope of his/her normal duties, against expenses (including attorney's fees), judgments, fines, and amounts paid in settlement actually and reasonably incurred by such person in connection with such action, suit, or proceeding. The NYCMCS, however, will not indemnify a trustee or an officer against any costs incurred, in any action, suit, or proceeding if there is judicial determination that such person failed to act in good faith or that such acts were the result of active and deliberate dishonesty, and were material to the cause of action so adjudicated, or from which the person personally gained financial profit or their advantage to which he or she was not legally entitled. The foregoing right of indemnification shall not be deemed exclusive of any other rights to which a person seeking indemnification may be entitled under the Charter (as may be amended and/or restated from time to time) or any Bylaw, agreement, vote of disinterested Trustee, or otherwise.

The NYCMCS may maintain insurance, at its expense, to protect itself and any person described in subsection (a) against any expense, liability or loss, whether or not the NYCMCS would have the power to indemnify such person against such expense, liability or loss under applicable law.

Section 5.06. Amendments. These Bylaws may be altered, repealed, or amended and new Bylaws may be made by the affirmative vote of a majority of the Board of Trustees. Any proposed alteration, repeal, amendment or new Bylaws shall be provided to the Board of Trustees at least thirty (30) days in advance of the meeting at which such changes in the Bylaws will be voted on.

Section 5.07. Notice. Unless otherwise required by law or these Bylaws, notices required by these Bylaws may be given in writing, by messenger, regular mail, email, or facsimile.

CODE OF ETHICS NEW YORK CITY MONTESSORI CHARTER SCHOOL

The Board of Trustees recognizes that sound, ethical standards of conduct serve to increase the effectiveness of school board trustees and their staff as educational leaders in the community. Actions based on an ethical code of conduct promote public confidence and the attainment of school goals. The Board also recognizes its obligation under the General Municipal Law to adopt a code of ethics consistent with the provisions of the General Municipal Law, setting forth the standards of conduct required of all school trustees, officers, and employees.

Therefore, every officer and employee of the New York City Montessori Charter School, whether paid or unpaid, including Board Trustees, shall adhere to the following code of conduct:

1. *Gifts:* An officer or employee shall not directly or indirectly solicit any gifts; nor shall an 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 over a 12-month period, whether in the form of money, services, loan, travel, entertainment, hospitality, thing or promise, or an 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.

However, the Board welcomes and encourages the writing of letters or notes expressing gratitude or appreciation to staff members. Gifts from children that are principally sentimental in nature and of insignificant financial value, may be accepted in the spirit in which they are given.

2. *Confidential information:* An officer or employees 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 own personal interest. In addition, he/she shall not disclose information regarding any matters discussed in an executive session of the Board, whether such information is deemed confidential or not.
3. *Representation before the Board:* An officer or employer 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.
4. *Representation before the Board for a contingent fee:* An 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, whereby the compensation is to be dependent or contingent upon any action by the school with respect to such matter, provided that this paragraph shall not prohibit the fixing at any time of fees based upon the reasonable value of the services rendered.
5. *Disclosure of interest in matters before the Board:* A member of the Board of Trustees and any officer or employee of the school, whether paid or unpaid, who participates in the 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 such matter. The term “interest” means a pecuniary or material benefit accruing to an officer or employee.
6. *Investments in conflict with official duties:* An 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.

7. *Private employment:* An officer or employee shall not engage in, solicit, negotiate for or promise to accept private employment when that employment or services creates a conflict with or impairs the proper discharge of his or her official duties.
8. *Future employment:* An officer or employee shall not, after the termination of service or employment with the Board, appear before the Board or any panel or committee of the Board, in relation to any case, proceeding, or application 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 shall not bar or prevent the timely filing by a present or former officer or employee of any claim, account, demand or suit against the district on his or her own behalf or on behalf of any member of his or her family arising out of any personal injury or property damage or for any lawful benefit authorized or permitted by law.

Distribution of Code of Ethics

The Principal shall cause a copy of this Code of Ethics to be distributed annually to every officer and employee of the school. Each officer and employee elected or appointed thereafter shall be furnished a copy before entering upon the duties of his or her office or employment.

Penalties

In addition to any penalty contained in any other provision of law, any person who shall knowingly and intentionally violate any of the provisions of the Board's code of ethics may be fined, suspended, or removed from office or employment, as the case may be, in the manner provided by law.

MEREDITH I. MADON

EDUCATION

Boalt Hall School of Law, University of California, Berkeley

Degree: J.D., May 2004.

Honors: Jurisprudence Award for Mental Health Law; Alexander Marsden Scholarship; Elizabeth and Charles Tigar Scholarship.

Activities: Executive Officer, Boalt Disability Law Society.

Fulbright Scholarship, University of British Columbia

Degree: M.Ed. in Special Education, November 2000.

Cornell University, College of Human Ecology

Degree: B.S. (*with Honors*), Human Development & Family Studies, May 1999 .

Honors: Golden Key National Honor Society; Dean's List, 4 years; Kappa Omicron Nu Honor Society; Agricultural National Honor Society; Recipient of multiple research grants; Presented honors thesis at international conference.

Activities: Planned, directed and conducted segment of longitudinal study on effects of poverty on children in New York; Volunteer, Alternatives to Violence Program, Auburn Maximum Security Prison.

School for International Training, Granada, Spain

Dates: January 1998 - June 1998 (Semester Abroad).

Honors: Received grants from Cornell University for research conducted in Spain.

Activities: Planned and directed research on the psychological effects of poverty on Spanish families.

LEGAL

EXPERIENCE

Attorney, Law Offices of Meredith I. Madon

Provide legal representation and educational consulting to parents of students with special needs. Represent clients at impartial hearings. Negotiate settlements. Represent clients at resolution sessions and IEP meetings. Serve as a legal consultant on issues relating to special education. File appeals to the New York Office of State Review. New York, NY, July 2007 - Present.

Staff Attorney, Advocates for Children of New York, Inc.

Represented clients at impartial hearings. Negotiated settlements. Supervised pro bono attorneys in their practice of special education law. Advocated for clients at CSE reviews. Represented clients at suspension hearings and Manifestation Determination Reviews. Filed appeals to the New York Office of State Review. New York, NY, March 2005 – July 2007.

Recipient of the 2006 and 2008 Empire State Counsel Awards for dedication to public interest work in the area of special education law.

Law Clerk, Fried, Frank, Harris, Shriver & Jacobson LLP Trusts & Estates
Department: Drafted wills and trusts including supplemental needs trusts. Conducted legal research and drafted memoranda on estate tax and other related issues. New York, NY, September 2004 - March 2005.

LEGAL
EXPERIENCE
CONTINUED

Legal Intern, New York Lawyers for the Public Interest, Inc.

Conceived of and drafted training manual for attorneys representing students with special needs at impartial hearings. Conducted legal research and writing analyzing the Americans with Disabilities Act. Researched services received by children with Autism whose parents speak English as a second language. New York, NY, September 2003 - January 2004.

Summer Law Clerk, Fried, Frank, Harris, Shriver & Jacobson, LLP

Conducted legal research and drafted memoranda on various legal issues. New York, NY, May - August 2003.

Summer Law Clerk, Protection & Advocacy, Inc.

Conducted legal research and drafted memoranda on behalf of individuals with disabilities. Oakland, CA, May - August 2002.

Legal Intern, Disability Rights Education and Defense Fund, Inc.

Conducted legal research regarding curricular access for students with disabilities. Berkeley, CA, January - May 2002.

TEACHING
EXPERIENCE

Head teacher, fourth grade inclusion classroom, Public School #75. New York, NY, January - June 2001.

Provisional teacher, various elementary schools, special and regular education classrooms. Portage, MI, November - December 2000.

Student teacher, fourth grade classroom for children with learning disabilities. Frasure Academy, Vancouver, Canada, January - May 2000.

Student teacher, preschool setting for children with Autism. Berwick Preschool, Vancouver, Canada, August - January 1999.

Counseling positions: Provided one-to-one care for child with Autism, devised and implemented specialized program to meet child's needs, New York, NY, June - August 1998; Provided 24 hour respite care for persons with disabilities, Camp Haccamo, Rochester, NY, June - August 1996; Worked in day program for children with disabilities, United Cerebral Palsy, Westchester, NY, June - August 1991 and June - August 1992.

LANGUAGES

Conversational Spanish.

BAR ADMISSION

Member of the New York State Bar.

Ramani DeAlwis



EXPERIENCE

Head

The Montessori Elementary-Middle School
Norwalk, Connecticut

September 2000

Hired by the Board of Trustees to complete this 45 year old Institution; Responsible for building, planning, and writing the entire curriculum for 6th, 7th and 8th grade; Designed each individual classroom space to make it an inviting learning space. Responsible for all operations of the Elementary and Middle Schools. The Middle School now in its 6th year is a thriving institution, which is nationally recognized and sends its graduates to the most prestigious Boarding and Day Schools.

Head of School

Metropolitan Montessori School
New York City, New York

1989 to June 2000

Nationally recognized Montessori school serving over 225 students from pre kindergarten through 6th Grade; A member of New York State Association of Independent Schools (NYSAIS) and accredited by the Association Montessori Internationale (AMI) As Head of School, responsible for all operations of the school. Managed the schools' operating budget, investment portfolio and, revenue and cash flow streams. Hired and supervised all faculty and staff of 40. Identified and oversaw training and enrichment programs. Worked closely with the Board on strategic issues facing the school. Worked closely with Parent Association, initiated workshops, organized and had ultimate responsibility for all the fundraising efforts: the Annual Fund, the Annual Auction, the Book Fair, the Capital Campaign, and numerous other events through the years.

Major Accomplishments:

- Built the institution from a small, neighborhood pre-school to an academically rigorous school serving 225 students in pre-K through Grade 6 and sending its graduates on the to finest public and private schools in New York City. Recruited and retained an excellent teaching and administrative staff. Enhanced the schools' reputation to become one of the most sought-after schools in Manhattan.

- Identified in 1998, as the top school for its age group in the State by NYSAIS during the schools' ten-year accreditation and review.
- In 1995, after recognizing that the school (then called St. Michael's Montessori School) had grown out of its rented space in a church property, engendered an ambitious plan to move the school to its own facility. Located new property, secured financing, arranged the real estate transaction, hired and supervised architects, engineers, and construction company to convert an existing building as well as construct a new wing. Successfully moved the school within budget and on schedule.
- In conjunction with the move, conceived, implemented, and successfully completed a capital campaign for \$2,000,000.

Head Teacher

St. Michael's Montessori School
New York City, New York

1984 to 1989

Taught a primary classroom of 25 children with an extended day program; Worked with the Head of School to develop a creative arts program for the school and to create an after school program; Ran 3-6 week summer camp for 60 children. During this time responsible for curriculum, hiring and supervising 8 faculty members. Conducted Early Childhood Education workshops for faculty and parents; as well as served as faculty representative to the Board of Trustees for four years.

Head Teacher

Milwaukee Montessori School
Milwaukee, Wisconsin

1975-1984

Taught primary classroom of 28 children. Supervised the student teachers. Implemented a summer program. Served as faculty representative to the Board of Trustees 1982-1984. Chaired the Annual School Fair.

RELATED EXPERIENCE

Cross Cultural Program to Tanzania, West Africa. Taught English to 500, 6th- 10th Grade students for 3 months. 2005.

Educational Consultant for new private Elementary School opening in New York City. 2006. The Waverly Day School.

Educational Consultant for Metro Montessori School. Washington D.C. 2007.

Hometown Hero – Channel 12 News. 2007.

Guest Lecturer NYASIS (New York Association of Independent Schools) Heads of School Conference- spoke on the topic of “Taking your Heart Out of It- Retiring Gracefully While Leaving s Strong School Legacy”. 2002.

Lead Montessori Heads of School National Conference. Tampa, Florida. Lectured for three days on varied topics. 2001.

Educational Consultant to Resurrection Episcopal Day School (an AMI school) in Manhattan, 1996, 1997, 1998.

Member of Search Committee of Resurrection Episcopal Day School to identify and hire a new Head of School. 1998.

Served as NYASIS 3 person evaluation team conducting 10 year reviews for The Dalton School. 1995.

Guest Lecturer for the NYASIS Elementary School Conference on “How to Run a Financially Healthy School”. 1994.

Montessori Representative to the United Nations -NGO Group. 1991 to 1993.

EDUCATION

UNIVERSITY OF WISCONSIN - MILWAUKEE, WISCONSIN
B.A., EDUCATION

MONTESSORI TRAINING CENTER – COLOMBO, SRI LANKA
DEGREE IN PRIMARY EDUCATION
ASSOCIATION MONTESSORI INTERNATIONALE (AMI)

PERSONAL

TRAVELING, COOKING, READING, ORIGAMI.

QUALIFICATIONS:

- Strong leadership skills
- Life-long commitment as a teacher of children and teachers
- Proven excellence in curriculum development
- Community builder in educational settings
- Multicultural, bi-lingual, bi-literate

EDUCATION

2008: St. John's University

Master of Science in School Building Leadership, Certificate of Academic Excellence

1973-74: Universidad Simón Rodríguez, Caracas, Venezuela

Post-Graduate Course on Experimental Projects in Education

1968-72: C.W. Post College of Long Island University

B.S. in Spanish Education, with French as a second language

PROFESSIONAL EXPERIENCE**Administration/Leadership**

1989 - 2009: Director of Education, The Caedmon School, New York City

Administration

- created and managed schedules for the whole school (pre-K-5th Grade)
- collaborated with administrative team in writing the school's mission statement and policies for families, children, teachers
- wrote Acceptable Use of Technology Handbook for staff and students

Curriculum design and supervision

- wrote curriculum guide for school (pre-K-5th Grade), including philosophy, goals, procedures
- created skills map for math and language arts (reading, writing, spelling, grammar), K-5
- compiled a geography curriculum for grades K-5
- implemented the use of curriculum design using Understanding by Design

Curriculum mapping

- created database for curriculum maps, starting with math and geography
- involved teachers in recording lessons into school-wide curriculum maps

Student assessment and evaluation

- designed and implemented formats and procedures for ongoing student assessment and reports
- met with teachers to determine need for student evaluations and interventions
- met with parents, teachers, and psychologists to interpret evaluations and implement interventions and accommodations

Supervision, observation, and evaluation of teachers**Teacher training**

- conducted regular teacher workshops on educational issues, such as Performance Assessment, Learning Styles - Teaching Styles, Teaching of Math and Reading, Behavior Management, Assessment, technology in the classroom, Montessori's prepared environment, Mel Levine's Schools Attuned, Mission and Goal Setting, Understanding by Design, and others

Parent workshops

- conducted regular workshops for parents on curriculum and school issues, such as homework policy, math, language arts, geography and social studies, standardized testing and assessment, Montessori theory in practice, science and technology, parenting, and others

Communications

- wrote articles and descriptions of the school and its programs for publications and the web, for school community and outreach
- coordinated, wrote, and published bi-monthly school newsletter
- published an ongoing blog on topics of interest for teachers and an internal wiki/blog for internal communication and sharing school related-topics

Technology

- designed and published brochures, annual reports, invitations, newsletters, programs, ads, educational materials (Adobe Photoshop, Adobe InDesign)
- supervised and advised on decisions regarding the school's technology use for teachers and children, and software and hardware acquisitions
- coordinated ongoing staff development with the school's Network Administrator

Database design and implementation of programs for admissions, school records, report cards, fund raising, and curriculum mapping

1995-2008: Member of evaluating committees for NYSAIS (New York State Association of Independent Schools)

1988-1989: Sesame Sprout Academy and Infant Care, Lefrak City, Queens, New York
Educational Director

1972-1980: Asociación Para Una Nueva Educación, Caracas, Venezuela
Co-founder, co-director, and teacher

- classroom teacher, preschool and grades 2 through 5
- created and implemented innovative educational programs
- trained teachers and developed an apprentice program for teacher training
- designed and wrote curriculum for pre-school through grade 6
- gave workshops for university students, teachers, and supervisors from Ministry of Education
- translated and created learning resources
- participated in meetings and events for public relations (television, newspaper, radio, seminars) and fund raising
- designed and built classroom environments, including the construction of a new school
- edited the book: "Las Teorías de Jean Piaget" ("The Theories of Jean Piaget"), by Dr. Rafael Ernesto Lopez

Teaching and Education

1998-2005: Marymount Manhattan College – Continuing Education
Adjunct professor of computer courses for adults and seniors

1980-1981: Educational Consultant

- Co-authored educational materials for children and teachers
- assessed educational programs for the Corporación Venezolana de Televisión, Caracas, Venezuela

Technology And Communications

1989-2005: Freelance Computer Consultant (Macintosh)

2003-2004: Attie & Goldwater Productions

- Associate Producer and translator for documentary film in Nicaragua and Costa Rica

1981-1985: Freelance Translation; Venezuela and New York

English to Spanish, Spanish to English

- legal, insurance, and technical documents, educational materials, children's books, and educational resources for teachers

Professional Development

- Institutional Communication – NYSAIS (New York State Association of Independent Schools), 1990
- Curriculum Integration – Teachers College, Heidi Hayes Jacobs, Summer 1992
- Curriculum Integration and Performance Assessment – Heidi Hayes Jacobs and Grant Wiggins, 1998
- Understanding by Design – Grant Wiggins and Jay McTigue, 2001
- Schools Attuned (Certification) - Mel Levine, Summer 2002
- Profile Advisor (Certification) – Mel Levine, Summer 2003
- Curriculum Mapping – 6 week online PBS course, Summer 2005
- Understanding by Design - An Advanced Course with Grant Wiggins, Summer Institute 2006
- Understanding by Design – Train the Trainers with Grant Wiggins, Summer Institute 2006
- Botanical Art Classes – New York Botanical Gardens, 2007-2008
- NAIS Summer Diversity Institute – June 2008

ALEX GURVICH

EXPERIENCE

Pace University, Lubin School of Business

Adjunct Professor of Finance

New York
2008 – Current

- Lecture on corporate finance, financial management, company valuation, financial analysis, and financial markets
- Created new advanced finance elective, “Finance 340 - Valuation of the Firm,” that became part of finance department’s mandatory corporate finance concentration; course is now most popular finance elective
- Coordinate communications between students and Wall Street and other investment professionals
- Advise students on career choice and help students locate internships

Touro College, Graduate School of Business

Adjunct Professor

New York
2009 – Current

- Lecture on financial management, accounting, business planning, economics, statistics, and strategic management
- Designed new “GBP600 - Graduate Business Preparatory” course and created class curriculum that gives prospective graduate business students without business background opportunity to prepare for entry into MBA or MS in International Business Finance programs; course integrates major business disciplines of accounting, finance, economics, marketing, strategy, and quantitative analysis
- Integrate content with new teaching online and offline methodologies and technologies

TRG LLC - Investment management firm specializing in quantitative strategies

Portfolio and Risk Manager

New York
2004 – Current

- Recognized as industry expert in Exchange Traded Funds (ETFs); invited as speaker to numerous finance conferences in US and abroad
- Researched and confirmed firm’s primary sector allocation investment philosophy through Master’s Thesis at New York University Polytechnic Institute
- Formulate and set up risk parameters for portfolio management and trading based on quantitative model
- Calculate and report hedge fund statistics (returns, volatility, Sharpe ratio, alpha, beta, etc.)
- Serve as primary client contact for all accounts; assure client service levels

GCI Inc. - Business Development consulting boutique for private technology firms

Lead Consultant

New York
2002 – 2004

- Mapped out processes, roles and responsibilities for various groups within financial services software firm
- Created and implemented strategic companywide process and framework to measure worker productivity
- Developed complete Alliance Partner Program for ecommerce company
- Executed VP Business Development role to lead US market penetration for international software company

GE Capital (GE Equity) - Venture capital arm of General Electric

Venture Capital Investor and Analyst

Stamford
1998 – 2002

- Invested in and managed \$120 million venture capital portfolio of thirteen technology companies
- Served as Board Member at five companies
- Designated to be investment industry leader in computer infrastructure, storage and data networking space
- Led team of four analysts and associates to underwrite transactions
- Designed and taught financial valuation and investment analysis course to GE analysts and associates (pre and post MBAs)

- Trained and certified in GE’s Six Sigma Master Black Belt Quality Program; directed over 40 process improvement projects; received “Outstanding Contribution to Quality” award
- Designed Six Sigma Quality course for finance service professionals and taught course to all GE Equity personnel

Gurvich Capital & Industry - Buyout advisory firm in former Soviet Union Moscow
Principal 1995 – 1997

- Originated, structured, and raised financing and closed transactions, including due diligence and negotiations
- Led \$11 million bid to acquire bankrupt consumer goods electronics manufacturer
- Led successful \$1.5 million buyout of distressed high-tech defense electronics manufacturer

Bain & Company - Leading management consulting firm Moscow, London, Stockholm
Management Consultant 1993 – 1995

- Advised leading Swedish buy-out fund on acquisition of high-tech manufacturer
- Developed entry strategy and identified strategic partners for U.S. avionics defense contractor
- Assessed production and distribution options for major British spirits manufacturer
- Developed organizational and management structure for Russian vertically integrated oil & gas company
- Designed corporate finance valuation summary course and taught course to Bain analysts and associates

CAMECA Instruments - Manufacturer of high-tech scientific instrumentation Paris, Stamford
Engineer/Physicist 1988 – 1992

- Managed production, installation and after-sales service of \$1.2 million patented ion microscope
- Performed experiments in ion microscopy in solid-state physics and healthcare fields

Harvard University Cyclotron - Medical physics laboratory Cambridge
Physics Researcher 1986 – 1988

- Performed medical physics research and patient treatment in conjunction with Massachusetts General Hospital
- Carried out medical physics experiments with proton particle accelerator

EDUCATION

New York University Polytechnic Institute, MS Financial Engineering New York, 2009

Venture Capital Institute, Graduate and Venture Programs Atlanta, 2002

INSEAD, MBA Finance and Business Strategy Fontainebleau, 1993

University of Chicago, BA Physics Chicago, 1986

LICENSE Series 65 Uniform Investment Adviser
CERTIFICATION Six Sigma Quality Master Black Belt from GE Capital
LANGUAGES Fluent in Russian and French
INTERESTS Cycling, Travel, Private Pilot with instrument rating

Denise M. Clay, Ph.D.

SUMMARY

Seventeen years experience in administrative roles with budgetary responsibilities, 20+ years experience in project management with focus on provision of services, and a broad set of skills including administrative leadership, strategic planning and development, teaching and training experience, publications development including high performance printed presentations, and supervisory experience.

WORK EXPERIENCE

Director of Staff Development and Curriculum Development, South Bronx Overall Economic Development Corporation (SoBRO), Bronx, NY

Responsible for staff development and professional development of staff members in Youth Services. Responsible for oversight of curriculum development for Youth Services and for oversight of thematic curriculum development of Youth Advocates who provide day and after-school programming. Coordinate selected program management meetings and facilitate the operation of some Youth Services committees. Edit and oversee the production of the Youth Services Resource Manual, Summer Youth Employment Program Operations Manual, and other department manuals. Serve on the SoBRO Synergy Committee and represent SoBRO at the Bronx Consortium meetings and other partnership development meetings. **10/2008-Present.**

Educational Advisor, South Bronx Overall Economic Development Corporation (SoBRO), Bronx, NY

Was responsible for curriculum development for the Youth Development Center and for oversight of thematic curriculum development of Youth Advocates who provided day and after-school programming. Was responsible for staff development and training for Youth Services staff members. Coordinated and facilitated the operation of Youth Development Center committees. Provided oversight for the documentation and archiving of Minutes of department committee meetings. Was responsible for editing and production of the Youth Development Center Resource Manual. Served on the SoBRO Synergy Committee requiring the development and implementation of processes common to SoBRO departments. **5/2007-10/2008**

Research Administrator, Rehabilitation Counseling Program, Langston University, Oklahoma City, OK

Performed a variety of administrative functions to plan and implement the training, research, and marketing dissemination functions of the Langston University Department of Rehabilitation Counseling and Disability Studies. Directed the day-to-day operations of the unit including the provision of program and office management services. Oversaw the budget and operational management of seven grants from the Rehabilitation Services Administration (RSA), totaling \$6 million over a five-year time span to safeguard operational integrity. Was responsible for policy development and accounting organization for smooth grant management operations. Performed research and grant writing activities. Coordinated faculty meetings and faculty professional development activities. Supervised two staff members who provided administrative and support services for students, faculty, and the unit's program. Oversaw the documentation, production, distribution, and archiving of Minutes of internal and external committee meetings for the department (i.e., faculty, staff, special university, Advisory Council, and Student Selection Committee meetings). Oversaw purchasing processes for the department. Oversaw graduate student enrollment management functions. Supervised the awarding of scholarships to graduate students. Edited and oversaw the production of the Graduate Student Handbook, Practicum/Internship Manual, promotional materials, and program newsletters. Served on the Strategic Planning Team requiring the development and implementation of a revised mission statement, vision statement, core values, and strategic plan. **1/2005-Present**

Administrative Specialist, Rehabilitation Counseling Program, Langston University, Oklahoma City, OK

Directed the graduate student admissions process including overseeing graduate student enrollment. Conducted the overall office management and administrative functions for graduate programs including the provision of graduate student and faculty services. Conducted budget analyses. Prepared employee status requisitions and purchase requisitions. Reviewed and evaluated student academic records to verify compliance with good standing requirements. Advised students on academic policies and matriculation issues. Prepared annual program and financial reports for grantors and university administration. Coached and advised student organization officers. Developed and produced promotional materials. Developed, maintained, and distributed the unit's Projects Calendar. Served as Disability Coordinator for graduate programs. **12/2000-12/2004**

Director/Service Unit Manager, The Methodist Hospitals, Inc., Gary, IN

Provided oversight for the day-to-day operations of Physician Services, which included facilitating the functioning and provision of services to the Medical Staff and planning special Medical Staff events. Developed, implemented, and maintained manual and computerized systems for appropriate physician records, special physician programs, and unit activities. Directed the credentialing process for Medical Staff and Allied Health Staff including, but not limited to, processing applications and reappointment applications, scheduling reappointments, processing changes of status, and processing changes in privileges. Supervised staff of nine who provided credentialing services and Medical Staff support services for Medical Staff leadership and committees. Managed the unit budget (salary and non-salary) of \$463,000 annually. Served as Resource and provided oversight for Medical Staff operations including all Medical Staff committees. Editing Minutes was a

function. Served as Liaison to other service units to facilitate the functioning of the Medical Staff within the hospital and as Liaison between hospital Administration and the Medical Staff. Edited Medical Staff publications (quarterly newsletter, monthly newsletter, weekly fax, and Physician Office Staff Memo) and provided oversight for the Physician Referral Program. Conducted special projects for the Vice President of Monitoring and Evaluation Services—conducting research and preparing concise, accurate reports; coordinating projects assigned; and assuring meeting preparation and arrangements. **1992-2000**

Instructor, Santa Monica College, Santa Monica, CA

Taught journalism course entitled, *Writing for Public Relations*. **1990-1991**

Communications Specialist, California Faculty Association, Los Angeles, CA

Coordinated state-wide public relations program for the faculty labor union of The California State University system. Wrote, edited, and directed production of CFA's Tabloid newspaper (25,250 circulation), brochures, fliers, news releases, etc. Coordinated, designed, and produced (using Desktop Publishing software) one-page news updates, special newsletters, and brochures. Developed and maintained newspaper, radio, TV, and wire service copy flow for media placement. Managed the communications budget. Awarded the California Teacher's Association "*Best Union Newspaper Award*" in 1987, 1988, and 1990. **1984-1992**

Administrative Fellow, The California State University, Northridge, CA

Wrote news releases and feature stories for local and regional media and for use in the quarterly news magazine (circulation of 35,000). Wrote public service announcements for local and regional media. Coordinated publication of a media guide involving research, writing, editing, proofreading, computer database establishment, graphic design, production, and distribution. Wrote, edited, and pasted up weekly information bulletin. Handled media and community inquiries about campus activities. Served on University Advancement Planning Council. **1983-1984**

Associate Director, Cooperative Education, The California State University, Fullerton, CA

Administered the Internship/Cooperative Education Program involving placement of students in jobs related to their academic majors in Washington, D.C. and throughout the Southern California region. Promoted and implemented scope of work experience program to the community and served as liaison among employers, faculty, and students. Promoted the program at career fairs. Designed and wrote promotional materials. Formulated policies and procedures utilizing a team approach. Provided counseling in career planning and development. Supervised staff. Consultant to other work experience programs. **1979-1983**

Associate Director, Cooperative Education, Indiana State University, Terre Haute, IN

Implemented the Cooperative Education Program that included development of jobs in Washington, D.C., Atlanta, Ga., Chicago, Ill., Indianapolis, Ind., and Terre Haute, Ind., and recruitment and evaluation of program participants' achievement. Collected, analyzed, and prepared statistical, operational, and quarterly reports for federal and state agencies. **1977-1979**

OTHER ACTIVITIES AND MEMBERSHIPS

2002—Inducted into Gamma Beta Phi Honor Society; 1997—Selected as a Woman of Distinction by the Young Women's Christian Association (YWCA) of Northwest Indiana; 1995-2000—Served on the United Way of Northwest Indiana's Allocations Committee, which evaluated community programs that addressed sensitive societal issues and served people from multicultural backgrounds; 1983, 1979—Selected as an Outstanding Young Woman of America. National Associate of Student Personnel Administrators (Member) and Alpha Kappa Alpha Sorority, Inc. (Life Member). Former memberships with National Association of Medical Staff Services, Publicity Club of Los Angeles, National Education Association Public Relations Council, and State of California Education Editors Association.

EDUCATION

Doctor of Philosophy, Adult and Higher Education, University of Oklahoma, Norman, Oklahoma, 12/2008.

Master of Science, College Student Personnel Work, Indiana State University, Terre Haute, Indiana, 12/1977.

Bachelor of Science, Social Studies Education, Indiana State University, Terre Haute, Indiana, 5/1976.

Community College Credential, Counseling, State of California, Los Angeles, California, 12/1989.

Community College Teaching Credential, Communication Technologies (Journalism and Public Relations), State of California, Los Angeles, CA, 8/1988.

Certificate, General Musicianship, Grove School of Music, Van Nuys, California, 1986.

Professional Certificate, Public Relations, University of California, Los Angeles, California, 12/1984.

Robin Urquhart

EDUCATION

University of Glasgow	M.A. in General and Social Psychology	1964
Universidad Central de Venezuela	M.C. in Instructional Psychology	1984

Languages: Bilingual in English and Spanish

EXPERIENCE

In Teaching

UCV (Central University of Venezuela)

Master's program in Instructional Psychology – 1986 - 2009

- Professor under contract. Courses: Research Seminar II (2008-2009)
Theoretical Framework II (1987-2009)
Theoretical Framework I (1992-2009)
Psychology of Instruction I (1986)

School of Science- 1992-1994

- Professor under contract. Courses: Cognitive Science and teaching (1994-2002)
The contributions of Psychology to the Practice of Instruction

Asociación Para Una Nueva Educación, Caracas, Venezuela

- Founder of this independent elementary school which was given experimental status by the Venezuelan Education Ministry in 1976. Authorized to create and test learning materials and teaching methods based on research findings from the fields of cognitive, social and educational psychology, that could be applied in public schools. Oversaw the school's expansion to cover K-12th grade.
- Principal. Oversaw the design and application of instructional materials and methods based on current research. Taught 5th and 6th grade from 1978-1980. Set up and supervised school policies, professional development programs, outreach programs and school-wide projects on topics such as writing, moral education, interpersonal relationships, bullying, research projects for children. Designed and delivered professional development workshops for teachers on topics such as reading, writing, learning strategies, teaching methods, team work, classroom climate, communication, argument. Supervision of a staff of 35 teachers. (1972 -2000)
- Founder and coordinator of APUNE 2, a sister elementary school for disadvantaged children in a poor area of Caracas. (1976-1978)

As an independent consultant..

School of Chemistry UCV - 2008-2009

- Consultant on curriculum reform

School of Science UCV – 1997 - 2007

- Workshops for professors on teamwork (2007)
- Workshops for professors on group dynamics (2006)
- Workshops for professors on learning strategies and teaching methods (2001)

- Developed the curriculum and lesson plans for the Module on Learning Skills in the year-long introductory course for students entering the Science Faculty. This module dealt with cognitive and metacognitive reading, writing, learning, study and self-supporting emotional strategies. (1997-1999)

School of Architecture UCV – 2001-2008

- Created the prospectus and students' manual for the Doctorate in Urban Studies (2007-2008)
- Study: Evaluation of the Faculty's postgraduate programs (2005-2006)
- Workshops for Architecture professors on teaching methods, evaluation, curriculum (2001-2004)

School of Law, UCV - 1999

- Workshops for Law Professors on Teaching methods

Cenamec (National Center for the Improvement of Science Teaching), Caracas, Venezuela

- Created a manual for public school elementary teachers on the use of concrete manipulative materials in the teaching of science and mathematics (Manual MENI)
- Designed and delivered teacher training workshops held nationwide for public school elementary teachers, on the use of concrete manipulative materials in teaching elementary science and mathematics. (1996-1999)

Sadaca Consultores

- Consultant in organizational development and professional training design for organizations, including: Banco de Venezuela, Fundación Polar, CANTV, Edelca, Banco Central de Venezuela, DIT Engineering (1988-1998)

PUBLICATIONS

Urquhart, R. (1996) **Más que Cuentos: Iniciación a la lectura.** Caracas. Editorial Jacalpe (second edition)

Urquhart, R. y Gutiérrez, C. (1997) **El Desarrollo de Esquemas Retóricos para la Redacción.** Minutes of European Writing Conferences 1996 Universidad de Barcelona, España. (*The Development of Rhetorical Schema for Writing*)

Urquhart, R. (1998) **Materiales Educativos No-Impresos: Manual para docentes.** Caracas. Ediciones Cenamec. (*Non-print Educational Materials: Teachers Manual*)

Urquhart, R. (1999) **¿Es el constructivismo un aporte a la enseñanza de la ciencia?** Caracas. Ediciones Cenamec. (*Does constructivism contribute to the teaching of science?*)

Urquhart, R. y Gutiérrez, C.(2007) **Redacción de textos académicos. Manual de argumentación.** Caracas. Los Libros de El Nacional. Colección Minerva
Second edition: Co-ediciones UCV/El Nacional (*Writing Academic Texts. Manual for Discussion*)

EXPERIENCE

**1998–present SoBRO (South Bronx Overall Economic Development Corp.) Bronx, NY
Senior Vice President Education and Career Development 1/09 to Present**

Provide strategic direction, oversight and management of the Youth Development, Adult Education, and Workforce Development Divisions. Sustain and develop strategic partnerships with funders, educators and community organizations. Responsible for NYS, Federal and private contract outcomes, valued at \$7M.

Vice President, Youth Development Department 3/07-1/09

Worked closely with the Sr. Vice President managing fast paced, rapidly expanding youth services department. Supervised a team of program managers of education and workforce development programs. Maintained collaborative relationships with program partners and funding sources. Provided support and structure needed for the start up of new programs. Conducted program need assessments to identify areas of improvement to support the continued development and improvement of existing programs. Analyzed and utilized program evaluation information, program data, and other documentation for program management.

Senior Director, Youth Development Department 12/06-3/08

Managed and overseed six different youth development and educational programs supported by city, state, and federal contracts and private funding, including a YouthBuild program for out-of-school youth, a New Beginnings Center, and a prominent project-based program from the National Science Foundation (NSF). Provided direct supervision/staff development to Program Directors, and responsible for Division's staff of 25. Assisted VP of Youth Services in the day-to-day operations of the Youth Center, including representing the VP at community meetings, functions, and conferences. Acedt as a liaison between funding sources, Department of Education, and other community partners in an effort to create and implement successful alternative youth programs, and provide support to the different stakeholders.

Resource Coordinator, Global Enterprise Academy 8/03 – 12/06

Participated in school planning meetings, managed and integrated SoBRO's resources, assisted in recruiting members for and overseeing work of the public/private advisory council, served as parent liaison, helped in developing a student council, worked with businesses to develop internship opportunities for students.

Program Coordinator, Careers for Youth Program 6/02 – 8/03, Youth Development Center

Managed and coordinated a comprehensive/multifaceted youth development after-school program for in-school youth (ages 14-20) focusing on education and employment areas, funded by the NYC Department of Youth and Community Development and the Community Share Initiative (\$300K). Responsible for allocation and expenditures of program budget, supervising program staff, and evaluating job performance.

Youth Advocate 11/01 – 6/02, Youth Development Center

Managed and coordinated CAPS Program funded by United Way of NYC. Conducted job readiness and career awareness training sessions for youths ages 14-18. Facilitated group activities, monitored academic achievement, provided one-on-one counseling, identified internships and/or work experience opportunities, and made referrals to support services. Produced programmatic reports and relevant documentation for funding sources. Salsa/Mambo Dance Instructor; classes were offered as an incentive to those students interested in Latin dance.

Executive Assistant to the President 6/00 – 11/01, Executive Office

Assisted President with daily activities and scheduling of meetings. Maintained database and files. Coordinated meetings, conferences, public forums, networking events, capital campaign, and other fundraising events. Production of administrative documents, reports, and other related material. Supervised assignments for both internship and summer youth employment program participants.

Program Coordinator/Business Associate 5/98 – 6/00, Entrepreneurial Development Center

Responsible for marketing the Entrepreneurial Assistance Program (EAP). Conducted orientation/assessment workshops, and provided initial business assessment to participants. Implemented client recruitment and outreach program. Coordinated client services among staff, community partners, consultants, and business development. Prepared quarterly and annual reports for program funding sources; city and statewide. Acted as a liaison with other community-based organizations and political leaders. Managed and coordinated special projects as requested.

EDUCATION

Dowling College, Graduate School of Business, Oakdale, NY
MBA, 2008

Bank Street College of Education, New York, NY
Educational Leadership Program – 2005-2006

Cornell University, School of Continuing Education, Ithaca, NY
FDC Empowerment Skills for Leaders Program
Cornell FDC Leadership Credential, April 2004

Monroe College, Bronx, NY
Bachelors Degree in Business Management—Summa Cum Laude 2001

SKILLS

- MS Office; Powerpoint; Excel, and other software applications
- Experienced in contract management and strategic planning
- Strong organization, communication, and written skills; fluent in Spanish

References furnished upon request

Tara Greaney

Educational Background

Fairleigh Dickinson University, Teaneck, NJ
B.A. Child Psychology
Montessori Teacher Certification
Masters In Child Psychology – 33 credits

New York University, New York, New York
PhD candidate toward a degree in EC Education

Professional Background

Cravath, Swaine & Moore, LLP, New York, New York
Director, Children's Center – 1989 - Present

Caedmon School, New York, New York
Director, Early Program – 5 years
Head Teacher – 1 year
Student Teacher – 1 year

Children's Center, Verona, New Jersey
Head Teacher – 6 years

Publications

"How Children Learn Through Their Senses"
Parent and Preschooler – March 1991
"The Parents' & Teachers' Guide to Helping Young
Children Learn" Preschool Publications 1997

Speaking Engagements

Present workshops on Teaching Methods, Childcare
Programs and Work/Family Issues – 17 years

Boards

Board Member One Gracie Terrace – 1 year
Board Member Caedmon School – 3 years
Board Member Essex House – 1 year
Co-Chair New York City Public Library Early
Childhood Resource & Information Center

Volunteer Activities

St. Stephen Sunday Nursery Co-Director – 9 years
CYO Baseball Team Manager – 10 years
Westside Soccer League Team Manager – 10 years
Wagner School PA President – 1 year

Travel

Australia, Bahamas, Caribbean, Canada, England,
Fiji Islands, France, Hawaii, Hong Kong, India, Iran,
Ireland, Italy, Japan, Lebanon, Mexico, Puerto Rico,
Spain, Thailand, Turkey, Venezuela and the
U.S. Mainland.

Parenting

The best experience ever! – 1984 - Present

Form 3: Statement of Assurances

I, Denise M. Clay (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.

Denise M. Clay
Signature

8/20/2010
Date

Form 3: Statement of Assurances

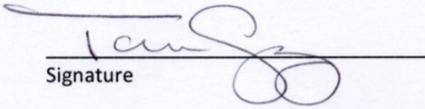
I, Nilza I. Oyola (name of board member applicant) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information 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]
Signature

8/20/10
Date

Form 3: Statement of Assurances

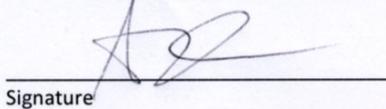
I, Tara Greaney (name of board member applicant) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information 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

8.20.10
Date

Form 3: Statement of Assurances

I, ALEX GURVICH (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

8/20/10
Date

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

Name: Denise M. Clay, Ph.D.

Daytime Telephone: [REDACTED]
[REDACTED]

Business Address: South Bronx Overall Economic Development Corporation
555 Bergen Avenue, Bronx, New York 10455

Business E-Mail/Fax: dclay@sobro.org

Charter School Name: New York City Montessori Charter School

Charter School Address: To be determined

To which charter school board position and/or office are you asking to be appointed? (e.g., parent representative, vice-president, Finance subcommittee, etc.):

Chairman

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.
 - The leaders of the New York City Montessori Charter School arranged a meeting with SoBRO to discuss the proposed charter school. SoBRO management asked me to attend the meeting. My service ultimately evolved into participation on the Planning Team of the school, and eventually, the school leader requested that I consider serving on the Board.
4. Please explain why you wish to serve on the board.
 - I have a great interest in assuring that young people are given the opportunity to get an education, remain in the pipeline of education, and achieve the highest levels of education to terminal degrees. My dissertation was entitled, “The Motivation of African-American Males to Complete the Doctorate.” After reviewing the findings of this research study, it became apparent to me that it was critical that young children would become motivated to attend school from pre-school through kindergarten, elementary school, middle school, high school, and throughout all levels of higher education in order to strengthen the contributions of the United States to local communities and the global economy at large.
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. Yes. (Include description here):
 - I have not served on the board of a school district. I have served as Secretary to a nonprofit corporation at the initial stages of its development. I gained experience in developing a 501©3 organization, which included developing Bylaws for the organization. Because of lack of funding, the corporation was dissolved.
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. 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:

- My supervisor, who serves as Senior Vice President of the Education and Career Development Division at the South Bronx Overall Economic Development Corporation (SoBRO), will serve on this board. The two of us will represent SoBRO on this board.

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. Yes.

- My spouse and I are not aware of anyone who is a prospective school employee.

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. Yes:

- My spouse and I do not plan to do business with 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.

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

I / we do not know any such persons. Yes:

- My spouse and I are not aware of any educational service provider for which the school plans to partner. Thus, any employees, owners, or agents are unknown to us.

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 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.

I / we do not anticipate conducting any such business. Yes:

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

conducted.

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

I / we do not anticipate conducting any such business. Yes:

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:

My employer, SoBRO, will serve as an institutional partner with the school. SoBRO will serve as the financial management agent for the school. Although SoBRO will serve as financial conduit, all financial operations (including income and expense management) will be separate financial accounts to SoBRO.

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.

First, you must identify and/or recognize that there is a conflict of interest so that you can act and/or make appropriate decisions in accordance with by laws and the school's constitution. Second, you should consult the school's policy regarding conflict of interest to guide your actions. All conflict of interest must be declared in order to keep the integrity of the Board, its members, the school, and other stakeholders. Finally, as a Board Member, you have the fiduciary obligation to act and serve in the best interest of the members and the school. Therefore, if a situation arises in which knowledge of a conflict of interest exist, it must be disclose.

Educational Philosophy

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

It is my belief that all children are entitled to a quality education. In doing so, I believe that the individualized approach is both key and most effective. In order for our children to experience a successful educational journey, especially in their early years, we need to educate children to become independent learners, developing their problem solving and critical thinking skills for such, in my opinion, will determine their success in later education.

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

I have learned about the Montessori approach through meetings with the school planning team, and based on my own background and studies in education, the approach seems to be what is needed to improve education for children. Although I am not directly familiar with Montessori education, I'm willing to attend workshops and visit other Montessori schools to become familiar with the model and school culture.

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.

It is my belief that a successful charter school will possess characteristics such as, but not limited to good leadership and mission, innovation, builds on high expectations, creates a culture for higher learning, develops partnerships, engages its community and stake holders, and governs for accountability.

Further, an effective leader and board are key to the success of the school. It is on their effectiveness to carry their roles and responsibilities that real success depends on. Their practices and strategic planning should be based on different essential elements and principles such as:

- Self assessment
- Standards of best practices
- Board/Leader performance
- Academic achievement/student performance
- Financial integrity
- Sound business judgment
- Effective decision making

The overall success of the school, in my opinion, relies on the accountability of its stakeholders (e.g. board, leader, staff, students, families, partners, and community).

Other

20. Please explain your understanding of the appropriate role of a public charter school board member.
Charter school board members are responsible for the oversight of the school, ensuring its financial and programmatic viability of the school. As a board member, I would support the school leader in every way possible to ensure that the school remains true to its mission.
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 this statement.***
22. Please provide any other information that you feel is pertinent to the Department's review.
I have more than a decade of experience in educational youth development programs, family development, and business strategic management in the non-for-profit sector. In the capacity of Senior Vice President of the Education and Career Development Division for the South Bronx Overall Economic Development Corporation (SoBRO), I have provided the needed visionary leadership for directors, program managers, and other staff members to deliver strong and sustainable outcomes. This role not only encompasses staff supervision, budgetary oversight and direction, but outreach to the community at large for the purpose of developing partners, seeking additional funding for programs, and representing the organization on local, regional, and national levels.

In recent years, not-for-profit organizations—more apparent in the human services field—are being forced to achieve a competitive advantage/edge against many others for Federal/State dollars. As a result, last year, I had the challenging and yet rewarding opportunity to restructured the Education and Career Development

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

Name: Nilza I. Oyola

Daytime Telephone: [REDACTED]

Business Address: South Bronx Overall Economic Development Corporation
555 Bergen Avenue, Bronx, New York 10455

Business E-Mail/Fax: noyola@sobro.org

Charter School Name: New York City Montessori Charter School

Charter School Address: To be determined

To which charter school board position and/or office are you asking to be appointed? (e.g., parent representative, vice-president, Finance subcommittee, etc.):

Member

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 became aware of the proposed school when the charter school planning team presented the idea of starting an elementary school in the community based on the Montessori school model. In exploring the possibilities of providing such model to the children in our community, the idea became very exciting. My interest in education goes back several years ago, when I provided after-school youth development activities and referrals services to middle/high school students in underprivileged communities. The model of the school presented matched my vision of the type of school the community needs. I have been working with the school's planning team on community outreach and support, and was asked to join the board to continue to support the school's efforts to provide school choice for parents in the area.

4. Please explain why you wish to serve on the board.
There are several factors that significantly contribute to low student achievement in low-income communities today. Among these are lack of role models at home and in school (i.e. friends, peer groups and family constantly reinforcing failure), family instability (i.e., broken families, foster care), and childhood poverty including the corresponding lack of support systems and resources (complicated by attendant low level of reading and/or comprehension skills). Having the opportunity to positively contribute to the education of our children by creating a school that offers and provides quality education in an attempt to address some of these factors, it is both an honor and privilege. I am prepared to accept this time commitment and dedicated to contribute time, knowledge, expertise, and resources to continue creating and improving opportunities for our youth.
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.
 Yes. (Include description here):

Currently, I serve as a member of the National Youth Employment Coalition (NYEC) Board of Directors. NYEC duties of the Board of Director include but not limited to approving NYEC's mission and review top management's performance, approve strategic plan, set organizational priorities, annually review and approve NYEC's funding plans, review and approve annual financial goals, annually review and approve NYEC's budget, and approve major organizational policies.

- As a member of the Board, I have committed my time to continuing providing support to organizations/members, share knowledge/insight, and further develop/enhance member's effectiveness in implementing youth development programs that ultimately have a positive impact and change the lives of youth and their families.

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. 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.

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. 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.

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.

I / we do not know any such persons. Yes:

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 or charter management organization.

I / we have no such interest. Yes:

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.

I / we do not anticipate conducting any such business. Yes:

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:

My employer, SoBRO, will serve as an institutional partner with the school. SoBRO will serve as the financial management agent for the school. Although SoBRO will serve as financial conduit, all financial operations (including income and expense management) will be separate financial accounts to SoBRO.

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.

First, you must identify and/or recognize that there is a conflict of interest so that you can act and/or make appropriate decisions in accordance with by laws and the school's constitution. Second, you should consult the school's policy regarding conflict of interest to guide your actions. All conflict of interest must be declared in order to keep the integrity of the Board, its members, the school, and other stakeholders. Finally, as a Board Member, you have the fiduciary obligation to act and serve in the best interest of the members and the school. Therefore, if a situation arises in which knowledge of a conflict of interest exist, it must be disclose.

Educational Philosophy

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

It is my belief that all children are entitled to a quality education. In doing so, I believe that the individualized approach is both key and most effective. In order for our children to experience a successful educational journey, especially in their early years, we need to educate children to become independent learners, developing their problem solving and critical thinking skills for such, in my opinion, will determine their success in later education.

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

I have learned about the Montessori approach through meetings with the school planning team, and based on my own background and studies in education, the approach seems to be what is needed to improve education for children. Although I am not directly familiar with Montessori education, I'm willing to attend workshops and visit other Montessori schools to become familiar with the model and school culture.

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.

It is my belief that a successful charter school will possess characteristics such as, but not limited to good leadership and mission, innovation, builds on high expectations, creates a culture for higher learning, develops partnerships, engages its community and stake holders, and governs for accountability.

Further, an effective leader and board are key to the success of the school. It is on their effectiveness to carry their roles and responsibilities that real success depends on. Their practices and strategic planning should be based on different essential elements and principles such as:

- Self assessment
- Standards of best practices
- Board/Leader performance
- Academic achievement/student performance
- Financial integrity
- Sound business judgment
- Effective decision making

The overall success of the school, in my opinion, relies on the accountability of its stakeholders (e.g. board, leader, staff, students, families, partners, and community).

Other

20. Please explain your understanding of the appropriate role of a public charter school board member.
Charter school board members are responsible for the oversight of the school, ensuring its financial and programmatic viability of the school. As a board member, I would support the school leader in every way possible to ensure that the school remains true to its mission.
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 this statement.***
22. Please provide any other information that you feel is pertinent to the Department's review.
I have more than a decade of experience in educational youth development programs, family development, and business strategic management in the non-for-profit sector. In the capacity of Senior Vice President of the Education and Career Development Division for the South Bronx Overall Economic Development Corporation (SoBRO), I have provided the needed visionary leadership for directors, program managers, and other staff members to deliver strong and sustainable outcomes. This role not only encompasses staff supervision, budgetary oversight and direction, but outreach to the community at large for the purpose of developing partners, seeking additional funding for programs, and representing the organization on local, regional, and national levels.

In recent years, not-for-profit organizations—more apparent in the human services field—are being forced to achieve a competitive advantage/edge against many others for Federal/State dollars. As a result, last year, I had the challenging and yet rewarding opportunity to restructured the Education and Career Development

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

Name: _Ramani DeAlwis

Daytime Telephone: _____

Business Address: The Montessori Middle School
24 Lois Street, Norwalk CT 06851

Business E-Mail/Fax: 203-840-1852

Charter School Name: New York City Montessori Charter School

Charter School Address: Address to be determined

To which charter school board position and/or office are you asking to be appointed? (e.g., parent representative, vice-president, Finance subcommittee, etc.):

Education and Accountability

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 have had the great pleasure of being introduced to Gina Sardi on a professional level and I became aware of the school through her.
4. Please explain why you wish to serve on the board. Being a resident of NYC and a long time Montessori Educator I am delighted that a Montessori Charter school will open in the South Bronx. I will do everything I can to be sure that it is a thriving institution
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. Yes. (Include description here): I am currently serving on two other boards. One a Montessori board and another a private independent school in Bridgehampton NY. I have 35 years of Montessori experience. 25 of those years I have served as Head of two different schools.
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. 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.
If the answer to this question is yes, please provide an explanation.

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.
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. 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.
 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.
 I / we do not know any such persons. Yes:
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 or charter management organization.
 I / we have no such interest. Yes:
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.
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 I / we do not anticipate conducting any such business. Yes:
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.

I believe we have taken great pains to hire a ethical board. I believe we will always take the high road.

Educational Philosophy

17. Please explain your understanding of the charter school's mission and/or philosophy. A school that will accept the less fortunate students to succeed with good test scores and to be accepted by lottery.

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

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 serve each students individual needs and provide them with the best montessori education

Other

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

To serve the school's best interest at the highest possible level.

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 all the proposed policies and by-laws of the School

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

Name: _Ramani DeAlwis

Daytime Telephone: _____

Business Address: The Montessori Middle School
24 Lois Street, Norwalk CT 06851

Business E-Mail/Fax: 203-840-1852

Charter School Name: New York City Montessori Charter School

Charter School Address: Address to be determined

To which charter school board position and/or office are you asking to be appointed? (e.g., parent representative, vice-president, Finance subcommittee, etc.):

Education and Accountability

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 have had the great pleasure of being introduced to Gina Sardi on a professional level and I became aware of the school through her.
4. Please explain why you wish to serve on the board. Being a resident of NYC and a long time Montessori Educator I am delighted that a Montessori Charter school will open in the South Bronx. I will do everything I can to be sure that it is a thriving institution
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. Yes. (Include description here): I am currently serving on two other boards. One a Montessori board and another a private independent school in Bridgehampton NY. I have 35 years of Montessori experience. 25 of those years I have served as Head of two different schools.
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. 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.
If the answer to this question is yes, please provide an explanation.

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.
9. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.
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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.
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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.

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

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To serve each students individual needs and provide them with the best montessori education

Other

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

To serve the school's best interest at the highest possible level.

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 all the proposed policies and by-laws of the School

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

Name: Nilza I. Oyola

Daytime Telephone: [REDACTED]

Business Address: South Bronx Overall Economic Development Corporation
555 Bergen Avenue, Bronx, New York 10455

Business E-Mail/Fax: noyola@sobro.org

Charter School Name: New York City Montessori Charter School

Charter School Address: To be determined

To which charter school board position and/or office are you asking to be appointed? (e.g., parent representative, vice-president, Finance subcommittee, etc.):

Member

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 became aware of the proposed school when the charter school planning team presented the idea of starting an elementary school in the community based on the Montessori school model. In exploring the possibilities of providing such model to the children in our community, the idea became very exciting. My interest in education goes back several years ago, when I provided after-school youth development activities and referrals services to middle/high school students in underprivileged communities. The model of the school presented matched my vision of the type of school the community needs. I have been working with the school's planning team on community outreach and support, and was asked to join the board to continue to support the school's efforts to provide school choice for parents in the area.

4. Please explain why you wish to serve on the board.
There are several factors that significantly contribute to low student achievement in low-income communities today. Among these are lack of role models at home and in school (i.e. friends, peer groups and family constantly reinforcing failure), family instability (i.e., broken families, foster care), and childhood poverty including the corresponding lack of support systems and resources (complicated by attendant low level of reading and/or comprehension skills). Having the opportunity to positively contribute to the education of our children by creating a school that offers and provides quality education in an attempt to address some of these factors, it is both an honor and privilege. I am prepared to accept this time commitment and dedicated to contribute time, knowledge, expertise, and resources to continue creating and improving opportunities for our youth.
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.
 Yes. (Include description here):

Currently, I serve as a member of the National Youth Employment Coalition (NYEC) Board of Directors. NYEC duties of the Board of Director include but not limited to approving NYEC's mission and review top management's performance, approve strategic plan, set organizational priorities, annually review and approve NYEC's funding plans, review and approve annual financial goals, annually review and approve NYEC's budget, and approve major organizational policies.

- As a member of the Board, I have committed my time to continuing providing support to organizations/members, share knowledge/insight, and further develop/enhance member's effectiveness in implementing youth development programs that ultimately have a positive impact and change the lives of youth and their families.

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. 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.

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. 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.

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.

I / we do not know any such persons. Yes:

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 or charter management organization.

I / we have no such interest. Yes:

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.

I / we do not anticipate conducting any such business. Yes:

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:

My employer, SoBRO, will serve as an institutional partner with the school. SoBRO will serve as the financial management agent for the school. Although SoBRO will serve as financial conduit, all financial operations (including income and expense management) will be separate financial accounts to SoBRO.

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.

First, you must identify and/or recognize that there is a conflict of interest so that you can act and/or make appropriate decisions in accordance with by laws and the school's constitution. Second, you should consult the school's policy regarding conflict of interest to guide your actions. All conflict of interest must be declared in order to keep the integrity of the Board, its members, the school, and other stakeholders. Finally, as a Board Member, you have the fiduciary obligation to act and serve in the best interest of the members and the school. Therefore, if a situation arises in which knowledge of a conflict of interest exist, it must be disclose.

Educational Philosophy

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

It is my belief that all children are entitled to a quality education. In doing so, I believe that the individualized approach is both key and most effective. In order for our children to experience a successful educational journey, especially in their early years, we need to educate children to become independent learners, developing their problem solving and critical thinking skills for such, in my opinion, will determine their success in later education.

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

I have learned about the Montessori approach through meetings with the school planning team, and based on my own background and studies in education, the approach seems to be what is needed to improve education for children. Although I am not directly familiar with Montessori education, I'm willing to attend workshops and visit other Montessori schools to become familiar with the model and school culture.

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.

It is my belief that a successful charter school will possess characteristics such as, but not limited to good leadership and mission, innovation, builds on high expectations, creates a culture for higher learning, develops partnerships, engages its community and stake holders, and governs for accountability.

Further, an effective leader and board are key to the success of the school. It is on their effectiveness to carry their roles and responsibilities that real success depends on. Their practices and strategic planning should be based on different essential elements and principles such as:

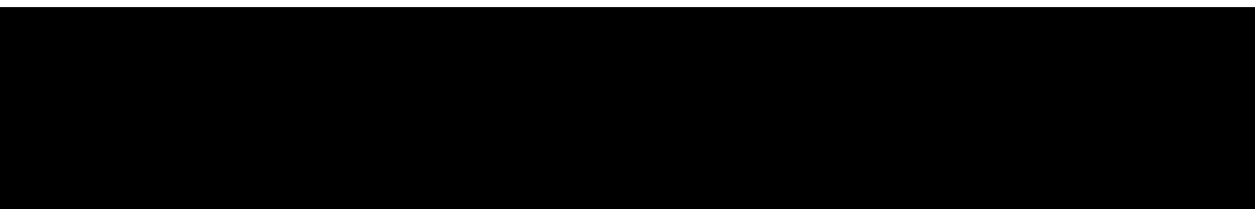
- Self assessment
- Standards of best practices
- Board/Leader performance
- Academic achievement/student performance
- Financial integrity
- Sound business judgment
- Effective decision making

The overall success of the school, in my opinion, relies on the accountability of its stakeholders (e.g. board, leader, staff, students, families, partners, and community).

Other

20. Please explain your understanding of the appropriate role of a public charter school board member.
Charter school board members are responsible for the oversight of the school, ensuring its financial and programmatic viability of the school. As a board member, I would support the school leader in every way possible to ensure that the school remains true to its mission.
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 this statement.***
22. Please provide any other information that you feel is pertinent to the Department's review.
I have more than a decade of experience in educational youth development programs, family development, and business strategic management in the non-for-profit sector. In the capacity of Senior Vice President of the Education and Career Development Division for the South Bronx Overall Economic Development Corporation (SoBRO), I have provided the needed visionary leadership for directors, program managers, and other staff members to deliver strong and sustainable outcomes. This role not only encompasses staff supervision, budgetary oversight and direction, but outreach to the community at large for the purpose of developing partners, seeking additional funding for programs, and representing the organization on local, regional, and national levels.

In recent years, not-for-profit organizations—more apparent in the human services field—are being forced to achieve a competitive advantage/edge against many others for Federal/State dollars. As a result, last year, I had the challenging and yet rewarding opportunity to restructured the Education and Career Development

Form 4: Request for Information from Prospective Charter School Board Members**Name:** Meredith Madon**Business Address:** 260 Madison Avenue, 17th Floor, New York, NY 10016**Business E-Mail/Fax:** E-mail: Special.ed@madonlaw.com; Fax: 646-825-1064**Charter School Name:** The New York City Montessori Charter School**Charter School Address:** To be determined**To which charter school board position and/or office are you asking to be appointed? (e.g., parent representative, vice-president, Finance subcommittee, etc.):****Board Member Advisor (special education law)**

As you may know, serving on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you would be charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

The Department's consent is required **before** any new member may serve on the board. Accordingly, and in order to properly evaluate potential new board members, we ask that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department's approval, nullifying your appointment to the board.

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 attended an event provided by the New York Charter Schools Association on July 28, 2010 (hereinafter "NYCSA Event"). I met Gina Sardi at the event. She informed me about the school and we exchanged contact information.
4. Please explain why you wish to serve on the board.
 - I wish to ensure that The New York City Montessori Charter School (hereinafter "NYCMCS") provides an appropriate education to students with special needs and that it complies with the Individuals with Disabilities Education Act (hereinafter "IDEA") when servicing such 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. This does not apply to me. Yes. (Include description here):
 - **Board Membership**
 - I have not served on a board of a school district, a non-public school or any not-for-profit corporation.
 - **Additional Experience**
 - In my private practice, I provide legal representation and educational consulting to parents of students with special needs. Prior to opening my own firm, I served as an attorney at Advocates for Children of New York (hereinafter "AFC"). While at AFC, I practiced in the area of special education law. Before entering law school, I completed a Fulbright Scholarship focusing on the study of disabilities and special education, for which I received a Masters of Education in special

education. After receiving a Masters, I taught briefly in the New York City public schools.

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. Yes. [Please see description below]

If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

- Approximately 12 or 13 years ago I was provided a warning by the Ithaca, NY police department. The incident took place near Cornell University where I was attending college. I was walking with a group of friends and acquaintances. One of the acquaintances was found by the Ithaca police to be carrying a fallen street sign. Myself and my group of friends asked that we be blamed in his stead. We were all taken to the police department where we were finger printed. We were provided a warning by a judge the following day. The record is currently sealed. To the best of my knowledge, I was not charged with a misdemeanor and was simply provided a warning. I reported the event in detail in my application for admission to the New York State Bar and was admitted without issue.

Your response to question six may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.

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.

If the answer to this question is yes, please provide an explanation.

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 Gina Sardi, who I met at the NYCSA Event on July 28, 2010, I met current board members at an NYCMCS board meeting on August 20, 2010. To the best of my knowledge, I have not met other current or prospective members of the board.
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. Yes.
- If yes, please indicate the precise nature of your relationship here:
- During the July 28, 2010 NYCSA Event, I met Rita Tishuk, a founder of The Renaissance Charter High School for Innovation in East Harlem. We met for dinner once after the event to informally discuss board membership. I do not have any plans to join the board at this time.
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. 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:
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.
- I / we do not know any such persons. Yes:
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 or charter management organization.
- I / we have no such interest. Yes:
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.

I / we do not anticipate conducting any such business. Yes:

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:

- There would be a conflict of interest if a client of mine attended the school as such client might wish to bring legal action against the school. In such an event I would advise the client of the conflict and suggest that they seek alternate counsel.

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 inform another disinterested board member and seek legal counsel.

Educational Philosophy

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

- The mission of the charter school is to enable children to become critical thinkers and creative problem solvers with strong social skills which they will utilize in their pursuit of higher education and exciting careers.

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

- The school offers a Montessori program which provides differentiated, multi-sensory instruction that is tailored to meet the unique needs of each student. To ensure success, continuous assessments provided to each student throughout the school year are utilized to guide individual instruction.

During the school day, students are provided opportunities to learn alongside students of different ages and of different skills sets so that they may learn to work together and assist one another while drawing upon their intrinsic desire to learn.

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.
- With regards to the provision of special education services, I believe that a successful charter school will ensure that it (1) does not discriminate against students with disabilities in accordance with Section 504 of the Rehabilitation Act (hereinafter "Section 504") and (2) provides an appropriate public education to such students as defined by the IDEA.

Other

20. Please explain your understanding of the appropriate role of a public charter school board member.
- I believe that the appropriate role of a public charter school board member is to provide oversight for important decisions made by officers and agents of the school. My role as a board member will be to ensure that the school complies with the IDEA and Section 504 when serving the needs of students with disabilities. I will do this by providing periodic trainings to teachers and school staff [Gina – is this something you would like me to do?] and by providing legal advice relating to special education law on a case by case basis.
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 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.

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

Name: Denise M. Clay, Ph.D.

Business Address: South Bronx Overall Economic Development Corporation
555 Bergen Avenue, Bronx, New York 10455

Business E-Mail/Fax: dclay@sobro.org

Charter School Name: New York City Montessori Charter School

Charter School Address: To be determined

To which charter school board position and/or office are you asking to be appointed? (e.g., parent representative, vice-president, Finance subcommittee, etc.):

Chairman

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.
 - The leaders of the New York City Montessori Charter School arranged a meeting with SoBRO to discuss the proposed charter school. SoBRO management asked me to attend the meeting. My service ultimately evolved into participation on the Planning Team of the school, and eventually, the school leader requested that I consider serving on the Board.
4. Please explain why you wish to serve on the board.
 - I have a great interest in assuring that young people are given the opportunity to get an education, remain in the pipeline of education, and achieve the highest levels of education to terminal degrees. My dissertation was entitled, "The Motivation of African-American Males to Complete the Doctorate." After reviewing the findings of this research study, it became apparent to me that it was critical that young children would become motivated to attend school from pre-school through kindergarten, elementary school, middle school, high school, and throughout all levels of higher education in order to strengthen the contributions of the United States to local communities and the global economy at large.
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. Yes. (Include description here):
 - I have not served on the board of a school district. I have served as Secretary to a nonprofit corporation at the initial stages of its development. I gained experience in developing a 501©3 organization, which included developing Bylaws for the organization. Because of lack of funding, the corporation was dissolved.
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. 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:

- My supervisor, who serves as Senior Vice President of the Education and Career Development Division at the South Bronx Overall Economic Development Corporation (SoBRO), will serve on this board. The two of us will represent SoBRO on this board.

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. Yes.

- My spouse and I are not aware of anyone who is a prospective school employee.

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. Yes:

- My spouse and I do not plan to do business with 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.

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

I / we do not know any such persons. Yes:

- My spouse and I are not aware of any educational service provider for which the school plans to partner. Thus, any employees, owners, or agents are unknown to us.

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 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.

I / we do not anticipate conducting any such business. Yes:

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:

- My employer, SoBRO, will serve as an institutional partner with the school. SoBRO will serve as the financial management agent for the school. Although SoBRO will serve as financial conduit, all financial operations (including income and expense management) will be separate financial accounts to SoBRO.
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.
- I would talk with the board member individually first, and encourage full disclosure of the conflict of interest. If disclosure was not provided, I would bring the conflict of interest before the Chair of the board so that the Chair could discuss the matter with the board member(s). If the disclosure of the conflict still was not provided to the board, I would bring the matter up before the full board preferably in private board session. My goal would be to resolve the matter and not cause the public to take issue with the board member(s) for this might cause an adverse outcome to the school's operations or general functioning.

Educational Philosophy

17. Please explain your understanding of the charter school's mission and/or philosophy.
- It is my understanding that the school's mission focuses on providing students with an education tailored to their individual learning needs in order that they might become independent learners who can solve problems, develop critical thinking skills, and exhibit positive social and character skills like treating others with respect. The success of meeting this mission will serve as a foundation for the children matriculating in this school of becoming role models in their own right in our society. Furthermore, it is my hope that they would be motivated to continue their education to the terminal degree or at least adopt a vocation and exhibit positive character and social skills in their interaction with others. Utilization of the Montessori approach in the classroom, which focuses on academic achievement as well as the social and emotional development of the child, will help promote the children's love of learning in my view. Moreover, the Montessori approach will help children develop independence, concentration, collaboration, and organization concepts in a constructive manner.
18. Please explain your understanding of the educational program of the charter school.
- The goal of the educational program is to help students develop a love for learning while mastering core academic objectives. To accomplish this, the Montessori teaching approach will be employed. Individual and group instruction will be tailored to each student's learning styles and needs. In addition to the academic focus of the school, the Montessori approach will teach courtesy, self-discipline, and conflict resolution as part of the curriculum. Lessons will be developed to urge children to collaborate, help, and teach one another in addition to teacher instruction. Student-centered instruction and classroom activities will be emphasized.
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 that some of the characteristics of a successful charter school include:
 1. A quality academic program that meets and/or exceeds the educational standards of the governing accreditation body.
 2. Excellent instruction that meets the needs of each student.
 3. Responsible school leadership that operates an effective operating school.
 4. Sound financial operations and management.
 5. Adherence to safety and security for students, staff, and school visitors.
 6. An effective Board of Directors responsive to the needs of its students, goals of the school and approving entity, expectations of parents, and needs of the community.
- The Board of the charter school will need to ensure continuous monitoring of academic records, the effectiveness of instruction, the effectiveness of school operations, budget oversight, management, and adherence to financial policies, academic and budget projections, adherence to policies and procedures, and assurance of ethical behavior and development of processes to prevent conflict of interest instances. The Board will need to take the following steps to ensure compliance:
 1. Assure that the school establishes appropriate processes and policies through the establishment and adherence to a Student Manual, Employee Manual, Safety and Security procedures, Budget Manual, etc.
 2. Request reports on a monthly basis to monitor compliance with areas noted above.
 3. Establish various Board committees to oversee major school operations, track progress, and determine effectiveness/compliance with standards and/or guidelines.

Other

20. Please explain your understanding of the appropriate role of a public charter school board member.
 - My understanding is that the role of a public charter school board member is to support the school's quest in delivering the mission of the school to its children and families. This involves assuring that proper systems are established for hiring and professional development of staff, financial management, and overall administration of the school. I believe that it is each board member's role to assure the integrity of all aspects of school development and operations. Furthermore, I believe each board member's role is to facilitate the support of the school, its children, and its administrators rather than hinder the school's progress.
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 this statement.***
22. Please provide any other information that you feel is pertinent to the Department's review.

If the answer to this question is yes, please provide an explanation.

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:
Gina Sardi is my wife's aunt.
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. 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.
 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.
 I / we do not know any such persons. Yes:
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 or charter management organization.
 I / we have no such interest. Yes:
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.
 I / we do not anticipate conducting any such business. Yes:
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.
I would approach the individual, asking questions about this behavior, and inform other members of the board.

Educational Philosophy

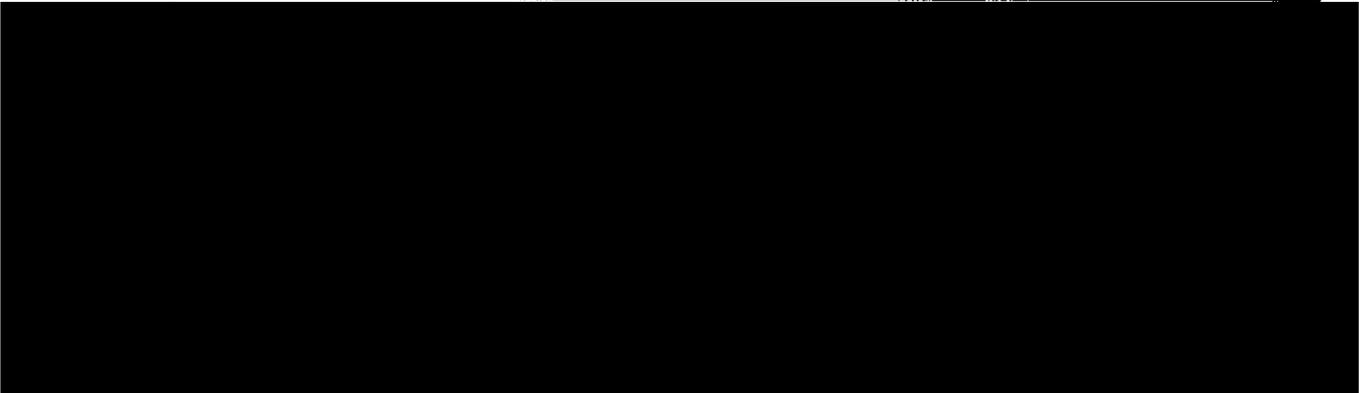
17. Please explain your understanding of the charter school's mission and/or philosophy.
The New York Montessori Charter would be a first Montessori School in New York City. This is a different approach that can allow additional educational opportunity and method for students. the School's mission is to create and foster independent learners, with strong problem solving and thinking skills. In my life experience these are critical skills to allow students to succeed in their professional and personal lives.
18. Please explain your understanding of the educational program of the charter school.
Montessori education is a different methodology, it provides individualized instruction that promotes quality education for every child, even children with learning differences or non-English speakers, as will exist in South Bronx.
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.
Characteristics of successful charter school would be where the school delivers on its charter to provide excellent and superior learning environment for its students with appropriate goal set learning milestones. The Board's role is critical to oversee, guide and ensure that the Charter School in general and the school leader in particular adhere to the school's mission, in spirit and in letter.

Other

20. Please explain your understanding of the appropriate role of a public charter school board member.
Charter Schools provide an additional opportunity for some students to enroll in a quality program. As a board member I will help with oversight, hiring and evaluation of school leader, to stay true to the school's mission.
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 understood 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.
I am strong believer in education and providing opportunity for students to learn and excel. Being a board member I believe I can contribute to the school's success and to the students' success. I can provide assistance to the school by using my skills and connections to help provide educational opportunities in a low income area.

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

Name: Tara Greaney



Business Address: Cravath Children's Center 825 8th Ave NYC NY 10019

Business E-Mail/Fax: tgreaney@cravath.com 212 474 3700f

Charter School Name: New York City Montessori Charter School

Charter School Address: _____

To which charter school board position and/or office are you asking to be appointed? (e.g., parent representative, vice-president, Finance subcommittee, etc.):

As you may know, serving on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you would be charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

The Department's consent is required **before** any new member may serve on the board. Accordingly, and in order to properly evaluate potential new board members, we ask that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department's approval, nullifying your appointment to the board.

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 became aware of New York City Montessori Charter School through my contacts at Caedmon School.
4. Please explain why you wish to serve on the board. I believe that such a Montessori School would be beneficial for many children.
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 have been on school boards and understand the responsibility.

I have worked in the field for over 30 years.

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.

If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

Your response to question six may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.

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.

If the answer to this question is yes, please provide an explanation.

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 I / we do not know any such persons. Yes.

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

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.

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

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. 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:

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.

X I / we do not know any such persons. Yes:

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 or charter management organization.

X I / we have no such interest. Yes:

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.

X I / we do not anticipate conducting any such business. Yes:

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. 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. 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. Conflicts of interest that come to the attention of a Board member should be first brought to the attention of the President of the Board. If there is still a question, it should be placed on the agenda of the next meeting.

Educational Philosophy

17. Please explain your understanding of the charter school's mission and/or philosophy. The school will follow the Montessori educational philosophy.

18. Please explain your understanding of the educational program of the charter school. I am a trained Montessori teacher so I am familiar with the way Montessori works addressing the child as an individual and meeting their needs as opposed to part of a group.

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.

Other

20. Please explain your understanding of the appropriate role of a public charter school board Member. The Board is to establish and maintain the policies and procedure and to ensure the financial and stability and to see that the schools carries out its mission.

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

Tara Greaney

Educational Background

Fairleigh Dickinson University, Teaneck, NJ
B.A. Child Psychology
Montessori Teacher Certification
Masters in Child Psychology – 33 credits

New York University, New York, New York
PhD candidate toward a degree in EC Education

Professional Background

Cravath, Swaine & Moore, New York, New York
Director, Children's Center – 13 years

Caedmon School, New York, New York
Director, Early Program – 5 years
Head Teacher – 1 year
Student teacher – 1 year

Children's Center, Verona, NJ
Head Teacher – 6 years

Publications

"How Children Learn Through Their Senses"
Parent and Preschooler – March 1991
"The Parents' & Teachers' Guide to Helping Young
Children Learn" Preschool Publications 1997

Speaking Engagements

Presented workshops on Teaching Methods,
Childcare Programs and Work/Family Issues – 17 years

Boards

Board Member One Gracie Terrace – 1 year
Board Member Caedmon School – 3 years
Board Member Essex House – 1 year
Co-Chair New York City Public Library Early Childhood
Resource & Information Center

Volunteer Activities

St. Stephen Sunday Nursery Co-Director – 9 years
CYO Baseball Team Manager – 10 years
Westside Soccer League Team Manager – 10 years
Wagner School PA President – 1 year

Travel

Australia, Bahamas, Caribbean, Canada, England, Fiji
Islands, France, Hawaii, Hong Kong, India, Iran, Ireland,
Italy, Japan, Lebanon, Mexico, Puerto Rico, Spain,
Thailand, Turkey, Venezuela and the U.S. Mainland.

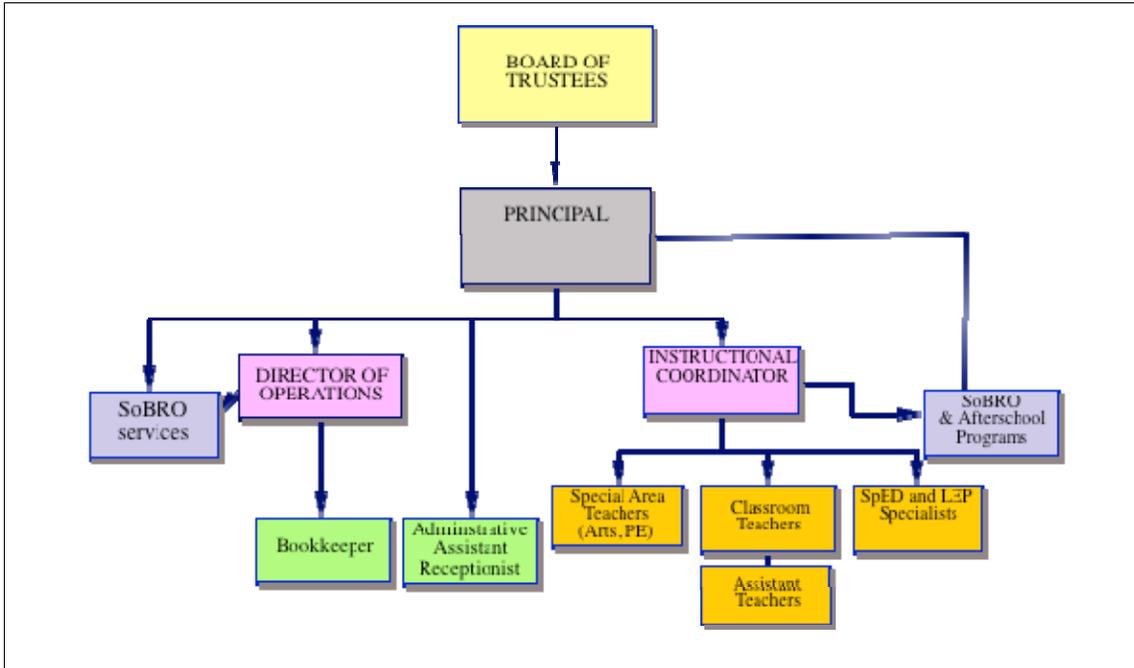
Parenting

The best experience ever! – 17 years

Date	Place	Topic
4/96	Columbia University	A Historical Perspective of Employer Sponsored Child Care in N.Y.C.
8/95	American Bar Association Annual Meeting	Corporate Day Care and Related Employee Services.
3/91	N.Y.C. Commission in Early Childhood and Child Care Programs	Early Childhood and Child Care Programs.
10/91	Mid-Atlantic Building Owners and Managers Organization Annual Meeting	Incorporating Child Care into the Urban Setting.
11/91	N.Y. State Bar	Cravath, Swaine & Moore's Children's Center.
12/91	Guggenheim Museum	A Model Program.
12/91	Financial Woman's Association	Employer Sponsored Child Care Options.
4/90	N.Y.C. Early Childhood Council	Initiatives for Government, School and Business to Invest in Our Most Precious Resource – Our Children!
9/90	League of Women Voters	Child Care for the Working Mother.
Annually 1989-94	Early Childhood Education Council	<ul style="list-style-type: none"> • Setting up a Child Care Environment – Annually. • Recycling the Whole Circle Business-Schools-Home – 9/93. • Child Care in the Work Place – 9/91. • Child Care in the Work Place – 3/90.
Annually 1984-99	N.Y.C. Public Library Early Childhood Resource and Information Center	How Children Learn Through Their Senses.

ORGANIZATIONAL CHART

The following chart reflects the staffing and management of the NYCMCS



JOB DESCRIPTION DIRECTOR OF OPERATIONS

Responsibilities

- Direct and manage the operations of the school
- Act as liaison between the school and SoBRO for the operational aspects of the relationship
- Coordinate all financial transactions, including revenue activities, expenditures, record keeping, reporting, auditing, district billing etc
- Coordinate all administrative transactions, including the provisions of personnel services
- Record keeping, reporting, inventory, purchasing, etc.
- Coordinate the collection of any data required for the preparation of reports to the chartering entity and other appropriate bodies
- Prepare materials in conjunction with the principal for board meetings
- Implement fingerprint-supported background checks and teaching certification of all applicable employees
- Serve as liaison to board finance committee and treasurer of the board
- Manage facility maintenance and daily operations including custodial staff, student meal counts/ billing

Qualifications

- BA/BS degree in related field or graduate degree (preferred)
- Demonstrated organizational skills
- Demonstrated ability in data management and presentation
- Prior experience in an operations manager position
- Experience and knowledge of office management and financial transactions
- Agreement with and commitment to the academic goals and philosophy of the charter school

JOB DESCRIPTION – PRINCIPAL

Responsibilities

- Execute the mission of the school
- Provide leadership and direction to all school staff members
- Provide guidance and support to teachers to improve instruction
- Supervise and observe all instructional practices in the school
- Implement Montessori training programs within the school and in conjunction with other institutions to ensure adherence to Montessori guidelines
- Coach and mentor staff
- Create and oversee professional development programs
- Hire, evaluate, and terminate staff
- Administer scheduling, enrollment, and curriculum
- Serve as liaison to the Board of Trustees, providing formal and informal reports to the Board and charter entity
- Prepare materials in conjunction with Director of Operations and the Instructional Coordinator for the Board meetings, including student academic achievement data based on comparative and longitudinal measures
- Implement and follow policies and procedures as directed by the Board of Trustees;
- Provide a safe environment for learning
- Ensure proper budgeting, accounting, auditing, and financial planning
- Ensure the proper use of student data to drive and improve instruction.
- Facilitate parent involvement

Qualifications

- Minimum of 3 years working in an elementary environment as a principal or administrator
- Master's Degree, or higher degree, in Education; administrative certification welcomed but not mandatory
- Montessori training (preferred but not required) and knowledge of Montessori approach
- Knowledge of and experience with assessments and relevant technologies, as well as understanding of and experience in using student assessment data in instruction
- Experience working with academic and operational staff and with diverse populations of students, parents and families
- Understanding of relevant laws and regulations and experience in legal/regulatory compliance
- Ability to work with nonprofit organizations and relevant government agencies
- Experience in curriculum design and/or educational research
- Leadership in a senior administrative position in a public or private school, preferably but not necessarily, as a school leader, and preferably working with a board
- Agreement with and commitment to the academic goals and philosophy of the charter school, particularly the Montessori education
- Commitment to accountability, including a rigorous student testing regime
- Experience or familiarity with data management and presentation and commitment to achieving for students academic goals

JOB DESCRIPTION INSTRUCTIONAL COORDINATOR
(position similar to Assistant Principal)

Responsibilities

- Support the mission, the Principal, and the instructional staff
- Serve as a liaison for communications between the staff and the Principal
- Provide leadership in the ongoing development, improvement, and evaluation of curriculum
- Implement and manage instruction and curriculum design
- Supervise the consistent and fair administration and tracking of student conduct and discipline
- Serve as liaison to parents and facilitate parent education and involvement
- Administration of scheduling and standardized assessments, including development of school created assessments
- Assist in making formal reports to the board of trustees and charter entity on student academic performance, conduct, school safety and related matters
- Coordinate instruction, and student data management
- Assist Principal in providing professional development and coaching for teachers on instructional delivery and methods
- Coordinate after school programs with Institutional Partner
- Work with Principal on community outreach and relationship with Montessori Training programs and networking
- Identify and refer children with special needs: work with teachers on accommodations and interventions; communicate with parents and service providers, psychologist, DOE, etc.
- Attend CSE meetings with parents
- coordinate special services with DOE – CSE ; make recommendations to parents, organize testing and observation, supervise services, integrate providers into classrooms

Qualifications

- Minimum of 3 years working in an elementary environment in teaching or school support capacity, school administrator
- Masters Degree, or higher degree, in Education
- Special Education and/or ELL certification welcomed but not mandatory
- Montessori training (preferred but not required) and knowledge of Montessori approach
- Knowledge of and experience with assessments and relevant technologies, as well as understanding of and experience in using student assessment data in instruction
- Experience in curriculum design and/or educational research
- Administrative experience preferred
- Montessori training and/or demonstrated knowledge of Montessori approach
- Commitment to accountability, including a rigorous student testing regime

Job description - Learning Support Specialists (SpED and ELL)

Responsibilities

- Adjust curriculum and academic approach to meet the needs of students with Individualized Education Programs (IEPs), English Language Learners, and other students exhibiting challenges in their academic progress
- Provide direct and indirect instruction
- Address long and short-term planning for individual needs of students
- Evaluate students' progress
- Establish and maintain classroom management procedures in conjunction with classroom teachers
- Report to the Principal and the Instructional Coordinator
- Prepare written reports accurately and submit in a timely manner;
- act as professional liaison between school and home when necessary
- Serve as advocate for students;
- Remain current on rules set forth in special education law and regulations, and help inform school staff
- Maintain privacy of student records and information
- Serve as primary liaison with CSE of students' district of residence
- Work with teachers to plan in-class modifications for students with IEPs
- With Instructional Coordinator:
 - Identify and refer children with special needs
 - work with teachers on accommodations and interventions; communicate with parents and service providers, psychologist, DOE, etc.
 - coordinate special services with DOE/CSE : make recommendations to families, organize testing and observation, supervise services, integrate providers into classrooms
 - participate in on-going discussions with staff about children and families
 - Attend all CSE meetings with families

Qualifications

- Appropriate state certification as a special education teacher (and/or ELL certifications) and any other credentialing required and applicable
- ability to communicate and work effectively with parents
- ability to adapt to individuals' specific needs and utilize varied teaching methodologies to accommodate students' unique learning styles
- ability to adapt to differences and changes in characteristics of students' programs,
- ability to evaluate tests and measures of achievement
- ability to work effectively as a team member
- Willingness to stay current and participate in professional development to adapt Montessori methods to SpED practices



New Application Budget(s) & Cash Flow(s) Template

New York City Montessori Charter School

Contact Name: Gina Sardi

Examples
Pre-Opening Period January 1, 2011 to June 30, 2011
Operational Year ONE July 1, 2011 to June 30, 2012

**New York City Montessori Charter School
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
January 1, 2011 to June 30, 2011**

Total Revenue	65,000
Total Expenses	59,000
Net Income	6,000
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 (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)	-	-

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	65,000	Fundraising with support of SobRO
Erate Reimbursement	-	
Earnings on Investments	-	
Interest Income	-	
Food Service (Income from meals)	-	
Text Book	-	
OTHER	-	

TOTAL REVENUE FROM LOCAL and OTHER SOURCES	65,000
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TOTAL REVENUE	65,000
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**New York City Montessori Charter School
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
January 1, 2011 to June 30, 2011**

Total Revenue	65,000	DESCRIPTION OF ASSUMPTIONS
Total Expenses	59,000	
Net Income	6,000	
Actual Student Enrollment	-	
Total Paid Student Enrollment	-	

**START-UP
PERIOD**

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

	No. of Positions		
Executive Management	1.00	24,000	Stipend for Principal
Instructional Management	1.00	18,000	Stipend for Instructional Coordinator
Deans, Directors & Coordinators			
CFO / Director of Finance	-	-	
Operation / Business Manager	-	-	
Administrative Staff	1.00	4,500	Stipend for Administrative assistant
TOTAL ADMINISTRATIVE STAFF	3.00	46,500	

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	46,500
------	--------

PAYROLL TAXES AND BENEFITS

Payroll Taxes	-	Paid as Independent Contractors during start-up until payroll is set up
Fringe / Employee Benefits	-	
Retirement / Pension	-	
TOTAL PAYROLL TAXES AND BENEFITS	-	

TOTAL PERSONNEL SERVICE COSTS

3.00	46,500
------	--------

CONTRACTED SERVICES

Accounting / Audit	-	
Legal	-	pro-bono services through SoBRO and Board of Trustees
Management Company Fee	-	
Nurse Services	-	
Food Service / School Lunch	-	
Payroll Services	-	
Special Ed Services	-	
Titlement Services (i.e. Title I)	-	
Other Purchased / Professional / Consulting	-	
TOTAL CONTRACTED SERVICES	-	

SCHOOL OPERATIONS

Board Expenses	-	
Classroom / Teaching Supplies & Materials	-	
Special Ed Supplies & Materials	-	
Textbooks / Workbooks	-	
Supplies & Materials other	-	
Equipment / Furniture	-	using office space at SoBRO
Telephone	-	
Technology	-	
Student Testing & Assessment	-	
Field Trips	-	
Transportation (student)	-	
Student Services - other	-	
Office Expense	-	Incubation space at NYCSC and Office space and services at SoBRO
Staff Development	-	Montessori training to begin in July
Staff Recruitment	3,000	Job Fair, ads
Student Recruitment / Marketing	5,000	publicity, mailings, printing
School Meals / Lunch	-	
Travel (Staff)	-	
Fundraising	2,000	mailings, events
Other	-	
TOTAL SCHOOL OPERATIONS	10,000	

FACILITY OPERATION & MAINTENANCE

Insurance	2,500	liability insurance for school leader and Board
Janitorial	-	
Building and Land Rent / Lease	-	
Repairs & Maintenance	-	
Equipment / Furniture	-	
Security	-	
Utilities	-	
TOTAL FACILITY OPERATION & MAINTENANCE	2,500	

DEPRECIATION & AMORTIZATION

-

DISSOLUTION ESCROW & RESERVES / CONTINGENCY

-

TOTAL EXPENSES

59,000

NET INCOME

6,000

**New York City Montessori Charter School
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
January 1, 2011 to June 30, 2011**

Total Revenue	65,000
Total Expenses	59,000
Net Income	6,000
Actual Student Enrollment	-
Total Paid Student Enrollment	-

DESCRIPTION OF ASSUMPTIONS

START-UP
PERIOD

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 (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	-

REVENUE PER PUPIL	-
--------------------------	---

EXPENSES PER PUPIL	-
---------------------------	---

New York City Montessori Charter School
PROJECTED CASH FLOW FOR PRE-OPENING PERIOD
 January 1, 2011 to June 30, 2011

	January	February	March	April	May	June	TOTAL
Total Revenue	65,000	-	-	-	-	-	65,000
Total Expenses	8,667	9,667	12,792	10,792	8,542	8,542	59,000
Net Income	56,333	(9,667)	(12,792)	(10,792)	(8,542)	(8,542)	6,000
Cash Flow Adjustments	-	-	-	-	-	-	-
Beginning Cash Balance	-	56,333	46,667	33,875	23,083	14,542	-
Net Income	56,333	46,667	33,875	23,083	14,542	6,000	6,000
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions						
Executive Management	1.00	4,000	4,000	4,000	4,000	4,000	24,000
Instructional Management	1.00	3,000	3,000	3,000	3,000	3,000	18,000
Deans, Directors & Coordinators	-	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-	-
Operation / Business Manager	-	-	-	-	-	-	-
Administrative Staff	1.00	-	1,125	1,125	1,125	1,125	4,500
TOTAL ADMINISTRATIVE STAFF	3.00	7,000	7,000	8,125	8,125	8,125	46,500
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	7,000	7,000	8,125	8,125	8,125	46,500
PAYROLL TAXES AND BENEFITS							
Payroll Taxes	-	-	-	-	-	-	-
Fringe / Employee Benefits	-	-	-	-	-	-	-
Retirement / Pension	-	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS	-	-	-	-	-	-	-
TOTAL PERSONNEL SERVICE COSTS	3.00	7,000	7,000	8,125	8,125	8,125	46,500
CONTRACTED SERVICES							
Accounting / Audit	-	-	-	-	-	-	-
Legal	-	-	-	-	-	-	-
Management Company Fee	-	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-	-
Payroll Services	-	-	-	-	-	-	-
Special Ed Services	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	-	-	-	-	-	-
TOTAL CONTRACTED SERVICES	-	-	-	-	-	-	-
SCHOOL OPERATIONS							
Board Expenses	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	-	-	-	-	-	-	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-
Textbooks / Workbooks	-	-	-	-	-	-	-
Supplies & Materials other	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-
Telephone	-	-	-	-	-	-	-
Technology	-	-	-	-	-	-	-
Student Testing & Assessment	-	-	-	-	-	-	-
Field Trips	-	-	-	-	-	-	-
Transportation (student)	-	-	-	-	-	-	-
Student Services - other	-	-	-	-	-	-	-
Office Expense	-	-	-	-	-	-	-
Staff Development	-	-	-	-	-	-	-
Staff Recruitment	-	1,000	1,000	1,000	-	-	3,000
Student Recruitment / Marketing	1,250	1,250	1,250	1,250	-	-	5,000
School Meals / Lunch	-	-	-	-	-	-	-
Travel (Staff)	-	-	-	-	-	-	-
Fundraising	-	-	2,000	-	-	-	2,000
Other	-	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	1,250	2,250	4,250	2,250	-	-	10,000
FACILITY OPERATION & MAINTENANCE							
Insurance	417	417	417	417	417	417	2,500
Janitorial	-	-	-	-	-	-	-
Building and Land Rent / Lease	-	-	-	-	-	-	-
Repairs & Maintenance	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	417	417	417	417	417	417	2,500
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	-	-	-	-	-	-	-
TOTAL EXPENSES	8,667	9,667	12,792	10,792	8,542	8,542	59,000
NET INCOME	56,333	(9,667)	(12,792)	(10,792)	(8,542)	(8,542)	6,000
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	56,333	(9,667)	(12,792)	(10,792)	(8,542)	(8,542)	6,000
Beginning Cash Balance	-	56,333	46,667	33,875	23,083	14,542	-
ENDING CASH BALANCE	56,333	46,667	33,875	23,083	14,542	6,000	6,000

**New York City Montessori Charter School
PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE
July 1, 2011 to June 30, 2012**

DESCRIPTION OF ASSUMPTIONS

Total Revenue	1,606,900	168,576	-	25,000	-	1,800,476
Total Expenses	1,023,903	99,960	-	2,000	646,861	1,772,724
Net Income	582,997	68,616	-	23,000	(646,861)	27,752
Actual Student Enrollment	104	-	-	-	-	104
Total Paid Student Enrollment	91	13	-	-	-	104

PROGRAM SERVICES			SUPPORT SERVICES		
REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL

REVENUE						
REVENUES FROM STATE SOURCES						
Per Pupil Revenue	CY Per Pupil Rate	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL
School District 1 (New York City Montessori Charter School)	13,527	1,406,808	-	-	-	-
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)	13,527	1,406,808	-	-	-	-
Special Education Revenue			147,233	-	-	-
Grants						
Stimulus						
DYCD (Department of Youth and Community Developmt.)						
Other		86,581	5,083	-	-	-
Other						
TOTAL REVENUE FROM STATE SOURCES		1,493,389	152,316	-	-	-
REVENUE FROM FEDERAL FUNDING						
IDEA Special Needs						
Title I		106,725	15,246	-	-	-
Title Funding - Other						
School Food Service (Free Lunch)						
Grants						
Charter School Program (CSP) Planning & Implementation						
Other						
Other						
TOTAL REVENUE FROM FEDERAL SOURCES		106,725	15,246	-	-	-
LOCAL and OTHER REVENUE						
Contributions and Donations						
Fundraising					25,000	-
Erate Reimbursement						
Earnings on Investments						
Interest Income						
Food Service (Income from meals)						
Text Book		6,786	1,014	-	-	-
OTHER						
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		6,786	1,014	-	25,000	-
TOTAL REVENUE		1,606,900	168,576	-	25,000	-

13% at 20-59% NYCDOE Excess (\$10890/stdt) and 0% at 60%+ (\$19965/stdt)

NYC Startup Grant (51K+Multivariable @\$391 per elementary student)

FY2011-12 NYCDOE estimate of \$1466/student at 80% FRPL; assume flatline Y2-Y5

Private fundraising events

NYSTL/NYSSL/NYSLIB funding (75/student)

**New York City Montessori Charter School
PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE
July 1, 2011 to June 30, 2012**

DESCRIPTION OF ASSUMPTIONS

Total Revenue	1,606,900	168,576	-	25,000	-	1,800,476
Total Expenses	1,023,903	99,960	-	2,000	646,861	1,772,724
Net Income	582,997	68,616	-	23,000	(646,861)	27,752
Actual Student Enrollment	104					104
Total Paid Student Enrollment	91	13				104

	PROGRAM SERVICES			SUPPORT SERVICES		TOTAL
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

No. of Positions

Executive Management	1.00	95,000	-	-	-	95,000	School Leader at a reduced salary year 1, then increases
Instructional Management	1.00	80,000	-	-	-	80,000	Instructional Coordinator - 5% increases each year
Deans, Directors & Coordinators	-	-	-	-	-	-	
CFD / Director of Finance	-	-	-	-	-	-	
Operation / Business Manager	2.00	-	-	-	100,000	100,000	Director of Operations & Bookkeeper
Administrative Staff	1.00	-	-	-	30,000	30,000	Administrative Assistant
TOTAL ADMINISTRATIVE STAFF	5.00	175,000	-	-	130,000	305,000	

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	4.00	240,000	-	-	-	240,000	Head Teachers, Certified
Teachers - SPED	1.00	-	60,000	-	-	60,000	Special Education Teacher
Substitute Teachers	-	-	-	-	-	-	
Teaching Assistants	5.00	175,000	-	-	-	175,000	One per class, one extra floater
Specialty Teachers	1.00	60,000	-	-	-	60,000	Two part time: art and physical Education
Aides	-	-	-	-	-	-	
Therapists & Counselors	-	-	-	-	-	-	
Other	-	-	-	-	-	-	
TOTAL INSTRUCTIONAL	11.00	475,000	60,000	-	-	535,000	

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	-	-	-	-	-	-	
Librarian	-	-	-	-	-	-	
Custodian	1.00	-	-	-	25,000	25,000	Custodian
Security	-	-	-	-	-	-	
Other	-	-	-	-	-	-	
TOTAL NON-INSTRUCTIONAL	1.00	-	-	-	25,000	25,000	

SUBTOTAL PERSONNEL SERVICE COSTS

	17.00	650,000	60,000	-	-	155,000	865,000
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PAYROLL TAXES AND BENEFITS

Payroll Taxes	49,725	4,590	-	-	11,858	66,173	Assumes 7.65% of salary
Fringe / Employee Benefits	130,000	12,000	-	-	31,000	173,000	Assumes 20.00% of salary
Retirement / Pension	-	-	-	-	-	-	
TOTAL PAYROLL TAXES AND BENEFITS	179,725	16,590	-	-	42,858	239,173	

TOTAL PERSONNEL SERVICE COSTS

	17.00	829,725	76,590	-	-	197,858	1,104,173
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CONTRACTED SERVICES

Accounting / Audit	-	-	-	-	24,000	24,000	Audit - Accounting included in fees to SoBRO
Legal	-	-	-	-	5,000	5,000	Included in IPA
Management Company Fee	-	-	-	-	90,024	90,024	8% budget - Payment to SoBRO
Nurse Services	29,284	4,376	-	-	-	33,660	Outsource for services from 10am to 2pm each school day at \$45/hour
Food Service / School Lunch	5,460	780	-	-	-	6,240	Projecting a \$60 loss per child for uncollectible amounts for meals covered by SoBRO
Payroll Services	-	-	-	-	-	-	
Special Ed Services	-	-	-	-	-	-	
Titement Services (i.e. Title I)	-	-	-	-	-	-	
Other Purchased / Professional / Consulting	-	-	-	-	30,000	30,000	NYCSA
TOTAL CONTRACTED SERVICES	34,744	5,156	-	-	149,024	188,924	

SCHOOL OPERATIONS

Board Expenses	-	-	-	-	-	-	Board training - consultants??
Classroom / Teaching Supplies & Materials	34,800	5,200	-	-	-	40,000	Montessori equipment and materials: Y1 calculated for 4 classes, Y2-5 s new classes
Special Ed Supplies & Materials	-	4,000	-	-	-	4,000	Special materials for SPED: Y 2-5 2 new classes/year
Textbooks / Workbooks	3,480	520	-	-	-	4,000	Books for class libraries, workbooks: Y 2-5 2 new classes/year
Supplies & Materials other	6,960	1,040	-	-	-	8,000	Montessori curriculum materials: Y 2-5 2 new classes/year
Equipment / Furniture	17,400	2,600	-	-	-	20,000	athletic and art equipment
Telephone	-	-	-	-	6,000	6,000	telephone and fax
Technology	8,000	1,000	-	-	-	30,000	Assumes non-erate network set up laptops for staff. Student computers Y3&Y5
Student Testing & Assessment	4,350	650	-	-	-	5,000	cost of test and scoring
Field Trips	4,524	676	-	-	-	5,200	\$50/child
Transportation (student)	6,000	-	-	-	-	6,000	Transportation for extended year program: 3% increase per year
Student Services - other	-	-	-	-	-	-	
Office Expense	-	-	-	-	20,000	20,000	Includes postage, copy lease, office supplies
Staff Development	50,000	-	-	-	-	50,000	Includes Montessori Training: Head Teacher Cert. 8000, ass't 3000.
Staff Recruitment	2,000	-	-	-	-	2,000	job fair, publicity
Student Recruitment / Marketing	5,000	-	-	-	-	5,000	website, publicity materials, parent meetings, conferences., etc.
School Meals / Lunch	16,920	2,528	-	-	-	19,448	Assumes \$1 day/child snack and non-free lunches. 187 school days
Travel (Staff)	-	-	-	-	2,500	2,500	for staff recruitment, conferences
Fundraising	-	-	-	2,000	-	2,000	event planning, publicity, mailings
Other	-	-	-	-	-	-	
TOTAL SCHOOL OPERATIONS	159,434	18,214	-	2,000	49,500	229,148	

FACILITY OPERATION & MAINTENANCE

Insurance	-	-	-	-	15,000	15,000	
Janitorial	-	-	-	-	10,000	10,000	Materials and supplies
Building and Land Rent / Lease	-	-	-	-	135,200	135,200	Y1-3 temp space thru SoBRO \$20SF 65SF/child. Y4 permanent space - 30000SF
Repairs & Maintenance	-	-	-	-	10,000	10,000	assumes 10% cost of rent repair and maintenance reserve
Equipment / Furniture	-	-	-	-	-	-	
Security	-	-	-	-	35,000	35,000	Outsource Security Guard services
Utilities	-	-	-	-	20,280	20,280	Assumes \$3/sq. ft.
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	-	225,480	225,480	

DEPRECIATION & AMORTIZATION

	-	-	-	-	-	-
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DISSOLUTION ESCROW & RESERVES / CONTINGENCY

	-	-	-	-	25,000	25,000
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TOTAL EXPENSES

	1,023,903	99,960	-	2,000	646,861	1,772,724
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NET INCOME

	582,997	68,616	-	23,000	(646,861)	27,752
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New York City Montessori Charter School
PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE
 July 1, 2011 to June 30, 2012

DESCRIPTION OF ASSUMPTIONS

Total Revenue	1,606,900	168,576	-	25,000	-	1,800,476
Total Expenses	1,023,903	99,960	-	2,000	646,861	1,772,724
Net Income	582,997	68,616	-	23,000	(646,861)	27,752
Actual Student Enrollment	104	-	-	-	-	104
Total Paid Student Enrollment	91	13	-	-	-	104

	PROGRAM SERVICES			SUPPORT SERVICES		TOTAL
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	
ENROLLMENT - *School Districts Are Linked To Above Entries*						
School District 1 (New York City Montessori Charter School)	104	-	-			104
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	104	-	-			104
REVENUE PER PUPIL	15,451	-	-			17,312
EXPENSES PER PUPIL	9,845	-	-			17,045

New York City Montessori Charter School						DESCRIPTION OF ASSUMPTIONS
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.						
Total Revenue	1,800,476	2,568,118	3,364,001	4,119,884	4,842,922	
Total Expenses	1,772,724	2,390,792	3,174,090	3,830,317	4,284,813	
Net Income (Before Cash Flow Adjustments)	27,752	177,326	189,911	289,567	558,109	
Actual Student Enrollment	-	-	-	-	-	
Total Paid Student Enrollment	104	156	204	250	294	
	Year 1 2011	Year 2 2012	Year 3 2013	Year 4 2014	Year 5 2015	
*Year 1 should tie to Totals for Year 1 on Tabs 4 and 5						
Per Pupil Revenue Percentage Increase						
	0.0%	0.0%	0.0%	0.0%	0.0%	
REVENUE						
REVENUES FROM STATE SOURCES						
Per Pupil Revenue	CY Per Pupil Rate					
School District 1 New York City Montessori Charter School	13,527	1,406,808	2,110,212	2,759,508	3,381,750	3,976,938
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)	13,527	1,406,808	2,110,212	2,759,508	3,381,750	3,976,938
Special Education Revenue		147,233	220,849	288,803	353,925	416,216
Grants						
Stimulus		-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-
Other		91,664	-	-	-	-
Other		-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		1,645,705	2,331,061	3,048,311	3,735,675	4,393,154
REVENUE FROM FEDERAL FUNDING						
IDEA Special Needs		-	17,400	36,139	47,259	57,915
Title I		121,971	182,957	239,251	293,200	344,803
Title Funding - Other		-	-	-	-	-
School Food Service (Free Lunch)		-	-	-	-	-
Grants						
Charter School Program (CSP) Planning & Implementation		-	-	-	-	-
Other		-	-	-	-	-
Other		-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		121,971	200,357	275,390	340,459	402,718
LOCAL and OTHER REVENUE						
Contributions and Donations		-	-	-	-	-
Fundraising		25,000	25,000	25,000	25,000	25,000
Erate Reimbursement		-	-	-	-	-
Earnings on Investments		-	-	-	-	-
Interest Income		-	-	-	-	-
Food Service (Income from meals)		-	-	-	-	-
Text Book		7,800	11,700	15,300	18,750	22,050
OTHER		-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		32,800	36,700	40,300	43,750	47,050
TOTAL REVENUE		1,800,476	2,568,118	3,364,001	4,119,884	4,842,922

(\$19965/std)

NYC Startup Grant (51K+Multivariable @\$391 per elementary student)

enrollment
Y2-Y5

Private fundraising events

NYSTL/NYSSL/NYSLIB funding (75/student)

New York City Montessori Charter School						DESCRIPTION OF ASSUMPTIONS
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.						
	1,800,476	2,568,118	3,364,001	4,119,884	4,842,922	
Total Revenue						
Total Expenses	1,772,724	2,390,792	3,174,090	3,830,317	4,284,813	
Net Income (Before Cash Flow Adjustments)	27,752	177,326	189,911	289,567	558,109	
Actual Student Enrollment	-	-	-	-	-	
Total Paid Student Enrollment	104	156	204	250	294	
	Year 1 2011	Year 2 2012	Year 3 2013	Year 4 2014	Year 5 2015	
EXPENSES						
ADMINISTRATIVE STAFF PERSONNEL COSTS						
	No. of Positions					
Executive Management	1.00	95,000	110,000	115,500	121,275	127,339
Instructional Management	1.00	80,000	84,000	88,200	92,610	97,241
Deans, Directors & Coordinators	-	-	-	-	-	-
CFO / Director of Finance	-	-	85,000	87,550	90,177	
Operation / Business Manager	2.00	100,000	103,000	106,090	109,273	112,551
Administrative Staff	1.00	30,000	30,900	31,827	32,782	33,765
TOTAL ADMINISTRATIVE STAFF	5.00	305,000	327,900	426,617	443,490	461,072
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	4.00	240,000	367,200	498,216	633,162	772,157
Teachers - SPED	1.00	60,000	61,800	121,800	125,454	129,218
Substitute Teachers	-	-	-	-	-	-
Teaching Assistants	5.00	175,000	250,250	327,758	407,590	489,818
Specialty Teachers	1.00	60,000	121,800	125,454	189,218	194,894
Aides	-	-	-	-	-	-
Therapists & Counselors	-	-	60,000	61,800	63,654	65,564
Other	-	-	60,000	61,800	63,654	65,564
TOTAL INSTRUCTIONAL	11.00	535,000	921,050	1,196,828	1,482,732	1,717,214
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse	-	-	-	-	-	-
Librarian	-	-	-	-	-	-
Custodian	1.00	25,000	25,750	51,523	78,818	132,705
Security	-	-	-	-	-	-
Other	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	1.00	25,000	25,750	51,523	78,818	132,705
SUBTOTAL PERSONNEL SERVICE COSTS						
	17.00	865,000	1,274,700	1,674,967	2,005,040	2,310,991
PAYROLL TAXES AND BENEFITS						
Payroll Taxes		66,173	97,515	128,135	153,386	176,791
Fringe / Employee Benefits		173,000	254,940	334,993	401,008	462,198
Retirement / Pension		-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS		239,173	352,455	463,128	554,394	638,989
TOTAL PERSONNEL SERVICE COSTS						
	17.00	1,104,173	1,627,155	2,138,095	2,559,434	2,949,981
CONTRACTED SERVICES						
Accounting / Audit		24,000	20,000	20,000	20,000	20,000
Legal		5,000	5,000	5,000	10,000	10,000
Management Company Fee		90,024	128,406	168,200	-	-
Nurse Services		33,660	34,670	35,710	36,781	37,885
Food Service / School Lunch		6,240	9,360	12,240	15,000	17,640
Payroll Services		-	-	-	10,000	10,000
Special Ed Services		-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-
Other Purchased / Professional / Consulting		30,000	-	60,000	61,800	63,654
TOTAL CONTRACTED SERVICES		188,924	197,436	301,150	153,581	159,179
SCHOOL OPERATIONS						
Board Expenses		-	5,000	5,000	5,000	5,000
Classroom / Teaching Supplies & Materials		40,000	20,000	20,000	20,000	20,000
Special Ed Supplies & Materials		4,000	2,000	2,000	2,000	2,000
Textbooks / Workbooks		4,000	2,000	2,000	2,000	2,000
Supplies & Materials other		8,000	4,000	4,000	4,000	4,000
Equipment / Furniture		20,000	8,000	8,000	10,000	10,000
Telephone		6,000	6,000	6,000	6,000	6,000
Technology		30,000	12,000	27,000	5,000	30,000
Student Testing & Assessment		5,000	5,000	5,000	5,000	5,000
Field Trips		5,200	7,800	10,200	12,500	14,700
Transportation (student)		6,000	6,180	6,365	6,556	6,753
Student Services - other		-	-	-	-	-
Office Expense		20,000	24,000	28,000	32,000	36,000
Staff Development		50,000	50,000	50,000	50,000	50,000
Staff Recruitment		2,000	2,000	2,000	2,000	2,000
Student Recruitment / Marketing		5,000	5,000	5,000	5,000	5,000
School Meals / Lunch		19,448	29,172	38,148	46,750	54,978
Travel (Staff)		2,500	2,500	2,500	2,500	2,500
Fundraising		2,000	2,000	2,000	2,000	2,000
Other		-	-	-	-	-
TOTAL SCHOOL OPERATIONS		229,148	192,652	223,213	218,306	257,931
FACILITY OPERATION & MAINTENANCE						
Insurance		15,000	20,000	25,000	30,000	35,000
Janitorial		10,000	14,000	18,000	22,000	26,000
Building and Land Rent / Lease		135,200	202,800	265,200	600,000	600,000
Repairs & Maintenance		10,000	20,280	26,520	60,000	60,000
Equipment / Furniture		-	-	-	-	-
Security		35,000	36,050	37,132	38,245	39,393
Utilities		20,280	30,420	39,780	48,750	57,330

Salary
salary

Y3 (CFO), after outsourcing to SoBRO - one year overlap
Y1 (Bookkeeper 30000; /Dir of Ops - 70000)
Administrative Assistant

4 teachers Y1. 2 additional teachers each year. 3% COLA returning teachers
1 SPED teacher Y1-2. 2 Y3. 3% COLA each year

1 Assistant per class. One extra assistant as in-house sub.
music

Y2 Full time social worker; 3% COLA
Y2 full time ESL teacher; 3% COLA

2 in Y3

Assumes 7.65% of salary
Assumes 20.00% of salary

Year 1 includes fees for completing Initial Statement of Financial Controls
Minimal amount budgeted, Pro Bono and SoBRO services will be used Y1-3.
SoBRO services Y1-3. 5% total budget; fiscal agent instead of Dir. Of Finances
Outsource for services from 10am to 2pm each school day at \$45/hour
Projecting a \$60 loss per child for uncollectible amounts for meats
covered in SoBRO agreement Y1-3

NYCSA consulting fees; Y3: hire technology teacher/support

Board training after NYCSA contract expires
classes
Special materials for SpED: Y 2-5 2 new classes/year
Books for class libraries, workbooks; Y 2-5 2 new classes/year
Montessori curriculum materials; Y 2-5 2 new classes/year
Classroom furniture/athletic equipment. Art studio set up; Y3-4 sports equip.
Telephone and fax
Y3&Y5
cost of test and scoring
\$50/student
Transportation for extended year program: 3% increase per year

Includes postage, copy lease, office supplies
Includes Montessori Training: Head Teacher Cert. 8000, ass1 3000.
job fair, publicity
website, publicity materials, parent meetings, conferences, etc.
Assumes \$1 day/child snack and non-free lunches. 187 school days
for staff recruitment, conferences
event planning, publicity, mailings

Insurance: yearly increase approx. \$5000
Materials and supplies
30000SF
assumes 10% cost of rent repair and maintenance reserve

Outsource Security Guard services
Assumes \$3/sq. ft.

New York City Montessori Charter School						DESCRIPTION OF ASSUMPTIONS
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.						
Total Revenue	1,800,476	2,568,118	3,364,001	4,119,884	4,842,922	
Total Expenses	1,772,724	2,390,792	3,174,090	3,830,317	4,284,813	
Net Income (Before Cash Flow Adjustments)	27,752	177,326	189,911	289,567	558,109	
Actual Student Enrollment	-	-	-	-	-	
Total Paid Student Enrollment	104	156	204	250	294	
	Year 1	Year 2	Year 3	Year 4	Year 5	
	2011	2012	2013	2014	2015	
TOTAL FACILITY OPERATION & MAINTENANCE	225,480	323,550	411,632	798,995	817,723	
DEPRECIATION & AMORTIZATION	-	-	-	-	-	
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	25,000	50,000	100,000	100,000	100,000	Dissolution and Contingency fund
TOTAL EXPENSES	1,772,724	2,390,792	3,174,090	3,830,317	4,284,813	
NET INCOME	27,752	177,326	189,911	289,567	558,109	

New York City Montessori Charter School PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD						DESCRIPTION OF ASSUMPTIONS
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	Year 1	Year 2	Year 3	Year 4	Year 5	
	2011	2012	2013	2014	2015	
ENROLLMENT - *School Districts Are Linked To Above Entries*						
School District 1 (New York City Montessori Charter School)	-	-	-	-	-	
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	-	-	-	-	-	
REVENUE PER PUPIL	-	-	-	-	-	
EXPENSES PER PUPIL	-	-	-	-	-	
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	27,752	177,326	189,911	289,567	558,109	
Beginning Cash Balance	-	27,752	205,078	394,988	684,555	
ENDING CASH BALANCE	27,752	205,078	394,988	684,555	1,242,664	

Institutional Partnership Agreement

Between South Bronx Overall Economic Development Corporation (SoBRO) and
the Proposed New York City Montessori Charter School (NYCMCS)

The New York City Montessori Charter School (NYCMCS), a (*proposed*) New York City Charter School education corporation that will provide educational programs and services for children in grades Kindergarten through 5th, and the South Bronx Overall Economic Development Corporation (SoBRO), a 501©(3) non-profit organization that has been dedicated to improving the quality of life in the South Bronx since 1972, have established a partnership to support the mission and operations of the school, enhance the community development efforts of SoBRO, and complement the adult and youth programs provided by SoBRO. This **Institutional Partnership Agreement** sets forth the understanding of both parties regarding the scope of the partnership and the responsibilities of each party.

Agreement dated as of May 3, 2010 by and between New York City Montessori Charter School, a proposed New York City charter school to be located in the South Bronx (NYCMCS) and the South Bronx Overall Economic Development Corporation (SoBRO) located at 555 Bergen Avenue, Bronx, New York 10455.

Background of SoBRO

SoBRO's mission is to enhance the quality of life in the South Bronx through a comprehensive array of programs that include youth and adult education, career training and job placement, affordable housing development, business assistance and entrepreneurship, and commercial revitalization. By providing South Bronx residents with a continuous support structure that enables them to achieve their goals and improve their lives, SoBRO makes the South Bronx not just a place to learn, work, and live, but a community that thrives and prospers. By providing families of the South Bronx with the knowledge, skills, and resources they need to grow and prosper, SoBRO empowers them to make positive changes in their lives—and in turn they are inspired to give back to the community and help those who come after.

SoBRO offers a wide range of services that include tutoring, college application assistance, theme-based after-school programs, GED preparation courses, counseling, community service projects, and more. Curricula, designed by SoBRO staff, implement youth development and leadership principles. SoBRO, which is among the first organizations to tie workforce and economic development objectives, has built long-lasting relationships with close to 400 New York Tri-State area businesses. Furthermore, each year, more than a thousand people take advantage of SoBRO's basic education and English for Speakers of Other Languages classes. In the area of affordable housing, SoBRO buildings are energy efficient in their design and include the first affordable "green" multi-family housing development in the Bronx. Several of SoBRO's residential properties also cater specifically to special-needs individuals. In-house social services and intensive case management at these facilities help to ensure that residents remain healthy and productive. In tandem with other services, SoBRO works with community members to revitalize commercial corridors. Through the SoBRO Community and Economic Renewal programs, SoBRO has spearheaded the rezoning and rebuilding of specific neighborhoods into vibrant mixed-use districts, attracting new residents and businesses to the South Bronx.

Background of the School

The NYCMCS is currently applying to the Department of Education to become of a charter school. Upon approval by DOE, the school will provide educational programs to promote the academic and social growth and success of all its students. The mission of the school is to provide students in the South Bronx with an education that will enable them to become independent learners with strong problem solving and thinking skills who will treat others with respect and empathy. Individualized attention, high academic standards, and a strong partnership with families and the community will ensure that our students acquire

the knowledge and skills they need for successful performance in later levels of schooling and as responsible members of their community.

The school will feature:

- a faculty and staff that recognize the various learning styles and needs of children and will create and maintain classrooms that are responsive and welcoming to all such differences
- a learning environment where all students achieve success and develop the self discipline and confidence required to excel in school and in life
- highly qualified and effective teachers and instructional staff.
- an ongoing professional development program that will train and certify teachers in the Montessori method and provide opportunities for internships and training programs for teachers to obtain certification
- a differentiated individualized educational program that addresses the needs of each child, identifies areas of strength and weakness, and incorporates performance data to improve instruction

General Provisions of the NYCMCS and SoBRO Relationship

It is understood that the primary purpose of the institutional partnership is to support the development and operation of the School, to jointly further the missions of both organizations for the benefit of the community; to facilitate the establishment of processes, practices, and resources in the school that promote continuous improvement; and to support the capacity of the school to become self-sufficient in its instructional programming, management, operations, and governance.

SoBRO's Responsibilities to the NYCMCS

SoBRO will provide services that will be reviewed and modified as needed and re-authorized by the School's Board of Trustees each year. In addition, SoBRO and its directors and staff will provide advice and consultation to the School as necessary and appropriate. Such advice and consultation shall not be binding.

In carrying out the responsibilities outlined, SoBRO will communicate directly with the School's Principal, the Instructional Coordinator (for after school programs), and the Director of Operations (for business and financial matters). The School's Principal may delegate authority to coordinate SoBRO's responsibilities as necessary and appropriate, to other school staff. It is understood that SoBRO has no authority to commit the School to a course of action, to contract on the School's behalf, or to otherwise engage in management or supervision of the School's activities, except as specified herein or as specifically authorized in writing by the School's Board of Trustees. SoBRO will have no authority to make educational, strategic, management, or operational decisions on behalf of the School.

It is anticipated that SoBRO will provide the School with the following services:

1. Support in public and community relations activities.
2. Fiscal Agent services as indicated below:
 - Establish financial records.
 - Prepare financial statements.
 - Prepare financial reports as reasonably requested including, but not limited to, maintenance and reporting on the availability of the NYCMCS budget.
 - Verify invoices.
 - Provide payroll services and personnel reporting.
 - Ensure the timely filing and payment of employment-related taxes with generally accepted accounting practices and procedures.
 - File Federal Tax Form 941 and 941B.

- Prepare W2s, W3s, and 1099s.

SoBRO will oversee the completion of annual audits and tax returns for an additional fee.

SoBRO also will provide other services as follows:

1. Adult education, career training, job placement, and other related services to families of NYCMCS students.
2. Support in fund raising activities including grant writing related to after school programs in general.
3. Support in identifying a potential school facility with development support.

In performing these activities, SoBRO will report to the NYCMCS's Principal, or to such other person as the Principal shall designate.

1. SoBRO and the NYCMCS will cooperate to support an annual evaluation of the parties' performance pursuant to this Agreement
2. In the event of dissolution of the School, SoBRO will cooperate with the Board of Trustees, Principal, and Director of Operations of the NYCMCS throughout the dissolution process to develop and implement the school's Dissolution Plan and to assist the NYCMCS in meeting its responsibilities under applicable law. This assistance will include:
 - a. organizing and transferring to the NYCMCS all relevant student, operational and financial data in SoBRO's possession;
 - b. assisting the NYCMCS in identifying and transferring its assets in accordance with applicable law;
 - c. helping the NYCMCS to develop and implement a plan for maintaining its documents;
 - d. helping the NYCMCS identify and address its outstanding obligations;
 - e. helping the NYCMCS prepare for and cooperate with audits and/or meetings with representatives of the DOE; and
 - f. supporting the NYCMCS in concluding its business affairs and completing any required reports and documents. SoBRO's Executive Officer will coordinate all work by SoBRO personnel related to the dissolution.

The NYCMCS's Responsibilities to SoBRO

The NYCMCS Board of Trustees will be responsible for oversight of SoBRO's services and will review the delivery and effectiveness of such services on a regular basis. The School's Trustees, administrators, faculty, and staff will work closely with SoBRO to facilitate the delivery of the above-listed services and to implement the charter school operations.

The NYCMCS will be responsible for the following:

1. The NYCMCS Board of Trustees, Principal, and Director of Operations will review reports submitted by SoBRO and will work closely with SoBRO representatives to facilitate the delivery of its services.
2. NYCMCS's Director of Operations will work with representatives of SoBRO to facilitate and support the design of all above-referred systems, procedures and technologies and the delivery of all above-referred services.
3. Under the supervision of the Principal and the Director of Operations, the NYCMCS will provide SoBRO with access to the school, its resources and its employees, as necessary, to support the delivery of the above-referred services.
4. NYCMCS will pay SoBRO the agreed amount of 5% of the total budget annually (5% of an approximate \$1.5 million for Year 1) for the Fiscal Agent services SoBRO will provide NYCMCS, as detailed above.

5. NYCMCS will pay SoBRO an additional \$2,000 to oversee the completion of the annual audit and tax returns.

Termination and Other

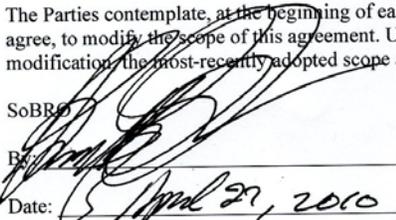
1. Either Party shall have the right to terminate this Agreement, for any reason or for no reason, upon 90 days' written notice to the other. In addition,
 - a. NYCMCS shall have the right to terminate this Agreement following notice and a reasonable opportunity to cure if SoBRO commits a material breach of its obligations arising under this Agreement;
 - b. SoBRO shall have the right to terminate this Agreement following notice and a reasonable opportunity to cure if the NYCMCS commits a material breach of its obligations arising under this Agreement;
 - c. Before either party commences an action or proceeding against the other, it shall first consider whether, and to what extent, it might be advisable for the Parties to attempt to mediate the dispute;
 - d. If this Agreement is terminated, the NYCMCS will notify the NYCDOE immediately, in writing, and will describe all pertinent details about the grounds of termination and the effective date of termination.
2. If the termination is for a reason other than cessation of charter school operations, then –
 - a. SoBRO shall transfer to the NYCMCS all documents (including electronic data) or, at SoBRO's election, copies thereof that the NYCMCS reasonably requests for its ongoing operations;
 - b. A transition team comprised of at least the NYCMCS's Principal and Director of Operations, at least one member of the NYCMCS's Board of Trustees, and the Executive Officer of SoBRO, will coordinate the transition.

This Agreement represents the Parties' complete understanding of each party's responsibilities, and it incorporates all prior agreements, written or oral, about its subject matter. This Agreement may not be modified, except in writing, and signed by authorized representatives of both parties.

Nothing in this agreement shall be construed in any way to limit the authority of the New York State Board of Regents including, but not limited to, the authority to take and enforce action pursuant to § 2855 of the Education Law, nor shall it be construed in a manner to create a partnership between the NYCMCS and SoBRO.

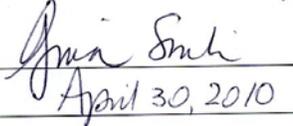
The Parties contemplate, at the beginning of each fiscal year, or at such other times as they shall both agree, to modify the scope of this agreement. Until such time as both Parties shall agree to such a modification, the most-recently adopted scope and amounts shall govern.

SoBRO

By: 

Date: April 27, 2010

NYCMCS

By: 

Date: April 30, 2010