

APPLICATION SUMMARY

Charter School Name	Math, Engineering, and Science Academy (MESA) Charter High School
Applicant Names	Arthur Samuels and Pagee Cheung
Media Contact Name	Arthur Samuels
Media Contact Email Address	arthur.i.samuels@gmail.com
Media Contact Telephone Number	917-257-6876
District of Location	New York City CSD 32
Opening Date	August 19, 2013 for students
Proposed Charter Term	5 Years
Proposed Management Company or Partners	Not Applicable
Projected Enrollment and Grade Span During Charter Term	463 Students in Grades 9-12
Projected Maximum Enrollment and Grade Span	500 Students in Grades 9-12
Mission Statement	Math, Engineering, and Science Academy (MESA) Charter High School will provide a rigorous education that equips each student with the ability to succeed in college and in life. MESA students will develop a passion for science, technology, engineering, and mathematics and, through a comprehensive college readiness program, develop critical thinking and self-advocacy.

Every aspect of MESA’s design is built around enhancing academic rigor and promoting student learning. MESA will employ a **standards-referenced grading system**¹ that focuses exclusively on student mastery of learning goals measured through multiple forms of **formative and summative assessments**. Students will become accustomed to tracking their own progress on assessments, empowering them with understanding of and ownership over their performance in each course. Habits such as preparedness, behavior, attendance, and effort will be evaluated with **separate weekly grades, called E-Scores**. Students with high E-Scores will qualify for privileges or rewards.

MESA will utilize **Universal Design for Learning (UDL)**, a “set of principles that provides teachers with a structure to develop their instruction to meet the needs of a diversity of learners.”² UDL incorporates **multiple means of representation of material to students, multiple means of action and expression, and of multiple means of engagement**.³ The aspect of choice embedded in UDL empowers students to find aspects of classroom content that interest them, and to approach learning from a place of strength, supporting Students with Disabilities (SWD) and English Language Learners (ELLs).

MESA students will take **STEM Block**, which is designed to **supplement core Math and Science classes by providing instruction through hands-on, project-based learning**. In addition to fostering a passion for math and science among all students, STEM Block is **particularly beneficial to our most at-risk students**, such as SWD and ELLs. The kinesthetic nature of STEM Block will

¹Marzano, R. J. (2009). *Formative assessment & standards-based grading*. Marzano Research Laboratory.

² <http://schools.nyc.gov/Academics/CommonCoreLibrary/Toolkit/CurriculumMapping/UDL.htm>.

³ <http://cast.org/udl/index.html>.

make STEM subjects more accessible to students who have not yet developed the language or computational skills to navigate traditional textbook- and classroom-based learning.⁴

All MESA students will take four years of **College Bound**, a project-based course designed to **increase college awareness and readiness**. College Bound provides an opportunity to explicitly teach students the difference between meeting minimum high school graduation requirements and the high standards of achievement required to be a candidate for a four-year college. MESA will provide an alumni counselor to help MESA graduates transition to and succeed in college.

Every MESA 9th grader will take a daily literacy class called **9th Grade Writing Seminar**. It will focus on reading for content and fluency, and building basic arguments through writing. Writing Seminar will also teach basic spelling, sentence structure, writing conventions and grammar, with a goal of building sentences, paragraphs, and ultimately, short essays.

In order to create a sense of community that meets the social and emotional needs of high school students, MESA will incorporate **Advisory**. Advisories will **be based on common core anchor standards** in speaking, listening and writing, allowing students to develop these skills in a safe, supportive, and structured environment. Topics covered in Advisory will revolve around ethics and character development. Advisors will call parents once per month with progress reports.

MESA will institute a **year-round calendar**. We will have additional instructional days compared to traditional DOE public schools, with **187 days in the school year**. During February and April vacations and in July, MESA will hold **Intersessions**, optional sessions during which students may take classes for remediation or enrichment. The calendar design allows MESA to **mitigate knowledge and skill deterioration over the summer**.⁵ Additionally, MESA's school day provides **35% more instruction in core classes** per week than does the DOE (see *II.B.*). MESA's school day will also start and end later than DOE schools, supporting the developmental needs of teens. Research has shown that **a later start for high school students improves attendance and performance**.⁶

MESA intends to serve a population primarily from CSD 32. This is a high need population of students. 90% of 9th grade students in the district are eligible for Free and Reduced Price Lunch; 17.6% of 9th graders are ELLs; 18.1% of students have disabilities. MESA will have a **set-aside admissions preference for ELLs**, ensuring that adequate numbers of ELLs are enrolled in the school.

Most significantly, CSD 32 is a district that suffers enormous student attrition between middle and high school. The 2014 cohort saw more than 900 students leave CSD 32 between 8th and 9th grade, continuing a trend going back at least three years. Overall, only 56% of CSD 32 students graduate from high school, and of those that do graduate, only 26% go on to attend a four-year college.⁷ MESA believes that it can offer these students the rigorous, college and career-preparatory education. MESA has found the Bushwick community to be very receptive to the possibility of a new, 9-12 charter high school in the district.

⁴ Cuevas, P., Lee, O., Hart, J., & Deaktor, R. (2005). Improving science inquiry with elementary students of diverse backgrounds. *Journal of Research in Science Teaching*, 42(3), 337-357.

⁵ <http://www.wallacefoundation.org/knowledge-center/summer-and-extended-learning-time/summer-learning/Documents/Making-Summer-Count-How-Summer-Programs-Can-Boost-Childrens-Learning.pdf>

⁶ Wahistrom, K. (2002). Changing times: Findings from the first longitudinal study of later high school start times. *NASSP Bulletin*, 86(633), 3-21.

⁷ Information taken from NY State Accountability and Overview Report or Comprehensive Information Report, both found here: <https://reportcards.nysed.gov/schools.php?district=800000043653&year=2011>.

CERTIFICATION AND ASSURANCES STATEMENT

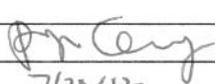
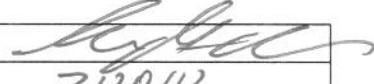
Proposed Charter School Name Math, Engineering, and Science Academy (MESA) Charter High School
 Proposed School Location (District) CSD 32

I hereby certify that the founding group/prospective Board of Trustees have all read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. By submitting a charter school application to the Board of Regents, the founding group/prospective Board of Trustees understands that the Board of Regents is the authorized chartering entity with the authority to approve our application to establish the proposed charter school and enter into a charter agreement setting forth the terms and conditions under which the Board of Trustees will operate the charter school. The applicant founding group/prospective Board of Trustees also understands that this charter school application serves as the first component of an application for a federal Charter Schools Program (CSP) Planning and Implementation Grant. We understand that if the charter application is approved and a charter is issued by the Board of Regents, the school is qualified to receive a CSP grant, pending available funding and final approval of additional materials – including budget materials - by NYSED and by the New York State Office of the Comptroller. We agree to complete all required budget information and assurances according to forthcoming instructions and a revised timeframe to be issued by NYSED.

I hereby certify that the information submitted in this application is true to the best of my knowledge and belief; and further I understand that, if awarded a charter, the proposed school shall be open to all students on a space available basis, and shall not discriminate or limit the admission of any student on any unlawful basis, including on the basis of ethnicity, race, creed, national origin or ancestry, gender, sexual orientation, disability, intellectual ability, measures of achievement or aptitude, athletic ability, age, religion, proficiency in the English language or a foreign language, or academic achievement. I understand that the Charter Schools Act allows, to the extent consistent with Federal law, "the establishment of a single-sex charter school or a charter school designed to provide expanded learning opportunities for students at-risk of academic failure or students with disabilities and English language learners."⁷

The applicant(s) also make(s) the following assurances pursuant to Section 5203(b)(3) of Elementary and Secondary Education Act (ESEA) and the Consolidated Appropriations Act, which will be incorporated into, and made a part of, the Charter School's charter, if granted, and be binding on the Charter School itself:

- An assurance that the charter school will annually provide the Secretary of the U.S. Department of Education and the State Education Department such information as may be required to determine if the charter school is making satisfactory progress toward achieving the objectives described in this application⁸
- An assurance that the charter school will cooperate with the Secretary of the U.S. Department of Education and the State Education Department in evaluating the program assisted under this subpart;⁹ and,
- That the charter school will provide such other information and assurances as the Secretary of the U.S. Department of Education and the State Education Department may require.¹⁰

Signature of Applicants:		
Date:	7/20/12	7/20/12
Print/Type Name:	Pagee Cheung	Arthur Samuels

⁷ N.Y. Education Law § 2854(2)(a)
⁸ ESEA § 5203(b)(3)(J)
⁹ ESEA § 5203(b)(3)(K)
¹⁰ ESEA § 5203(b)(3)(N)

MATH, ENGINEERING, AND SCIENCE ACADEMY (MESA)
CHARTER HIGH SCHOOL

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PART I: MISSION, KEY DESIGN ELEMENTS, ENROLLMENT, AND COMMUNITY

A. Mission Statement and Objectives

Mission Statement: Math, Engineering, and Science Academy (MESA) Charter High School will provide a rigorous education that equips each student with the ability to succeed in college and in life. MESA students will develop a passion for science, technology, engineering and mathematics and, through a comprehensive college readiness program, develop critical thinking and self-advocacy.

Objective: MESA graduates will internalize the connection between academic excellence, perseverance, and success in college and in life.

MESA will materially further the objectives of Education Law §2850(2):

1. *MESA will improve student learning and achievement.* In Community School District (CSD) 32, 8th graders currently test at a 26% proficiency rate in English Language Arts (ELA), a 40% proficiency rate in Mathematics, and a 46% proficiency rate in Science.¹ MESA students will receive extra instructional support in each of these subject areas. Additionally, only 56% of students in CSD 32 graduate from high school², and of those that do graduate, only 26% go on to four-year college.³ MESA's four-year College Bound program will address this deficit.
2. *MESA will increase learning opportunities for all students, with special emphasis on those who are at-risk of academic failure.* The STEM Block, project-based math and science courses MESA offers make math and science accessible to English Language Learners (ELLs) and Students with Disabilities (SWD), who may have trouble deciphering the technical language and abstract concepts of traditional science and math curricula. MESA teachers will utilize Universal Design for Learning (UDL), one of the best means of providing instruction to at-risk students.⁴ MESA's year-round school calendar minimizes skill and knowledge erosion while providing an opportunity for extra academic and enrichment programming.
3. *MESA will encourage the use of different and innovative teaching methods.* MESA's Standards-Referenced Grading (SRG) system will separate achievement and effort into two distinct grades. Academic grades will be determined purely by performance on assessments, and will be based on final mastery of a standards-based learning goal. Students will track their progress on individual standards as they make their way through a unit, thereby developing a sense of ownership over their academic progress.
4. *MESA will provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system.* Since 2008-2009, CSD 32 has lost an average of 729 students annually between 8th and 9th grade (the district lost 901 students in 2010-2011, the last year for which data is available).⁵ Meanwhile, nearly 400 seats in Bushwick high schools go unclaimed.⁶ The charter schools in the district serve few, if any, 9th graders from local district middle schools.

B. Key Design Elements

Educational Program

- *Standards-Referenced Grading:* MESA's SRG system focuses exclusively on student mastery of learning goals measured through multiple forms of **formative and summative assessments**. Students will become accustomed to tracking their own progress on assessments, empowering them with understanding of and ownership over their performance in each course. Habits such as preparedness, punctuality, behavior, attendance, and effort will be evaluated with separate weekly grades, called E-Scores. Students with high E-Scores qualify for privileges or rewards.

¹ <https://reportcards.nysed.gov/files/2010-11/AOR-2011-333200010000.pdf>.

² Ibid.

³ <https://reportcards.nysed.gov/files/2010-11/CIR-2011-333200010000.pdf>.

⁴ <http://schools.nyc.gov/Academics/CommonCoreLibrary/Toolkit/CurriculumMapping/UDL.htm>.

⁵ <https://reportcards.nysed.gov/files/2010-11/AOR-2011-333200010000.pdf>.

⁶ http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2010-2011-BB_CS_K.pdf.

- *Universal Design for Learning*: MESA will utilize UDL, a “set of principles that provides teachers with a structure to develop their instruction to meet the needs of a diversity of learners.”⁷ UDL incorporates three features: **multiple means of representation of material to students, multiple means of action and expression, and multiple means of engagement.**⁸ The aspect of choice embedded in UDL planning empowers students to find aspects of classroom content that interest them, and to approach learning from a place of strength, which is particularly beneficial for SWD and ELLs.
- *STEM Block*: Twice per week, students will have a **double period of STEM Block**. STEM Block provides an inquiry-based complement to core Math and Science courses. STEM Block is **particularly beneficial to our most at-risk students**. The kinesthetic nature of STEM Block will make STEM subjects more accessible to students who have not yet developed the language or computational skills to navigate traditional textbook- and classroom-based learning.⁹
- *College Bound*: College Bound is a project-based course designed to **increase college awareness and readiness** from the first day of ninth grade. MESA students will take College Bound throughout their four years of high school. The class provides an opportunity to explicitly teach students the difference between meeting minimum high school graduation requirements and the high standards of achievement required to be a candidate for a four-year college. MESA will provide dedicated college counselors for 11th and 12th graders, as well as an alumni counselor to support graduates through college.
- *9th Grade Writing Seminar*: Understanding the literacy gaps of most incoming 9th graders, every MESA freshman will take a 9th Grade Writing Seminar that focuses on **building basic arguments through writing**. 9th grade Writing Seminar will also teach basic spelling, sentence structure, writing conventions, and grammar.
- *Advisory*: MESA will incorporate Advisory four mornings per week. Advisories will be **structured around common core anchor standards** in speaking, listening and writing, allowing students to develop these skills in a safe, supportive, and structured environment. Topics covered in Advisory will revolve around ethics and character development. Advisory will also allow students to build relationships with peers and teachers.

Calendar: MESA will institute a **year-round calendar** that will provide additional instructional days compared to traditional DOE public schools, with **187 instructional days in the school year**. During the breaks in February, April, and July, MESA will hold **Intersessions**, optional sessions during which students may take classes for remediation or enrichment. Intersessions will be comprised of small group classes based on student and teacher interests in both academic and extracurricular fields, such as music, art, and athletics. Students that demonstrate the need for further instructional support will be strongly encouraged to attend remedial classes during Intersession. The calendar design allows MESA to **mitigate the effects of knowledge and skill loss over the summer** (see *II.B.*).

School Day: MESA’s school day provides **35% more instruction in core classes** per week than does the DOE (see *II.B.*). MESA’s school day will also start and end later than DOE schools, supporting the developmental needs of teens. Research has shown that **a later start for high school students improves attendance and performance.**¹⁰

Set-Aside Admissions Preference for ELLs: MESA’s student population will reflect the diversity of CSD 32. In particular, MESA will make a strong effort to recruit and support ELLs by creating a **set-aside admissions preference that reserves seats for ELLs** equal to or exceeding the

⁷ <http://schools.nyc.gov/Academics/CommonCoreLibrary/Toolkit/CurriculumMapping/UDL.htm>.

⁸ <http://cast.org/udl/index.html>.

⁹ Cuevas , P., Lee, O., Hart, J., & Deaktor, R. (2005). Improving science inquiry with elementary students of diverse backgrounds . *Journal of Research in Science Teaching*, 42(3), 337-357.

¹⁰ Wahistrom, K. (2002). Changing times: Findings from the first longitudinal study of later high school start times. *NASSP Bulletin*, 86(633), 3-21.

enrollment target set by NYSED. For example NYSED has set a target of 12.0% enrollment of ELLs for ninth grade for a school of MESA’s size in CSD 32; therefore, a minimum of 12.0% of MESA’s ninth grade seats will be set aside for ELLs in its first year.

Teacher Supports

- *Common Planning Time:* Early release on Wednesdays will provide teachers with **3 hours of professional development (PD) and common planning time each week**. MESA will have four full PD days and three full grading days at the end of each trimester.
- *Instructional Coaching:* While the Principal will provide the instructional leadership of the school and give evaluative feedback to teachers, MESA also intends to employ **Instructional Coaches** who will give developmental, formative feedback. The coaches will observe every teacher weekly at minimum, and debrief with those teachers to promote high-quality planning, classroom management, delivery of instruction, and assessment. Instructional Coaches will also work closely with the Principal to develop support plans for developing teachers, and to help teachers understand and successfully implement the highly effective techniques of SRG and UDL.
- *Minimal Administrative Duties:* In order to ensure successful implementation of SRG planning and assessment, teachers will have **minimal administrative duties outside of the classroom**.

Organizational Structure and Capacity: MESA’s organizational structure is designed to maximize support for teachers. The Executive Director (ED) will report to the Board of Trustees (Board), and will oversee the school as a whole. The ED manages the Principal, who will oversee instruction and school culture, and the Director of Operations (DOO). The ED will also serve as the chief liaison between the school and its external stakeholders, such as parents, community leaders, and the authorizer. This will allow the Principal to focus entirely on instruction, including observing and coaching teachers, developing curriculum, and planning PD.

MESA’s Leadership Team is uniquely qualified to operate a high performing charter high school. Lead Applicants Arthur Samuels (ED) and Pagee Cheung (Principal) have had more than a decade of combined experience working with high needs-populations in three charter high schools in Manhattan and Brooklyn, as well as other charter and district schools. Cheung holds an M.A. in Secondary Math Education from Teachers College, Columbia University. As a teacher at Baruch College Campus High School and Harlem Village Academy High School, she had an Integrated Algebra Regents Exam pass rate of 100% over three years. She has also served as the Director of Operations, and now as the Dean of Instruction, at Brooklyn Ascend, which scored in the top ten of all charter schools on the 2011-2012 NYS assessments. Samuels holds a J.D. from Harvard Law School and an M.A. in Education Leadership from Teachers College, Columbia University. He has founded successful, innovative college readiness programs at both the Williamsburg Charter High School and the Renaissance Charter High School for Innovation. Samuels and Cheung are familiar with the unique demands of both the charter sector and the high-school aged population they intend to serve.

C. Enrollment, Recruitment and Retention

Enrollment Plan

Projected Enrollment Table Over Charter Term ¹¹						
Grades	Ages	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
9	13-18	125	125	125	125	125
10	14-19		125	125	125	125
11	15-20			112	112	112
12	16-21				101	101 ¹²

¹¹ This table has been adjusted from the one submitted in the Letter of Intent.

¹² MESA anticipates retaining a small number of students for a fifth year to complete graduation requirements. While this number may be hard to quantify and will vary from year to year, MESA is prepared to meet the needs of these students.

Projected Enrollment Table Over Charter Term (<i>cont.</i>)						
Grades	Ages	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Ungraded	N/A					
Totals		125	250	362	463	463

Enrollment Plan Rationale and Growth Strategy: MESA anticipates a large demand given the clear need for another high school within the district, as evidenced by the large number of students who leave the district starting in 9th grade. MESA’s conservative enrollment plan is driven by the school’s instructional design. This class size is small enough to create focused and individualized instruction while being large enough to sustain the social needs of a high school population. In its first year, MESA will accept 125 students in the 9th grade, resulting in **five sections of 25 students, well below the DOE’s “target” size of 30 students per class.**¹³ In each successive year, MESA will accept a new class of 125 students in the 9th grade. For grades 9 and 10, MESA will “backfill” any seats vacated by attrition. Starting in 11th grade, however, MESA will not backfill. MESA has accounted for attrition of 10% each year after 10th grade. At no point in its first two years will MESA’s enrollment exceed 250 students. Therefore, a collective bargaining waiver will not be required.

Evidence that Enrollment will meet Targets Established by the Board of Regents:

	FRPL		SWD		ELL	
	CSD 32 Target	MESA Projected	CSD 32 Target	MESA Projected	CSD 32 Target	MESA Projected
Year 1 (125 students in grade 9)	85.6%	107 students (85.6%)	12.5%	16 students (12.8%)	12.0%	15 students (12.0%)
Year 2 (250 students in grades 9-10)	84.9%	213 students (85.2%)	12.0%	30 students (12.0%)	13.8%	35 students (14.0%)
Year 3 (362 students in grades 9-11)	84.0%	305 students (84.3%)	11.6%	42 students (11.6%)	13.9%	51 students (13.93%)
Year 4 (463 students in grades 9-12)	83.0%	385 students (83.2%)	11.1%	52 students (11.2%)	13.9%	65 students (14.0%)
Year 5 (463 students in grades 9-12)	83.0%	385 students (83.2%)	11.1%	52 students (11.2%)	13.9%	65 students (14.0%)

MESA intends to meet these benchmarks by conducting specific, targeted outreach aimed at each of these three populations (see below). Additionally, MESA’s admissions policy includes a specific **set-aside preference for ELLs** (see *Attachment 1*).

Recruitment and Retention Plan

Recruitment: Since the 2008-2009 school year, **CSD 32 has lost an average of over 700 students between 8th and 9th grade;** in the 2010-2011 school year, the most recent year for which data is available, over 900 students left CSD 32 for high school (see *I.D.*).¹⁴ Anecdotally, our conversations with members of the Community Education Council for District 32 (CEC 32), members of Brooklyn Community Board 4 (CB 4), elected officials, community leaders, parents, and school leaders confirmed that many students are going into other parts of Brooklyn, to Manhattan, or to Queens for high school. It is clear that there is a large enough pool of incoming 9th graders to sustain

¹³ http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2010-2011-BB_CS_K.pdf.

¹⁴ <https://reportcards.nysed.gov/files/2010-11/AOR-2011-333200010000.pdf>.

another high school in the district. MESA will use the following methods to recruit specific at-risk student groups, bearing in mind that many categories overlap:

- *To recruit ELLs:*
 - All recruitment and application materials will be printed in both English and Spanish.
 - MESA will advertise in local newspapers, including non-English newspapers.
 - MESA will continue to conduct outreach at the Citywide Council on English Language Learners (CCELL) to share ideas and resources for recruitment.
 - MESA will cultivate relationships with organizations that serve recent immigrants.
- *To recruit FRPL students:*
 - MESA will distribute flyers at public housing complexes.
 - MESA will utilize the Bushwick Community Partnership Program (Bushwick CPP) network to recruit students who are in foster care.
 - MESA will cultivate relationships with local public assistance providers and food banks.
 - MESA will conduct outreach at local free health care providers.
- *To recruit SWD:*
 - MESA will meet with the Committee on Special Education (CSE) for CSD 32 to inform them about the school and provide them with promotional materials for parents.
 - MESA will cultivate relationships with the special education coordinators of CSD 32 middle schools.
- *To recruit students whose families may be less informed about available options:*
 - MESA will continue to cultivate relationships with middle school leaders, parent coordinators, PTA leaders, and guidance counselors, promoting MESA as an alternative to leaving the district for high school. If possible, MESA will hold an information session for parents at each district middle school, or for multiple schools at once.
 - MESA will continue to cultivate relationships with on-the-ground Community Based Organizations (CBOs) that serve students who would be eligible to attend MESA, or their parents.
 - MESA will conduct outreach at local community centers such as Vision in Focus (see *Attachment 2*).
 - MESA will conduct outreach at the two K-8 Catholic schools in the district, meeting with parents and school leaders.
 - MESA will continue cultivating relationships with neighboring charter K-8 schools and middle schools as a possible school of choice for graduates.
 - MESA will hold information sessions, conduct school visits, and make announcements at meetings of the Community Board and CEC 32. Outreach sessions will be publicized using flyers, advertisements, social media, and contact with community organizations.
 - For school years after the first, families will be encouraged to visit MESA, talk to instructional, executive and other staff, visit classes and meet currently enrolled students.

Retention: To retain FRPL students, MESA will make sure that all parents are informed of the FRPL program at the beginning of each school year. MESA will also make sure that if any parents need assistance completing paperwork or understanding the FRPL program that appropriate staff will be made available to translate or assist with any questions. For the retention of SWD, particularly those requiring more than 60% special education services, MESA will closely monitor the progress of these students through the **transitional inclusion program** (see *II.G.*). MESA will also offer intervention to students who may not be identified but may be in need of special education services (*II.G.*). A full-time ELL teacher will service ELLs and monitor their progress. MESA will provide targeted interventions and intensive parent engagement for all students who are at-risk academically, no matter their background (see *II.G.* and *III.I.*).

As developing young adults, many high school students will benefit from **social and emotional support**. MESA will have a full-time Social Worker on staff, and will add counseling staff in Years 2 and 4. The Advisory program will provide every student in the building with one adult who is an unconditional ally and advocate. MESA's extensive focus on family engagement, school culture, and positive reinforcement will also make students and families feel welcome, aiding retention efforts (see *III.I* and *II.F*).

Family and Community Support within Proposed District: Throughout its public outreach, MESA has consistently found receptiveness to a high school within the district. The applicant team has spoken with parents in both formal and informal settings—at CB 4, at CEC 32, at the Peace and Wellness Day sponsored by the Bushwick CPP, and during grassroots outreach in local public housing complexes. On all occasions, parents have told us that the district needs another high school option. The district superintendent, local principals, and other community leaders have echoed this belief. To this point, MESA has encountered no opposition. Elected officials and their representatives have been impressed with MESA's proactive community outreach. In many cases, elected officials, representatives, community leaders or school officials that are generally opposed to charter schools have told us that they are open to further dialogue, and are willing to collaborate with MESA. Further evidence of support is in *Attachment 2*.

Ensuring Adequate Enrollment: At all recruitment events described above, MESA will provide students and families with an opportunity to fill out an application for the lottery. Applications will also be available on the school's website and in hard copy at the school. MESA will also leave copies of the application in all locations described above. Once applications are submitted and the lottery is held, MESA will mail an enrollment packet (see *II.L.*) to each admitted student. MESA will call all accepted students and notify them of mandatory enrollment sessions, which will be held on multiple days and at multiple times of day. If any student declines his or her spot, MESA will call students who are on the wait list in a timely fashion. The Board will monitor enrollment targets closely as the school year approaches.

Should the number of applicants exceed our capacity a lottery will be used to admit students and remaining students will be placed on a waiting list. MESA's Admission Policy and Procedures in *Attachment 1* provides specifics regarding the application, admissions and enrollment process, and a plan for a public lottery.

D. Community to be Served

Value of the School in CSD 32: As noted above, a large number of students leave CSD 32 every year to attend high school outside the community. Parents have told us that this is primarily because of a lack of academically strong options within the district. MESA will provide a rigorous, college-preparatory option for incoming 9th graders.

Traditional High Schools in CSD 32: There are currently eight high schools located in CSD 32, one of which, the Brooklyn School for Math and Research, just opened in Fall, 2011, and currently serves only 55 students in 9th grade.¹⁵ Another school, All City Secondary Leadership Academy, serves students in grades 6-12 and has only a handful of seats open to incoming freshmen because priority is given to returning 8th graders; for example, in 2010 (the last year for which information is provided on the school's DOE portal), only 34 seats were available to new students.¹⁶ There is also an alternative high school in the district, Bushwick Community High School, which serves students ages 17-21 who have struggled in the traditional school system.¹⁷

¹⁵ <http://schools.nyc.gov/SchoolPortals/32/K168/default.htm>.

¹⁶ <http://schools.nyc.gov/ChoicesEnrollment/High/Directory/school/?sid=4825>.

¹⁷ <http://schools.nyc.gov/schoolportals/32/k564/default.htm>.

Of the five remaining high schools in CSD 32 that are open to incoming freshmen, **only two are in good standing under AYP.**¹⁸ In the district as a whole, the high school graduation rate is 56%. Only 7% of those who graduate earn an Advanced Regents Diploma, and only 26% go on to a four-year college. The table below describes the academic performance of the traditional 9-12 high schools in CSD 32:

Name of School	2010-2011 Enrollment	Average attendance rate over last three years	Graduation Rate	Percentage of graduates receiving Advanced Regents Diploma	AYP Status under No Child Left Behind
Academy for Environmental Leadership	359	80%	74%	5%	In Good Standing
Academy of Urban Planning	472	78%	54%	4%	Improvement—Year 2
Bushwick Leaders HS for Academic Excellence	503	80%	57%	6%	Improvement—Year 1
Bushwick School for Social Justice	420	81%	78%	6%	In Good Standing
EBC HS for Public Service	676	82%	67%	13%	Restructuring—Year 1

Charter School Options for Students in the District: There are two charter schools in CSD 32—Achievement First Bushwick (currently K-9) and Bushwick Ascend (currently K-2). Neither accepts nor plans to accept significant numbers of incoming 9th graders from middle schools outside their charter network. In all of Brooklyn in 2012-2013, there will only be two traditional, stand-alone charter high schools,¹⁹ as the three new charter high schools opening in the borough are for over-aged, under-credited students.²⁰ MESA will provide an option for parents of 8th graders in Bushwick who want to enroll their children in a rigorous charter high school within the district.

Parochial High Schools in CSD 32: The only parochial High School in CSD 32 is Cristo Rey High School. This is a selective high school with approximately 200 students in grades 9-12. It draws students from the entire city, with no admissions preference for CSD 32.

Proposed Population MESA Would Serve: In CSD 32, 74% of students are Hispanic or Latino, 23% are African-American, 2% are Asian or Asian-American and 1% are White.²¹ Most students fall into high need subgroups: 90% of 9th grade students in the district are FRPL; 17.6% of 9th graders are ELLS; 18.1% of students have disabilities.²² 8th grade exams indicate that most students entering MESA will be performing below grade level. The table below describes the academic performance of 8th graders in CSD 32, with specific attention to at-risk populations:

¹⁸ All information taken from NY State Accountability and Overview Report or Comprehensive Information Report, <https://reportcards.nysed.gov/schools.php?district=800000043653&year=2011>.

¹⁹ http://schools.nyc.gov/NR/rdonlyres/27B7E0CE-2C3D-4949-829C-A5F74F34E9FA/0/20122013CharterDirectory_Brooklyn.pdf; three schools are listed but Believe Southside has closed.

²⁰ <http://schools.nyc.gov/community/planning/charters/Directory.htm>.

²¹ <https://reportcards.nysed.gov/files/2010-11/AOR-2011-333200010000.pdf>.

²² These are the overall percentages for the district; for budgeting purposes, however, MESA has used the lower “effective target” number provided by the Regents, in order to create the most conservative budget possible.

Population	ELA		Math		Science	
	% scoring proficient (Level 3)	% scoring advanced (Level 4)	% scoring proficient (Level 3)	% scoring advanced (Level 4)	% scoring proficient (Level 3)	% scoring advanced (Level 4)
Overall	26%	0%	32%	8%	39%	7%
FRPL	26%	0%	33%	8%	39%	7%
SWD	4%	0%	12%	2%	14%	1%
ELL	0%	0%	14%	0%	10%	0%

Given the lack of academic preparation, many students do not see education as a pathway to success. According to the 2010 Census, **only 7.6% of adults in Bushwick hold a Bachelor’s Degree or higher; meanwhile, 32.9% did not graduate from high school or earn a GED.**²³ This perceived lack of opportunity and access has, for many high school age students in Bushwick, led to negative, self-destructive behaviors. Teens in Bedford-Stuyvesant and Bushwick are more likely than their peers to abuse substances, exhibit symptoms of depression, or be sexually active. They also suffer from asthma and obesity at a higher rate than their peers.²⁴

Rationale for Selecting the Community and Capacity to Serve it

Reason for Selecting this Community: MESA’s founding team is committed to creating an academically rigorous high school that will serve high need students; CSD 32 is a district with an underserved population that needs another reliable option for 9th graders. The founding group is particularly passionate about serving FRPL students, SWD, and ELLs, all of whom are overrepresented in CSD 32. Given the large number of students who leave CSD 32 to go to high school outside the district, MESA believes it can fill a need within the district.

Capacity to Serve this Community: MESA’s founding team brings nearly **four decades of combined experience working with high need students** in Manhattan, Brooklyn, and the Bronx. They have worked at length with FRPL students, SWD, and ELLs. MESA’s founding team is highly qualified to serve this community and deeply committed to doing so (see III.A.).

Additionally, MESA’s school design was created specifically with CSD 32 in mind. Several of MESA’s key design elements will directly support students in the areas of greatest need.

Potential Challenge	MESA Design Element
Students entering high school at low rates of proficiency in Math and Science.	<ul style="list-style-type: none"> STEM Block provides hands-on, project-based instruction in Science, Technology, Engineering and Mathematics. This is particularly beneficial for SWD who may learn differently and for ELLs, who may not yet possess the technical language to access textbook science. Weekly afterschool math tutoring for students who struggle to meet math standards. Students’ initial instructional grouping will be based on diagnostic test scores, allowing math classes to proceed at appropriate pace and level of rigor.
Students entering high school at low rates of proficiency in ELA.	<ul style="list-style-type: none"> ELA Common Core standards are integrated throughout curriculum (see II.C.). 9th Grade Writing Seminar provides an additional five periods per week of instruction in literacy and writing. ELL specialist(s) and Literacy Specialist (Year 3) provide small group or individualized instructional support for all students with

²³ <http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml>.

²⁴ http://www.nyc.gov/html/doh/downloads/pdf/report/yrbs_report042008.pdf.

<p>Students entering high school at low rates of proficiency in ELA (<i>cont.</i>).</p>	<p>literacy gaps.</p> <ul style="list-style-type: none"> • Students initial instructional grouping will be based on diagnostic test scores, allowing ELA and 9th Grade Writing Seminar classes to proceed at appropriate pace and level of rigor. • Advisory is structured around Common Core standards in speaking and listening.
<p>Students entering high school have not developed college-ready work habits; students are unaware of college options or how to navigate the application process.</p>	<ul style="list-style-type: none"> • Four-year College Bound program explicitly cultivates college awareness and readiness. • Later start and finish to day allows teenagers to get the additional sleep they need. • Advisory builds community and ensures each student has an ally and advocate. • Focus on family engagement (see <i>III.I.</i>) through home visits, positive phone calls, parent workshops, and micro-polling enlists families as partners • Separate E-Score explicitly recognizes and rewards development of college-ready work habits. • Dedicated College Counselors in 11th and 12th grade help students and families navigate the college application process, including financial aid. • Alumni Counselor helps graduates transition to and succeed in college.

Expanding Educational Options within the District: Several of MESA’s key design elements, such as STEM Block and the College Bound program, are unique to the district. These two features are particularly important given the needs of the incoming population described above. We know of no other school in the district that employs SRG, which allows students to closely monitor their own progress in learning nor does any other school utilize an academic/effort grade system like the one MESA has designed. Finally, no other school offers MESA’s year-round calendar with intersession opportunities.

Family and Community Support within Sending District: The educational statistics above point to a clear need for an academically rigorous high school that helps students develop a passion for math and science and brings them to a level of college readiness. Students are leaving the district in search of such a school. In our conversations with parents, educational and community leaders, we have repeatedly been told that they want another rigorous high school within the district (see *I.E.*). MESA has received formal support from several CBOs as well as one local school (see *Attachment 2* for letters of support); Raul Rubio, the coordinator of Bushwick CPP and a member of CB 4, has agreed to serve on MESA’s Advisory Board with an eye towards joining the Board of Trustees upon founding (see *III.B.*).

E. Public Outreach

Means of Outreach: MESA has been engaged in an intense effort of community outreach to inform the CSD 32 public about the school and to secure the public’s input and comments regarding the educational and programmatic needs of students and our design to meet those needs. In all outreach, MESA not only informed the community about the school but provided our website, email and phone number, as well as information about and an invitation to a community meeting with stakeholders. *Attachment 2* provides detailed evidence of the public review process. In all of the following outreach events, MESA provided information about the intended location, the target student population, the grades to be served, and a description of the educational program offered:

- Presentations at open public meetings, including CEC 32, Bushwick CPP, CCELL, and twice at Brooklyn Community Board 4 (CB 4).

- Engagement of elected officials at the City Council, State Assembly, State Senate and Congressional levels.
- Engagement of local education officials, including the superintendent of CSD 32, the Parent Advocate, and Principals of local public and parochial schools.
- Outreach to local CBOs and religious organizations.
- Grassroots outreach, including hosting tables at community events and distributing flyers at public spaces and public housing developments within the district.
- Outreach to education leaders outside with expertise in the public or charter school world, including school leaders, charter school trustees, school founders, or those with other areas of expertise.
- A website, *www.mesacharterschool.blogspot.com*, which contains information about the school and offers avenues for public comment by phone, email, or on the website itself.
- Advertisement in the *Brooklyn Daily Eagle* education edition.
- Holding a public meeting with community stakeholders at a library branch within the district, for which there was sufficient public notice.

Solicitation of Community and Public Input or Comment: At all public presentations, MESA representatives left time for and explicitly invited public comment and feedback. The public was also invited to comment on the school's website, or to send emails to *mesacharterschool@gmail.com*. All MESA materials included the school's website, email address, and Samuels' personal cell phone number.

Response to Comments Received from the Community: The applicant group carefully considered community feedback in its school design. MESA's plan for multiple, interactive parent workshops arose from suggestions by multiple community members at CB 4 that parents would want to share their own experiences with each other. MESA added enrichment programming to its Intersession in response to suggestions from Bushwick CPP that students would want non-academic options. The specific inclusion of speaking and listening opportunities in MESA's Advisory program was developed in response to suggestions from CCELL that ELLs needed such opportunities.

Continuing Community Engagement: MESA has begun building relationships with the organizations described above, and will continue to cultivate relationships with them after the application is submitted. For example, MESA will continue to work with Bushwick CPP, home to a wide range of organizations, several of which provide services to thirteen and fourteen year-olds. We will also formally meet with the Youth and Education Committee for CB 4. MESA will continue to cultivate partnerships with local public and middle schools. MESA's website, phone number and email address will remain active following the submission of the application, allowing the community to submit feedback and provide input.

Informing Students in the Community; Providing Equal Opportunity to Attend MESA: If MESA is authorized, MESA representatives will reach out to every DOE middle school in the district, as well as to parochial middle schools. We will utilize our network both through Bushwick CPP and elsewhere to reach out to service providers such as foster care agencies, organizations servicing immigrants, and faith-based organizations. We will continue our grassroots work of flyering at libraries, parks, major subway stations, public housing complexes, and local businesses.

Equal Opportunity for Attendance: MESA will hold a public lottery to determine which students are accepted to the school. The lottery will be conducted in accordance with New York State Law. MESA's admissions policy, described in *Attachment 1*, provides a preference for ELLs, and guarantees that students from CSD 32 will have equal opportunity to attend the school.

F. Programmatic and Fiscal Impact

Programmatic Impact: MESA would not significantly impact the majority of the district schools, as they either serve very few incoming 9th graders, or do not serve them at all. MESA's impact on

the 6-12 school in the district would be minimal, as they retain most of their students from 6th grade on, serving few incoming 9th graders. MESA’s impact on the existing 9-12 schools in the district would be minimal as well. As noted in *I.C.*, over 700 students per year have left the district between 8th grade and 9th grade over the past three years. MESA expects to be an alternative for these students who would otherwise go out of the district for high school. However, MESA would be eager to share resources and successful practices with other schools in the district, in the hopes of having a mutually positive impact.

Co-location: MESA hopes to co-locate with minimal impact. MESA has begun dialogue with the Superintendent, the Parent Advocate, and the district representative for the Council of Supervisors and Administrators (CSA) about creating a collaborative, minimally disruptive co-location process. Thus far, they have been receptive. Nine school buildings within the district are at less than 70% capacity for students. Two buildings currently have more than 500 seats vacant, which would allow MESA to build to capacity over five years using only surplus seats (See *III.F.*).²⁵

Fiscal Impact

Operational Year (A)	Enrollment (# of Students) (B)	Per Pupil Allocation (C)	Projected Per Pupil Charter Cost (B x C = D)	Other Projected District Revenue (SPED Funding, NYSTL, etc.) ²⁶ (E)	Total Projected Funding to Charter School from District (D + E = F)	Total Budget for District (G) ²⁷	Projected Impact (i.e. % of District’s Overall Funding) (F/G = H)
2013-2014	125	\$13,527	\$1,690,875	\$159,333	\$1,850,208	\$19,700,000,000	.0094%
2014-2015	250	\$13,527	\$3,381,750	\$297,267	\$3,679,017	\$19,700,000,000	.0187%
2015-2016	362	\$13,527	\$4,896,774	\$422,146	\$5,318,920	\$19,700,000,000	.0270%
2016-2017	463	\$13,527	\$6,263,001	\$554,753	\$6,817,754	\$19,700,000,000	.0346%
2017-2018	463	\$13,527	\$6,263,001	\$554,753	\$6,817,694	\$19,700,000,000	.0346%

MESA will have minimal fiscal impact on DOE public schools. For purposes of this analysis, MESA expects that the DOE will have to transfer \$13,527 annually for each child enrolled during the **2013-2014** school year. This figure—along with the “District Budget” figures in the chart above (which includes DOE programmatic expenditures but does not include pension or debt service costs)—is based on assumptions provided in guidance from the DOE. MESA assumes no increase in either its own per-pupil or the DOE total budget. The number of such students in the first year (2013-2014) of the charter will be 125 and the **financial impact on the DOE will only be .0094%** of the total DOE budget. In subsequent years, the financial impact remains minimal. Over the course of its first five years of operation, MESA’s enrollment will reach 463 students. At its anticipated 5-year capacity, MESA will have a financial impact of .0346% of the DOE budget.

With respect to non-public schools, MESA is not anticipated to have a great financial effect on these institutions as MESA expects that many of its students will come from low-income families that would not have had the means to pay for high tuition private schools. As mentioned above, there is

²⁵ http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2010-2011-BB_CS_K.pdf.

²⁶ Column E includes other funding that will flow to the school from the NYC School District, including special education funding, Title funding, IDEA funding, NYSSL, NYSTL and NYSLIB.

²⁷ <http://schools.nyc.gov/AboutUs/funding/overview/default.htm>; all models we looked at used figures the entire NYC district. Figures for CSD 32 were not available.

only one parochial high school in the district, and MESA’s impact is expected to be minimal. MESA will most likely appeal to families of students in the existing public schools who have been leaving CSD 32 to go outside the district. Families who sent their children to parochial schools in grades K-8 may appreciate the opportunity to send their child to a tuition-free, high-performing high school.

PART II: EDUCATIONAL PLAN

A. Achievement Goals

MESA has the following goals for its educational program during its first chartering period:

1. Students will be proficient readers, writers, listeners, and speakers of the English language.
2. Students will demonstrate knowledge and understanding of mathematics including application, practical and conceptual understanding, procedural fluency, and problem solving.
3. Students will demonstrate proficiency in the understanding and application of scientific reasoning.
4. Students will understand and be able to critically analyze World and United States History and Geography.
5. As mandated by the federal No Child Left Behind (NCLB) Act²⁸, MESA will make adequate yearly progress.
6. Students will demonstrate academic preparedness for college and career.
7. At-risk populations will be successful.

MESA Student Achievement Goals	
Domain 1: Students will be proficient readers, writers, listeners, and speakers of the English Language.	<p><u>Absolute Measures</u></p> <ul style="list-style-type: none"> • Each year, 75% of students in the high school Accountability Cohort will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort. • Each year, 75% of students in the high school Accountability Cohort who scored at Level 1 or 2 on their New York State 8th grade English Language Arts exam will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort. <p><u>Comparative Measures</u></p> <ul style="list-style-type: none"> • Each year, the percentage of students in the high school Accountability Cohort passing the Regents English exam with a score of 65 or above after four years will exceed that of students in the high school Accountability Cohort from the local school district. <p><u>Growth Measures</u></p> <ul style="list-style-type: none"> ▪ Each grade level cohort will reduce by one-half the gap between their average NCE on the previous year’s TerraNova assessments for Reading and Language Arts and an NCE of 50 for the current year’s respective TerraNova Reading and Language Arts assessments. If a grade level cohort exceeds an NCE of 50 in the previous year, the cohort will show an increase in their average NCE.
Domain 2: Students will demonstrate knowledge and understanding of mathematics including application, practical and conceptual understanding, procedural fluency, and problem solving.	<p><u>Absolute Measures</u></p> <ul style="list-style-type: none"> • Each year, 75% of students in the high school Accountability Cohort will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort. • Each year, 75% of students in the high school Accountability Cohort who scored at Level 1 or 2 on their New York State 8th grade mathematics exam will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.

²⁸ MESA is aware that New York State was granted a flexibility waiver from certain provisions of NCLB. This is an area that is evolving. MESA will follow all requirements that are ultimately put in place.

<p>Domain 2: Students will demonstrate knowledge and understanding of mathematics including application, practical and conceptual understanding, procedural fluency, and problem solving (<i>cont.</i>).</p>	<p><u>Comparative Measures</u></p> <ul style="list-style-type: none"> Each year, the percentage of students in the high school Accountability Cohort passing a Regents mathematics exam with a score of 65 or above after their fourth year will exceed that of the students in the high school Accountability Cohort from the local school district. <p><u>Growth Measures</u></p> <ul style="list-style-type: none"> Each grade level cohort will reduce by one-half the gap between their average NCE on the previous year’s TerraNova assessments for Math and an NCE of 50 for the current year’s respective TerraNova Math assessments. If a grade level cohort exceeds an NCE of 50 in the previous year, the cohort will show an increase in their average NCE.
<p>Domain 3: Students will demonstrate proficiency in the understanding and application of scientific reasoning.</p>	<p><u>Absolute Measures</u></p> <ul style="list-style-type: none"> Each year, 75% of students in the high school Accountability Cohort will score at least 65 on a New York State Regents Science exam by the completion of their fourth year in the cohort. Each year, 75% of students in the high school Accountability Cohort who scored at Level 1 or 2 on their New York State 8th grade science exam will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort. <p><u>Comparative Measures</u></p> <ul style="list-style-type: none"> Each year, the percentage of students in the high school Accountability Cohort passing a Regents science exam with a score of 65 or above after their fourth year will exceed that of the students in the high school Accountability Cohort from the local school district.
<p>Domain 4: Students will understand and be able to critically analyze World and United States History and Geography.</p>	<p><u>Absolute Measures</u></p> <ul style="list-style-type: none"> Each year, 75% of students in the high school Accountability Cohort will score at least 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort. Each year, 75% of students in the high school Accountability Cohort will score at least 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort. <p><u>Comparative Measures</u></p> <ul style="list-style-type: none"> Each year, the percentage of students in the high school Accountability Cohort passing a Regents social studies exam with a score of 65 or above after their fourth year will exceed that of the students in the high school Accountability Cohort from the local school district.
<p>Domain 5: As mandated by the federal No Child Left Behind (NCLB) Act, the Academy will make adequate yearly progress.</p>	<p><u>Absolute Measures</u></p> <ul style="list-style-type: none"> Under the state’s NCLB accountability system, the school’s Accountability Status will be “In Good Standing” each year.
<p>Domain 6: Students will demonstrate academic preparedness for college and career.</p>	<p><u>Absolute Measures</u></p> <ul style="list-style-type: none"> 75% of each high school Accountability Cohort will graduate from high school within four years. 85% of each high school Accountability Cohort will graduate from high school within five years. 20% of the members of each graduating class will receive a Regents Diploma with Advanced Designation. Each year, at least 50% of the students in the high school Accountability Cohort will score at least a 75 on the New York State Regents Exam in English Language

<p>Domain 6: Students will demonstrate academic preparedness for college and career (<i>cont.</i>).</p>	<p>Arts by the completion of their fourth year in the cohort, qualifying them to place immediately into college-level courses at the City University of New York.²⁹</p> <ul style="list-style-type: none"> • Each year, at least 50% of the students in the high school Accountability Cohort will score at least an 80 on the New York State Regents Exam in Integrated Algebra, and will have successfully completed Algebra II/Trigonometry by the completion of their fourth year in the cohort, qualifying them to place immediately into college-level courses at the City University of New York. • At least 20% of students in each high school Accountability Cohort will take a college-level class at some point in their high school career. • MESA will earn full credit (5 points) on the DOE progress report in the category of Postsecondary Enrollment Rate for each year it is eligible.³⁰ <p><u>Comparative Measures</u></p> <ul style="list-style-type: none"> • For each high school Accountability Cohort, MESA’s High School graduation rate will exceed the graduation rate of the local school district. • For each high school graduating class, the percentage of students receiving a Regents Diploma with Advanced Designation will exceed that of the local school district. • MESA will outperform its peer schools as defined by the DOE progress in the category of College Readiness Index. • MESA will outperform its peer schools as defined by the DOE progress in the category of College Enrollment Rate.
<p>Domain 7: At-risk populations will be successful.</p>	<p><u>Absolute Measures</u></p> <ul style="list-style-type: none"> • All SWD will satisfy greater than 90% of their annual IEP goals (academic and social/emotional) by the year’s end during annual IEP reviews. • 75% of SWD in each cohort will graduate from high school within four years. • 85% of SWD in each cohort will graduate from high school within four years. • 90% of ELLs will advance one level in each modality each year on the NYSESLAT Exams. • 75% of ELLs in each cohort will graduate from high school within four years. • 85% of ELLs in each cohort will graduate from high school within four years. <p><u>Comparative Measures</u></p> <ul style="list-style-type: none"> • For each Accountability Cohort the four-year graduation rate for SWD will exceed that of the local school district. • For each Accountability Cohort the four-year graduation rate for ELLs will exceed that of the local school district.

B. School Schedule and Calendar

MESA’s year-round calendar is modeled off of the highly successful E.L. Haynes Charter School in Washington, D.C.³¹ Research shows that high school students, and particularly at-risk students such as FRPL students, SWD, and ELLs, see a disproportionate loss of skills and knowledge during the summer when they typically do not engage in enrichment activities or academic pursuits. A recent study by the Wallace Foundation concluded that “summer learning loss disproportionately affects low-income students, particularly in reading,” and that “it is reasonable to assume that a structured program of summer instruction could help mitigate this loss.”³² MESA’s year-round calendar serves as a buffer against what the Regents termed the “long summer of forgetting.”³³

²⁹ <http://www.cuny.edu/academics/testing/cuny-assessment-tests/admissions-requirements.html>.

³⁰ http://schools.nyc.gov/NR/rdonlyres/9FAD9AC0-A881-4B46-A7D9-EEB12CE71EAD/0/201112FinalChangesYABC2012_05_07.pdf.

³¹ http://www.elhaynes.org/edocs/12-13_GeneralELHCalendar.pdf.

³² <http://www.wallacefoundation.org/knowledge-center/summer-and-extended-learning-time/summer-learning/Documents/Making-Summer-Count-How-Summer-Programs-Can-Boost-Childrens-Learning.pdf>.

³³ New York State Board of Regents. (1978). Learning, retention, and forgetting (Tech. Rep. No. 5). (ERIC Document Reproduction Service No. ED 172324).

School Calendar: MESA’s school calendar will provide 187 days of instruction, **seven more days than the DOE requires.** The year will be divided into three trimesters, and every trimester will culminate in a week of review and exams. Parent-Teacher Conferences will be held on or about the midpoint of each trimester. For a complete first-year calendar, see *Attachment 3(B)*. Before school opens, teachers will attend a twelve-day professional development program called Summer Institute. All 9th graders and newly admitted 10th graders will attend **Summer Vista**, which includes diagnostic testing, orientation, and targeted remedial instruction. Students will be released early on these days at 1:33PM, allowing teachers to use the afternoon to finalize planning and professional development.

Student and Teacher Schedules: Teachers will sign in by 8:45AM. On Mondays, Tuesdays, Thursdays and Fridays, MESA’s instructional day will run from 9:00AM – 4:30PM. Research shows that for teenagers, **a later start time can lead to improved attendance, less sleeping in class, and less student-reported depression.**³⁴ School will begin with a 27-minute Advisory each day except for Wednesday, followed by seven academic periods of 52 minutes each, including a 41-minute break for lunch. On Wednesdays, students will have seven academic periods of 35 minutes each, allowing for early release at 1:33PM. Teachers will stay until 5:15PM on these days for planning and professional development.

Additional Instructional Time. In the DOE, a Unit of Study, worth two credits, is earned when a student completes 180 minutes of study per week throughout the school year or equivalent.³⁵ MESA students will complete 243 minutes of instruction per week in their five daily classes, meaning MESA students will receive **35% more instruction per week in their core academic classes.**

Intersessions: In February, April and July, MESA will hold four-day long Intersessions. During these times, voluntary programming will be offered. Programming may incorporate academic remediation, enrichment, or job and internship opportunities. Teachers will staff one Intersession per year. Intersession classes will be intimate, creative, and fun, allowing for higher levels of student engagement and understanding. Students who are academically at-risk will be encouraged to attend Intersessions in order to remediate skills or content.

Planning and Professional Development: Teachers will have two periods per day of planning time; they will also have three hours on Wednesdays for PD and common planning following early release. Four PD days are built into the calendar, as are three grading days after exams. For more information on PD, see *III.E*.

Summer School: MESA will operate a Summer Regents Academy in the first week of August for students who are scheduled to take August Regents Exams. Instructors who are teaching at the Academy will be partially excused from Summer Institute. Courses will be three hours long, and will focus on preparing for the Regents Exam. Summer courses will not bear credit.

Instructional Grouping: MESA students will have individualized schedules (see *Attachment 3(A)*), Math, ELA, and 9th Grade Writing Seminar classes will be grouped into homogenous classes based on diagnostic exam scores from the Summer Institute, with some classes moving at different paces. Students who require intervention services (see *II.G.*) may be pulled out for small group instruction in ELA or Math, or assigned to afterschool tutoring (see below). Accelerated math students may be pulled out of their regular math class once or twice per week for advanced instruction.

Supplemental Instruction: Students with diagnostic test scores in Math that indicate a need for additional remediation will be assigned to **afterschool Math tutoring once per week**, from

³⁴ Wahistrom, K. (2002). Changing times: Findings from the first longitudinal study of later high school start times. *NASSP Bulletin*, 86(633), 3-21.

³⁵ <http://schools.nyc.gov/NR/rdonlyres/27BF8558-B895-407A-8F3F-78B1B69F030A/0/AcpolicyHighSchoolAcademicPolicyReferenceGuide.pdf>.

4:30PM – 5:30PM. They will work with one of the two STEM teachers in small groups of five. Afterschool tutoring will take place on Mondays, Tuesdays, and Thursdays. For details about supplemental instruction for ELLs and SWD, see *II.G.* MESA’s seven additional instructional days, Summer Vista, Intersessions and afterschool tutoring are all examples of ways that MESA will provide additional instruction for its students.

C. Curriculum and Instruction

MESA’s core instructional values are centered on **cognitive engagement and college readiness**. MESA believes that students should experience rigorous curriculum and instruction that provides appropriate levels of cognitive engagement for all ability levels. While all students should work towards **mastery of the same skills and standards**, curriculum and instruction must be differentiated to support each student with reaching their individual **zones of proximal development (ZPD)**, which is the distance between a student’s actual development level and the level of potential development through learning.³⁶

Ensuring Alignment with NYS and Common Core State Standards (CCSS): MESA’s curriculum and instructional model is aligned to the NYS Learning Standards (and the NYS Testing Program), inclusive of the CCSS. In accordance with the CCSS, MESA has set high learning standards and has selected curricula “to prepare students to master the skills and understandings required for college and career readiness.”³⁷ For subjects in which we feel the existing curriculum do not meet or exceed these standards, the Principal will work intensively with curriculum specialists during the pre-opening period in the 2012-13 school year to adapt and amend the curriculum through the lens of the CCSS.

Through Summer Institute PD, all staff will understand how the standards are aligned with the Common Core with rigorous content and application of knowledge through high-order skills. Teachers will utilize a scope and sequence for each subject to determine the content and progression of instruction. During Summer Institute, teachers will also map and align the curriculum to NYS standards and the CCSS. The scope and sequence will be a flexible document that will continue to be honed during the course of the school year through a collaborative process between teachers and the Principal and Instructional Coach. All refinements will be guided by the state standards as well as the Common Core Standards and will be reviewed by the Board Education Committee.

Direct Instruction Model: According to psychological and neurological research, students can progress to their ZPD, and consequently independent learning, only if they are first guided by a teacher or expert, which is the basis for MESA’s **Direct Instruction model**. A study by the U.S. Department of Education found that Direct Instruction, when compared to other progressive, non-Direct Instruction models, was most effective with “fostering basic reading and math skills, higher-order cognitive-conceptual skills, and even self-esteem.”³⁸ In a follow-up study in Brownsville, Brooklyn, Gersten and Keating found that not only were students who had been taught reading and math using Direct Instruction in elementary school a year ahead of other non-Direct Instruction students in the district by the time they reached 9th grade, they also had higher graduation rates, lower dropout rates, and higher rates of applying and being accepted into college. Contrary to the common misconception of Direct Instruction as a format where teachers lecture at students for the duration of a period, “Direct Instruction focuses on *cognitive learning*—concepts, rules, cognitive strategies, and problem solving.”³⁹

³⁶ Subban, Pearl. Differentiated Instruction: a Research Basis. *International Educational Journal*, 2006, 7(7), 935-947.

³⁷ <http://www.corestandards.org/the-standards/english-language-arts-standards/anchor-standards-6-12/college-and-career-readiness-anchor-standards-for-reading/>.

³⁸ Koziuff, M., LaNunziata, L., Cowardin, J., and Bessellu, F. Direct Instruction: Its contribution to High School Achievement. *The High School Journal*. Vol. 84, No. 2 (Dec., 2000 - Jan., 2001), pp. 54-71.

³⁹ *Ibid.*

MESA teachers will be trained during Summer Institute on how to thoroughly plan and implement the Direct Instruction lesson cycle. The SRG system inherently ensures that all curricula and instruction are standards-aligned and mapped backwards from summative assessments. Students **only receive achievement scores that reflect mastery of learning goals**, which makes it virtually impossible for a teacher to assign activities that do not meaningfully further student understanding of course content since there is no such place for entry in the gradebook. With SRG the creation of learning goals ensures that curriculum and instruction is **not activity-driven** and students understand what skills will need to be mastered by the conclusion of the lesson. During a typical lesson cycle, MESA teachers begin the lesson with clear, standards-aligned learning goals that are measurable and attainable. With the **gradual release of responsibility**, teachers explicitly model concepts and utilize differentiated instruction in concise segments to engage and challenge students in their ZPD, facilitate guided practice, provide carefully planned independent practice sessions to “strengthen fluency, retention, and independence,” and deliver and monitor feedback. Anchored by the SRG principles of ongoing formative assessments, checks for understanding inform mastery of learning goals and drive next steps in lesson planning, drawing from techniques outlined in Doug Lemov’s *Teach Like a Champion* and Robert Marzano’s *Classroom Instruction That Works: Research-based Strategies For Increasing Student Achievement*.

A majority of MESA’s incoming students will enter the school with severe deficits in foundational content knowledge. While a student-driven constructivist, inquiry-based instructional model may cause at-risk students to compound misconceptions and further conceptual misunderstandings, Direct Instruction teachers clearly articulate concepts so that students can feel successful during application and practice. MESA teachers **facilitate student constructivism** through higher order questioning techniques in Bloom’s Taxonomy. Students will think critically and build conceptual understanding by connecting previous knowledge to new material. Through *purposeful* collaborative partner and group work, habits of discussion are fostered across *all disciplines* in order to ensure mastery of the Common Core **College and Career Readiness** English Language Arts Anchor Standards.

In addition to its effectiveness with high school students, the Direct Instruction model is also proven by research to be significantly impactful with ELLs. All teachers will be trained to incorporate the Sheltered Instruction Observation Protocol (**SIOP**) Model and Specifically Designed Academic Instruction in English (**SDAIE**) strategies, which emphasize the importance of “explicit instruction of content material and academic vocabulary, teacher modeling, guided practice, practice and application, and independent practice.”⁴⁰ Just as UDL reduces obstacles and barriers to student learning by embedding supports and accommodations into planning, the SIOP Model and SDAIE strategies also stress the importance of providing students with opportunities through multiple modalities, such as through the use of visual aids, manipulatives, and cooperative learning, which will be integrated throughout all curricula at MESA.

Proposed Curriculum

English Language Arts: MESA will utilize McDougal Littell’s *Write Source* curriculum in ELA for grades 9-12. MESA will make informed decisions about how to modify the *Write Source* curriculum to best align with the NYSS. The CCSS-aligned program emphasizes explicit instruction that addresses conventions of grammar, usage, mechanics of academic language, and writing processes through the use of engaging text and interactive technology, which allows for teachers to gather formative SRG data from virtual assessments that correspond to concepts covered in the text and allow for individualized instruction. MESA will supplement the curriculum and focus on increasing text complexity, student exposure to expository and informational texts, and expanding students’ academic vocabulary—key components of the CCSS for literacy. Using Doug Lemov’s *Reading Taxonomy*, a thoroughly planned guided reading program that incorporates culturally relevant

⁴⁰ Echevarria, J., Vogt, M. and Short, D. *The SIOP Model for Teaching Mathematics to English Learners*. (2010). Boston, MA: Pearson.

literature and non-fiction texts of appropriate rigor will strengthen students' fluency and reading comprehension. Units of study will address a wide range of genres and culminate in end-of-unit assessments that emphasize deep understanding of how expert readers and writers interpret texts, make meaning, and express ideas clearly and effectively. Using SRG to assess students' abilities and guide instruction, teachers administer ongoing reading diagnostic assessments that identify each student's independent reading level and comprehension skills, as well as weekly writing diagnostics that assess student proficiency in narrative, expository, and informational compositions. Communal writing processes and collaborative discussions that push students to analyze and draw inferences from texts ensure that students master the college readiness **speaking and listening skills** of the CCSS while building awareness of social justice and self-advocacy.

Given the low proficiency rates in ELA for 8th graders in the district (see *I.D.*), MESA has built in multiple tiers of remedial supports to address the needs students of all abilities. All 9th graders are required to take 9th Grade Writing Seminar, where teachers will supplement the writing curriculum in the core ELA course and collect additional formative data on writing skills. Diagnostic data from Summer Vista will provide data on students' reading and writing skills (see *II.D.*). This data will inform homogeneous class formations in 9th Grade Writing Seminar to allow for **precise, tailored support**. The course will also incorporate Marzano's *Building Academic Vocabulary* to strengthen students' foundational vocabulary. ELL Specialists will push-in and pull-out to provide small group instruction and support across all content areas. Teachers will utilize data from SRG in order to adjust the curriculum to address global misconceptions and deliver targeted remedial supports to individual students. Beginning in year four, MESA will offer AP English Language and Composition to students that demonstrate skills and abilities to succeed in the course.

Mathematics: Part of MESA's mission is to instill a lifelong passion for mathematics in our students that is carried out beyond high school. MESA will achieve this mission with a rigorous core mathematics program that fosters the college readiness skills of forming conjectures and **drawing real-world connections** to content. Students will hone **problem-solving skills** independently, as well as through **collaboration and discussion** of mathematical concepts—skills stressed in the National Council of Teachers of Mathematics (NCTM) standards. In grades 9-12, students will study Integrated Algebra, Geometry, Algebra II/Trigonometry, and Pre-Calculus using the CCSS-aligned *University of Chicago School Mathematics Project (UCSMP)* curriculum. Teachers will adapt the curriculum to NYSS and deconstruct mathematical concepts to discrete learning goals measured through SRG, which builds investment in the mastery of mathematical concepts. MESA's curriculum will **spiral content to reinforce prior knowledge and ensure cumulative understanding of mathematical concepts**. Beginning in year four, MESA will offer AP Calculus to students that demonstrate skills and abilities to succeed in the course. Students will also have the opportunity to take Statistics, Combinatorics, and other math courses through CUNY's College Now program.

Summer Vista will provide diagnostic data to inform homogeneous class formations of students we anticipate will take the Integrated Algebra Regents in either June 2014 or in August 2014. These two "soft tracks" will have different pacing and scope and sequence to ensure all students are equipped with the foundational skills necessary to approach new material with success. Teachers will be able to design lessons that are cognitively engaging to students of similar ZPD. The SIOP and UDL strategies (see *I.B.* and *II.G.*) of incorporating multiple modalities of instruction will be implemented to demonstrate the dynamic nature of mathematics and to address the needs of abilities of all students.

Science: MESA has selected its science program based on the criteria of its compatibility with UDL, clarity of content, and an inquiry-based, exploratory approach that will foster investment in the scientific process and thinking. On the outset, MESA will base its curriculum on Holt McDougal Littell's *Living Environment*, *Earth Science*, *World of Chemistry*, and *Physics*, which are correlated to NYS and CCSS standards, although MESA's numerous, highly-qualified STEM staff, in collaboration with the Principal, will be deployed to strengthen the curriculum on a continual basis. In order to

maximize the rigor and quality of our science program, MESA will also adopt the principles of the **Next Generation Science Standards (NGSS)**, which have just been released and are being considered by 26 states, including NY, which focus on the essential question: *How are quantitative investigations, analyses, and simulations used to define problems, and develop and refine solutions?*⁴¹ Through a dynamic and interactive science program, students will sharpen college-ready critical thinking skills by evaluating and synthesizing hypotheses, data, and analyses. Students will also form, justify, and challenge conclusions through science and technical text. At MESA, Science is also a critical lever to **accelerating reading comprehension through non-fiction text**, an ELA Common Core standard many high school students, particularly ELLs, struggle with. MESA will offer AP Biology to 12th grade students that demonstrate skills and abilities to succeed in the course. Students will also have the opportunity to take Molecular Biology, Environmental Science, and other science courses through CUNY's College Now program.

STEM Block: STEM Block is a unique discovery- and project-based course that draws from the talent and depth of content knowledge within MESA's pool of STEM staff. Curriculum design for this course is driven by teacher and student interest. Students will **constructively form connections to and build learning** upon content in their core Math and Science courses by collaborating with partners and small groups going through the extended process of inquiry in response to a complex question, problem, or challenge. For example, *How do the laws of gravity affect a skateboarder's kick-flip?* in a course called the Physics of Sports in which students will perform physical experiments, or *How can we outsmart the stock market with linear regression and statistics?* in a course called Money Math in which students compete in a stock market game while analyzing trends. STEM Block will emphasize the engineering and technology components of STEM education that are often overlooked according to NGSS⁴².

Social Studies: Through the Glencoe Social Studies curriculum, students will study *World History* in grades 9 and 10, *US History* in grade 11, and *Government and Civics* and *Economics* in grade 12, students will learn to become **culturally aware self-advocates**. Students evaluate, reflect, and draw text-to-self connections with a robust library of primary and secondary resources. Beginning in ninth grade, MESA will build automaticity and culture around analysis of non-fiction text through **Document Based Question (DBQ)** essays that will actively engage students' interest in history and civics while providing initiative and remediative opportunities to boost writing skills. DBQs are critical components of the *Global History* and *US History and Government* Regents Exams that students will take in 10th and 11th grade. Since many of MESA's students will be either first- or second-generation Latino immigrants grappling with assimilation, MESA feels that it is critical to empower students by exceeding what most schools call Latino History Month. Throughout the year, MESA will celebrate Latino history and culture by weaving into the curriculum opportunities for students to evaluate, justify, and draw connections between historical and current events in Latin culture. In addition, Intersessions provide enrichment opportunities for students to delve deeper into the Social Studies curriculum through "hands-on" projects, like debates, skits, and videos.

Foreign Language: Beginning in Year 2, MESA will offer 10th-12th graders a Spanish curriculum aligned to the standards of the American Council on the Teaching of Foreign Languages (ACTFL). MESA has selected Houghton Mifflin Harcourt's *¡Avancemos!* curriculum for its blended focus on covering reading, writing, and conventions of the Spanish language while exploring culture and diversity of the Spanish-speaking world beyond the ethnic enclave of Bushwick. MESA will utilize diagnostic exams to strategically design classes for native speakers and students who have taken Spanish in middle school when applicable. While students typically take the Comprehensive Spanish Regents Exam at the conclusion of 3 levels of Spanish, students in these specially-designed will have

⁴¹ *Standards for Engineering, Technology, and the Application of Science.*
http://www.nextgenscience.org/sites/ngss/files/Standards%20for%20Engineering%20Technology%20and%20the%20Applications%20of%20Science%20May%20Draft%20FINAL_0.pdf

⁴²Ibid.

the opportunity to take the exam early. These students also will have the opportunity to take AP Spanish Literature and Culture, which covers skills in text analysis that will simultaneously increase student understanding of English literature as well.

College Bound: College Bound is a project-based course designed to **increase college awareness and readiness** from the first day of 9th grade. The College Bound curriculum was designed by co-founder Arthur Samuels, and is currently being implemented successfully at the Renaissance Charter High School for Innovation. 9th Grade College Bound will focus on college and career awareness. As students progress through high school, the College Bound curriculum will change to meet their needs. 10th Grade College Bound will focus heavily on writing, continuing the work of the 9th Grade Writing Seminar. Students will learn research skills, proper citation, and how to build an argument and support it using evidence. In 11th grade, College Bound will focus on PSAT and then SAT preparation, as well as how to begin building a college list and writing college essays. 12th grade College Bound will focus on the application process and financial aid.

Advisory: Four days per week, MESA students will begin the day in Advisory with free-writing a response to a critical lens quote. Students are provided ample opportunities to write and receive feedback from teachers and peers. Through a Community Circle format, students will also verbally share responses, which will consistently strengthen their CCSS college readiness speaking and listening skills. From our conversations with the DOE’s CCELL members (see *I.E.*), we learned that many schools have made great strides with improving literacy for ELLs but have neglected to build in enough opportunities for students to practice speaking and listening. These skills are important not just in terms of strengthening fluency of English, but also in boosting student confidence and self-esteem. Advisory provides a safe, non-invasive environment for students to practice speaking and listening in an intimate setting.

SRG and Interactive Technology: MESA will utilize Education Elements, which has garnered much success at KIPP and Alliance College-Ready Public Schools, or a comparable software platform. The program will supplement the ELA and mathematics instruction by providing formative assessment data that provides real-time feedback so that students can identify their own gaps in understanding. Students will take weekly quizzes that highlight incorrect test items, provide narrative and procedures to deepen student understanding within those standards, and are **immediately re-tested** with a different question within the standard to ensure mastery before the online quiz can be concluded. The Principal will work closely with the software developers in designing this blended learning approach to delivering instructional material to students by seamlessly integrating the existing *Write Source* and *UCSMP* curricula.

D. Assessment System

MESA teachers will use assessments in its many forms to revise pacing, differentiate lessons, remediate skills or content, group students, select students for interventions, assess professional growth and progress, and communicate with students, parents, and families. The Principal will use assessments to design, review, and revise curriculum, evaluate teachers and instructional methods, and make decisions about PD and assess its efficacy (see *III.D.* and *III.E.*). Assessment data will also be used to inform decisions about student promotion and determine school progress towards student achievement goals.

Formative Assessments:

Standards Referenced Grading (SRG): At MESA, mastery of standards drives all elements of instruction—planning, classroom instruction, assessment, and data analysis—but we firmly believe in Uncommon Schools’ Paul Bambrick-Santoyo’s mantra that “standards are meaningless until you define **how you will assess them.**”⁴³

⁴³ Bambrick-Santoyo, P. *Driven by Data*. Josey-Bass, San Francisco: 2010.

SRG, an assessment system currently being implemented at Uncommon Charter High School in Brooklyn, will ensure that MESA will build a rich **culture of data**. While many schools analyze summative benchmark data periodically, Bambrick-Santoyo likens the experience to reading in the papers results of a swim meet, rather than giving poolside feedback that really matters. MESA teachers continuously utilize high-quality, **standards-aligned formative assessments**, such as Do Nows, guided and independent practice, and Exit Tickets, and weekly quizzes. Using a powerful data tool, Global Scholar, teachers collect real-time data and are able to **shorten the turnaround time of the feedback loop** and **tailor instruction to student needs**, which extensive studies have shown are critical levers to dramatically increasing student achievement.⁴⁴ Students, meanwhile, build investment and self-advocacy by monitoring their own performance and growth within each standard and identify opportunities for improvement.

Common core and state standards are broken down into individual learning goals, and mastery of the learning goal itself is graded as a Level 3, or “B.” Mastery of a higher-level learning goal results in a grade of Level 4, or “A,” and mastery of a lower-level learning goal results in a Level 2, or “C.” Students who can reach Level 2 only with teacher help are graded as Level 1, or “D,” and a student who cannot reach Level 2 even when a teacher helps her is given a Level 0, or “F.” The teacher can also assign pluses and minuses to grades when students are able to master one Level, but cannot achieve the next Level without instructional assistance.⁴⁵

The following is an example of how the NYCCR Grade 9/10 Reading Standards for Literature, Standard 1: *Students cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.*⁴⁶

Learning Goal	Level	Letter Grade
Advanced learning goal: “Students can identify key themes such as rationalization and justification of criminality in <i>Bodega Dreams</i> without any prompting from the teacher, and can in turn find and cite key textual evidence to support their analysis.”	Level 4	A
Standard-referenced learning goal: “Students can cite textual evidence from <i>Bodega Dreams</i> to draw conclusions about the theme of rationalization and justification of criminal behavior, when the teacher identifies that theme.”	Level 3	B
Lower-level learning goal: “Students can find quotes from <i>Bodega Dreams</i> relating to the expression, “The ends justify the means.”	Level 2	C
Lowest-level learning goal: “Students can achieve Level 2 performance with teacher assistance.”	Level 1	D
No learning: “Even with teacher assistance, students cannot achieve Level 2 performance.”	Level 0	F

This way of assessing students allows teachers to quickly hone in on students’ levels of achievement and understanding. In addition, it provides a roadmap for assessment building that is far more effective than the mix-and-match methodology that most high school teachers use. Teachers can scale questions from Level 2 through Level 4, and when grading can see quickly the level at which students’ mastery wanes.

Through the suite of powerful tools provided by the student information system, Global Scholar, teachers can store curriculum maps, upload lesson plans correlated to standards, create assessments through a standards-based test item bank, and generate data analysis to inform key instructional

⁴⁴ Hattie, J. *The Power of Feedback*. Review of Educational Research, Mar 2007, vol. 77 no. 1, pp 81-112.

⁴⁵ Marzano, R. J. (2009). *Formative assessment & standards-based grading*. Marzano Research Laboratory.

⁴⁶ http://www.p12.nysed.gov/ciai/common_core_standards/pdfdocs/p12_common_core_learning_standards_ela.pdf.

decisions. Education Elements is another online platform we plan to employ to assess student mastery of learning goals and provide real-time data to teachers and students (see *II.C.*).

The SRG system aligns with MESA's mission of growth and self-advocacy in that students' report card grades reflect their most recent scores of mastery within each learning goal instead of the average of all scores, a method traditionally used in most schools. In this way, if a student struggles to grasp the content within a learning goal in the beginning of the year but perseveres to eventually demonstrate mastery of the content, only the higher score will be calculated in the report card. Students will not be penalized for conceptual misunderstandings prior to mastery. On the other hand, if a student previously scored a "3" on a learning goal and later scores a "1," only the lower score will be calculated in the student's report card, because true mastery of a concept means student retention of skills. Scores *across* learning goals will be averaged in the report card to provide a useful and accurate "snapshot" of student learning.⁴⁷ Students receive one grade at the end of the year for each course; for the reasons above, partial credits will not be granted.

Summative Assessments

Unit and Interim Assessments: MESA teachers will use summative assessments at the end of units of study in a variety of different forms, including written exams, group projects, oral and visual presentations, laboratory reports, among other performance tasks. Students will also take benchmark Interim Assessments at the end of each trimester and at the end of the academic year. These assessments will be aligned with both NYSS and CCSS and will allow the school leaders and teachers to identify and address gaps in student learning. This may result in, but is not limited to, afterschool tutoring and adjustments to and differentiation of instruction to best address identified gaps. Beginning in Year 2 and in each subsequent year, teachers will work in department teams during Summer Institute to facilitate discussions about vertical alignment of curriculum and assessment across grade levels using summative data.

NYS Regents Examinations: If a student has a Regents Exam that corresponds to a course, the Regents Exam will be taken in place of a MESA-created end of year exam. In order to ensure preparedness for the exams in both content knowledge and test-taking stamina, MESA will institute three days of mock Regents Exams in May and June.

Diagnostic Assessments: All incoming ninth graders (and tenth graders who fill open seats) will participate in Summer Vista, a one-week diagnostic program for ELA and math (see *I.B.*). MESA teachers will review all diagnostic assessment data at length during the Summer Institute in August. During these sessions, instructional staff will create a data profile for the incoming cohort in the aggregate as well as for individual students, identifying areas of strength and skills deficits as well as students who may be at-risk of academic failure. This information, along with the previous year's state test data and other available data, will also be used to make necessary adjustments to curricular frameworks, establish goals and create groups for academic interventions, and develop instructional targets and supports for the coming year.

Norm-Referenced National Assessments: At the conclusion of each year, *TerraNova* assessments will measure higher-order thinking skills as well as basic and applied skills in ELA and math. These assessments generate norm-referenced achievement scores, criterion-referenced objective mastery scores, and performance-level information that can be used to assess the school's academic program. We will use this suite of exams to measure growth (see *II.A.*).

College Readiness Assessments: MESA will also collect baseline data of college readiness skills of incoming 9th grade students through a multi-faceted performance assessment that will include interviews, written responses, and problem solving. The assessment will be administered in conference sessions in tandem with the math and ELA diagnostics. The assessment will gather data

⁴⁷ Marzano, R. (2010). *Formative Assessment & Standards-Based Grading*. Bloomington: Marzano Research Library.

on communication skills, study habits, perseverance, attitude towards school, and learning styles. This similar assessment will be administered at the conclusion of students' senior year in order to measure growth in the college readiness domains.

Beginning in 11th grade, MESA students who demonstrate mastery of prerequisite skills will be offered AP courses. At the conclusion of each AP course, students will have the opportunity to demonstrate their mastery over the course's subject matter and potentially earn college course credits in the process. In addition, MESA 11th and 12th grade students will have the opportunity to take college-level courses through CUNY's CollegeNow program.

E. Performance, Promotion, and Graduation Standards

MESA students will be held to promotion standards in areas of credit accumulation and distribution requirements. These standards will be **more rigorous than the standards set by the DOE**. MESA students will be held to the same high school graduation requirements as all other high school students in New York State. SWD will be held to the same promotion standards as other MESA students, and will be held to the same standards for Regents and Local Diplomas as other students in New York State.⁴⁸

Promotion standards: MESA believes that a school should hold high expectations for students with multiple supports and opportunities for them to meet these expectations. These supports will come in the form of a rigorous program of instruction accompanied throughout by focused monitoring and clear and timely feedback. Students who are at risk academically will receive constant attention and intervention, including frequent communication with their families (see *II.G.* and *III.I.*). In alignment with MESA's mission, SRG empowers students to take ownership over their own academic performance and track their growth in real-time.

For students to build investment in their education during the school year, they must understand that passing classes is crucial; a failing grade is not something that can be "made up" in a brief credit-recovery program.⁴⁹ In keeping with MESA's mission of college readiness, students will receive one grade per class at the end of the year that determines whether they have passed the class and earned credit for it (see *II.D.*) MESA's school day (*II.B.*) allows students to earn 2.5 credits per year in "major" courses (any class that meets every day), 2 credits per year in STEM Block, and 1.5 credits per year in classes that meet three times per week, such as College Bound, Physical Education, Art or Dance. For purposes of distribution requirements, MESA will designate ahead of time which subject area(s) each class covers. STEM Block, College Bound and 9th Grade Writing Seminar will be considered elective classes.

Grade promoted from	NYC DOE Standards ⁵⁰	MESA Standards
9	<ul style="list-style-type: none"> 8 credits required No distribution requirements 	<ul style="list-style-type: none"> 11 credits required Must have at least 2.5 credits each in English, Math, Science, and Social Studies; must have at least one additional credit.
10	<ul style="list-style-type: none"> 20 credits required Must have at least 4 credits each in ELA/ESL and Social Studies 	<ul style="list-style-type: none"> 22 accumulated credits required Must have at least four⁵¹ credits each in English, Math, Science, and Social Studies; must have at least six additional credits.

⁴⁸ <http://schools.nyc.gov/NR/rdonlyres/531C5296-BC35-43E0-BD29-2D7E29BAB2C7/0/AcpolicySWD.pdf>.

⁴⁹ The DOE has recently constrained the use of credit recovery, after a recent audit found that the practice was being abused: <http://gothamschools.org/2012/02/23/city-alters-regents-grading-credit-recovery-policies-after-audit/>.

⁵⁰ <http://schools.nyc.gov/NR/rdonlyres/27BF8558-B895-407A-8F3F-78B1B69F030A/0/AcpolicyHighSchoolAcademicPolicyReferenceGuide.pdf>.

Grade promoted from	NYC DOE Standards	MESA Standards
11	<ul style="list-style-type: none"> 30 credits required No distribution requirements 	<ul style="list-style-type: none"> 33 accumulated credits required Must have at least 6 credits in English and Social Studies; must have at least 5 credits in Math and Science; must have at least eleven additional credits.
12 (graduation)	<ul style="list-style-type: none"> 44 accumulated credits in required subject areas (see graduation requirements). 	<ul style="list-style-type: none"> 44 accumulated credits in required subject areas (see graduation requirements).

Graduation Requirements: MESA Students will be held to the same graduation requirements as all other New York State high school students. Graduation standards are based on credit accumulation in various subjects as well as Regents Examinations passed.

Subject	Number of Credits Required
English	8 credits
Social Studies	8 credits (four credits of Global Studies, two credits of U.S. History, one credit of Participation in Government, one credit of Economics)
Math	6 credits
Science	6 credits (at least two in Life Science and two in Physical Science)
Foreign Language	2 credits
Physical Education	4 credits
Health	1 credit
The Arts	2 credits
Other Electives	7 credits
Total	44 credits

Additionally, students must pass Regents exams with a score of 65 or higher in the following subjects: Global History and Geography, United States History and Government, English, Mathematics, and Science. SWD may qualify for a Local Diploma with a score of between 55-64 on one or more required Regents Exam.⁵²

F. School Culture and Climate

Discipline policy: MESA believes that students learn best in an environment of safety and structure, and in fact desire such an environment. Students thrive when there are clear, consistent, high behavior expectations and when they receive immediate feedback. In order to help students develop habits of college readiness, MESA will provide constant positive reinforcement for good effort, work, citizenship and behavior. MESA's full Discipline Policy can be found in *Attachment 4*. MESA students will be provided with a copy of the Discipline Policy in their admissions packet, and will review it with staff during enrollment. MESA's discipline policy applies to students with disabilities to the extent with which they are in accordance with federal laws and regulations regarding the education and placement of students with disabilities. In cases where the above policies conflict with applicable laws, the provisions of the law will take precedence.

MESA will hire a full-time Director of School Culture (DSC) who will be in charge of administering the Discipline Policy and overseeing all positive reinforcement initiatives. In drafting its disciplinary policy, MESA has taken into account that creating a positive school culture in a stand-alone high school presents unique challenges. Students may have faced a variety of different behavior

⁵¹ In most cases, MESA students will earn five credits in these subjects by the end of 10th grade. However, MESA has set the credit minimum at four to accommodate students who transfer into MESA from other high schools, or who have earned high school credit in 8th grade.

⁵² <http://www.p12.nysed.gov/specialed/publications/localdiplomaoptions-may2011.htm>.

expectations in elementary and middle schools. MESA teachers will create an environment that is instructionally engaging and normalizes high behavioral expectations from the first day, minimizing disruption. MESA will also create an atmosphere where working hard and demonstrating effort brings recognition and positive reinforcement. MESA will do this in the following ways:

- Students will receive a **weekly E-Score** based on their effort in each class. Students will be given a grade of 0 (no effort) through 5 (maximum effort) on habits such as preparedness, punctuality, behavior, attendance, and effort put into work. These E-scores do not directly impact the student's academic grade, but will be part of a school-wide rewards system. Students will sufficiently **high E-Scores will qualify for privileges**, including recognition at awards assemblies, hallway "shout-outs," and other public acknowledgement. Students who maintain high E-Score averages will qualify for trips at the end of the trimester or year.
- Teachers will make a **minimum of two positive parent contacts per week**. These may be phone calls, emails, text messages or notes home. The teacher who makes the most positive contacts at the end of each month will receive a small gift from the school.
- MESA's STEM Block classes serve not only to provide a kinesthetic means of teaching concepts to students, but also to help students unlock the joy in STEM through the process of inquiry, collaboration, and discovery. MESA will build this sense of joy through a variety of means, such as **providing lab coats for students to wear during STEM Block classes**, hosting "**STEM Nights**," where students display their projects to parents and community guests, or providing students and families with math-based games that they can play together.
- MESA's daily Advisory will foster **positive relationships between teachers and students**. Equally important to Advisory curriculum, which will focus on ethics and character building (see *II.C.*), is the opportunity to build trust within the school community. Advisories will serve as a home base for all students, and the Advisor will be the child's advocate and supporter. Advisors will communicate at least once per month with the parents of each Advisee. Once every few weeks, Advisors will eat lunch with their Advisees. Additionally, Advisors will also be given an annual budget of \$500 to take their Advisory on a small group excursion to build camaraderie.
- MESA will enforce a **dress code** (see *Attachment 4*), distinct from a uniform. MESA's dress policy mirrors that of most professional workplaces, and is the same for students and staff. MESA students will learn to wear professional attire but will still be able to express their personality through their choice of fashion. Fridays at MESA will be **Casual Fridays**, in which the dress code will be slightly (though not completely) relaxed.

Dignity for All Students Act: MESA is committed to the requirements of the Dignity for All Students Act (DASA). The DASA is intended to give students in public schools an educational environment free from discrimination and harassment, particularly from harassment based on a student's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex. The DASA will prohibit activities that create a hostile environment at school and school-sponsored events. MESA will follow the recommendations of the Dignity Act Local Policy and Implementation Task Force. All staff will receive training on the DASA during Summer Institute. MESA's Social Worker will be the designated contact for handling violations of the DASA, especially bullying. MESA will ensure that the Social Worker receives appropriate training to recognize and respond effectively to harassment and bullying and implement strategies to prevent it.

Evaluation of Environment: MESA will evaluate its stakeholders' perception of the school climate formally on an annual basis through the DOE Learning Environment surveys distributed to parents and school staff, as well as through micro-polling of parents throughout the year (see *III.I.*). MESA's leadership will evaluate the results of this survey and adjust policy as needed. The DSC will keep a record of all student disciplinary incidents. MESA will comply with Violent and Disruptive Incident Reporting re data collection requirements, and disciplinary data reported to NYSED will become a part of MESA's Annual Report Card.

MESA strives to hold high behavioral expectations without producing extremely high suspension or expulsion rates. Every month, the Board will receive a report on disciplinary infractions that resulted in suspension or expulsion. Should MESA's suspension or expulsion rate substantially exceed the average for high schools in CSD 32 (9.2% in 2010-2011),⁵³ the Board will work with the ED and Principal to assess the reasons for the increased rate and determine what actions, if any, need to be implemented to reduce the rate.

G. Special Student Populations and Related Services

MESA is committed to recruiting, enrolling and retaining SWD, ELLs, and FRPL students comparable to populations in CSD 32. MESA will offer several classes for all students that create a responsive environment. **STEM Block** will provide instructional support for students who have a kinesthetic learning style, allowing them to explore concepts of mathematics and science in a different way. Research shows that project-based instruction can be particularly beneficial to ELLs and other students who may not yet have mastered the technical language of science and mathematics.⁵⁴ Requiring all students including SWD and ELLs to take **College Bound** for all four years creates high academic expectations for students who may not have encountered them in previous schools. Four years of College Bound also serves advanced or gifted students by allowing them to get a head start on the college application process and familiarizing them with the requirements for acceptance into a selective college, mitigating the likelihood that these students will become complacent. Finally, having every MESA freshman take **9th Grade Writing Seminar** will support both the majority of incoming MESA students who read and write below grade level, and stronger students who will have a dedicated space in which to hone their writing abilities.

Students With Disabilities: Consistent with applicable law, MESA will work with Local Education Agency (LEA) school districts to ensure that all SWD who qualify under the IDEA will receive a free appropriate public education (FAPE); are appropriately evaluated; are provided with an IEP; and have access to appropriate procedures and mechanisms, along with their parents, to resolve any disputes or disagreements related to the school's or school district's provision of FAPE.

Participation in General Education Classroom: Research overwhelmingly demonstrates the benefits for all students of inclusive education.⁵⁵ MESA will provide special education students with a FAPE by educating them in the least restrictive environment appropriate for their needs. To the maximum extent appropriate, SWD will be educated in regular classrooms. Special classes, separate schooling, or other removal of SWD from the regular educational environment, as appropriate, will occur only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. Parents of SWD will be informed of how their children are progressing on annual IEP goals and in the general curriculum at least as frequently as parents of all MESA students. SWD also, as appropriate, will have equal opportunity to participate in and receive credit for nonacademic and extracurricular programs, services, and activities with students in the regular education program. SWD will receive the same notices concerning school-sponsored programs, activities, and services as other students.

Testing Accommodations: In keeping with applicable law, MESA will work in conjunction with the local CSE to determine how children with disabilities will participate in assessments, what accommodations will be used, and how individual students will be assessed if it is determined that they are unable to participate in the regular assessment program. MESA will provide all testing accommodations and assessment requirements mandated by a student's IEP. Additionally, MESA

⁵³ Based on suspension rates for the five district 9-12 high schools discussed in *I.D.*

<https://reportcards.nysed.gov/schools.php?district=800000043653&year=2011>.

⁵⁴ Cuevas, P., Lee, O., Hart, J., & Deaktor, R. (2005). Improving science inquiry with elementary students of diverse backgrounds. *Journal of Research in Science Teaching*, 42(3), 337-357.

⁵⁵ http://schools.nyc.gov/NR/rdonlyres/0B3B6CCB-1B14-4228-8771-9400045B7E94/0/NCIE_Research_on_Inclusiive_Education.pdf.

will conduct necessary diagnostic testing and evaluation to secure appropriate testing accommodations for standardized tests such as the PSAT, the SAT or the ACT.

Process and Procedures for Specialized Instruction Consistent with IEP: In addition to core content teachers, MESA will hire sufficient special education teachers to provide the instruction required by students' IEPs. Special education staff and service providers will give support to classroom teachers, work in the general education classrooms with special education students individually and in small groups, and provide resource room or self-contained services as needed. Special education staff will ensure that teachers are knowledgeable about the needs of SWD, are informed about their responsibilities for particular students, and receive the support they may require to implement each student's IEP. All teachers of SWD will be provided access to a copy of the student's IEP and corresponding information. In addition, teachers will be informed of confidentiality guidelines governing appropriate storage and sharing of all student IEPs. MESA will ensure that the special education programs and services will be provided directly to the student during school hours. MESA intends to provide the following services that may be required by a student's IEP: Resource Room, Special Education Teacher Support Services (SETSS), Collaborative Team Teaching (CTT), or Self-Contained instruction.

While MESA believes in the benefits of inclusive education, the founding team is also aware of the unique challenges of providing inclusive education to 9th graders who may have spent their entire academic careers in a self-contained setting. For these students, MESA will collaborate with parents and the CSE to implement a **transitional inclusion** plan. This model of "Flexible Programming" aligns with the DOE's Special Education Reform.⁵⁶ In cases where the CSE deems it appropriate, students who were in 12:1 settings in middle school will start the year with a schedule that provides a combination of Special Education Services. CTT classes will be held in the morning and smaller classes such as Resource Room or Self-Contained Instruction will take place after lunch, when students' concentration and stamina starts to wane, and more individualized attention is required. Over the course of the school year, MESA will evaluate each student's progress. Working with the CSE, MESA will seek to transition the student to a less restrictive model. In the event a student's disability proves so severe as to preclude transition to an inclusive environment, MESA will work with the family and the CSE to find other ways meet the mandates of the IEP.

MESA will have full-time counselors for those students whose IEP mandates counseling. MESA will outsource related services such as speech language pathology and audiologist services; psychological services; physical and occupational therapy; recreation, including therapeutic recreation; early rehabilitation counseling; orientation and mobility services; and diagnostic and/or evaluative medical services. Special education students will receive their adapted curriculum work and specialized therapies (such as speech-language or occupational therapy) in a setting that is in accordance with their IEPs. If MESA is unable to provide services in accordance with the student's IEP, it will rely on the school district of the student's residence to provide services.

Staffing: MESA will hire appropriately certified special education staff, and may contract with certified or licensed individuals and/or organizations to provide services, under the supervision of the Principal. MESA will employ one full-time SPED Instructor in its first two years (who will also perform the duties of SPED Coordinator), and will hire a SPED Coordinator in Year 3. These employees will be paid using state and federal SPED funding. The district will pay for services it provides.

Special education staff will be responsible for managing IEP record-keeping, ensuring compliance with all IEP requirements and regulations, managing the review and referral process, ensuring provision of services as mandated on student IEPs, progress monitoring, and submitting annually all required reports in compliance with 34 CFR §300.750. The Principal and ED will also help to

⁵⁶ <http://www.uft.org/files/attachments/flexible-programming-guide.pdf>.

oversee this process. MESA’s staffing plan for special education is based on enrollment targets provided by New York State. Should MESA enroll significantly more SWD than are expected, MESA will adjust its staffing plans accordingly, potentially hiring additional certified SPED Instructors and/or Coordinators.

MESA will provide class coverage (see *III.C.*) to allow primary classroom teachers to attend CSE meetings as necessary. As required by the IDEA, the student’s regular education teacher will be involved in the development and implementation of a student’s IEP, provided the student is, or may be, participating in the regular education environment. MESA will ensure that the teacher is knowledgeable about the student’s needs and helps implement any modifications or accommodations as determined by the local CSE. Special education students and their parents will be involved with the development of decisions regarding the IEP when appropriate.

PD: Supplementary to school-wide PD at MESA, teachers will receive ongoing consultation and instructional support from the SPED Instructor, Coordinator, Principal, Board members, or other experts on relevant special education topics and interventions. The purpose of this is to inform teachers of current laws governing special education, ensure compliance with all relevant special education requirements, and increase the range of implemented supports in the classroom to maximize access to the general education curriculum for SWD. Appropriate school personnel will attend training and technical assistance seminars regarding the education and servicing of special education students, including those sponsored by the State Education Department.

IEP Record Keeping: MESA will abide by the applicable provisions of IDEA and the Family Educational Rights Privacy Act in order to ensure that data regarding SWD is retained and kept confidential, including having procedures for maintaining files in a secure and locked location with limited access (if electronic copies are kept, the files will be password-protected). MESA will provide all teachers who teach SWD with access to that student’s IEP, and will provide teachers with sufficient time to review IEPs, but will ensure that privacy controls are strictly enforced.

Compliance with Applicable Laws, Rules and Regulations: Special education programs and services at MESA will be provided in accordance with applicable federal law and regulations (including the IDEA, Section 504 of the Rehabilitation Act of 1973 (Section 504), and Title II of the Americans with Disabilities Act of 1990 (ADA)).

MESA will keep accurate and up-to-date information about its special education students. In accordance with 34 CFR §300.750, the School will submit an annual report to the State Education Department detailing the number of SWD it serves, the nature of each student’s disability, and each student’s educational placement and setting. Regarding reports that are the responsibility of the district of residence, the school will make any necessary data available to the district in a timely fashion. MESA also will comply with 8 NYCRR §119.3, as amended, which details requirements for the “Charter School Report Card” and includes information relating to SWD. In compliance with 34 CFR §300.750, the school will submit annually the following reports by the dates noted:

Table Required	Date Submitted
PD-1C – Count of SWD	December 1
PD-4C – Students in School-Based Program and Separate Settings	February 1
PD-5C – Students Exiting Special Education	February 1
PD-6 – Special Education Personnel	Mid-July
PD-8 – SWD Suspended for Disciplinary Reasons	Mid-July

English Language Learners: MESA shall serve all ELLs by providing supportive instruction so that they achieve proficiency in English and thrive educationally. MESA shall comply with all applicable laws, rules and regulations including Title VI of the federal Civil Rights Act of 1964 (as

amended) and the Federal Equal Educational Opportunities Act of 1974. MESA ensures that ELL students will not be excluded from curricular and extracurricular activities based on an inability to speak and understand the language of instruction. Parents whose English proficiency is limited will receive notices and information from the school in their native language to encourage participation.

Identification, Assessment and Support of ELLs: If English is the only language spoken in the home as indicated on the Home Language Survey, the screening process need not continue. If the home language is one other than English or the student's native language is one other than English, then appropriate school staff will interview the student and the parent/guardian in English, or when necessary in their native language. If the student speaks a language other than English or speaks little or no English, then MESA will administer the Language Assessment Battery-Revised (LAB-R). A student who scores below the designated proficiency level is eligible for ELL services. In the case of new entrants to the New York State public school system, assessment will be performed prior to the school year, if possible, but no later than December 1 of the school year of entry, or within 15 days of transfer of a pupil into a New York State public school should the entry take place after December 1 of the school year.

After placement into ELL services, student achievement or progress in the English language is measured annually with the NYS English as a Second Language Achievement Test (NYSESLAT). The scores on the NYSESLAT indicate the proficiency level the student has achieved each year, and whether or not the student's level of English proficiency is high enough to exit ELL services.

The Principal will provide overall coordination of the ELL program. He or she may use additional instruments (such as performance in school, records from the student's middle school, and performance on standardized tests) to determine whether to provisionally classify the student as an ELL student. In addition to identifying students during the pre-enrollment period, teachers will also be responsible for observing all students in order to detect limited English proficiency. Any student suspected of having limited English proficiency will be tested to determine if and what level of services are necessary.

MESA will take all precautions that ELLs will not be misplaced or tracked inappropriately in other classes (including those programs or classes designed to serve SWD). The best precaution against inappropriate referrals is a strong program of instructional interventions prior to initiating the formal referral process (see "Response to Intervention," below). The normal process of language acquisition and cultural adjustment must not be confused with learning or cognitive processing disabilities. When a referral is made, therefore, a native language evaluation will be conducted to eliminate the possibility that the perceived need is related to the primary language or cultural background of the student.

Conversely, students who have a genuine special education need that is not attributable to normal language acquisition or cultural adjustment will not be denied special education services. A thorough evaluation with multiple criteria in both English and in the child's native language will assist in making reasonable, informed decisions regarding the true need for placement in special education. In creating IEPs for ELLs, attention will be given to three primary issues affecting student success: the identified disability, the acquisition of English skills, and the cultural background of the child.

Instructional Support: To help ELL students achieve the same high standards as the rest of the students at MESA, the school will use a modified English-immersion program, with supplemental support when needed. While all ELL students will participate in the school's regular classes, some may need extra support. MESA's ELL Specialist may push in during English Language Arts, 9th Grade Writing Seminar, College Bound or other classes, or who may, on occasion, pull students out for Sheltered English Immersion strategies. MESA will provide all needed staff and appropriate curricular materials to enable ELL students to achieve proficiency in English. These will be of the same quality as those materials and facilities available to English proficient students. The school will

adapt their materials to meet the specific needs of ELL students as necessary and efforts will be made to give ELL students access to native language resources (e.g., native language libraries), or to provide parents with materials in their native language. Since many of MESA's students will be either first- or second-generation Latino immigrants grappling with assimilation, MESA will highlight and celebrate Latino history and culture throughout its curriculum (see *II.C.*).

Other components of MESA's design will provide instructional support for ELLs. Advisory will allow ELLs to practice reading, writing, listening and speaking each day in a low-pressure, supportive environment. ELLs will also benefit from attending Intersession programming (see *II.B.*), where classroom environments are intimate and supportive, while still retaining structure and rigor.

Setting: Except for Sheltered English Instruction as deemed appropriate by the Principal and the ELL Specialist, all ELL students will participate in the same classrooms and access the same curriculum as all other students. ELL students will not be excluded from any curricular or extra-curricular activities due to language barriers.

Qualifications of those Providing the Services: MESA will hire a full-time, certified ELL Specialist in Year 1, and will hire an additional ELL Specialist in Year 3. MESA will include training on instruction of ELLs as a standard part of the annual PD plan. The program will enhance staff appreciation for the ELLs' native language and culture; provide information on the techniques, methods, and strategies appropriate for instructional and support services for ELLs; and introduce techniques to improve communication with parents of ELLs. PD will also address the needs of ELLs by emphasizing differentiation and ongoing assessment of work.

Students At-Risk of Academic Failure: The best guard against academic failure is strong instruction, individualized to meet the needs of the students. MESA will provide this instruction in the following ways:

Universal Design for Learning (UDL): As discussed in *II.C.*, MESA teachers will employ UDL strategies in unit and lesson planning. The multiple means of engagement, presentation, and assessment embedded in UDL makes content more accessible for students across the academic spectrum including at-risk students.

Additional Math Tutoring: During the Summer Vista program, MESA will use diagnostic testing to identify which students require additional math support, and provide it afterschool. See *II.B.*

Response to Intervention (RTI): Students, who, despite the school-wide strategies described above, are struggling to achieve learning standards in ELA or mathematics, and do not have a current IEP are eligible to receive Academic Intervention Services (AIS). AIS may be provided indirectly, (consulting with teachers to provide supports and interventions in the classroom), or directly (providing intensive, small group instruction in a separate location).

RTI is the practice of providing high quality instruction with multiple tiers of support and intervention to ensure the academic success of all MESA students, and to identify students potentially at risk of academic difficulty. Early intervention will take place prior to a student's referral and is part of the process by which a struggling learner is differentiated from a student with a disability. In order to deliver the best possible service, regardless of whether the student is ultimately in need of a referral, MESA will institute the following RTI. The plan outlined below is based on a three-tier model, which identifies and supports struggling students and SWD.

- *Tier 1:* If, through performance on assessments and standards-referenced learning goals, a child is identified as possibly at-risk, teachers will develop a "Tier 1 Student Profile." This will contain a narrative of the student's strengths and weaknesses, a summary of interventions attempted in the classroom, samples of student work, a summary of existing assessment data, a student

observation checklist, and any other relevant data. This Profile will be reviewed by a multi-disciplinary Student Support Team (SST), which may include the Principal, one or more teachers, the Social Worker, a Parent, or other appropriate personnel. The SST will give classroom teachers a range of instructional supports, strategies and programs to be implemented in the classroom. The SST will monitor the student's progress after the Tier-I interventions are instituted.

- *Tier 2:* If Tier 1 interventions are unsuccessful, the student will receive AIS. The SST will generate current assessment data to further identify target problem areas, identify groups of students—if applicable—with similar needs and create smaller, individualized instruction. Students may receive extra tutoring in math from a STEM Block teacher, or additional literacy instruction from the ELL Specialist or Literacy Specialist. AIS might also include counseling or support from the Social Worker through a behavior plan or other intervention. This additional attention will allow students to review skills necessary for understanding of new material, proceed at a slower pace to ensure mastery, and avoid distractions that can lead to off-task behavior. With more individualized instruction, students can build habits of success that create a positive feedback loop.
- *Tier 3:* If it is determined that a student requires special education services to participate fully in the general education curriculum, then MESA staff will work with the parent(s) to review procedural safeguards and their respective legal rights to ensure the provision of a free and appropriate public education, and will inform the CSE of the school district of residence of the student. Parents are informed of steps in the Special Education process, i.e., referral, evaluation, determining eligibility, creating an IEP and participating in annual reviews.

Following implementation of the full RTI plan, MESA will use the following procedures to initiate referral for a student suspected of having a disability to the Chairperson of the CSE:

School Initiated Referrals: Informed by assessment and classroom data, the teacher and SPED Coordinator will confer with the Principal and complete a written request for an initial evaluation to the Chairperson of the CSE. The purpose of this request is to: A) Clearly outline difficulties the student is having in the classroom; B) Describe Tier 1 and 2 interventions and supports provided to the student; and C) Describe the extent of parental involvement prior to the referral request. Upon approval from the Principal, the request will be forwarded to the CSE.

Parent Initiated Referrals: MESA will provide support and guidance to parents who wish to independently initiate a referral of their child to CSE. Parents will be given a copy of procedural safeguards and sample letter that outlines necessary information to be contained in a request for referral and initial evaluation. If requested by the parent, MESA will write a request on their behalf and obtain the parent signature.

Obligations and Assurances for Referrals: MESA assures that it will comply with its obligations under the Child Find requirements of IDEA including 34 CFR § 300.125, and will provide appropriate notification to parents in connection therewith, including notifying them prior to providing a child's name to a CSE for potential evaluation. MESA also assures that it will not convene its own CSE, make evaluations of children suspected of being disabled, create IEPs, reevaluate or revise existing IEPs or conduct due process hearings. MESA understands that these responsibilities are left solely to the CSE of the student's district of residence.

Advanced or Gifted Students: Students may be deemed advanced or gifted based on their performance on State Exams or by consistently mastering standards at an advanced level in class. As discussed above, MESA's use of UDL provides opportunities for advanced students to have accelerated learning, taking on more complex topics or preparing more advanced demonstrations of learning. Additionally, students who are advanced in mathematics may receive periodic pull-out or small-group instruction with one of MESA's STEM Block teachers at an accelerated pace, although they will still receive instruction on standards covered in core math classes. By Year 3 of operation,

MESA 11th graders who are eligible will be able to take college-level classes at CUNY through the CollegeNow program.⁵⁷ MESA will also offer AP courses in select subjects (see *II.C.*).

Ancillary Support Services: As discussed above, MESA will employ a full-time Social Worker who will provide counseling services to students who have mandated counseling as part of their IEPs. However, this Social Worker will also be able to provide at-risk counseling to students who are referred by staff, or who self-refer. MESA’s staffing plan calls for a School Counselor in Year 2, and an additional counselor by Year 4. Additionally, MESA plans to hire separate college counselors to meet students’ academic needs and guide them through the college application process, ensuring that school counselors will be able to focus on the social-emotional needs that come with adolescence. Finally, MESA will use its connections through the Bushwick CPP (see *I.E.*) to refer students and families to outside service providers where appropriate.

Evaluation of Programs for All Special Populations: MESA’s Achievement Goals specifically include the success of at-risk populations (*I.A.*). MESA will engage in a consistent process for the evaluation of its programs and services for all students, including those programs and services specifically for its special populations. MESA’s SRG system allows the school to pinpoint student performance towards each learning goal, disaggregate the data for specific subgroups, and make adjustments and revisit goals accordingly. For SWD and ELLs, MESA will use this information to determine student progress against not only IEP goals or level of English language acquisition but against MESA’s overall accountability goals. The SPED Coordinator will provide a report to the Principal at the end of each trimester on the progress of SWD.

Similarly, the ELL Specialist(s) will provide a report to the Principal at the end of each trimester on the progress of ELLs. MESA will also evaluate the progress of ELLs through data from the NYSESLAT; from teacher observations; from student performance on exams, standardized tests, and on standards-referenced learning goals; and from observations of ELL participation in school events, parent-teacher conferences, and other aspects of the school community. If sufficient success is not demonstrated in these areas, and if ELL students are not shedding their ELL status, MESA will make modifications to the ELL program as needed.

PART III: ORGANIZATIONAL AND FISCAL PLAN

A. Applicants(s)/Founding Group Capacity

Name	Current Employment	Relevant Experience/Qualifications and Role on Founding Group	Proposed Role in Management of School (if any)
Hilary Allen	Associate Director, Math for America	Founding teacher at Achievement First, East New York; expertise in teacher training and development, as well as charter school start-up. Has contributed extensively to development of mission statement and strategies for staff recruitment and retention.	Trustee
Tracie Benjamin-Van Lierop	Director of Instruction for Special Education, Newark Public School System	Former Special Education Senior Instructional Facilitator, New York City DOE; Adjunct Professor of Education at The City College of New York; expertise in teacher training, curriculum development, and special education. Has contributed to the design of MESA’s special education program and served as MESA’s liaison	Trustee

⁵⁷ <http://collegenow.cuny.edu/eligibility-requirements/>.

		to several officials in the DOE in general and CSD 32 in particular.	
Pagee Cheung	Newly appointed Dean of Instruction, Brooklyn Ascend Charter School	Former Director of Operations at Brooklyn Ascend and Math Teacher at Harlem Village Academy, as well as Consultant for the Jim Ford Group. Expertise in charter school operations, curriculum and instruction, STEM education and teacher development. Co-Lead Applicant and co-author of proposal.	Principal
Rebecca Daverin	Director of Reporting and Compliance, Explore Charter Schools Network;	Expertise in charter school operations, reporting, start up and compliance. Has contributed extensively to the design of the mission statement, charter goals, school calendar, and strategies for serving at-risk populations.	Trustee
Jon Davidson	Senior Manager Internal Audit Operations Department, Morgan Stanley	Expertise in budgeting, finance, and financial planning. Has contributed extensively to budget, staffing, and financial plan.	Trustee
Rajeev Nath	Director in Global Finance and Procurement, ANN Inc.	Former Management Consultant at Accenture; expertise in finance, strategic planning, personnel. Has contributed extensively to development of mission statement, budget, financial management and strategies for recruitment and retention of staff.	Trustee
Paul T. O'Neill	Partner at Cohen, Schneider & O'Neill LLP; Founder & President, Tugboat Education Services	Former General Counsel at SUNY Charter Schools Institute; Board Chair of Manhattan Charter School I and II; Adj. Professor at Teachers College, Columbia University; expertise in charter school start-up, design, and law. Has contributed extensively to overall school design, Board recruitment and application strategy, including development of mission statement, special education plan, and discipline policy.	Founding Trustee
Ralia Polechronis	Associate, Paul, Weiss, Rifkind, Wharton & Garrison, LLP	Member of NYC Bar <i>Education and the Law</i> Committee; knowledge of education law and expertise in charter school litigation. Has contributed extensively to mission statement, admissions policy, school culture design, and discipline policy.	Trustee
Arthur Samuels	Founding College Bound Coordinator, Renaissance Charter High School for Innovation	Former Founding Director of College Guidance and Academic Culture at Williamsburg Charter High School; expertise in charter school teaching, student programming and scheduling, college readiness for low-income students, project management and partnership development. Co-Lead Applicant and co-author of proposal.	ED
Bill Short	Director of Arthur O. Eve Higher Education Opportunity Program (HEOP), St. Lawrence University	Former President of statewide HEOP Professional Association; expertise in partnership building and college readiness. Has contributed extensively to development of mission statement and college readiness plan.	Trustee

Applicant/Founding Group Origin: Samuels and Cheung were both students in O’Neill’s Charter School Design Course at Teachers College, Columbia University in 2009. Early in 2012, Samuels approached O’Neill about starting a charter high school, and O’Neill reconnected him with Cheung, who had the same interest. Together, they recruited a well-rounded, highly qualified founding team comprised of experts in their fields, most of whom they had worked with in the past. Based on a review of several possible districts, they identified CSD 32 as a district that had the population that the school was designed to serve, as well as the need for an academically rigorous public high school option.

Applicant Group Qualification

Lead Applicant Qualifications: Samuels and Cheung are uniquely qualified to open, operate and lead a high performing charter high school. Samuels holds a J.D. from Harvard Law School and an M.A. in Education Leadership Studies from Columbia University. He founded the College Guidance program at Williamsburg Charter High School, as well as the College Bound Program at The Renaissance Charter High School for Innovation. He has a track record of successful program design, partnership building and project management. Cheung holds an M.A. in Secondary Math Education from Columbia University. As a teacher at Baruch College Campus High School and Harlem Village Academy High School, she had a 100% pass rate on the Integrated Algebra Regents Exam for every year she taught. She has also served as the Director of Operations, and now as the Dean of Instruction, at Brooklyn Ascend, which scored in the top ten of all charter schools on the 2011-2012 NYS assessments. She has operational and instructional leadership experience as well. Their experience in a variety of instructional and leadership positions within charter schools will allow Samuels and Cheung to communicate knowledgeably across their job responsibilities, and work as a team in the leadership of MESA. For full résumés, see *Attachment 8(B)*.

Founding team qualifications: In addition to the qualifications described above, the founding team has nearly four decades combined experience working in charter schools. O’Neill, a recognized national expert on charter school law and design with twelve years of experience as a charter Board chair and authorizer, helped guide the team through the application and design process. Four of the team members—Samuels, Cheung, Allen, and Daverin—have worked in charter schools or networks that include Harlem Village Academy, Brooklyn Ascend, the Williamsburg Charter High School, the Renaissance Charter High School for Innovation, Achievement First: East New York, and the Explore Network. Other team members are experts in areas of special education, college access and readiness, finance, and law. See *Attachment 5(A)*.

Proposal Development: Samuels and Cheung were the primary authors of the proposal, meeting several times per week and communicating multiple times, daily, by phone and email. They met with each member of the founding team frequently throughout the drafting process, and communicated with each team member at least weekly via phone or email. Founding team members accompanied Cheung and Samuels to public meetings, conducted outreach on behalf of the school, and shared research and expertise that informed the school design. Each founding member reviewed the Letter of Intent and mission statement, suggesting changes and improvements as necessary. Founding team members reviewed sections of the application relevant to their expertise and provided feedback. The full founding team met as needed before the application was submitted, and will continue to convene throughout the remainder of the application phase.

B. Board of Trustees and Governance
Proposed Board of Trustees

Name	Voting (Y/N)	Position on the Board*	Relevant Experience/Skills and Role on Founding Group	Length of Initial Term
Hilary Allen	Y	Trustee	Expertise in teacher training and development, as well as charter school start-up.	2 years (renewable)
Tracie Benjamin-Van Lierop	Y	Trustee	Expertise in teacher training, curriculum development, and Special Education.	2 years (renewable)
Rebecca Daverin	Y	Trustee	Expertise in charter school operations, start up, reporting, and compliance.	2 years (renewable)
Jon Davidson	Y	Trustee	Expertise in budgeting, finance, and financial planning.	2 years (renewable)
Rajeev Nath	Y	Trustee	Expertise in finance, strategic planning, personnel.	2 years (renewable)
Paul T. O'Neill	N	Founding Trustee	Expertise in charter school start-up, design, and law	Through start up phase
Ralia Polechronis	Y	Trustee	Knowledge of education law and expertise in charter school litigation.	2 years (renewable)
Bill Short	Y	Trustee	Expertise in partnership building and college and career readiness.	2 years (renewable)

*Trustee positions will be determined at the first meeting of the full Board when it is formally constituted.

Advisory Board: In addition to the above-mentioned Board of Trustees, the following individuals have agreed to serve on MESA's Advisory Board. While they will not formally serve as Trustees, they will provide MESA's leadership and Board with ongoing advice and support.

Advisory Board Member Name	Current Position	Expertise
Richard Berlin	Executive Director, Harlem RBI and Board Chair, DREAM Charter School	Non-profit management, charter school start-up, charter administration.
Stacey Gauthier	Co-Principal, Renaissance Charter School	Charter school administration and operations.
Raul Rubio	Partnership Coordinator, Bushwick Community Partnership	Member, CB 4 and expert in resources within the Bushwick community.
Ellis Scope, Ph.D.	Retired principal, J.M. Rapport School for Career Development (NYC District 75 high school); Professor at Bank Street College Graduate School of Education	High school administration, Special Education.

Following the pre-opening period, Paul T. O'Neill will serve on the Advisory Board and on select committees of the MESA Board.

Per the MESA by-laws in *Attachment 5(B)*, the Board will be composed of a minimum of five and a maximum of fifteen members. The By-Laws provide more detail regarding the information requested by the Regents on the Method of Appointment or Election of Trustees (Article III,

Section 3.8), the Procedure for Conducting Board Meetings (Article III, Section 3.9-3.14), and the Procedure for Providing Public Notice of Monthly Meetings to be held at the Charter School (Article III, Section 3.10)

Administrative Relationship between Trustees and the Board of Regents: MESA understands the charter agreement is between MESA's Board of Trustees and the Board of Regents. All decisions will be guided by the approved charter agreement. The Trustees must seek approval prior to making a decision contrary to any provision in the charter. MESA expects to receive in each year of the charter term, and at periodic intervals in subsequent charter terms, inspection visits conducted by NYSED staff and external consultants if contracted. MESA will submit to the Board of Regents an annual report detailing the academic and fiscal performance of MESA. This includes but is not limited to: (1) information related to student academic performance; (2) a description of MESA's progress in achieving its Accountability Plan Goals; (3) a certified financial statement and MESA's most recent independent audit report; and (4) a demonstration of MESA's success in meeting enrollment targets of special populations. MESA's Board and leadership will ensure that all reports and data required by the authorizer will be delivered accurately and in a timely manner.

Roles and Responsibilities of the Board and Its Officers: The Board of Trustees is the school's oversight and policy-making body. The Board may delegate certain responsibilities and duties to the school's ED, Principal, or other staff directly related to the school's daily operation, under the following conditions: (a) that the school staff will operate with oversight from the Board; and (b) that the Board is ultimately responsible and accountable for the actions of any person to whom responsibility has been delegated, and for any and all obligations, programs and policies of the school. A complete discussion of the organizational structure of the school is provided in *III.C*.

Board responsibilities include setting the budget, determining annual priorities, formulating major policy, overseeing MESA's compliance with relevant laws and regulations, and raising funds to support MESA's growth. Specifically, among the Board's responsibilities are:

- Ensuring that MESA implements its programs in a manner consistent with the mission, goals, terms and conditions of its charter, including all applicable state and federal laws and regulations.
- Operating at all times in compliance with MESA's Code of Ethics and overseeing the implementation of all policies governing the operation of the school.
- Overseeing implementation of the educational program to ensure the charter school operates in an educationally sound manner including approving and ensuring that MESA progresses toward and fulfills its goals and objectives set forth in the charter and Accountability Plan.
- Hiring the ED evaluating his or her performance annually.
- Overseeing the evaluation of the staff by the ED or his or her designee.
- Approving MESA's annual budget, review regular financial updates, and ensure that the school operates in a fiscally sound manner, including adequate internal financial controls.
- Providing support to the school with additional fundraising, marketing and other services.
- Advocating on behalf of the school by establishing partnerships with institutions of higher learning, government organizations, community-based organizations and corporate entities.
- Hearing and making determinations regarding complaints submitted to the Board in a timely manner pursuant to MESA's complaints process (see *Attachment 5(B)*).

The Board will use data to help improve the quality of its decision-making. Student assessment and achievement data will be collected, managed and stored in a secure data warehouse that provides online access to data and presents it in comprehensive and understandable reports. The Board will require MESA's management to prepare reports and/or make Board presentations on a regular basis regarding a variety of data, including ongoing assessment results, state test results, attendance/disciplinary information and relevant personnel-related data.

The Officer positions on the Board are Chair, Vice Chair, Secretary, and Treasurer (see By-Laws for

full position descriptions). Much of the Board's will be conducted in Committee. Initially, the Board will have four standing committees, each consisting of at least three members, except for the Executive Committee, which shall have at least five members. Per the By-Laws, the Board may establish ad hoc committees as needed, i.e. Facilities Committee. The standing committees are:

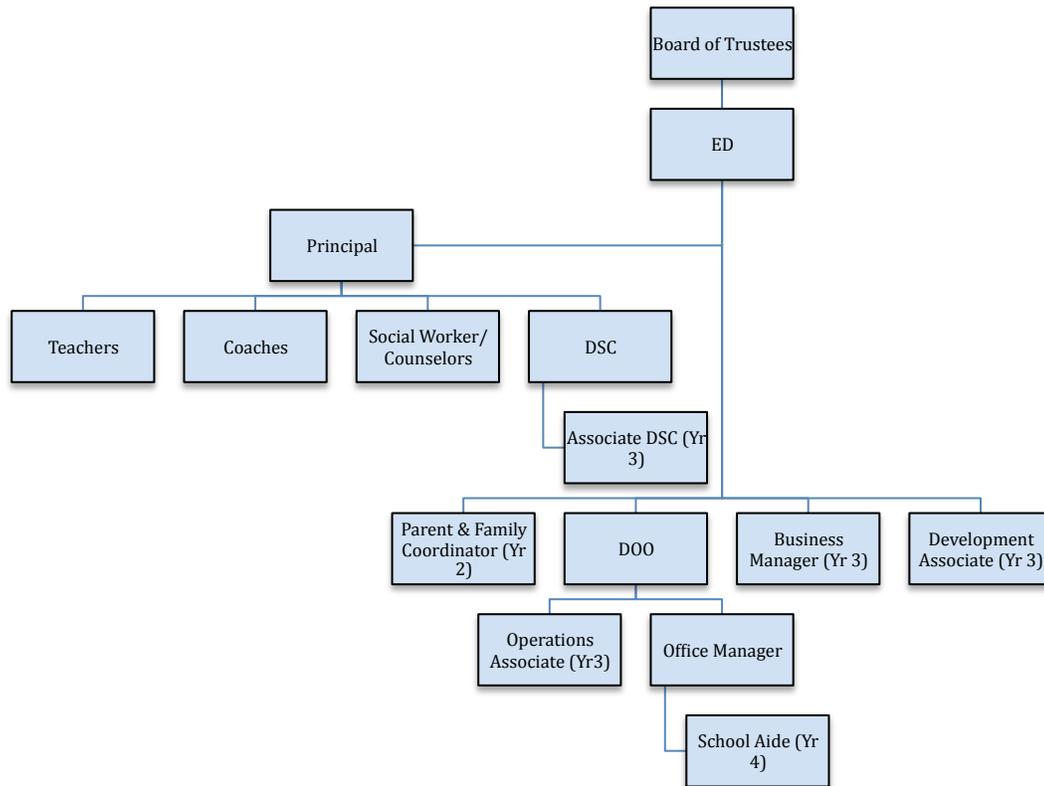
- **The Executive Committee**, chaired by the Board Chair, will facilitate effective decision-making by the board. Comprised of a subset of board members—i.e. the Chair and officers—the Executive Committee is responsible for: a) planning board meeting agendas; b) making decisions on behalf of the full board; and c) serving as a communication link with other board members.
- **The Finance Committee**, chaired by the Treasurer, coordinates the board's financial oversight responsibilities. The Finance Committee is responsible for developing annual budgets in conjunction with the short- and long-term plans of MESA. The budget is then reviewed periodically by the Finance Committee to be updated with current information. After the budget is developed, it must be presented to the Board of Trustees for review and vote. Additional responsibilities include oversight of the school's auditing, facilities and financial management initiatives. The Finance committee is chaired by the Treasurer with involvement of the ED and contracted accountant.
- **The Education Committee** works to ensure the school is meeting its accountability goals related to student achievement, helps ensure the academic quality and credibility of the school as an academic institution and supports the ED in the maintenance, promotion and improvement of the academic standards set forth in the charter. The primary responsibilities of the Education Committee include: a) advising the board on the core values and activities of scholarship that define the School's core activities of teaching and learning; b) recommending to the board the adoption of academic policies consistent with the School's vision, mission and strategic plan; c) adopting procedures of board-approved academic policies; d) protecting and enhancing the quality of the School's academic programs at all levels; e) advising the board on the academic aspects of the overall strategic direction of the School; and f) working in conjunction with the ED to monitor and advance the quality of all academic activities.
- **The Compliance Committee** oversees all academic, fiscal, and programmatic audits of the school. It ensures that MESA is prepared for all audits, and that the school is in ongoing compliance with all applicable laws and regulations, as well as directives from MESA's authorizer. It supports the ED, the Principal, and the DOO in ensuring MESA's compliance as described above. The Compliance Committee investigates any complaints made against the school and takes appropriate action.

Parent and Staff Involvement in School Governance: A seat on the Board will be reserved for a parent once MESA is in operation. Additionally, **MESA will facilitate the development of a Family-School Association (FSA)**. At Board meetings there will be a regular item on the agenda for the FSA to report on their work or any school issues. Parents may also participate as members of standing and ad hoc Committees. MESA will encourage at least one teacher volunteer to attend every Board meeting. A regular agenda item at each meeting will be reserved for teacher feedback. The ED and the Board will promote staff involvement in school improvement initiatives.

Board Recruitment, Selection and Development: The Board is cognizant of the need to continually recruit new members. The Board will create a Board Development Committee to engage in prospecting, contacting, recruiting, orienting, supporting, training, and evaluating Board members. The Board Development Committee will ensure that the Board constitution reflects and strengthens its relationship with the community served by the school.

Use of Student Assessment Data to Drive Key Decisions Aimed at Recruitment, Retention, Evaluation and Support of Staff and Leadership: MESA will comply with the reporting requirements of the Teacher-Student Data Linkage (TSDL) For further information on how student data will drive key decisions related to staff and leadership, see *III.D.*

C. Management and Staffing



Description of Organizational Structure: MESA believes that the best way to support instructional excellence is to define clear staff responsibilities and reporting structures, empowering each individual to fulfill his or her duties. With only one exception (the Instructional Coach/College Bound Teacher), MESA has avoided split roles and job descriptions so that each staff member has a clear understanding of his or her responsibilities.

The **ED** reports to the Board and is responsible for the overall management of the school. The ED is the public face of the school, and is responsible for managing all relationships with the community, parents, the authorizer, and for all operations, fundraising and development. The ED manages the Principal, but generally defers to the Principal's opinion in all decisions related to curriculum and instruction. The ED manages the DOO and in Years 1 and 2, the Contracted Accountant (see *III.J.*); in Year, 2, the ED will manage the Parent and Family Coordinator (PFC), and in Year 3, the Development Associate (DA) and Business Manager (BM). The ED will hire and fire all staff, subject to consultation with the Principal, and will strongly consider the Principal's recommendation in the hiring and firing of instructional and program staff.

The **Principal** reports to the ED and is the instructional leader of the school. The Principal supervises and evaluates all instructional and program staff including teachers, counselors, Instructional Coaches, and the DSC. The Principal ensures that the educational program is meeting the goals of the charter by coordinating the educational programs, professional development, curriculum design, and staff accountability. The Principal also supervises the ELL and Special Education staff to ensure that SWD and ELLs are receiving mandated services.

Instructional Coaches specifically and intentionally *do not* have a supervisory role. They will provide coaching and instructional support to teachers. The presence of a dedicated staff member who is in a non-evaluative role will allow teachers to feel more comfortable exchanging feedback

about their own growth areas⁵⁸. In Year 1, the Instructional Coach will also teach College Bound, but will have a reduced teaching schedule to allow him or her to observe teachers, review lesson plans, and hold pre- and post-observation conferences. In Year 2, there will be a full-time Instructional Coach. In Years 3 and beyond, MESA will employ one full-time Senior Instructional Coach, and another faculty member will have a role split between College Bound and coaching (see staffing chart).

The **DOO** is responsible for ensuring the effective management of the non-instructional functions of the school. The DOO manages admissions, facilities, student records, food services, the generation of required reports, and other operational and compliance responsibilities. In Year 3, an Operations Associate (OA) will be hired to assist the DOO. The DOO will supervise and evaluate non-instructional, non-program staff, including the OA (Year 3), and the Office Manager (OM). The OM will manage the School Aide in Year 4.

Staffing Plan: The following table provides the staffing plan over the first charter term. Job descriptions and qualifications for all staff positions can be found in *Attachment 8(A)*.

Grades Served	Number FTE in Position				
	Year 1 Grade 9	Year 2: Grades 9-10	Year 3: Grades 9-11	Year 4: Grades 9- 12	Year 5: Grades 9-12
Enrollment	125	250	362	463	463
Executive Director	1	1	1	1	1
Principal	1	1	1	1	1
Senior Instructional Coach	0	0	1	1	1
Instructional Coach	0.4	1	0.4	0.4	0.4
Director of Operations	1	1	1	1	1
Operations Associate	0	0	1	1	1
Development Associate	0	0	1	1	1
Director of School Culture	1	1	1	1	1
Associate Director of School Culture	0	0	1	1	1
Business Manager	0	0	1	1	1
Office Manager	1	1	1	1	1
School Aide	0	0	0	1	1
Parent & Family Coordinator	0	1	1	1	1
ELA Teachers	1	2	3	4	4
Math Teachers	1	2	3	4	4
Social Studies Teachers	1	2	3	4	4
Science Teachers	1	2	3	4	4
College Bound Teachers	0.6	1	1.6	1.6	1.6
9 th grade Writing Seminar Teachers	1	1	1	1	1
Spanish Teachers	0	1	2	3	3
STEM Block Teachers	2	3	5	6	6
Literacy Specialist	0	0	1	1	1
ELL Specialist	1	1	2	2	2
SPED Instructor	1	1	1	1	1
SPED Coordinator	0	0	1	1	1
Social Workers/School Counselors/College Counselors	1	2	3	5	5

⁵⁸ Bambrick-Santoyo, P. (2012). *Leverage Leadership: A Practical Guide to Building Excellent Schools*. San Francisco: Jossey-Bass.

Number FTE in Position (<i>cont.</i>)					
Grades Served	Year 1 Grade 9	Year 2: Grades 9-10	Year 3: Grades 9-11	Year 4: Grades 9- 12	Year 5: Grades 9-12
Alumni Counselor	0	0	0	0	1
Specialty teachers (PE/Art/Dance/Health)	.6	1.6	3	3	3
Total Number of FTE	16 (plus part-time specialty teacher)	26 (plus part- time specialty teacher)	44	53	54

MESA's staffing structure over five years is aligned with the educational and operational model that is delineated in this charter application. The above staffing chart includes the necessary administrative and instructional staff contemplated in the operational and academic program for general education students, SWD, FRPL students and ELLs. It takes into consideration the needs of MESA's projected student enrollment and growth plan and the fiscal impact thereof. Staffing for these populations is based on projected enrollments supplied by guidance from New York State Enrollment Targets calculator. Each staff member is accounted for in the budget (see *Attachment 9*).

MESA's staffing plan is aligned with the school's mission and contemplates the educational preparedness that most incoming 9th graders will have. MESA has identified literacy, mathematical skill, and college awareness as three areas of need (see *I.D.*) To address literacy needs, the staffing plan allows for a 9th Grade Writing Seminar teacher, an ELL Specialist and a Literacy Specialist (Year 3), to provide pull-out 1:1 or small group instruction. This staffing model allows MESA to operate its STEM Block and College Bound program across grade levels, while also providing additional math support to struggling students.

STEM Block: Generally, MESA's STEM Block classes will be staffed by Math for America (MfA) fellows and alumni (see below). MfA, which is highly selective of the group of math and science teachers it accepts, provides a plethora of resources, support, and PD that cultivates passion for pedagogy in these subject areas. STEM Block teachers are content experts that will have a reduced teaching load, as they will require more prep time to create curricula for project-based STEM Block classes. STEM Block teachers will also provide push-in and afterschool support for students who struggle academically in math or science, and pull-out enrichment for advanced students. See *Attachment 3(A)* for a sample STEM Block teacher schedule.

College Readiness: MESA will employ College Bound Instructors for all four grades of high school. The 11th and 12th grade College Bound classes will be taught by College Counselors, who will guide students through the application process. Additionally, research demonstrates that "the transition to college can be particularly difficult for at-risk populations...low-income, first-generation students [are] nearly four times as likely to leave higher education after the first year than students who have neither of these risk factors."⁵⁹ **To mitigate this risk, MESA will employ an Alumni Counselor** who will prepare students for the transition to college and then will visit and support them through college, including the difficult initial transition.

Hiring and Personnel Policies: For more information on MESA's hiring and personnel policies see *Attachment 8A*.

⁵⁹ <http://faculty.soe.syr.edu/vtinto/Files/Moving%20Beyond%20Access.pdf>.

Substitutes: In all years, MESA has enough full-time staff that it will not need to contract with a substitute teacher agency. Teachers or administrators will provide coverage if a teacher is absent or needs to attend external PD or IEP conferences (see *II.G.*).

School Leadership: MESA's school leaders will be the ED and the Principal, both of whom have been identified and are the co-authors of this proposal. See *Attachment 8(B)*.

Recruitment of effective teachers: MESA will establish a diverse applicant pool by recruiting through a variety of means. MESA will place listings in newspapers and with online career sites (such as *idealist.org*), reach out to alumni and career services offices of graduate programs, network with professional associations and attend hiring and teacher recruitment fairs. We will also utilize the personal networks of MESA staff and Board members. **MESA is particularly well-situated to recruit MfA fellows and alumni**, as Board Member Allen is an Associate Director at MfA and Co-Lead Applicant Cheung is an MfA alumna. MESA will promote diversity in its applicant pool by advertising positions in targeted media, such as ethnic or non-English newspapers, networking with local community organizations that serve culturally diverse populations, and participating in minority recruitment events. **MESA will also recruit graduates of the HEOP program who have gone into education**, as Board Member Short is the former president of the HEOP professional's association. MESA will comply with all federal, state and local laws and requirements regarding the hiring of staff, and will not discriminate in hiring, employment, contracting or retention for reasons of race, sex, age, religion, disability, sexual orientation or other reasons prohibited by local, state or federal law. MESA will recruit teachers who are excited to work in a high-performing urban high school where a premium is put on instruction. To ensure that MESA's instructional staff remains highly qualified, MESA will contract with the New York City Charter School Center for Teacher Certification Services.

MESA's year-round calendar also serves as an attraction for teachers. While there is a shorter summer break, teachers have more time off during the school year, including several dedicated days to professional development, planning, or grading exams. This demonstrates to teachers that their time is valued, and illustrates MESA's commitment to excellent instruction. MESA will ask teachers to volunteer to teach one Intersession week per year (for which they will receive a \$1,000 stipend), but these classes will be intimate, based off of shared teacher and student interest, and attended by students who choose to participate. The school calendar is modeled after that of E.L. Haynes Charter School in Washington, D.C, where teachers reported to us that one of the main sources of staff satisfaction was the calendar.

Retention of effective teachers: MESA is committed to retaining successful teachers and keeping them in the classroom where their instructional talents can be maximized. MESA has built several mechanisms for retention of high-quality teachers into its school design. Some of these mechanisms are echoed by the findings of the TeachPlus Working Group on Public Charter Schools, a group of 22 teachers from across the country who work together to research the issue of teacher retention.⁶⁰

Pathways for Career Advancement: MESA is committed to developing leadership from within while still **finding ways to keep strong teachers in the classroom**. MESA will require minimal administrative responsibilities from teachers, but it will also provide for additional leadership opportunities for those teachers who have a track record of instructional excellence as determined by student assessment data. MESA will encourage experienced, proven teachers to serve as department heads, grade leaders, members of the hiring committee, coaches, or curriculum developers. Teachers who take on these roles will receive an extra stipend of \$5,000, and may have their teaching load reduced by one or two classes. They will be motivated to remain in the classroom, but will also have the opportunity to grow, lead, and advance professionally.

⁶⁰ http://www.teachplus.org/uploads/Documents/1340224253_WhyAreMyTeachersLeaving062012.pdf.

Respect for Teacher Time and Planning: MESA's school day and calendar **respect and protect teacher planning and professional time**. Teachers have two periods per day of planning time, as well three hours per week of professional development and co-planning on Wednesdays, when students are released early. The calendar includes a twelve day Summer Institute for staff orientation and planning period before school starts, plus another five half-days once incoming students begin the Summer Vista program on August 19. The calendar also includes four dedicated professional days during the year when students will not be in the building, and an additional three grading days, one after exams at the end each trimester.

Minimal Extra Duties: MESA believes that the vast majority of teacher time should be used for planning, instruction, assessment, and feedback. **Teachers will not be required to perform administrative tasks**; specifically, they will not be asked to serve on any committees, commit to afterschool clubs, or perform other tasks such as hallway supervision, lunch duty or detention monitoring. Administrative staff will perform these tasks.

Coaching: MESA believes that teachers who are coached by a peer or more experienced teacher who does not have an evaluative role are more open feedback. **MESA's staffing plan allows for instructional coaching for every teacher from an Instructional Coach**. The Principal may assign these staff members to work with individual teachers, departments, or small groups, but their only role is to improve planning, instruction, and assessment. Additionally, teachers with a track record of instructional success may serve as mentors or coaches to developing teachers (see above).

Culture of Mutual Feedback: MESA intends to provide mechanisms for teachers to provide feedback to administration. Teachers will be invited to every Board meeting, and a portion of the Board's agenda will be set aside for a report from the teacher(s) attending. MESA also intends to conduct regular anonymous surveys among its teachers, in order to identify areas of satisfaction and areas where teachers would like to see change or improvement.

Fair Compensation: MESA's average starting teacher salary is \$62,000. This **is nearly 10% higher than the DOE salary for a sixth year teacher with a Master's Degree**.⁶¹ MESA anticipates that this starting salary will allow it to be a competitive candidate for the services of experienced, educated teachers who wish to teach in New York City. MESA will offer a standard 3% raise each year for all teachers. Additionally, MESA will match up to 3% of an employee's contribution to their retirement plan for employees who have been with MESA for more than one year. Lastly, MESA will provide \$1,000 stipends for teaching during Intersession.

Travel Fellowships: Modeled off of successful practices employed by MfA and the Young Women's Leadership Network, MESA will also offer three **competitive travel fellowships of \$4,000 each** to teachers, with the number of fellowships rising to four in Year 2, five in Year 3, and six after Year 4. These Fellowships are only open to teachers, counselors, and junior level staff. Staff will submit an application explaining what the stipend will be used for, which will be reviewed by the Board of Trustees. Fellowships may be used to pay for plane tickets, hotel accommodations, admissions to attractions or other travel costs. MESA will require the use of these travel fellowships for professional growth purposes, such as a Global Studies teacher traveling abroad, or a teacher choosing to attend a language immersion program to improve foreign language skills.

Use of Student Assessment Data to Drive Key Decisions Aimed at Recruitment, Retention, Evaluation and Support of Staff and Leadership: MESA will comply with the reporting requirements of the Teacher-Student Data Linkage (TSDL) For further information on how student data will drive key decisions related to staff and leadership, see *III.D*.

⁶¹ <http://schools.nyc.gov/NR/rdonlyres/72DE1FF1-EDFC-40D7-9D61-831014B39D1E/0/TeacherSalarySchedule20083.pdf>.

D. Evaluation

Programmatic Audit: MESA will submit to NYSED an Annual Report by August 1 each year, which will include the state-mandated School Report Card. The Annual Report will include a Progress Report, which evaluates the school's progress in meeting its approved Accountability Plan goals. MESA expects to undergo programmatic audits related to any federal entitlement grants and competitive public grants it receives, including but not limited to Consolidated Title Funds and CSP grant funds.

Evaluation of the Academic Program: The following data will be collected daily: attendance, student assessment data, student discipline data, and student enrollment data. MESA will utilize Global Scholar to house data. Global Scholar provide users with the capability to view, analyze and report on an ongoing, real time basis information regarding the mastery of learning goals of individual students, class sections, and the school as a whole in order to tailor instruction to student needs. SRG incorporates an ongoing process of progress monitoring that occurs throughout the academic year to ensure that MESA is on target to meet its achievement goals (see *II.A.*). Student-level formative and summative data will be used to inform instruction; section-wide SRG assessment data will be used to evaluate the effectiveness of the curriculum and instruction; aggregate and disaggregated school-wide student assessment data will guide programmatic and resource allocation decisions. MESA will collect formative feedback on the curriculum through conversations and PD with teachers. MESA will also gauge the level of school-wide rigor through feedback from external stakeholders, such as the authorizer, educators from successful district and charter schools, and consultants. The Board Education Committee will regularly monitor the school's academic progress and advise changes as necessary. MESA's Board and staff will interpret and analyze summative data on the academic program at the conclusion of each trimester, which will drive key adjustments to curriculum and instruction.

Evaluation of the Assessment System: SRG will be evaluated for: 1) its consistency in implementation and 2) its impact on student achievement compared with control schools that use traditional grading systems (see *II.D.*). Research demonstrates that if SRG is implemented to its fullest integrity, it should require that teachers spend **only a marginal amount of additional prep and grading time at the beginning of the year, with time ultimately saved overall.**⁶² The Principal will evaluate the degree of consistency in which MESA teachers utilize SRG by monitoring activity on Global Scholar and analyzing student data using the tool. Teachers identified as needing additional support with implementing SRG will be provided coaching sessions held by the Principal or Instructional Coach, coupled with action plans that detail clear steps that must be taken in order to expeditiously implement SRG. Comparisons of student performance on Regents exams and TerraNova assessments with other high-performing schools using traditional forms of grading will be a summative indicator of the effectiveness of SRG. In the event that student assessment data demonstrates that SRG is ineffective with closing the achievement gap, the Board will determine corrective actions necessary, which may include, but is not limited to, structural changes to the grading system.

Beginning in Year 1, the Principal and ED will analyze the correlation between MESA's internal end of year and interim benchmark assessments and its students' criterion-referenced Regents exam scores. For instances in which there is not a significant statistical correlation, an in-depth item analysis will be utilized to modify or remove assessment items within the internal assessments in order to ensure that students receive authentic test preparation.

Evaluation of Teaching: While the actual evaluation process tools will be developed during the start-up period, MESA subscribes to a general framework of teacher evaluation, *The Art and Science of*

⁶² Marzano, R. (2010). *Formative Assessment & Standards-Based Grading*. Bloomington: Marzano Research Library.

*Teaching*⁶³ (the Framework) and *Effective Supervision: Supporting the Art and Science of Teaching*.⁶⁴ MESA will adopt the Framework for teacher evaluation at the school. The Framework is aligned to MESA's mission and is an approved rubric for teacher evaluation designed by Robert Marzano, the leading expert on SRG. Through MESA's instructional coaching model (see III.E.), teachers receive frequent, consistent, non-evaluative feedback through weekly informal observations from the Instructional Coach, Senior Instructional Coach beginning in Year 3, and the Principal. This formative data will be used to guide improvement of teachers' instructional and planning practices leading up to **three formal evaluations by the Principal** each school year, at the conclusion of each trimester. Each formal observation will entail 1) a pre-observation conference in which the teacher discusses his or her growth goals and how it will be demonstrated within the formal observation, 2) a formal classroom observation, 3) a post-observation reflection and self-assessment by the teacher, 4) the Principal's summative evaluation, and 5) a post-observation conference in which the Principal and teacher discuss evaluation scores and next steps.

Individual student-level and class-level assessment data from internal and external sources will be utilized to evaluate teacher performance. In addition to the monitoring student data through Global Scholar on an ongoing basis, **summative data from interim benchmark assessments and mock Regents exams will provide additional data points for teacher evaluation.** MESA will also comply with reporting procedures of the NYSED's Teacher-Student Data Linkage initiative, which will use student Regents exam scores to link student growth data to individual teachers. The Principal will utilize the data to celebrate student performance and encourage the sharing of best practices for effective teachers and take swift action to mobilize instructional coaching support for teachers in which data indicates lack of sufficient student growth. In the event that student data indicates regression of learning in an individual teacher's class, despite the above supports, the Principal will immediately place the teacher on an improvement plan and notify the teacher that next steps may include a recommendation to the ED for termination. Ultimately, teachers' annual renewal of their position will largely be based on performance on the three formal evaluations and student end-of-year exam or Regents exam results.

School Leader and Other Administrator Evaluation: The Board will carry out an annual evaluation of the Principal and ED that uses key instructional benchmarks, progress towards achievement goals, operational benchmarks, staff and parent satisfaction surveys and other criteria that measure the overall health of the school. The ED will create a Professional Growth Plan (PGP), a targeted set of measurable and attainable goals, with the Board Chair to be regularly reviewed. The Principal will create a PGP with the ED to be regularly reviewed. Should the goals of the Principal's and/or ED's professional growth plan not be realized, the Board chair will establish an action plan with the Principal and/or ED to include mentoring, increased monitoring, leadership consultants, and a timeline for improvement. The Executive Committee of the Board will be apprised of progress or the lack thereof.

The Instructional Coach (and Senior Instructional Coach in Year 3) will create a PGP in collaboration with the Principal to be regularly reviewed. In addition, the Principal will evaluate the Instructional Coaches using designated metrics of teachers' progress towards growth goals aligned to the Framework (see III.E.). During the school's start-up period, the ED will work with the Board and, if necessary, outside consultants to design evaluation processes and tools that utilize data-driven measures and clear rubrics to assess the performance of all non-instructional staff. Aspects of Bambrick-Santoyo's *Leverage Leadership*⁶⁵ will be employed in the evaluation of staff in leadership

⁶³ Marzano, R. (2007). *The Art and Science of Teaching*. Alexandria: Association for Supervision and Curriculum Development.

⁶⁴ Marzano, R. (2011). *Effective Supervision: Supporting the Art and Science of Teaching*. Alexandria: Association for Supervision and Curriculum Development.

⁶⁵ Bambrick-Santoyo, P. (2012). *Leverage Leadership: A Practical Guide to Building Excellent Schools*. San Francisco: Jossey-Bass.

positions.

Operational and Fiscal Health: The Board is committed to ensuring that it holds itself and the administration accountable for the operational and fiscal health and viability of the organization, including sound budgeting practices. The Board's work to develop a budget will begin each January. The ED, DOO, and the contracted accountant (or BM beginning Year 3) will prepare the annual operating and capital budgets, cash flow projections, and profit and loss statements after working together to identify and prioritize needs. The group will prioritize needs based on how they will support student achievement and fiscal and operational efficiency. The draft budgets will be reviewed and revised by the Board Finance Committee. The Finance Committee will present the budget to the full Board of Trustees for approval by May.

The adopted budget totals will be overseen by the ED and DOO and will be used to prepare budget information to actual reports. The contracted accountant/BM will be responsible for preparing monthly budget presentations, including updated annual budget information, monthly budget information, monthly actual against budget, and projected year end against budgeted year end. The ED and contracted accountant will review these presentations with the Board Treasurer prior to each Board meeting. All material deviations will be documented and explained by the ED and Principal. Any expected deviations in a budget category of more than \$5,000 and +/-10% of the budget amount will be considered material. A discussion will be held regarding any material items by the Finance Committee regarding that particular budget category. If necessary the Finance Committee will bring the deviation to the Board's attention to discuss any impact that deviation may have on the school's cash flow and financial position. *III.J.* provides details on the process for independent fiscal audits—an integral part of the process to verify the school's fiscal soundness.

Board Evaluation: MESA's success will be directly correlated to the capacity and effectiveness of its Board of Trustees. Therefore, it is critical that **evaluation of the Board both collectively and individually takes place on at least an annual basis.** The process will involve each Board member completing three self-evaluation forms: one in which the Board member evaluates the performance of the Board as a whole; the second in which the Board member evaluates his or her own personal board performance and involvement; and the third in which the Board member is asked to evaluate a fellow board member. These tools will ask relevant and clear questions related to the functioning of the board, the functioning of the charter school, clarity of roles and responsibilities, shared mission and vision, contributions, engagement, openness, personalities, processes, etc. This information will be analyzed annually by the Board Development Committee (see *III.B.*) to inform Board development and training and to ensure that the Board has the requisite knowledge and skills to be responsible stewards of the charter school.

Family and Student Satisfaction: MESA will formally gauge parent, teacher, and student satisfaction through the use of the DOE's Learning Environment Survey. MESA will also gauge student satisfaction through conversations with parents during parent teacher conferences. All parents will receive the survey during the third trimester of the school year. The results of the survey will be tabulated and made public in the MESA School Report Card which we will make available on our website. Additionally, results of the survey will be published in our Annual Report to the NYSED. Since the DOE parent survey does not disaggregate results by individual classroom teachers, MESA will conduct its own surveys of parents through micro-polling that will reflect family satisfaction with teachers and administration. Satisfaction data will be reviewed in a public Board meeting. The data will be used to inform any changes to the school's operations, if necessary. Finally, during informal settings, such as parent breakfasts with the Principal, STEM Nights (see *II.F.*), or family events (see *III.I.*), MESA staff can gather additional formative data points on family and student satisfaction.

E. Professional Development

MESA believes that teacher quality and effectiveness is the critical lever to high student

achievement. As such, MESA will invest heavily in developing high-performing, effective teachers. Teachers at MESA will benefit from a vast array of PD resources, including trainings, tools for improvement, and opportunities for collaboration and communication.

High-quality, Comprehensive Professional Development:

Summer Institute: There will be a scope and sequence for PD delivered throughout the year on Wednesdays, but a particular focus will be placed on **Summer Institute**. Summer Institute begins twelve days prior to the start of Summer Vista, and continues throughout Summer Vista, after students leave their half-day classes (see *II.B.* and *Attachment 3B*). Summer Institute will be used to introduce to new staff and reinforce to returning staff MESA's mission, personnel and student policies, curriculum, instructional methods, and assessments. While it is common for many charter schools to utilize Summer Institute as a time to begin curriculum mapping, MESA teachers will already have those materials provided for them and will only refine the pacing as needed. This ensures that teachers can focus on creating and receiving feedback on **high quality, rigorous lesson plans** for the first weeks of school during Summer Institute. The ongoing lesson plan feedback system, coaching model, and the Framework (see *III.D*) will be introduced. Training for the faculty will be provided by the Principal, ED, and the Instructional Coach(es). Special education specialists will be consulted to train teachers in **UDL** and **RTI models**, including identification of struggling students, assessment of struggling students, academic interventions, and progress monitoring. MESA's ELL Specialists will provide teachers training in best practices for instructing and meeting needs of ELL students through **SDAIE strategies** and the **SIOP model**.

Summer Institute will also place a heavy focus on infusing the culture of data into instruction. Teachers will be thoroughly trained on the vision behind **SRG** and how it should be implemented in order to **best build student investment and achievement of learning goals**. Teachers will be trained on and given ample time during Summer Institute to apply practice to linking formative and summative assessments to SRG. Technology training will also be provided, which includes **how to effectively use Global Scholar to provide timely feedback, monitor student achievement, and drive instruction**. Also imperative to adult culture are team-building exercises that will be incorporated into the Summer Institute to familiarize staff with one other, start to develop an understanding of each other's work styles, and build joy factor in the community. Teachers will **collaboratively brainstorm and role-play** best practices for response to student behavior to establish a **culture of support and consistency**.

Ongoing Weekly PD: Beyond Summer Institute, there are student half days built into the school calendar every Wednesday, from 2:15-5:15pm, for 3 hours of PD. Each weekly PD session will cover one of the following: 1) SRG data best practices and support, 2) Marzano's pedagogical strategies, 3) Lemov's classroom management techniques, 4) differentiation of instruction through UDL, SDAIE, and SIOP, 5) planning and alignment to the CCSS, 6) interpretation and analysis of assessments, and 7) family engagement. Supported by content area expert consultants, the Principal and Instructional Coach will share best practices to **meet the needs of all teachers**, including novice teachers, teachers new to the school, veteran teachers, and teachers of all subjects. MESA is committed to student achievement for all learners and will set growth targets that are unique, reasonable and rigorous for each child, and are based on baseline assessment data. Student growth targets will drive conversations between teachers and leadership about collective and individual teacher PD needs and instructional strategies used to engage students to meet or exceed their learning goals. MESA teachers will also receive ongoing training from Special Education specialists and the SPED Coordinator (Year 3). MESA teachers will review students' IEPs and discuss student data and progress. The SPED Coordinator will observe in classrooms, model instruction, and provide resources for general education teachers. In addition, the Social Worker, and Counselor beginning in Year 2, will conduct ongoing training about social/emotional issues, including compliance with DASA (see *II.F.*).

Professional Growth Plans: In addition to the student data-driven conversations described above, the Principal will meet with each teacher to collaboratively set growth goals based on specific standards and indicators in the Framework, which has proficiency levels of Not Using, Beginning, Developing, Applying, and Innovating. Both the Principal and Instructional Coach will hone in coaching and feedback to target those specific standards during each formal and informal observation in order to ensure growth. A key component to MESA's PD model is that the **Instructional Coach provides informal, non-evaluative feedback.** To collect formative teacher data leading into the formal evaluations by the Principal (see *III.D.*), both the Instructional Coach and the Principal will focus on **frequent, short classroom observations** (anywhere from 3 minutes to half hour), **immediately followed by actionable feedback tied to the Framework.** These informal observations will not be linked to the teacher's evaluation, but instead will be used as an opportunity to provide meaningful feedback. Teachers will be observed once a week at minimum. Coaching sessions will include role playing, examining student artifacts and data, modeling of exemplar practices, utilization of video coaching, and discussion of case studies. Once a teacher moves into the Applying and/or Innovating levels of their professional growth goals within the Framework through coaching, the Principal will work with the teacher to select a new goal within the Framework. Not only does this manageable system foster a culture of growth and continuous incremental improvement, it provides unique, frequent, individualized support to each teacher.

Community of Practice: Another mechanism that will tailor support to individual teacher needs by adding an element of choice is the implementation of professional learning communities through the form of **Critical Friends Groups (CFG)** in the second trimester. By creating a safe environment for constructive feedback and critique, group members in **CFGs work collaboratively to improve practice**⁶⁶ in one of the above seven areas covered in ongoing weekly PD. The goal and purpose of CFGs will be to develop a **community of practice** and allow teachers of varying experience levels to share professional knowledge. In these meetings, teachers will share best practices, engage in professional conversations using protocols, assess student work, review and discuss student data and artifacts, use standards-based rubrics to guide conversations about curriculum and instruction, and make presentations in a non-evaluative manner. CFGs will assess the effectiveness of instructional strategies used to engage students to meet goals. In order to ensure consistency in the community of growth, teachers choose which topic they would like to focus on for the duration of the second trimester and will be given the option to select a different focus in the third trimester. CFGs **create a support network** for teachers, which will lead to retention of mission-aligned teachers and administrators. Teachers will also have the opportunity to use weekly PD time to plan with department-level and/or grade-level teams using SRG data. MESA's daily schedule also provides opportunities for teachers to do peer observations to learn and share best practices.

Individual Enrichment Opportunities: MESA teachers and administration will be encouraged to partake in enrichment opportunities, such as courses, trainings, and conferences that will continually reinvigorate their joy and passion for teaching as a craft. Specific examples include graduate-level courses through Relay Graduate School of Education, trainings and conferences offered by institutions such as the Harvard Graduate School of Education, The New York City Charter School Center, and the Center for Educational Innovation-Public Education Association, Building Excellent Schools, and trainings by the Uncommon Schools network. Teachers are provided leadership stipends to build scalable skills, such as curriculum development and providing observation feedback (see *III.C.*), through coaching and mentorship of leadership and administrative staff. When possible, the school will provide coverage for teachers to visit highly successful schools, particularly in the STEM fields. Teachers also have the opportunity to apply for Travel Fellowships (see *III.C.*) to diversify their curriculum and pedagogy. Following the teacher's participation in the opportunity, the expectation would be that the teacher formally shares learnings with fellow staff members. Teachers will also be provided and encouraged to seek out content-specific PD through

⁶⁶ <http://www.nsrtharmony.org/faq.html>

organizations such as MfA, NCTM, the National Science Teachers Association, and Reading Taxonomy trainings by Uncommon Schools. In addition, MESA will cover all costs for AP teachers to be trained and certified to teach their courses (see *II.C.*). The Principal and ED will work with leadership consultants to ensure efficiency in the school model and streamlined communication channels between all stakeholders. The Principal and ED will also be provided guidance and support by the Advisory Board and other professionals in MESA's education network.

Retention of Excellent Teachers: MESA's unique professional environment will motivate and actively retain excellent teachers through a host of opportunities that cater to individual learning styles. Beyond the PD described above, the school leadership will promote positive staff and school culture through various staff-appreciation initiatives over the course of the school year, thereby further promoting staff retention. Such events and/or acts of appreciation will include: weekly breakfasts, gift certificates and discounts to local venues, social gatherings, shout-outs during a faculty meetings, and short written notes of recognition for a teacher's good work and commitment to the school from leadership team members. Events such as these will help to make MESA an environment in which people enjoy working and feel supported as they strive to improve their craft.

Professional Development Evaluation: MESA will systematically use student performance data and teacher data from the Framework to inform school leaders of areas of weakness in planning and instruction. MESA will use unit and Interim Assessment benchmarks, Regents Exams, and mock Regents assessment data to determine if student gains have been made and the efficacy of the PD program. When student assessment results improve notably after focused PD sessions, PD will be considered effective. Ineffective aspects of the PD system will be improved upon or eliminated.

Evaluation of the Professional Development Program: MESA will systematically use student performance data and teacher data from the Framework to inform school leaders of areas of weakness in planning and instruction. Evaluation of the PD program will aim to improve the quality of the program and to determine its overall effectiveness. Formative evaluation will be used to modify and improve the PD program and will take place continuously throughout the year. Teachers will be asked to take surveys at the immediate conclusion of PD sessions to provide information on strengths and areas of growth. Through questionnaires, observations, self-assessment instruments and analysis of teacher evaluation records, instructional leaders will analyze how the PD programs have improved teacher and student practices. Teacher proficiency levels within the Framework and on professional growth goals will also inform instructional efficacy.

Summative evaluations are also used to determine the effect of the PD process on student outcomes. MESA will use Unit and Interim Assessment benchmarks, Regents Exams, and mock Regents assessment data to determine if the PD program is effective in closing the achievement gap. When student assessment results improve notably after focused PD sessions, the program will be considered effective. Ineffective aspects of the PD system will be improved upon or eliminated.

F. Facilities

MESA has not yet identified a facility, but is committed to the facility being located in New York City, specifically in Community School District (CSD) 32 in the borough of Manhattan.

Facility Needs of Students and Staff: MESA is planning for programming space at approximately 80-85 square feet per student. In Year 1, MESA will need three general education classrooms, two science classrooms retrofitted with sinks (for science and STEM Block classes), a special education classroom, a technology lab, and a gymnasium for physical education/dance classes. MESA will also need access to an auditorium for major school events, such as performances and community meetings. For the next four years, MESA will add four general education classrooms and one additional science classroom; with Year 2 requiring seven general classrooms and three science classrooms, Year 3 requiring eleven general classrooms and four science classrooms, Year 4

requiring fifteen classrooms and five science classrooms, and no additional classrooms in Year 5. Additionally, in Year 3, MESA will need one additional special education classroom.

In addition to instructional space, MESA will need space for administrative functions and faculty common areas. In Year 1, MESA will require at a minimum four administrative offices, one of them being a main office. In Year 2, one additional administrative office will be needed; in Year 3 three additional offices will be needed; in Year 4 one additional office will be needed for a total of 9 administrative spaces at capacity. Contingent upon the budget surplus each year, MESA plans to make capital improvements to classroom and administrative facilities each year (see III.K).

To accommodate the year-round calendar, MESA will need to apply and pay for extended use permits for the months of July and August, which includes coverage for space usage, custodial services, and security (see II.B. and III.K).

MESA will assess the school site’s accessibility for students and adults with disabilities once a location is determined and make proper renovations as necessary. The school does not have a residential program, and will therefore not require residential facilities.

Meeting the Needs of Students and the Community: MESA’s first choice for facility location would be to co-locate in a DOE building within CSD 32. We have had conversations with several members of the DOE regarding our interest in housing MESA in a public space.

Upon further research of DOE statistics from the DOE office of Data and Accountability and Assessment, we have found that there are potentially four current under-utilized spaces located in CSD 32. According to the “Enrollment, Capacity and Utilization Report 2010-2011⁶⁷,” the average utilization rate of CSD 32 is 72%. Nine school buildings within the district are at **less than 70% capacity** for students. **Two buildings currently have more than 500 vacant seats**, which would allow MESA to **build to capacity over five years using only surplus seats**. The most recent data from the 2010-2011 report shows current under-utilization of spaces located in CSD 32 (see chart below with current available space).

Current Building/School in CSD 32	Building/School Capacity	Over/Under	Building % Utilization
K291	1,847	-774	58%
-IS 291	1,456	-803	45%
-Bushwick Community HS	391	29	107%
K045 (only houses PS 45)	1,171	-511	56%
K377 (only houses PS 377)	1,186	-428	64%
K162 (only houses IS 162)	906	-285	69%

MESA is not proposing to be located in any particular DOE building; we are merely stating findings on under-utilized buildings based on the DOE’s public reports. We expect to work closely with the DOE during the pre-opening period, when they have up to date information on space utilization in CSD 32 and in accordance with their timeline for determining public school sites beginning Fall 2012. If MESA is to occupy part of a district school building, we will allow enough time in our facilities completion schedule for the Panel for Educational Policy to hold a hearing on notice as required prior to occupancy.

Ideally, MESA would be able to work with the DOE and CSD 32 to find a public space that fits the DOE’s needs to utilize a building to its full capacity and fits MESA’s need for a space that promotes

⁶⁷ http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2010-2011-BB_CS_K.pdf.

our charter goals. The Board of Trustees would ensure that whatever space MESA decides to reside in aligns with MESA's program needs and does not interfere with MESA's mission.

In the case that the DOE does not have space available, MESA has researched the availability of private spaces in CSD 32. MESA has consulted with the Iguá Group's Division of Charter School Facilities to determine viable option for private space within the district. The Iguá Group is a recommended vendor for The New York City Charter School Center as well as The New York State Charter Schools Association, and has worked with the Diocese of Brooklyn placing charter schools in private space. Through the Iguá Group, MESA has identified one potentially viable facility within CSD 32, although it would require extensive interior renovations. MESA intends to permanently co-locate in public space but has ensured that the budget is conservative enough to sustain siting in a private facility in the event that it is only able to incubate in public space temporarily or not at all.

G. Insurance

MESA will carry insurance that includes adequate insurance coverage for liability, property loss and personal injury to students. MESA has consulted with the insurance broker Global Coverage which has provided MESA with a quote for insurance that includes Business Personal Property (\$100K), Business Income (\$500K), General Liability (\$2 million), Abuse & Molestation (\$2 million) Employee Benefits Liability (\$2 million), and Personal Injury of Students (\$500K). The particulars of the proposal are provided in the Global Coverage Estimate, to be made available upon request, and are reflected in the budget. MESA retains sufficient cash reserves to obtain additional insurance if necessary.

H. Health, Food, and Transportation Services

Health Services: MESA will comply with all health services requirements applicable to public schools. Per New York Education Law 912, the New York City Bureau of School Children and Adolescent Health (the "Bureau") will be responsible for the provision of these health services in a manner that is equivalent to the services provided to students attending regular public schools, including the students enrolled in New York City public schools. MESA will request these services from the Bureau in sufficient time to allow for inclusion of the requested services into the Bureau's and the DOE's budgetary and staffing plans. Permanent, non-consumable, and consumable facilities and supplies shall be provided by the school and the Bureau as provided by applicable law and practice. All faculty and staff will have access to first aid resources. MESA will maintain appropriate access to automated external defibrillators (AED) as required by §917 of the Education Law and ensure that two or more staff members are certified in the operation and use of AED.

MESA's health services program will ensure that each student has a certificate of immunization that complies with §2164 of the Public Health Law at the time of registration or within the acceptable time frame after enrollment (subject to exceptions permitted under the law for medical contraindications and religious exemptions). MESA will store health records for enrolled students as required by law. Prior to beginning each school year, MESA will secure parental consent to identify students with health risks and provide accommodations to faculty and staff when appropriate.

Food Services: Proposing to be located in DOE facilities, MESA will apply for and participate in the U.S. Department of Agriculture's free and reduced-price breakfast, lunch and snack programs for students eligible there under. MESA will contract with the NYCDOE's SchoolFood and the Office of School Foods and Nutritional Services to provide food service to eligible students. However, MESA reserves the right to contract with another food service provider if such policy is set by its Board of Trustees. As have other NYC charter schools which have chosen to contract for food outside of the DOE, MESA will investigate other vendors who can provide healthy and appetizing menus for breakfast, lunch and snack to the school's students.

Regardless of whether NYCDOE or another entity provides such food service, any and all revenues from the federal free and reduced-price breakfast, lunch and snack programs shall be used exclusively for the provision of services to students eligible there under as required by the terms of the program(s). Students not eligible under the U.S. Department of Agriculture's free and reduced-price breakfast, lunch and snack programs shall be responsible for their own meal and snack needs. Students may opt to bring their own lunch and not partake in the school lunch program.

Transportation Services: The NYCDOE is responsible for providing transportation services to MESA's students. MESA's students will receive the same transportation services as other New York City public school students. Eligibility for busing and half-fare or full-fare Metrocards is determined and provided by the Office of Pupil Transportation (OPT). The NYCDOE determines the eligibility for transportation based on age, distance from the school, and needs of students with disabilities. MESA will not guarantee parents a student will have yellow school bus service or half-fare or full-fare Metrocards until such service eligibility has been confirmed by OPT. On days when the regular NYCDOE public schools are not in session, MESA will purchase and provide Metrocards to students. Funds have been allocated to this transportation need in our budget projections and will be an annual budgetary item of the school, taking into account that schools can request Metrocards through OPT that covers the majority of the summer diagnostic sessions.

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

I. Family and Community Involvement

Means of Engagement: MESA will employ several means to engage parents. Beginning in April of the pre-opening period and through the end of the first trimester, MESA staff will conduct **individual home visits** with the family of every student. MESA will prioritize home visits for ELLs, all of which will take place before the first day of instruction. These home visits will be a time to gather data, clarify expectations for students, parents, and MESA staff, and build relationships. Starting in Year 2, the PFC (see *II.C.*) will facilitate family engagement.

In addition to Parent-Teacher Conferences each trimester (see *II.B.*), MESA will hold **monthly parent workshops or events**. All workshops will be **centered around student learning and will allow for parent interaction**. For example, parents might meet to share ideas for supporting student completion of homework, even when the parent may not be familiar with the content area or fluent in English. All workshops will be facilitated by the ED, Principal, PFC, Board Member, MESA staff member, or parent. In addition to these meetings, parents will receive monthly phone updates from their child's Advisor. In cases where a student is academically at-risk and the parent does not attend Parent-Teacher Conferences, MESA will schedule an individual case conference with the parent at another time.

As discussed in *II.F.*, positive reinforcement is a critical part of MESA's culture. Teachers will be required to make at least two positive parent contacts per week (and will be incentivized to make more). MESA will also provide positive reinforcement for parents in the form of breakfasts recognizing parents whose children display perfect attendance and punctuality each month. The school will conduct micro-surveys at regular intervals based off of the DOE's Parent Satisfaction Survey, and will ensure that parents have ample opportunity to complete the actual DOE survey. MESA will adjust its strategies for parent engagement in part based on the results of these surveys.

When MESA students enter 11th grade, MESA will deeply involve parents in the development of their child's post-secondary plan. MESA's college counselors will hold specific workshops on the college application process, financial aid, and the transition to college. The college counselors will

also hold individual conferences with each parent and child, starting in 11th grade. These supports will help mitigate some of the challenges that first-generation students have in completing college.⁶⁸

Community Involvement in Planning, Implementation and Design: Throughout the planning and application phase, MESA has reached out to community parents and specifically requested their input, using that feedback to inform the application. MESA has spoken with parents both formally, at CEC 32, Bushwick CPP, CCELL and Brooklyn CB 4, as well as informally while handing out flyers or doing grassroots outreach. MESA intends to continually engage these organizations through the start-up, opening and operation of the school. See *I.E.*

Parents and the community will be a critical part of MESA's plans to implement its school design. Once the school year begins, MESA will support the creation and ongoing administration of a voluntary FSA (see *III.B.*), which will advise and support the school. The FSA will elect the parent representative to the Board of Trustees. MESA will support the FSA in the following ways:

- The PFC will help organize and coordinate FSA meetings.
- MESA will make meeting space available at the school for the FSA to conduct its business.
- MESA will support and encourage communication between the FSA and the school's overall parent body, individual parents, the Board, the ED, the Principal, instructional staff and the public.

Separate from parent workshops, MESA will also hold regular breakfasts, lunches or coffees with the Principal and/or ED. These will be informal opportunities for parents to meet the school leaders, ask questions, and provide feedback for purposes of planning, implementation, and program design. MESA will evaluate its effectiveness in incorporating parent feedback through its scores on the DOE's parent satisfaction survey, which is part of the school's overall evaluation (see *III.D.*).

Evidence that Anticipated Partnerships are Achievable: Several of the parent engagement strategies described above have a history of success. Samuels and Cheung have both employed home visits and positive phone calls in their practice. Others, such as workshops specifically centered around student learning and parent interaction, derive from research cited in *Beyond the Bake Sale*.⁶⁹ In all cases, MESA believes meaningful, targeted, and sincere parent engagement will increase parent involvement in the school.

MESA has found warm welcome in CSD 32, both from individual parents and from CBOs that represent parents, youth and families. We have had numerous meetings with community leaders who are interested in and supportive of the school (see *Attachment 2*). MESA's two presentations at CB 4, as well as our presentation at CEC 32, have been warmly received, both by the Board itself and by individual parents we have spoken with afterwards. MESA will operate from a strong base of support in its development of community partnerships and parent involvement.

J. Financial Management

The ED will have oversight responsibilities for the financial management of the school and thus will be responsible for the protection of the school's financial records with oversight from the Board Finance Committee. The ED will be supported in implementing all financial matters by the DOO, Operations staff, and a contracted accountant. In Year 3, a BM will be brought on in place of the contracted accountant. For purposes of clarity, the remainder of this application will reference the BM, since it will become the permanent model in Year 3 and beyond. The BM, with oversight from the ED, will prepare the financial statements in accordance with Generally Accepted Accounting

⁶⁸ <http://faculty.soe.syr.edu/vtinto/Files/Moving%20Beyond%20Access.pdf>.

⁶⁹ Henderson, Anne T. et al, *Beyond the Bake Sale: The Essential Guide to Family-School Partnerships*. The New Press. New York. 2007.

Principles (GAAP). Such financial statements would be prepared for each fiscal year and would include a statement of financial position, a statement of activities, a statement of cash flows, a schedule of functional expenses, and notes to the financial statements.

Independent Audit: The Board will be responsible for hiring an independent auditor to perform an annual audit of the financial statements prepared by the management. The Board Finance Committee will have the ultimate responsibility to oversee the audit process. The audit will be performed by the independent auditor in accordance with the Generally Accepted Auditing Standards (GAAS).

Upon completion of the audit, the Finance Committee will meet with the independent auditor to discuss the report and any findings. A corrective action plan will be discussed and implemented by the Finance Committee to correct any findings by the independent auditor. A copy of the audit report and the auditor's Management Letter will be provided to the full Board and NYSED by the November 1 deadline.

Accounting Procedures and Fiscal Controls: MESA is committed to developing and maintaining fiscal policies and procedures that ensure sound internal controls, fiscal responsibility and accountability in accordance with Generally Accepted Accounting Principles (GAAP), and adherence to the Financial Accounting Standards Board (FASB) rules and regulations. The following explains the Internal Control System, which will be composed of two basic elements: (1) the control environment and (2) the control procedures.

1. The Control Environment: The control environment reflects the importance MESA places on internal controls as part of its day-to-day activities. Factors that influence the control environment include management and Board philosophy, organizational structure, ways of assigning authority and responsibility, methods of management and control, and personnel policies and practices. MESA's Board will review the fiscal reports as apart of its board meetings; the board will also ensure that the organization's structure allows for sufficient checks and balances.

2. The Control Procedures: Control procedures will be set up to strengthen MESA's internal control structure and thus safeguard the school's assets. They are divided into the following:

- a) *Segregation of Duties:* No one person would control all key aspects of a transaction or event, and the functions performed by one person may be checked by the functions performed by the other. In general, the transaction approval function, the accounting/reconciliation function and the asset custody function would be separated among employees ED, DOO, and BM whenever possible. When these functions are not or cannot be separated, then a detailed supervisory review of related activities should be undertaken by the Finance Committee as a compensatory control.
- b) *Restricted Access:* Physical access to valuable and movable assets will be restricted to authorized personnel (ED, DOO, and BM). Systems access to make changes in accounting records will be restricted to authorized personnel (Board Treasurer and ED) with changes and explanation for changes documented as a safeguard.
- c) *Document Control:* To ensure that all documents are captured by the accounting system, all documents will be pre-numbered and the sequence for documents must be accounted for.
- d) *Processing Control:* Various processing controls will be designed to catch errors before they are posted to the general ledger. Common processing controls that MESA expects to implement are the following: source document matching; clerical accuracy of documents; and general ledger account code checking.

- e) **Reconciliation Controls:** Various reconciliation controls will be designed to catch errors after transactions have been posted to the general ledger. Such controls include reconciling selected general ledger control accounts to subsidiary ledgers. All bank statements will be reviewed by the Board Treasurer.
- f) **Fraud Prevention:** The school will seek to include measures in its banking relationship to deter check fraud such as Positive Pay. All purchase orders and checks over \$5,000 will require approval by the Finance Committee.
- g) **Cash Handling Controls:** All cash receipts will be handled exclusively by the DOO. On a periodic basis, the BM will perform unannounced review of the cash. Such review will involve reconciling cash on hand and the expected balance calculated using the opening cash balance and accounting for the receipts and disbursements of cash. Such review will be performed at least on a bi-monthly basis. The Board Treasurer will develop fiscal policies and procedures with support from the BM. MESA will adopt the fiscal policies and procedures and implement the above-mentioned control structures. The independent auditor will be engaged to form an opinion about the proposed internal controls policies and procedures. Adjustments will be made to the policies and procedures based on any weaknesses identified by the auditor. Fiscal policies and procedures will be ratified by the MESA's board and adopted by the school no later than January 2013 (see *III.L.*).

Student Records: MESA will have trained personnel on staff who are responsible for managing the student information. The DOO, with oversight from the ED and support from the Operations staff, will be responsible for tracking enrollment and attendance, maintaining school lunch program records, including student eligibility and other data to ensure accurate billing and reimbursements. The DOO will work closely with the ED, who will serve as the School's Title I Coordinator, to ensure all data relevant to Title I services is collected and maintained to ensure accuracy in program reporting and reimbursement. MESA will have a robust student information system through Global Scholar that will be utilized by the DOO to store, analyze and produce needed reports on all relevant student data. The DOO will be responsible for the protection of student records under the supervision of the ED. With regard to the special education program and IEPs, until the SPED Instructor is hired the Principal will be responsible for maintaining and securing all records, as well as submitting all required reporting on SWD and services provided to the SWD in accordance with their IEPs to appropriate agencies including necessary reporting for special education reimbursement through the DOE invoicing portal. MESA understands its obligations to comply with FERPA and will follow all appropriate procedures to comply fully with the New York State Freedom of Information law (Article 6 of the New York Public Officers Law).

K. Budget and Cash Flow

MESA's start-up budget and cash flow, first-year budget and cash flow plan, and five-year budget and cash flow plan all use conservative assumptions (see *Attachment 9*). In the pre-opening period, MESA's staff includes only the ED and Principal acting as independent contractors awarded a stipend. MESA will be able to comfortably cover all operating expenses throughout the chartering period while still remaining solvent at all times, even in the event of delays in disbursement of federal funds.

The Budgets Reflect the Following Conservative Revenue Assumptions:

- MESA assumes per pupil funding will remain at \$13,527 per student throughout the first chartering period.
- All projections for SWD, FRPL students and ELLs are based on the New York State Enrollment Targets Calculator.
- Of the SWD, MESA assumed that 74.63% would receive less than 20% services (no funding), 14.74% would receive between 20% and 60% services, (\$10,390 per pupil) and 10.63% would receive greater than 60% services (\$19,049 per pupil). These assumptions were based on the

percentages in grades 6-8 in CSD 32, provided to us by the DOE Office of Special Education. MESA also assumes funding for Special Education under IDEA.

- MESA assumes it will receive non-competitive start-up funding from DYCD. MESA anticipates not receiving funds until the final quarter of Year 1. MESA's conservative cash flow projections allow for this delay.
- MESA assumes it will receive flat funding for NYSTL, NYSSL and NYSLIB.
- Based on the Enrollment Target Calculator, MESA assumes that 85.6% of the student population will be FRPL. Therefore, MESA assumes it will qualify for Title I and Title II funding. Funding assumptions of \$585 and \$60 respectively per FRPL were based on the publicly available funding data for other charter schools in the district. MESA will file all forms in a timely fashion to ensure disbursement by the end of the fiscal year.
- For Title III funding, MESA assumes a funding rate of \$143 per ELL based on publicly available funding data for other charter schools in the district.
- While MESA will apply for all competitive public grants available for start-up and implementation including CSP and State Stimulus Funds (SSF), we only assume CSP in the total amount of \$500,000 over the start-up and first two years of operations.
- MESA intends to aggressively seek private funding from foundations and individuals. A brief examination of the database at the Foundation Center⁷⁰ shows dozens of private foundations and corporate entities seeking to fund K-12 STEM education. For revenue purposes, however, MESA has assumed only \$30,000 in fundraising during its pre-opening phase and \$10,000 in Year 1 and Year 2 of operation. These are based on commitments from friends and family (MESA can supply letters upon request).
- In Year 3, MESA will bring on a full-time Development Associate. With more time and resources to devote to private fundraising, MESA anticipates being able to raise more money privately in Years 3, 4, and 5. This is reflected in MESA's revenue projections. However, at no point does MESA's fundraising projection exceed 4.2% of its total revenue, meaning MESA will still maintain a significant budget surplus even if it raises no money privately.

The Budget Reflects the Following Conservative Expense Assumptions:

- During the start-up period, in order to ensure comfortable solvency, the ED and Principal will defer their stipends until anticipated CSP funding is disbursed. MESA will file all appropriate forms in a timely manner to ensure funding disbursement as soon as possible.
- MESA has projected a realistic staffing structure over the five years, incorporating all administrative and instructional staff contemplated in its operational and academic program for general education students, SWD, FRPL students, ELLs and other students at risk (see Staffing Table in *III.C.*) Salaries for teachers and staff are competitive, and anticipate a standard 3% annual raise. Salaries for the ED, Principal, and DOO start lower than DOE salaries for similar positions, but grow at a rate of 5%, and by Year 5 are competitive with DOE salaries.⁷¹
- MESA will provide medical and dental insurance. MESA assumes 70% of employees will receive individual medical coverage and another 15% of employees will receive spouse or family medical coverage. MESA assumes 85% of employees will receive dental coverage. Employees will bear the cost of adding additional dependents to their dental plans. Medical and dental plan assumptions are based on the plans utilized by other charter schools.
- HRA cost of \$100 per full time employee per year is based on similar costs at other charter schools.
- MESA will enroll employees in a 403b retirement plan and will match employee contributions up to 3% of their salary starting in Year 2; MESA assumes 60% of employees will take advantage of the full matching amount.
- The line "Payroll Taxes" has been broken down into separate line items for Social Security, Medicare, SUTA, FUTA, MTA Tax and Worker's Comp
- As described in *II.B.*, MESA will operate a year-round calendar with an optional "Intersession"

⁷⁰ <http://foundationcenter.org/newyork/>.

⁷¹ <http://www.csa-nyc.org/sites/default/files/Salary%20Schedule.PDF>.

in February, April and July. MESA will require all instructors to staff Intersession one week per year, and has budgeted \$1,000 per instructional staff as a stipend.

- The line items “Technology” and “Office Expenses” contain additional costs in Years 4 and 5 associated with the college application process.
- MESA will seek to develop leadership from within (see *III.C.*). We have budgeted \$5,000 leadership development stipends per 20% of the staff each year.
- The budget line “STEM Block Supplies” reflects the unique funding needs of STEM courses and equipment. MESA has budgeted \$25,000 per year for each of the first four years, as new courses are being developed.
- Line items for staff furniture, classroom furniture, technology, and STEM supplies include funding to replace or upgrade already purchased items. MESA has separated out costs of staff furniture and classroom furniture
- MESA has received a written estimate for the Insurance coverage (see *III.G.*), which forms the basis of our insurance assumptions.
- The line “Staff Development” includes training for Advanced Placement training and certification in Years 3, 4, and 5.
- The line “Parent Engagement” includes costs of parent meetings, breakfasts with the Principal, and other parent events.
- Year 1 costs for telephone, technology, and office expenses were allocated to match the percentage of staff resources devoted to each specific category.
- The line “Extended Use Permits” replaced the original line item of “Building Rent/Lease.” This cost, which will cover the use of space and custodial services in July and August, will vary widely depending on whether the building is a centrally funded DOE site or if it is a self funded DOE summer school site. “Security” will also be required for July and August. MESA has taken the conservative approach of budgeting for maximum costs. Cost estimates are based on guidance from the DOE.
- The line “Repairs & Maintenance” includes capital improvement costs for new classrooms and offices, as well as existing spaces that need renovation. In Year 1, improvements will not be made until Winter Break to ensure cash flow conservative cash flow. Cost estimates are based on guidance from the DOE.

In each of the five operational years beyond the start-up period, the MESA budgets reflect very conservative assumptions. All revenue projections remain flat while most expenses—including personnel costs, which are by far the largest expense—increase. The budget is aligned with our charter application. We have incorporated all possible costs contemplated by our educational, fiscal and operational program. In the Year 1 budget, all revenues and expenses have been allocated to each of the main categories and subcategories using general assumptions based on the expected student demographic and the expected percentage of time that administrators, instructional and non-instructional staff would devote to these areas. In certain instances, MESA assumed that for school operation costs that would benefit all students a certain percentage was allocated to general education and special education students. Once the school is established and accounting systems developed, there will be formal systems and procedures to track the allocation of expenditures into these categories and subcategories. At that point MESA will have the background based on operational experience to prepare budgets that reflect these programmatic allocations.

L. Pre-Opening Plan

Activity	Start Date	End Date	Responsibility	Notes
<i>Management</i>				
File for 501(c)(3) status for school and state tax exemptions status	Begin filling out paper work before charter is approved;	See Notes	ED, Board, Pro-Bono Legal counsel	MESA is aware that the IRS may take several months to review the application for tax-exemption and award 501(c)(3) status. In the meantime, MESA will develop

Activity	Start Date	End Date	Responsibility	Notes
	submission upon approval of charter			relationships with existing 501(c)(3) organizations to receive private contributions on MESA's behalf.
Identify additional areas of need for Board and recruit Board members	Ongoing	Ongoing	ED, Principal, Board	
Elect Board officers, ratify By-Laws, establish committees and membership	At first Board meeting	At first Board meeting	Board	The first Board meeting will take place within one month of authorization.
Officially Hire Principal and ED	Upon Approval	January 2013	Board	Both Principal and ED will begin part-time on January 1, 2013; ED will begin full-time on March 1, 2013; Principal will begin full time on May 1, 2013.
Further develop, refine, and adopt by Board action, school's policies including but not limited to Fiscal, Discipline, Personnel, Grievance, Whistleblower, Medications Administration Plan, Health Services Plan, Tech Plan, School Safety Plan, FERPA, FOIL, Open Meetings Law, Code of Ethics, and distribute to relevant stakeholders and publicize on school's website	Upon charter approval	August 2013	Board, ED, Principal	Legal counsel and other professional consultants as appropriate will vet all these policies. Policies may be adopted at different times. Fiscal policy will be in place by end of January, 2013 (see III.J.)
<i>Financial</i>				
Research and apply for competitive public funding and private grant opportunities; solicit private donations.	Research has already begun	First proposals will be submitted upon charter approval; ongoing	ED, Board	MESA's budget for pre-opening and Year 1 assumes only fundraising that has already been pledged. However, MESA will aggressively fundraise in order to supplement the budget.
Develop and approve final first year budget based on known revenue streams and expenses. Make hiring adjustments as needed, for example, additional Special Education staff.	April 2013	June 2013	ED, Principal, Board	
Apply for Consolidated Title I funds	July 2013	August 2013	ED, DOO	
<i>Operations</i>				
Establish checking account with financial institution	Upon approval of charter	January 2013	Board Treasurer or ED	

Activity	Start Date	End Date	Responsibility	Notes
Develop and finalize employee benefit package	Upon approval of charter	February 2013	Board	
Contract with website developer and financial planning service to audit systems and budget	January 2013	March 2013	ED, Board Treasurer	Financial systems audit completed in January; website will be up and running by end of March.
Establish all relevant financial systems, payroll, billing, other disbursements as per internal controls policy	January 2013	March 2013	ED, Board Treasurer, outside contractor	
Student/family outreach and marketing	January 2013	April 2013	ED, Principal	
Recruit and hire all administrative, support, and instructional staff for first year of operations	January 2013	June 2013	ED, Principal	MESA will have signed hiring letters with all required administrative, support, and instructional staff by July 1, 2013. By that point all necessary background checks and fingerprinting will be completed and certifications, where required, will be confirmed.
Research and contract for Student Information System	January 2013	June 2013	ED, Principal	
Purchase and accept delivery of all necessary furniture, equipment, and technology necessary for school operations	January 2013	July 2013	ED, Principal, Director of Operations	Acceptance of delivery will depend on when MESA staff is allowed access to facility.
Secure facility	Ongoing	June 2013	ED, Principal, Board	MESA will work with the DOE to identify a facility and prepare extensively for PEP meeting.
Apply for extended use permits upon securing facility	Ongoing	June 2013	ED, Director of Operations	This will cover Summer Vista and Summer Institute.
Conduct student lottery, generate acceptance list and waitlist	April 2013	April 2013	ED, Principal	
Send out acceptance packages to students/families, continue to enroll students or take names off waitlist as necessary. Paperwork contains student registration form, emergency contact form, Home Language Survey, FRPL form, Student Release form for test data, Media Release Forms, Medical Forms, Records Release Form from previous schools, School Calendar, Discipline Policy, and other necessary paperwork.	April 2013	Ongoing	ED, Principal	This will start with completion of lottery and continuing through the school year as families decline acceptance or withdraw their child from school.

Activity	Start Date	End Date	Responsibility	Notes
Request and secure student records from sending schools, including IEPs where appropriate	April 2013	Ongoing	ED, Principal, Director of Operations	This will be ongoing, as students may be accepted off the waitlist.
Arrange accounts for phone and internet connectivity	June 2013	July 2013	ED	
Communicate with NYCDOE on transportation and food	July 2013	August 2013	Director of Operations	
Arrange for AED/CPR training of staff	July 2013	August 2013	Director of Operations	
Communicate with NYCDOE on transportation and food	July 2013	August 2013	Director of Operations	
Create class rosters and disseminate to teachers, students and families	July 2013	August 2013	ED, Principal, Director of Operations	
<i>Instructional</i>				
Planning for first year academic program, development of assessment protocol and curriculum.	January 2013	July 2013	Principal	
Participate in trainings, visit high-performing STEM schools	January 2013	June 2013	Principal	
Develop agenda and engage appropriate consultants or guests for Summer Institute PD and develop PD for first year	March 2013	July 2013	Principal and ED	
Conduct home visits	April 2013	November 2013	ED, Principal, other staff	Home visits for ELLs will be completed by the first day of instruction.
Create diagnostic assessment materials and plan Summer Vista Program	July 2013	August 2013	Principal and ED	
Finalize Special Education policies and procedures, including record keeping process, pre-referral and referral process	July 2013	August 2013	ED, Principal, SPED Instructor	

M. Dissolution Plan

In the event of closure or dissolution of MESA , the Board shall delegate to the ED and the Principal the responsibility to manage the dissolution process in accordance with Education Law §2851(2)(t). This process shall include notification to parents of children enrolled in the school. A list of MESA students will be sent to the local district where MESA is located. MESA shall transfer student records to the student's school district of residence, and the parents of the enrolled students shall be notified of the transfer of records. The remaining assets of MESA Charter High School, after satisfaction of outstanding debts pursuant to Education § 220, shall be transferred to another charter school within the school district where MESA is located or, if no such charter schools exist, directly to the NYCDOE. MESA has ensured in its budget plan that it will segregate a fund of \$75,000 to be used in the event of the dissolution of the charter. The school has allocated \$25,000 per year for the first three years to maintain this fund; these funds would be used to pay for legal and

audit expenses that would be associated with the dissolution.

The dissolution process would begin with a meeting of the leadership team that will include at least the Board Chair, the Board Treasurer, ED, and its legal counsel. The purpose of this meeting would be to confirm a plan and timeline that will be used to guide the dissolution process. Upon approval of the plan and timeline, the ED and the Board Chair would meet with representatives from the NYSED Office of Charter Schools or other appropriate staff to review and discuss the dissolution plan and timeline. The outcome of this meeting would be a final dissolution plan and timeline that would be used to manage the dissolution process.

MESA ensures compliance with all applicable requirements of §219 and §220 of NYS Education Law.

Days 1-5: (1) MESA will deliver a current student list to the NYCDOE; (2) The ED will conduct a meeting with NYCDOE to discuss openings and availability for students being displaced by the closure or dissolution; (3) The contracted accountant and a MESA Board representative will conduct a meeting with its auditors to begin a process of identifying assets required for transfer; (4) The ED will notify all staff and parents in writing of the closure of the school and the ensuing placement process; (5) The ED will meet with the students and parents to discuss the school's closing and the ensuing placement process; (6) The Principal will schedule and advertise a school-day meeting with students and an evening meeting with parents and others to discuss MESA's closing and the transfer of students to other public schools; (7) MESA will schedule a series of information sessions for families and students about the possible schools available and identify the assistance that will be provided during the transfer process; (8) MESA's website will be recognized as a primary source of information about the school's closing, the dissolution process and the placement of students in other public schools; and (9) MESA's pupil personnel staff will schedule a placement meeting with each enrolled student/parent to discuss his/her placement.

Days 5-15: (1) The pupil personnel staff will prepare a written report for the ED confirming the scheduling of placement meetings for each student/parent; (2) The pupil personnel staff will commence student placement meetings; (3) The Principal will provide written notice to appropriate NYCDOE Departments such as transportation, food services and school safety of the closure to ensure adequate time for modifications to existing practices and procedures; and (4) The Principal will notify, in writing, those school principals in schools likely to receive transfers from MESA of the closure and provide contact information for school personnel handling transfers.

Days 15-30: (1) The pupil personnel staff will continue with student placement meetings; (2) A list of students and their known preferences for relocation will be prepared by the pupil personnel staff and sent to the ED; (3) MESA will transfer student records to the NYCDOE upon completion of the placement meeting between the pupil personnel staff and individual students; (4) Parents of the enrolled students will be informed of the transfer of their students' records to the NYCDOE and provided a copy of those records; and (5) MESA will conduct a final meeting with the NYCDOE to ensure that each student has been properly enrolled in a local public school or has confirmed their enrollment in a non-public school.

Transfer of Assets: The contracted accountant, with support from the ED, will be responsible for developing a plan that will direct the transfer of assets. The contracted accountant will maintain an up-to-date inventory of the assets of the school. The contracted accountant, with the assistance of the Board Finance Committee, will attend to the payment of all of MESA's outstanding debts. Once all debts are satisfied, a distribution of assets process will be initiated that complies with a prescribed plan that has been developed by the contracted accountant with the cooperation of the NYSED and NYCDOE Offices of Charter Schools. This plan will eventually detail what assets will be dispersed to which school(s), when, how and by whom. This plan will be presented to the Board's Executive Committee for review and approval prior to its implementation.

Attachment 1. Admissions Policy and Procedure

MESA Charter High School shall not discriminate against any student based on race, ethnicity, national origin, gender, sexual orientation, disability, religion, or on any other basis that would be unlawful for a public school. MESA shall be open to any child who is eligible under the laws of New York State for admission to a public school, and the school shall ensure compliance with all applicable anti-discrimination laws governing public schools, including Title VI of the Civil Rights Act and § 2854(2) of the New York Education Law, governing admission to a charter school. New students will be admitted each year without regard to prior measures of achievement or aptitude, athletic ability, or any above-mentioned basis that would be unlawful for a public school.

In its first year of operation, MESA will accept applications for admission to 9th grade of which approximately 125 will be accepted. MESA will add one grade each year, until it reaches 12th grade. In subsequent years, MESA will accept 125 new 9th grade students. MESA will replace 9th and 10th graders lost to attrition, but generally will not replace 11th or 12th graders. However, if MESA determines its programs and design will properly serve additional 11th or 12th graders, and admitting those students is otherwise consistent with achieving the school's mission, MESA may elect to admit new students to grades 11 or 12. Such admission would be on a non-discriminatory basis, in accordance with the other provisions of this Policy and in compliance with applicable laws, and would be subject to space availability. In this event, such information will be included in the application and lottery materials and the Charter Office at the NYSED will be notified. Considering the attrition assumption in *I.C.* and the graduation targets described in *II.A.*, MESA will reach capacity of approximately 463 students by the fifth year of operation. Should the school experience higher attrition than anticipated, MESA may enroll additional students to the extent supported by the school's maximum capacity.

Application Process, Publicity, and Outreach: Each year MESA will hold tours and voluntary information sessions to inform the families of prospective students and community members about its program. Information sessions may be held at the school itself, at local middle schools, or at local organizations that serve middle school aged children and/or their parents. MESA will schedule information sessions beginning during the autumn prior to the first day of the subject school year and will hold as many of them throughout the autumn, winter and spring as the Board considers appropriate to meet MESA's target enrollment, as well as to ensure sufficient numbers of ELLs to meet the school's set-aside preference (see below). While MESA will give first preference to students in CSD 32, MESA will also conduct outreach in neighboring school districts. MESA will also implement these measures with consideration to parents of children with special needs and ELLs.

Outreach sessions for students will be publicized using flyers, signage at the school and contact with community organizations. For school years after the first, families will be encouraged to visit the school, talk to instructional, executive and other staff, visit classes and meet currently enrolled students.

MESA will undertake all measures to recruit student applicants and will provide translation services, if necessary, for all promotional materials and any person-to-person interaction requiring an English translation. Given the proposed location of MESA and the surrounding demographics, the application will be available in English and Spanish, as well as other languages if the demographics of the neighborhood change. For any parent that requests assistance in completing the application, multi-lingual staff may assist. If translation services are required and multi-lingual staff is unavailable, we will hire translators during the admission period.

Families interested in enrolling a child at MESA will be required to submit an application. Applications will be made available at parent information sessions and for pick up at the school and on MESA's website and may be made available by other means, provided application availability will be non-discriminatory. There will be no fee for making an application nor will there be any tuition charged for attending the school beyond fees permitted to be charged by public schools.

During or before each January of the upcoming academic year, MESA will advertise open registration. Families, if they choose to, may meet with staff and review the expectations of MESA.

Public Lottery

Target “At Risk” Student Population and Lottery Process: MESA is committed to serving CSD 32 and students that are at risk of academic failure. The school applies the following definition to students at risk: *those students who are ELLs (ELLs)*. At a minimum, a percentage of the seats equal to the enrollment targets set by New York State for that population will be set aside for ELLs. For example, New York State has set a target of 12% enrollment of ELLs for 9th grades in CSD 32; therefore, 12% of MESA’s 9th grade seats will be set aside for ELLs in its first year of operation. Among the information under consideration that would be voluntarily provided to verify ELL status is a copy of past NYSESLAT tests along with the application; such documentation would not be automatically required. Two lotteries will be held. The first lottery will be for students who meet the criteria of at risk as previously stated. If there are less than 15 students (12% of 125) in this pool, all will be accepted. If there are more than 15 students who are at risk according to this measure, a preliminary lottery will be held. The students who are at risk according to MESA’s definition but do not receive a seat in the 12% pool will be re-entered into the second lottery and will have another chance to receive a seat in the school. Admission preference shall be granted to applicants in the following manner:

1. Returning pupils (applicable in Year 2 and beyond, only)
2. The siblings of enrolled pupils (applicable in Year 2 and beyond, only)
3. ELLs within CSD 32 (once target enrollment as set by Board of Regents has been reached, these students will be folded into Group 5)
4. ELLs outside of CSD 32 (once target enrollment as set by Board of Regents has been reached, these students will be folded into Group 6)
5. Students who live within CSD 32
6. Students who live outside of CSD 32

Lottery Process: In the event that the number of student applicants to MESA exceeds capacity, a random selection lottery will be conducted by an entity unaffiliated with the school. This lottery will be held between April 2 and April 15, subject to circumstances beyond the reasonable control of the school, and all applications received on or before April 1 will be entered into the drawing. Letters announcing the date and location of the lottery will be mailed to all applicant families in both English and Spanish. The date of the lottery will also be listed on the student application.

After a name is drawn from the lottery it will be posted immediately to the school’s lottery board, where seats will be reserved for families who qualify for the at risk preference. Following the lottery, letters will be mailed to inform parents/guardians of acceptance or of their number on the waiting list. Parent/guardians of accepted students will be asked to return a postcard stating that they accept their placement.

A waiting list will be maintained of applications that were not selected from the lottery as well as applications submitted throughout the school year. These applications will be placed on the waiting list by the date and time the application is received behind applications placed on the waitlist from the lottery. When space becomes available at the school, applications will be pulled from the waiting list in order and calls made to parents offering admission. The waiting list is subject to the same preferences as the lottery. Parents will be required to accept placement within 48 hours of the phone call or their space will be forfeited.

This waiting list will be the only official, legal document identifying the names of grade eligible students with applications to MESA pending acceptance for the subsequent school year, or when vacancies arise, based upon the order of random selection from the lottery following a recruitment

period. The waiting list shall expire annually at the lottery drawing following the next year's enrollment period. However, MESA may send an application or other information directly to families who have previously applied.

Enrollment: All admitted students will receive a MESA enrollment packet within three weeks of the admission lottery. MESA will encourage parents/guardians and students to sit with a school staff member to review the required enrollment papers. Parents whose first language is not English may be provided with a translator upon request. MESA will expect all enrollment packets to be returned to the DOO within four weeks of notification of admission. Students who fail to return completed enrollment packets to the DOO within four weeks of admission will forfeit their place in the school and MESA will replace the seat in accordance with the appropriate wait-list procedures.

All students admitted or waitlisted as provided above will be required to submit completed enrollment forms and information by the date specified in the notice of admission or wait listing to convert admission to enrollment. An admitted student will be subject to the forfeiture of his/her right to enroll or remain on the waiting list if such submission is incomplete. A student who withdraws or is removed from admission or enrollment will not be entitled to reinstatement of a prior situation, but withdrawal or removal will not affect such student's right to re-apply for a later school year, subject to MESA's Admissions Policy and the procedures thereunder, or to be placed on the waitlist in the same manner as a late application. MESA may request that families confirm the enrollment of children enrolled in the school for the upcoming academic year from time to time (whether a new enrollment or the enrollment of a student promoted from an earlier grade at MESA) in order to promote and ensure contemplated enrollment in each grade at the school. The intentional provision of untruthful information at application, admission or enrollment will entitle MESA to permanently exclude the child from the school, even if the student was admitted, enrolled, or permitted to attend.

Student transfer and/or withdrawal procedures: MESA will be a public school of choice, both for application and withdrawal. At any time, a parent or guardian may wish to transfer their child to a different school. A parent or guardian wishing to withdraw his/her child from MESA will be asked to complete a request for student withdrawal form. MESA personnel will offer to meet with the family and discuss their reasons for withdrawing from MESA, as well as to seek solutions to any problems that arise from these discussions. Upon request from the new school, MESA will ensure the timely transfer of any necessary school records to the student's new school.

MESA will not impose any arbitrary requirements for application beyond completion of the one-page MESA application. Practices such as requiring parents or guardians to attend an open house, submit to an interview or tour of the school will not be a condition for accepting an application.

Attachment 2. Samples of Evidence of Community Outreach

For the sake of brevity, MESA has not included copies of all email correspondence here. It can, however, be furnished upon request.

Community Organizations		
Organization	Type of Contact¹	Purpose
Community Education Council 32	Presentation on 6/21/12 (see attached agenda). Multiple conversations with CEC 32 President Victorina Lugo.	To inform community, present school design and receive feedback from the community. Not enough council members present for quorum so no official action could be taken, but CEC was welcoming and supportive. Parents receptive in particular to STEM Block and College Bound programming ideas. MESA has been invited to return and present again in September.
Bushwick Community Partnership Program	Presentation on 6/19/12 (see attached agenda); attended regular meeting on 7/17/12. Hosted table at CPP-sponsored events on 6/16/12 and will host table at upcoming event on 8/4/12.	To inform community, present school design and receive feedback from the community. Spoke and answered questions about MESA for 45 minutes. CPP Coordinator Raul Rubio is a member of MESA's Advisory Board. See attached letter of support, as well as <i>III.B.</i>
Citywide Council on English Language Learners	Presentation on 6/5/12 (see attached agenda).	To inform community, present school design and receive feedback from the community. Not enough council members present for quorum so no official action could be taken. Fifteen minutes of allocated presentation time was extended to over an hour to account for interest and feedback from Council Members and other parents attending. See letter of support from Vanessa Leung, CCELL Member and Deputy Director, Director of the Coalition for Asian American Children and Families
Brooklyn Community Board 4	Emails, phone calls, spoken during open forum at full Board meeting on 5/16/12 and 6/20/12.	To inform community, present school design and receive feedback from the community. MESA has been invited to present to CB4 Youth and Education Committee. Committee did not convene in May, June or July due to relocation of

¹ “**Presentation**” refers to a formal presentation where MESA was on the agenda. “**In-person meeting**” refers to pre-scheduled meetings; “**In-person conversation**” refers to unplanned conversations at mutually attended events that contained substantive discussion about MESA’s mission, design and leadership; “**Phone meeting**” refers to pre-scheduled phone conversations to discuss MESA; “**Phone conversation**” refers to conversations that were not pre-scheduled, but that contained substantive discussions about MESA’s mission, design, and leadership.

		Board. MESA has been invited to present in August or September, after relocation is complete.
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Local Education Leaders		
Official	Type of Contact	Purpose
Lillian Druck, Superintendent of CSD 32	Email and in-person conversation.	To inform Superintendent of proposal and details of school design, seek feedback, and build relationship towards collaboration with school district.
Mabel Sarduy, Principal of PS 086, and CSD 32 representative to the Council of School Supervisors and Administrators	Email, phone, and in-person conversation.	To seek advice and counsel on district and discuss possible co-location collaboration, as well as relationship building.
Alice Nieves-Garcia, CSD 32 Parent Advocate	Phone call and in-person conversation.	To inform District Parent Advocate of proposal and details of school design, seek feedback, and build relationship towards collaboration with school district. Ms. Nieves-Garcia informed all district parent coordinators of MESA's Community Information Session on July 11.
Przemek "Shem" Murczkiewicz, Principal of St. Francis Cabrini K-8 school	Meeting on 5/20/12.	To inform Principal of in-district K-8 school about proposal, seek feedback, and build relationship. See attached letter of support.
Jesse Mojica, Executive Director of DOE Office of Family and Community Engagement	In-person conversation and email.	To inform Office of Family Engagement about plans for Charter School, seek advice and feedback, and build relationship
Devyn Humphrey, Achievement First Director of Admissions and Community Outreach	Phone meeting on 5/31/12.	To inform about school proposal, seek feedback, and build relationship.
Moreen King, Chair of Bushwick CPP	In-person conversations and email.	To inform about school proposal, seek feedback, and build relationship.

Elected Officials		
Official	Type of Contact	Purpose
Assemblyman Rafael Espinal	In-person meeting on 5/17/12; in-person conversation at Bushwick CPP "Peace and Wellness Day" on 6/16/12. Emails and phone calls with staff member Maria Matos.	To inform the Assemblyman, present school design, build relationship, and receive feedback from the community.
Councilwoman Diana Reyna	Phone calls, emails, and	To inform the Councilwoman,

	multiple in-person conversations with staff member Yamilka Mena.	present school design, build relationship, and receive feedback from the community.
Assemblyman Vito Lopez	Phone calls, emails to Chief of Staff Anclin Perez; in-person conversation with staff member Naury Mercedes.	To inform the Assemblyman, present school design, build relationship, and receive feedback from the community.
Congresswoman Nydia Velazquez	Spoke in-person with the Congresswoman at CPP “Peace and Wellness Day” on 6/16/12. Emails and personal conversation with staff member Evelyn Cruz.	To inform the Congresswoman, present school design, build relationship, and receive feedback from the community.
Assemblywoman Annette Robinson	Emails and phone conversation with staff member Michael Smith.	To inform the Assemblywoman, present school design, build relationship, and receive feedback from the community.
Councilman Erik Martin Dilan	Emails and phone calls to Andres Ledesma, Chief of Staff.	To inform the Councilman, present school design, build relationship, and receive feedback from the community.
State Senator Martin Malave Dilan	Emails and phone calls to staff member Matthew Trapasso.	To inform the Councilman, present school design, build relationship, and receive feedback from the community.

Community Based Organizations		
Organization	Type of Contact	Purpose
East Brooklyn Congregations-Industrial Areas Foundation	In-person meeting with Grant Lindsay, lead organizer, on 5/2/12. MESA representative attended EBC meeting on 5/20/12.	To inform EBC about charter proposal, seek feedback and build relationship. Mr. Lindsay has provided ongoing informal advice and support.
Vision in Focus Multi-Service Center	Multiple conversations with Andrea Williams, Founder & Executive Director, who also attended MESA’s Public Information Session on 7/11/12.	To inform Vision in Focus, which serves numerous families with children who would be eligible for MESA, about school design, set up presentations to parents, solicit feedback, and build relationship. See letter of support.
Ecostation: NY	In person-meeting with Sean-Michael Fleming, Director and Maggie Cheney, Director of Farms and Education on 6/12/12.	To inform Ecostation: NY about charter proposal, seek feedback, build relationship and explore possible partnerships for afterschool programming and STEM Block. See letter of support.
Wyckoff Hospital	Phone conversation with Gina Thompson, Director, Positive Health Management.	To inform Wyckoff Hospital about charter proposal and explore possibilities of partnership.
Make the Road New York	Emails and phone	To inform MTRNY about charter

	conversation with Placida Rodriguez, organizer.	proposal, seek feedback and build relationship.
St. Joseph Patron Catholic Church	Phone calls and faxed information to Father Luis Diaz.	To inform St. Joseph Patron about charter proposal, seek feedback and build relationship. St. Joseph Patron is affiliated with St. Francis Cabrini school.

Educational and Charter Operations Leaders		
Leader	Type of Contact	Purpose
Dirk Tillotson, Founder & Executive Director, New School Incubator for New York Charter School Association	In-person meeting on 3/23/12; multiple emails.	To seek advice on school design, network, and build relationship.
Sy Fliegel, Harvey Newman and William Colavito, CEI-PEA	In-person meeting on 4/27/12.	To seek advice on school design, and build relationship.
Aretha Miller, Founder and Executive Director of the Venn Group	Phone meeting on 5/2/12.	To seek advice on school design, particularly in serving ELLs.
Raj Thakkar, Founder and Executive Director, Charter School Business Management	Phone meetings on 5/31/12 and 7/10/12.	To seek advice on budget structure, revenue streams, and cash flow.
Ann Tisch, President, Young Women's Leadership Network	In-person meeting on 6/7/12.	To seek advice on school design, particularly on best practices for creating college readiness and retaining high-performing staff, and to build relationship.
Jacob Mnookin and Lindsay Freeman, ED and Principal, respectively, of Coney Island Prep Charter School.	In-person meeting on 7/16/12.	To seek advice on ED/Principal leadership model, and to build relationship.

MESA Charter High School

A 9-12 High School focused on Math, Science and Engineering
To be located in Community School District 32 (Bushwick)

* * *

Parent and Community Information Session



* * *

Brooklyn Public Library DeKalb Branch
Auditorium

790 Bushwick Ave (J train to
Kosciusko)

Wednesday, July 11, 6:00 PM

Come find out more about this exciting new school
proposed for Bushwick!

www.mesacharterschool.blogspot.com

mesacharterschool@gmail.com

917-257-6876

MESA Charter High School

Una escuela secundaria enfocada en matemáticas, ciencia, e ingeniería

Se encontrara en el distrito 32 (Bushwick)

* * *

Sesión informativa para los padres y la comunidad



* * *

Biblioteca Publica de Brooklyn
Sala DeKalb Branch
790 Bushwick Avenue (tren J para
Kosciusko)
Miercoles, 11 de Julio 6:00 pm

Venga a descubrir más sobre esta nueva excitante escuela propuesta para Bushwick.

www.mesacharterschool.blogspot.com

mesacharterschool@gmail.com

917-257-6876

BMCI

Bushwick Community Partnership Program
Chair: Moreen King, Traditional Educational Center Inc
CPP Program Coordinator: Raul Rubio

Mr. Cliff Chuang
Director, Charter School Office
New York State Education Department
89 Washington Avenue
Albany, NY 12234

July 10, 2012

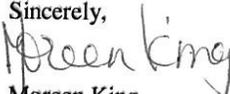
Dear Mr. Chuang

On behalf of the Bushwick Community Partnership Program, located in Community School District 32, we are pleased to express our support for MESA Charter High School. Bushwick CPP brings together a diverse group of over 50 community organizations, some of which have decades-long roots in the community. A large number of these organizations service children who will be eligible to attend MESA when it opens, or their parents. We are very excited about the opportunity MESA will provide for the young people of Bushwick.

MESA's lead applicants Arthur Samuels and Pagee Cheung had a table at a Peace and Wellness Day we held on June 16, and will be returning again for Bushwick's 2nd Annual "Stop the Violence" Event on August 4. MESA has also expressed interest in becoming a member of CPP's Education Group. Bushwick CPP has helped MESA publicize a community information session to be held on July 11, and will continue to partner with them to engage and serve the community before and after the school opens.

We hope you will take our support into account and look favorably on MESA Charter High School. They would be a welcome addition to CSD 32.

Sincerely,


Moreen King
Chair, Bushwick CPP


Raul Rubio
CPP Program Coordinator

BUSHWICK MAKING CHILDREN IMPORTANT
"Committed to Working Together to Strengthen Bushwick's Families"



THE COALITION FOR ASIAN AMERICAN CHILDREN AND FAMILIES

July 17, 2012

Mr. Cliff Chuang
Director, Charter School Office
New York State Education Department
89 Washington Avenue
Albany, NY 12234

Dear Mr. Chuang:

On behalf of the Coalition for Asian American Children and Families (CACF), the nation's only pan-Asian advocacy organization, I am pleased to express our support for MESA Charter High School.

CACF advocates for underserved families in the community, especially immigrants struggling with poverty and limited English skills. For over 25 years, we have advocated for better policies, funding and services to ensure that the needs of Asian Pacific Americans, New York City's fastest growing community, are met. In 2003, CACF launched the Education Advocacy Project to promote the achievement of the diverse Asian Pacific American student population, especially from low-income, immigrant, and limited English proficient backgrounds. We work closely with other advocates to ensure the needs of all immigrant students and ELLs are met. CACF believes that there needs to be more support to curb the large dropout rate of ELLs in our City.

Last year, I was appointed by the Public Advocate to serve on the Citywide Council on English Language Learners (CCELL). I first learned of MESA Charter High School when Lead Applicants Arthur Samuels and Pagee Cheung, as well as Board member Tracie Benjamin-Van Lierop, presented their proposal at CCELL's June meeting. A presentation that was scheduled for fifteen minutes turned into a dialogue of over an hour between the MESA team and parents, educators, and Council members. I was excited by and impressed with the MESA team's commitment to educating English Language Learners and prioritizing ELL students through a set-aside admissions preference. I believe that several of MESA's design elements will prove beneficial to ELLs. MESA's STEM-Block classes, 9th grade Writing Seminar, use of Universal Design for Learning planning techniques, and hiring of an ELL Specialist to provide push-in and sheltered instruction are all strategies that will help ELLs learn. Their College Bound program promotes high expectations for all students, including ELLs.

The proposed MESA Charter School would be located in Bushwick, Brooklyn in Community School District 32. Though they make up more than 20% of the students in CSD 32, ELLs have historically underperformed in that district: 0% of ELLs scored a Level 3 or Level 4 on the 8th grade ELA assessment last year. We believe that MESA will provide ELLs with the high-quality education to which they are entitled.

We hope you will take our support into account and look favorably on MESA Charter High School. If you would like additional information, please feel free to contact me at (212) 809-4675 x.102 or vleung@cacf.org.

Sincerely,



Vanessa Leung
Deputy Director

St. Frances Cabrini School
181 Suydam Street
Brooklyn, NY 11221
718-386-9277
principal@stfrancescabrinischool.org

Mr. Cliff Chuang
Director, Charter Schools Office
New York State Education Department
89 Washington Avenue
Albany, NY 12234

July 1st, 2012

Dear Mr. Chuang:

My name is Przemyslaw Murczkiewicz, I am the principal of St. Frances Cabrini School located in District 32, on Suydam street in the Bushwick section of Brooklyn. SFC School is a Catholic K-8 school which has served the children of Bushwick since 1921. The majority of our students live in Bushwick and come from immigrant families. Most of our parents are looking for schools that provide small setting and most off all safe environment for their children.

Many of our parents cannot afford Catholic or any private high school education for their children after they graduate from our school. They have to seek good quality education for their children beyond the community they live in. The large and overpopulated public High Schools that already exist in the neighborhood are not providing satisfying educational opportunities for Bushwick inhabitants as they deserve, and so they have to look outside the district for high school. Sending children out of immediate neighborhood is nerve wracking for most of the parents.

I strongly believe that establishing small, high quality High Schools in District 32 will help young people to grow and contribute to their community. MESA Charter High School will become a positive example of school with a strong specialization in subject area, in this case Math, Science and Engineering. I am sure that the establishment of that school will enhance the educational opportunities for students in District 32.

Sincerely,



Przemyslaw "Shem" Murczkiewicz
Principal

EcoStation:NY

FOOD JUSTICE + URBAN AGRICULTURE

Mr. Cliff Chuang
Director, Charter School Office
New York State Education Department
89 Washington Avenue
Albany, NY 12234

July 9, 2012

Dear Mr. Chuang

On behalf of EcoStation:NY, located in Community School District 32, I am pleased to express our support for MESA Charter High School. EcoStation: NY is a community-based organization that is training the next generation of environmental and food justice leaders. We work with high school students and community members in Bushwick to manage urban farms, train students in agriculture techniques and business, and develop awareness of social justice issues in their community. We work extensively with students who will be eligible to attend MESA when it opens, or with their parents. We are very excited about the opportunity MESA will provide for the young people of Bushwick.

EcoStation:NY has had preliminary discussions with MESA about a variety of possible partnerships, including summer internships, after school programming, and MESA's STEM-Block classes. MESA's focus on empowerment through science and technology complements the mission and vision of EcoStation: NY. We believe MESA and EcoStation:NY would work well together to serve the young people of CSD 32.

We hope you will take our support into account and look favorably on MESA Charter High School. They would be a welcome addition to CSD 32.

Sincerely,



Sean-Michael Fleming
Executive Director
EcoStation:NY, Inc.

EcoStation:NY, Inc
130 Palmetto Street, Suite 350 • Brooklyn NY 11221
tel + fax 646.393.9305

Vision in Focus International
Multi-Service Center



574 East 31st Street
Brooklyn, NY 11210
Office: 347-271-6816/Email: hadmj4@gmail.com

Mr. Cliff Chaung
Director, Charter School Office
New York State Education Department
89 Washington Avenue
Albany, NY 11234

July 20, 2012

Dear Mr. Chuang

VIF International Multi Service Center is located in Brooklyn, New York and operates from inside of a church. As a Multi-Service Center we focus on several youth programs and services provided in the Bedford-Stuyvesant, Bushwick and Flatbush community. VIF International is an umbrella for many other services. The Multi-Service Center consists of Aide to Seniors Program, (T.O.Y.S) Teach our Youth Support, Outreach Services, and Women and Male Support programs. All services are provided on and off site with a Project Director supervising each service and program. Our Bedford Stuyvesant location provides services to youth and their families who are from Community School District 32 through mentoring and work readiness programs.

As a community based organization we are delighted to offer our support to MESA Charter High School. We provide services to children and families in District 32 who can definitely benefit from the opportunity MESA will provide. We have come to value the importance of communities and schools working together. The collaboration built in educating young people could create learning environments which work to ensure that children meet high academic standards, develop a sense of civic duty and community connection and obtain the capability for lifelong learning. When communities come together and share in this responsibility collaboration is built with not just the youths involved but also with parents and schools.

It is our belief that MESA Charter High School will form strong ties to the community allowing for wonderful academic prospects for students in District 32.

Sincerely,

Mrs. A. Williams

Mrs. Andrea Williams
Executive Director



Community Education Council 32

Department of Education of the City of New York

797 Bushwick Avenue, Rm. # 303 ° Brooklyn, NY 11221 ° Phone: 718-574-1203 ° Fax: 718-574-1245 ° CEC32@schools.nyc.gov

SUBJECT TO CHANGE

P.S./I.S. 384
242 Cooper Street
Brooklyn, N.Y. 11207
Thursday-June 21, 2012
6:00 p.m., Auditorium

AGENDA

Public/Calendar Meeting:

Pledge of Allegiance

1. Announcement of Public Q&A sign-up protocol
2. Call to Order and Roll Call
3. Opening Statement
4. School Performance by the P.S./I.S. 384 students
5. School Performance by the P.S. 151 students
6. Guest Speaker: Jesse Mojica, Executive Director of Division of Family and Community Engagement
7. Report of Community Superintendent- Mrs. Lillian Druck
8. Guest Speaker: Arthur Samuels, MESA Charter School
9. Distribution of Recognition Certificates to Students of: P.S./I.S. 384 and P.S. 151
10. Comments and Questions from the Public
11. Announcements/School Reports
12. Adjournment

Business Meeting:

- ✓ Call to Order, Roll Call
 - ✓ Election of New Officer-Secretary
 - ✓ Election of New Officer-2nd Vice-President
 - ✓ Adjournment
1. Call to Order, Roll Call
 2. Approval of Minutes dated: May 17th, April 19th & March 15, 2012
 3. Amend By-Laws
 4. Revise School Assignments
 5. Resolution[s]
 6. Adjournment

Public Forum:

Anyone wishing to speak during the Public Agenda session must sign the speaker's sheet provided at the front desk. You will be allowed up to 3-minutes speaking time.

Announcement: Next CEC 32 Calendar Meeting: Thursday-July 19th at 10:00 a.m. @ P.S. 376,
[194 Harman Street, Brooklyn, N.Y. 11237]

All meetings are held at wheelchair accessible sites.

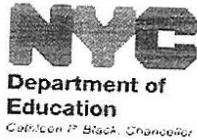


BMCI CPP General Meeting
Tuesday June 19, 2012
10:30am-12:30pm
DeKalb Library, Lower Auditorium
790 Bushwick Ave

BMCI/ CPP General Meeting
Agenda

- 1) **Welcome and Introductions, brief history of the CPP**
- 2) **Presentation:** Arthur Samuels, MESA High School
- 3) **Strategic Plan 2012**
- 4) **“Bringing Sexy Back” to the CPP**
 - a. What do we want the future CPP Meetings to focus on?
 - b. Ways to make the meetings more interactive and exciting.
 - c. Finding presenters to address issues from Family Conferences.
 - d. More Presentations from Partner Members Agencies.
 - e. How do we find/identify and connect to Youth Services?
- 5) **Expanding Partnership (15 minutes)**
 - a. DHS/ACS
 - b. Fresh Air Fund
 - c. Wyckoff Heights Medical Center
 - d. Woodhull Hospital
 - e. UJIMA, Community Working Together Inc. (250 in attendance)
- 6) **Announcements**
- 7) **Closing**

Next Meeting
July 17th, 2012
10:30am-12:30pm, Networking at 10am



Citywide Council on English Language Learners

June 5, 2012, 5:30pm
52 Chambers St., NY, NY

Calendar Meeting Agenda

- ✚ Call to order
- ✚ Council Roll Call
- ✚ Approval of Minutes
- ✚ Presidential Report: Voting on Previous resolutions
 - ❖ Resolution Re: Amending the State Law on Eligibility to serve the CCELL
 - ❖ Resolution Re: Support for the Dream Act
 - ❖ Resolution Recommending the ESL Classes for ELL parents should be introduced into Public Schools
- ✚ ELL Corrective Action presentation by Lissette Colón, Chief of Staff, Office of English Language Learners
- ✚ Proposed Charter High School, MESA (Math, Engineering and Science Academy) Presentation by Arthur Samuels
- ✚ Adjournment

Business Meeting Agenda

- ✚ Call to order
- ✚ Council Roll Call
- ✚ Approval of Minutes
- ✚ Discussion on strategic activities in Support of resolution to change the NY State Governance Law on eligibility to serve on CCELL
- ✚ Discussion on End of the Year CCELL Report
- ✚ Discussion on having a Special Meeting during July to discuss old business
- ✚ Monthly Budget Report
- ✚ Reimbursement
- ✚ Adjournment

MESA Charter High School
A 9-12 High School focused on Math, Science and Engineering
To be located in Community School District 32 (Bushwick)

**Parent and
Community
Information
Session**



Brooklyn Public Library DeKalb Branch
Auditorium
790 Bushwick Ave (J train to
Kosciusko)
Wednesday, July 11, 6:00 PM

Come find out more about this exciting new school
proposed for Bushwick!

www.mesacharterschool.blogspot.com
mesacharterschool@gmail.com
917-257-6876

Saint Ann's School honors Class of 2012

Saint Ann's School celebrated the graduation of the Class of 2012 on Tuesday, June 12, 2012 at the Church of St. Ann & the Holy Trinity. Jon Weld, President of the Board of Trustees, offered a welcome. Head of School Vincent Tompkins and Trustee and Class of 2012 parents Peter Davidson and Daniel Bergner addressed the graduating class and their families. The faculty guest speaker was Christopher Mellon. Seniors Karol Alzate, Dominic Coles, Miye D'Oench, India Ennenga and Gideon Nachman were selected by their classmates to make presentations.



The Prelude and Processional were played by faculty member and organist Jason Asbury and the Saint Ann's Brass Choir directed by faculty member Stephen Pickering. Two selections from Aaron Copland's *The Tender Land* were performed: senior Rebecca Brudner sang Laurie's Song and the high school and faculty chorus with soloist senior Eye Kummer-Landau sang *The Promise of Living*. The chorus was accompanied by senior Nicholas Watters and faculty member Nicholas Williams and directed by Jason Asbury.

The Head of High School Dana Okeson awarded diplomas to: Stella Aides-Laurent, Elizabeth Alexion, Karol Alzate, Margaret Austin, Benjamin Avram, Isabel Balazs, Annie Ballaine, Bailey Barton, Miles Bergner, Maxine Berman, Reed Berry, Cole Berry-Miller, Oliver Booth, Nora Brickner, Rebecca Brudner, Kohler Bruno, Charlotte Chudy, Willis Cohen, Dominic Coles, Jonathan Creek, Miye D'Oench, Marit Darrow, Gideon Davidson, Graham Dietz,

Ari Efron, India Ennenga, Roy Femenella, Violet Fludzinski, Mika Fox, Anna Freedman, Jena Gilbert-Merrill, Jordana Gluckow, Hannah Grosman, Josephine Haller, Jack Harnett, Ramona Head, Kate Healy, Simon Hedges, Sarah Hills, Catherine Hochman, Shayla James, James Janison, Jonah Kaner, Jed Kass, Bobby Klapper, Sarah Krantz, Eve Kummer-Landau, Macy Lawler, Sarah Lindberg, Jeremy Mack, Danielle Marton, Gabrielle Mathis, Jack McNeil, Casey McSherry, Sam Melnick, Zachary Mittman, Gideon Nachman, Jake Nidenberg, Iniko Ntosake, Elizabeth Perkins, Ava Pollack, Justin Poser, Nico Premutico, Tashawn Reagon, Alessandra Roubini, Caitlin Ruderman, Maile Sackler, Cordelia Senie, Mikela Sheskier, Vincent Snagg, Aaron Steadman-Olliver, Jack Warnke, Nicholas Watters, Olivia Wherry, Nick Wilson, Forbes Wilson, Susan Yassky, Victoria Youngblood, Joseph Zabel, Anna Zanes, and Ivan Zeavin-Moss.

**For Saint Ann's special full-length
Class of 2012 photo, see page 11.**



XAVERIAN

A Xaverian Brothers Sponsored School

Congratulates The Class of 2012!

Awarded scholarships totaling \$21,458,108

A partial listing of college acceptances:

Auburn University	George Washington University	Pepperdine University
Bard College	Johns Hopkins University	Providence College
Binghamton University	Ithaca College	Quinnipiac University
Boston College	Lafayette College	Rensselaer Polytechnic Institute
Boston University	Lehigh University	Rochester Institute of Technology
Catholic University	Loyola University Maryland	Sacred Heart University
Clemson University	Marquette University	Syracuse University
College of the Holy Cross	Michigan State University	University of Florida
Cornell University	New York University	University of Maryland
Embry-Riddle Aeronautical Univ.	Parsons School of Design	Villanova University
Fordham University	Pennsylvania State University	Virginia Tech

INVEST IN YOUR FUTURE!

Xaverian Admissions, 7100 Shore Road, Brooklyn, NY 11209
(718) 836-7100 ext. 117 www.xaverian.org/admissions



MESA Charter School Blog

SUNDAY, JUNE 3, 2012

MESA Charter High School Public Meeting

MESA will be holding a public meeting to share the school design with the community and, more importantly, to receive feedback and input from community members.

Location: The auditorium of Brooklyn Public Library's [DeKalb Branch](#), located at 790 Bushwick Avenue. Take the J train to Kosciusko Street or the M train to Central Ave

Date and Time: Wednesday, July 11 from 6:00pm - 7:30pm

Who should attend: Students, parents, teachers, educators, community leaders—anyone who would like to learn more about MESA Charter High School, or provide feedback that can be incorporated into the school design.

For more information: Email mesacharterschool@gmail.com, or call 917-257-6876

Posted by Mesa Charter School at 5:31 AM No comments:

[Recommend this on Google](#)

THURSDAY, MAY 17, 2012

Welcome to MESA Charter School's webpage!

Welcome to the website for MESA Charter High School! We are a group of educators applying to the New York State Board of Regents to open a 9-12 Charter High School in Community School District 32, located in Bushwick, Brooklyn. Below, you will find key information about our school design.

MESA Charter School welcomes feedback from any and all interested parties. We believe an open dialogue with all community members is crucial to the success of any public school, therefore we want to be as open and transparent as possible. If you have any comments, feedback, or suggestions, please post them below or email mesacharterschool@gmail.com.

Mission Statement

Math, Engineering and Science Academy (MESA) Charter School provides a meaningful high school education that prepares each student for success in college or career. MESA students will develop a passion for Science, Technology, Engineering and Mathematics and, through an intensive college and career awareness and readiness program, become critical thinkers and self-advocates. This empowers MESA graduates to understand all of the options before them, and, together with their families, develop a path to success after high school.

Logistics

- Grades Intended to Serve: 9-12
- Number of students: 125 per grade, 500 at capacity.
- Target student population: At risk and historically underserved population such as low-income students, immigrants, students of color, English Language Learners, and students with disabilities. Set aside admissions preference for English Language Learners.
- Proposed Location: Bushwick, Brooklyn, Community School District 32.
- Proposed Opening Date: Fall, 2013.

Key Design Elements

- Four-year College Bound program helps each student, develop a meaningful and actionable post-secondary plan.
- Academic focus on STEM fields, including STEM-block, where students take project-based

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courses (i.e. Bridge Building or Ecosystem Study) around STEM subjects taught by Math for America Instructors.

- Daily 9th Grade Writing Seminar for all students in addition
- Strong support for teaching staff, including Principal and Instructional Coach, a built-in common planning period, and minimal administrative duties for teachers besides instruction and advisory.
- Strong focus on positive school culture including full-time School Culture Coordinator and daily advisory.
- Weekly effort grades in each class reinforce habits of success, such as respect, punctuality, engagement, and effort.
- Explicit focus on family and community engagement, including summer home visits for every single student, parent and student orientations, year-round parent satisfaction surveys
- Year-round calendar makes for more reasonable use of time, and supports multiple timetables for Regents preparation and minimizes loss of knowledge and skill over the summer.

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Attachment 3(A). Sample Teacher and Student Schedules
Sample English Teacher Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:45-9:00	Room Prep	Room Prep	Room Prep	Room Prep	Room Prep
9:00-9:27	Advisory	Advisory	XXXXX	Advisory	Advisory
Period 1 9:30-10:22 <i>(WED: 9:00-9:35)</i>	ELA Sec 3	ELA Sec 3	PREP	ELA Sec 3	ELA Sec 3
Period 2 10:25-11:17 <i>(WED: 9:38-10:23)</i>	ELA Sec 1	ELA Sec 1	ELA Sec 1	ELA Sec 1	ELA Sec 1
Period 3 11:20-12:12 <i>(WED: 10:26-11:01)</i>	PREP	PREP	ELA Sec 2	PREP	PREP
Period 4 12:15-1:07 <i>(WED: 11:04-11:39)</i>	ELA Sec 5	ELA Sec 5	ELA Sec 3	ELA Sec 5	ELA Sec 5
LUNCH 1:07-1:48 <i>(WED: Lunch is available for students at 1:33, but is not required)</i>	LUNCH	LUNCH	XXXXX	LUNCH	LUNCH
Period 5 1:48-2:40 <i>(WED: 11:42-12:17)</i>	ELA Sec 2	ELA Sec 2	ELA Sec 4	ELA Sec 2	ELA Sec 2
Period 6 2:43-3:35 <i>(WED: 12:20-12:55)</i>	ELA Sec 4	ELA Sec 4	ELA Sec 5	ELA Sec 4	ELA Sec 5
Period 7 3:38-4:30 <i>(WED: 12:58-1:33)</i>	PREP	PREP	PREP	PREP	PREP
Afterschool (4:30-5:30) <i>(WED: 2:15-5:15)</i>			Staff Meeting, Co-Planning and Professional Development		

Sample Integrated Algebra Teacher Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:45-9:00	Room Prep	Room Prep	Room Prep	Room Prep	Room Prep
9:00-9:27	Advisory	Advisory	XXXXX	Advisory	Advisory
Period 1 9:30-10:22 <i>(WED: 9:00-9:35)</i>	Integrated Algebra Sec 4	Integrated Algebra Sec 4	Integrated Algebra Sec 4	Integrated Algebra Sec 4	Integrated Algebra Sec 4
Period 2 10:25-11:17 <i>(WED: 9:38-10:23)</i>	Integrated Algebra Sec 5	Integrated Algebra Sec 5	Integrated Algebra Sec 5	Integrated Algebra Sec 5	Integrated Algebra Sec 5
Period 3 11:20-12:12 <i>(WED: 10:26-11:01)</i>	PREP	PREP	ELA Sec 2	PREP	PREP
Period 4 12:15-1:07 <i>(WED: 11:04-11:39)</i>	PREP	PREP	PREP	PREP	PREP
LUNCH 1:07-1:48 <i>(WED: Lunch is available for students at 1:33, but is not required)</i>	LUNCH	LUNCH	XXXXX	LUNCH	LUNCH
Period 5 1:48-2:40 <i>(WED: 11:42-12:17)</i>	Integrated Algebra Sec 1	Integrated Algebra Sec 1	Integrated Algebra Sec 1	Integrated Algebra Sec 1	Integrated Algebra Sec 1
Period 6 2:43-3:35 <i>(WED: 12:20-12:55)</i>	Integrated Algebra Sec 2	Integrated Algebra Sec 2	Integrated Algebra Sec 2	Integrated Algebra Sec 2	Integrated Algebra Sec 2
Period 7 3:38-4:30 <i>(WED: 12:58-1:33)</i>	Integrated Algebra Sec 3	Integrated Algebra Sec 3	Integrated Algebra Sec 3	Integrated Algebra Sec 3	Integrated Algebra Sec 3
Afterschool (4:30-5:30) <i>(WED: 2:15-5:15)</i>			Staff Meeting, Co-Planning and Professional Development		

**MESA Charter High School
Sample STEM Block Teacher Schedule**

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:45-9:00	Room Prep	Room Prep	Room Prep	Room Prep	Room Prep
9:00-9:27	Advisory	Advisory	XXXX	Advisory	Advisory
Period 1 9:30-10:22 <i>(WED: 9:00-9:35)</i>	PREP	PREP	PREP	PREP	PREP
Period 2 10:25-11:17 <i>(WED: 9:38-10:23)</i>	PREP	PREP	Push-In Support, Integrated Algebra Sec 4	PREP	PREP
Period 3 11:20-12:12 <i>(WED: 10:26-11:01)</i>	STEM Block Sec 3	STEM Block Sec 3	PREP	STEM Block Sec 1	STEM Block Sec 1
Period 4 12:15-1:07 <i>(WED: 11:04-11:39)</i>	STEM Block Sec 3	STEM Block Sec 3	PREP	STEM Block Sec 1	STEM Block Sec 1
LUNCH 1:07-1:48 <i>(WED: Lunch is available for students at 1:33, but is not required)</i>	LUNCH	LUNCH	XXXXX	LUNCH	LUNCH
Period 5 1:48-2:40 <i>(WED: 11:42-12:17)</i>	PREP	PREP	PREP	Integrated Algebra Enrichment Pull Out	Integrated Algebra Enrichment Pull Out
Period 6 2:43-3:35 <i>(WED: 12:20-12:55)</i>	STEM Block Sec 5	STEM Block Sec 5	PREP	PREP	PREP
Period 7 3:38-4:30 <i>(WED: 12:58-1:33)</i>	STEM Block Sec 5	STEM Block Sec 5	Push-In Support, Integrated Algebra Sec 3	PREP	PREP
Afterschool (4:30-5:30) <i>(WED: 2:15-5:15)</i>	Small Group Integrated Algebra Instruction (Group A)	Small Group Integrated Algebra Instruction (Group B)	Staff Meeting, Co-Planning and Professional Development	Small Group Integrated Algebra Instruction (Group C)	PREP

Sample Student Schedule (Low-performing student, receives extra instruction on Monday after school and push-in support on Wednesday)

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:00-9:27	Advisory	Advisory	XXXXX	Advisory	Advisory
Period 1 9:30-10:22 (<i>WED: 9:00-9:35</i>)	ELA	ELA	Living Environment	ELA	ELA
Period 2 10:25-11:17 (<i>WED: 9:38-10:23</i>)	Global Studies	Global Studies	Global Studies	Global Studies	Global Studies
Period 3 11:20-12:12 (<i>WED: 10:26-11:01</i>)	STEM Block	STEM Block	9 th Grade Writing Seminar	Physical Education	Physical Education
Period 4 12:15-1:07 (<i>WED: 11:04-11:39</i>)	STEM Block	STEM Block	ELA	College Bound	College Bound
LUNCH 1:07-1:48 (<i>WED: Lunch is available for students at 1:33, but is not required</i>)	LUNCH	LUNCH	XXXXX	LUNCH	LUNCH
Period 5 1:48-2:40 (<i>WED: 11:42-12:17</i>)	Living Environment	Living Environment	Physical Education	Living Environment	Living Environment
Period 6 2:43-3:35 (<i>WED: 12:20-12:55</i>)	9 th Grade Writing Seminar	9 th Grade Writing Seminar	College Bound	9 th Grade Writing Seminar	9 th Grade Writing Seminar
Period 7 3:38-4:30 (<i>WED: 12:58-1:33</i>)	Integrated Algebra	Integrated Algebra	Integrated Algebra (push-in support present)	Integrated Algebra	Integrated Algebra
Afterschool (4:30-5:30)	Small Group Math Instruction (Group A)				

Sample Student Schedule (High-performing student, receives Enrichment pull-out during Integrated Algebra class on Thursday and Friday)

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:00-9:27	Advisory	Advisory	Advisory	Advisory	Advisory
Period 1 9:30-10:22 (<i>WED: 9:00-9:35</i>)	9 th Grade Writing Seminar	9 th Grade Writing Seminar	9 th Grade Writing Seminar	9 th Grade Writing Seminar	9 th Grade Writing Seminar
Period 2 10:25-11:17 (<i>WED: 9:38-10:23</i>)	ELA	ELA	ELA	ELA	ELA
Period 3 11:20-12:12 (<i>WED: 10:26-11:01</i>)	College Bound	College Bound	College Bound	STEM Block	STEM Block
Period 4 12:15-1:07 (<i>WED: 11:04-11:39</i>)	Physical Education	Physical Education	Physical Education	STEM Block	STEM Block
LUNCH 1:07-1:48 (<i>WED: Lunch is available for students at 1:33, but is not required</i>)	LUNCH	LUNCH	XXXXX	LUNCH	LUNCH
Period 5 1:48-2:40 (<i>WED: 11:42-12:17</i>)	Integrated Algebra	Integrated Algebra	Integrated Algebra	Integrated Algebra Enrichment Pull-Out	Integrated Algebra Enrichment Pull-Out
Period 6 2:43-3:35 (<i>WED: 12:20-12:55</i>)	Living Environment	Living Environment	Living Environment	Living Environment	Living Environment
Period 7 3:38-4:30 (<i>WED: 12:58-1:33</i>)	Global Studies	Global Studies	Global Studies	Global Studies	Global Studies

Attachment 3(B). MESA Charter High School 2013-2014 Calendar

August 2013				
Mon	Tues	Wed	Thur	Fri
			1 SI	2 SI
5 SI	6 SI	7 SI	8 SI	9 SI
12 SI	13 SI	14 SI	15 SI	16 SI
19 SV	20 SV	21 SV	22 SV	23 SV
26	27	28	29	30

September 2013				
Mon	Tues	Wed	Thur	Fri
2 H	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

October 2013				
Mon	Tues	Wed	Thur	Fri
	1	2	3	4
7	8	9	10	11
14 PD	15	16	17	18
21	22	23	24	25
28	29	30	31	

November 2013				
Mon	Tues	Wed	Thur	Fri
				1
4	5	6	7	8
11	12	13	14	15
18 R	19 R	20 E	21 E	22 G
25 H	26 H	27 H	28 H	29 H

December 2013				
Mon	Tues	Wed	Thur	Fri
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23 H	24 H	25 H	26 H	27 H
30 H	31 H			

January 2014				
Mon	Tues	Wed	Thur	Fri
		1 H	2 H	3 H
6	7	8	9	10
13	14	15	16	17
20 H	21	22	23	24
27	28	29	30	31

- SI:** Summer Institute (school closed to students)
- PD:** Professional Development Day (school closed to students)
- I:** Intersession Programming
- SV:** Summer Vista (students released at 1:30)
- M:** Mock Regents

- H:** Holiday (school closed to all)
- R:** Reading period (exam review)
- E:** Exams
- G:** Grading Day (school closed to students)

Attachment 3(B). MESA Charter High School 2013-2014 Calendar

February 2014				
Mon	Tues	Wed	Thur	Fri
	3	4	5	6
7	8	9	10	11
12	13	14	15	16
17 H	18 I	19 I	20 I	21 I
22	23	24 PD	25	26
27	28	29	30	31

March 2014				
Mon	Tues	Wed	Thur	Fri
	3	4	5	6
7	8	9	10	11
12	13	14	15	16
17 R	18 R	19 E	20 E	21 G
22	23	24	25	26
27	28	29	30	31

April 2014				
Mon	Tues	Wed	Thur	Fri
	1	2	3	4
5	6	7	8	9
10	11	12	13	14
15 H	16 H	17 H	18 H	19 H
20 I	21 I	22 I	23 I	24 I
25	26	27	28	29
30	31	32	33	34

May 2014				
Mon	Tues	Wed	Thur	Fri
			1	2
3	4	5	6	7
8	9	10	11	12
13	14	15	16	17
18	19	20	21	22
23	24	25	26	27
28	29	30	31	

June 2014				
Mon	Tues	Wed	Thur	Fri
	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25
26	27	28	29	30
31				

July 2014				
Mon	Tues	Wed	Thur	Fri
	1	2	3	4
5	6	7	8	9
10	11	12	13	14
15	16	17	18	19
20	21	22	23	24
25	26	27	28	29
30	31	32	33	34

- SI:** Summer Institute (school closed to students)
- PD:** Professional Development Day (school closed to students)
- I:** Intersession Programming
- SV:** Summer Vista (students released at 1:30)
- M:** Mock Regents

- H:** Holiday (school closed to all)
- R:** Reading period (exam review)
- E:** Exams
- G:** Grading Day (school closed to students)

Month	Days without instruction	Number of Instructional Days
August 2013	August 1-16: Summer Institute for Teachers	10
September 2013	September 2: Labor Day	20
October 2013	October 14: Professional Development Day	22
November 2013	November 22: Grading Day for Teachers November 25-29: Thanksgiving Break	15
December 2013	December 23-31: Winter Break	15
January 2014	January 1-5: Winter Break January 20: MLK Holiday	19
February 2014	Feb 17: President's Day Holiday Feb 18-21: Intersession Feb 24: Professional Development Day	14
March 2014	March 21: Grading day for teachers	20
April 2014	April 14-18: Spring Break April 21-24: Intersession April 25: Professional Development Day	12
May 2014	May 23: Teacher Professional Day May 26: Memorial Day	20
June 2014	June 30: Grading Day for Teachers	20
July 2014	July 1-4: Summer Break July 7-31: Intersession (Mon-Thurs; School is closed on Fridays)	0
		187 Days Total

- Teachers will begin Summer Institute on August 1, 2013.
- Students will begin Summer Vista on August 19, 2013.
- The first full day of instruction for students will be August 26, 2013.
- MESA's school year will be divided into three trimesters. Trimester 1 will end on November 22, Trimester 2 will end on March 21, and Trimester 3 will end on June 27. Report cards will be mailed home at the end of each trimester, and transcripts will be sent home at the end of the year.
- Students will be released at 1:33PM on Wednesday to allow for PD. The only exceptions to this are on November 20, March 19, and June 25, when students are either reviewing for or taking exams.
- MESA will hold a Back-To-School night on August 28, and will hold Parent-Teacher Conferences on October 2, February 5, and May 14. Progress reports will be distributed at these parent-teacher conferences and will be mailed to parents who do not attend. MESA will also hold several parent workshops on dates to be determined throughout the school year.
- Teachers will have PD Days on October 14, February 24, April 25 and May 23. Students will not have school these days.
- Mock Regents Exams will be held on May 22, May 29, and June 5.
- Teachers will have grading days on the last day of each trimester: November 22, March 21 and June 30. Students will not have school these days.
- MESA's reward overnight trip for students with sufficiently high E-Scores will take place on from June 30-July 1. These will not count as instructional days.

Attachment 4. Disciplinary Policy

Student disciplinary offenses are those actions or inactions that violate the school's Disciplinary Policy. A disciplinary offense may occur while the student is: at school and/or on school grounds; participating in a school-sponsored activity; walking to or from school or a school-sponsored event; walking to or from, waiting for, or riding on school-provided transportation; or walking to or from, waiting for, or riding on public transportation to and from school or a school-sponsored activity. School-related disciplinary offenses may also include serious misconduct outside the school where evidence exists that the student's continued presence would have a substantial detrimental effect on the school.

The following list of actionable offenses is not exhaustive but provides examples of violations of the MESA Disciplinary Policy. The list may be modified from time to time by the Principal, Executive Director, or Board of Trustees.

School staff will be educated about and trained to implement the policy during the Summer Institute. Newly admitted students will receive a copy of the Disciplinary Policy in their enrollment packet (see *II.F.*).

LIST OF CERTAIN ACTIONABLE OFFENSES:

Note: The number in parenthesis is the deduction from the student's E-Score that accompanies the offense. Repeat incidents of the offense increase the number of points deducted. For example, a second tardiness to school or class would result in the loss of four points off the student's E-Score. A third tardiness would result in the loss of six points, and so on. These E-Score deductions apply only to the offenses listed in Section 1. All offenses in Sections 2-8 will result E-Scores being nullified and student being barred from rewards for a period to be determined by the Principal or Executive Director.

1. **DISRUPTING THE SCHOOL ENVIRONMENT (IN GENERAL, SECTION 1 OFFENSES WILL BE PUNISHED WITH IN-SCHOOL DISCIPLINARY MEASURES (SEE BELOW); SERIOUS OR REPEAT CASES, HOWEVER, MAY RESULT IN LONG-TERM SUSPENSION AND/OR EXPULSION).**
 - 1.1 **Arriving Late to School or Class:** Student tardiness disrupts class, inconveniences others, and often results in academic difficulties. Students may not be late to school or class. (-5)
 - 1.2 **Cutting School, Class, Detention, or Mandatory School Events:** Students are required to attend all classes, assigned detention, and mandatory school events. Students are not permitted to have unexcused absences or to leave the school building without permission. In addition to other disciplinary consequences, these offenses may result in long-term suspension and/or expulsion. (-5)
 - 1.3 **Violating the Dress Code (see below):** Parents must pick up children who are not properly dressed for school or bring the missing Dress Code items to the school, as students may be suspended or not be permitted to attend class (see "Dress Code" for further details). Violations of the dress code also may result in additional disciplinary consequences. (-5)
 - 1.4 **Gum, Food, and Beverages:** Students may not chew gum or eat or drink at unauthorized times or places. (-3)
 - 1.5 **Disrupting Class and Preventing Teaching:** MESA can fulfill its mission only if classrooms are safe and teaching is uninterrupted. Students may not disrupt class. In addition to other disciplinary consequences, this offense may result in long-term suspension and/or expulsion. (-5)
 - 1.6 **Cheating, Plagiarism, and Copying Other's Work:** Cheating or copying the work of others (or allowing other students to copy work) is unacceptable. In addition to other disciplinary consequences, this offense may result in long-term suspension and/or expulsion. (-10)
 - 1.7 **Forgery:** Students may not forge a signature. (-10)

- 1.8 Lying to a Staff Member:** Honesty is an essential element of personal character and is needed to build a community based on trust and respect. Students are not permitted to lie or attempt to conceal the truth. “Lying by omission” is included in this offense. (-10)
- 1.9 Being Disrespectful toward a Staff Member:** A school cannot function properly if students are permitted to be disrespectful toward adults. For that reason, students may not be disrespectful toward a staff member or any other adult associated with the school. In addition to other disciplinary consequences, this offense may result in long-term suspension and/or expulsion at the first occurrence. (-20).
- 1.10 Being Disrespectful toward a Student:** If students do not feel physically and emotionally safe in school, teaching and learning are made more difficult. Therefore, students may not be disrespectful toward other students. In addition to other disciplinary consequences, this offense may result in long-term suspension and/or expulsion at the first occurrence. (-20)
- 1.11 Possession of Inappropriate Property, including but not limited to Electronics:** Students cannot possess or use beepers, walkmen, cell-phones, electronic equipment, games, printed text or lyrics that are vulgar, profane, or sexually explicit, or any other items inappropriate for school. Such items will be confiscated and, in the case of electronics, returned in-person to a parent at a time appointed by the school. In addition to other disciplinary consequences, this offense may result in long-term suspension and/or expulsion at the first occurrence (-5)
- 1.12 Gambling:** Gambling or betting is not tolerated. (-50)
- 1.13 Misbehaving inside or outside of Class:** Misbehavior that violates this Disciplinary Policy inside or outside of class is not permitted. In addition to other disciplinary consequences, this offense may result in long-term suspension and/or expulsion at the first occurrence. (-10)
- 1.14 Other behavior detrimental to the school:** Notwithstanding the specific provisions of this disciplinary code, other behavior that the Principal, Executive Director, Director of School Culture or Board of Trustees deems “detrimental to the school” is not permitted.
- 1.15 Failure to Comply with School-Imposed Consequences:** Students must comply with school-imposed consequences. In general, a first instance of failure to comply will result in the initial consequence being doubled (for example a student who fails to comply with referral to detention will receive two detentions). A second instance of failure to comply with school-imposed consequences may be met with in-school or out-of-school suspension. Repeated failure to comply with school-imposed consequences may result in expulsion. In addition to other disciplinary consequences, this offense may result in long-term suspension and/or expulsion at the first occurrence.

2. *ASSAULT, BATTERY, BODILY HARM, INAPPROPRIATE TOUCHING, AND/OR THREATS (IN ADDITION TO OTHER DISCIPLINARY CONSEQUENCES, THESE OFFENSES MAY RESULT IN LONG-TERM SUSPENSION AND/OR EXPULSION AT THE FIRST OCCURRENCE).*

- 2.1 Causing Bodily Harm:** Students may not cause physical injury to a student, school employee, or another person. Students are not permitted to harm or attempt to harm a student, school employee, or another person including with a weapon or dangerous object.
- 2.2 Committing Assault or Assault and Battery:** Students may not commit assault, including sexual assault, or assault and battery on a student, school employee, or another person. Assault is an attempt or threat to physically harm another person; assault does not require physical contact. Battery is any unlawful touching of another person.
- 2.3 Fighting or Unwanted Physical Contact:** MESA students may not fight with other students—from MESA or any other school. Harassing, pushing, touching, or any form of unwanted physical contact is not tolerated.
- 2.4 Play fighting and Threatening:** Play fighting and/or the use of threats endanger the safety of the community. Students may not play fight and/or threaten others.

- 2.5 Setting off a False Alarm or Making a Threat:** Students may not intentionally set off a false alarm or make a destructive threat.
- 2.6 Engaging in Sexual Activity or Inappropriate Touching:** A student may not engage in sexual activity of any kind or touch himself/herself or others inappropriately.
3. *POSSESSION OR USE OF FIREARMS, WEAPONS, AND/OR DANGEROUS OBJECTS (IN ADDITION TO OTHER DISCIPLINARY CONSEQUENCES, THESE OFFENSES MAY RESULT IN LONG-TERM SUSPENSION AND/OR EXPULSION AT THE FIRST OCCURRENCE).*
- 3.1 Possession or Use of a Firearm:** Students may not possess or use a firearm. In compliance with Gun Free Schools Act, 20 U.S.C. § 7151, the school will expel from school for a period of not less than 1 year a student who is determined to have brought a firearm to a school, or to have possessed a firearm at school, except that the chief administering officer of MESA may modify such expulsion requirement for a student on a case-by-case basis if such modification is in writing.
- 3.2 Possession or Use of a Mock Firearm:** Students may not possess or use a mock firearm.
- 3.3 Using or Possessing a Weapon or Dangerous Object:** Students are not allowed to bring a weapon of any sort to school, use any object in a dangerous or threatening manner, or have a weapon on him/her or in his/her property.
- 3.4 Arson:** Students may not set a fire.
4. *POSSESSION, USE, OR DISTRIBUTION OF CONTROLLED SUBSTANCES, ALCOHOL, AND TOBACCO (IN ADDITION TO OTHER DISCIPLINARY CONSEQUENCES, THESE OFFENSES MAY RESULT IN LONG-TERM SUSPENSION AND/OR EXPULSION AT THE FIRST OCCURRENCE).*
- 4.1 Using or Possessing Drugs or Alcohol:** Students may not use or possess any non-prescribed controlled substance, narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, or intoxicant of any kind. Prescribed and over-the-counter drugs must be delivered to the designated MESA staff person by a parent or guardian with a doctor-signed medication authorization form. Students may not be in possession of prescribed or over-the-counter drugs.
- 4.2 SELLING OR TRANSFERRING DRUGS OR ALCOHOL:** Students may not sell, distribute, or possess with intent to sell or distribute a prescribed or non-prescribed controlled substance. Nor should they carry paraphernalia related to drugs or alcohol (ex: pill bottles, etc.)
- 4.3 Using or Possessing Tobacco Products:** The use of tobacco is banned. Students may not use or possess cigarettes, chewing-tobacco, or other tobacco products.
- 4.4 Selling or Transferring Tobacco Products:** Students may not sell, distribute, or possess with intent to sell or distribute cigarettes, chewing-tobacco, or other tobacco products.
5. *HARASSMENT AND VIOLATIONS OF CIVIL RIGHTS (IN ADDITION TO OTHER DISCIPLINARY CONSEQUENCES, THESE OFFENSES MAY RESULT IN LONG-TERM SUSPENSION AND/OR EXPULSION AT THE FIRST OCCURRENCE).*
- 5.1 Violating the Civil Rights of Others:** Students may not violate the civil rights of others.
- 5.2 Harassment:** Students may not make unwanted sexual advances toward or commit sexual harassment of any members of the school community. Harassment or intimidation of any members of the school community on the basis of their racial or ethnic background, gender, religion, age, sexual orientation, or disability is not permitted.
- 5.3 Bullying:** Students may not bully other students. This includes conduct on school property or outside of school, as well as any electronic or “cyber” bullying.
- 5.4 Abusive or Profane Language or Treatment:** Students may not use abusive, threatening, vulgar, coarse, or degrading language (including racial epithets or sexist or homophobic remarks).

6. ***THEFT OR VANDALISM (IN ADDITION TO OTHER DISCIPLINARY CONSEQUENCES, THESE OFFENSES MAY RESULT IN LONG-TERM SUSPENSION AND/OR EXPULSION AT THE FIRST OCCURRENCE).***

6.1 Theft, Loss, or Destruction of Personal or School Property: Students may not steal, lose, or damage someone else's property or school property. In addition to facing other consequences for violation of this rule, students are expected to return property to its rightful owner in its original condition or to reimburse the owner and/or the school for lost, damaged, or stolen property.

6.2 Mistreatment or Inappropriate Use of Technology or School Property: Students must treat computers, printers, and other technology with care. MESA does not tolerate attempts to access the school's files or other inappropriate uses of technology or the Internet. Students do not have the right to use school computers to access chat rooms or email or to access web sites or files that contain profanity, sexually explicit language or pictures, excessively violent themes, and/or other material inappropriate for minors. Students must not mistreat other school property.

7. ***GANG AFFILIATION OR ACTIVITY:*** Students may not be a member of or participate in any criminal gang or criminal gang-related activity. Students may also not wear or otherwise display criminal gang clothing, signs or symbols.

8. ***REPEATED VIOLATIONS OF THE CODE OF CONDUCT:*** Progressively more serious disciplinary consequences shall be imposed upon any student who repeatedly commits one or more disciplinary offenses. Repeated violations of the code of conduct, even for offenses not generally punishable by suspension or expulsion if committed on their own, may be punishable by suspension or expulsion when taken together with other offenses previously committed.

Dress Code: MESA requires that all students and teachers wear "professional attire" at all times, with the exception of "Casual Fridays," during which jeans will be permitted, and designated "dress down days." Students out of dress code will not be permitted to attend class. They may either wait in the office for up to an hour until parents have brought appropriate clothes from home, or they will be sent home. If possible, the school will maintain a few items of dress code-appropriate clothing for students. However, it is not the obligation of MESA to supply alternative appropriate clothes for a student who is out of dress code. If a student wears an outfit that is not specifically covered by this dress code but is nevertheless deemed by the Principal, Executive Director or Director of School Culture to be "unprofessional," MESA reserves the right to deem the student out of dress code and administer the above consequences.

Boys: Boys must wear shirts with collars or turtlenecks. Shirts must have sleeves and be tucked in, neatly and completely. Boys must wear full-length pants (not denim, sweatpants, or athletic gear) in good repair. Shoes must have backs, closed toes, and be in good repair. Pants must be worn at the waist with a solid colored belt and may not "sag." Boys may wear sneakers so long as they are primarily solid black, solid grey, or solid brown in color. Boys' button-down shirts must have no more than two buttons from the top open. Boys may wear solid sweaters or sweatshirts with no writing on them. Boys may not wear hooded sweatshirts, hats, scarves, or any other head covering except for religious purposes. Students may not carry or wear flags or bandanas. Any jewelry must be modest and not over-sized.

Girls: Girls must wear shirts or dresses with sleeves (no sleeveless items such as spaghetti straps or tank tops) and modest necklines. Girls may wear solid t-shirts, blouses, or polo shirts. Shirts must fall well below the waistline and midriffs may not be exposed. Skirts and dresses must be knee length. All garments must fit properly without being tight. Girls may wear full-length or calf-length

pants (not denim, sweatpants, or athletic gear). Pants must be worn at the waist with a solid colored belt and may not “sag.” Any leggings must be worn under a skirt, dress, or pants that comply with MESA’s dress code; they may not be worn on their own. No see-through garments are allowed. Shoes must have low heels, low soles, backs and closed toes. Girls may wear sneakers so long as they are primarily solid black, solid grey, or solid brown in color. Girls may wear solid sweaters or sweatshirts with no writing on them. Girls may not wear hooded sweatshirts, hats, scarves, or any other head covering except for religious purposes. Students may not carry or wear flags or bandanas. Any jewelry must be modest and not over-sized.

School Discretionary Clause: Notwithstanding the above language, the Principal and Executive Director may, at their discretion, deem a student out of dress code if he or she is wearing clothing the Principal or Executive Director deem “unprofessional.” In this case, the consequences in the disciplinary code would apply.

Casual Fridays and designated dress-down days: On Fridays and certain designated “dress down days,” students must follow the above dress code with the exception that they will be allowed to wear jeans.

STUDENT DISCIPLINARY ACTIONS

Discipline at MESA will be administered by school personnel utilizing consequences described elsewhere in this Policy. However, in addition to disciplinary actions provided for elsewhere in this Policy, any breaches of state or federal law may be handled in cooperation with the New York City Police Department or other authorities. Where appropriate, MESA officials also will contact law enforcement agencies.

Definitions: For purposes of this Code:

- **"Short-term suspension"** shall refer to the removal of a student from school for disciplinary reasons for a period of ten or fewer days;
- **"Long-term suspension"** shall refer to the removal of a student from school for disciplinary reasons for a period of more than ten days; and
- **"Expulsion"** shall refer to the permanent removal of a student from school for disciplinary reasons.

In-School Disciplinary Measures: In-school disciplinary matters will be referred to and administered by the Director of School Culture. In each case, the Director of School Culture will follow the steps listed below.

- The staff member addresses the conduct (including describing the infraction(s) and hearing the student’s version of events) and writes up the infraction for the Director of School Culture.
- If necessary, the student is removed from class.
- The Director of School Culture notifies the parents of the offense and describes the consequence to be administered.
- If appropriate, the school will schedule a meeting with a parent or guardian in order to discuss the infractions and may reduce the penalty based upon mutual understanding reached at the meeting.
- The Director of School Culture may assign one or more of the following In-School Disciplinary measures as a consequence for violating the Code of Conduct:
 - Behavioral Contract
 - Detention (After school)
 - Detention (Lunch)
 - Detention (Saturday)
 - Loss of school privileges

- Deduction from E-Scores

Due Process: MESA shall follow due process procedures consistent with *Goss v. Lopez*, 419 U.S. 565 (1975).

Short-Term Suspensions: Short-term Suspension may be imposed by the Principal, Executive Director, or the Board. If a student commits an offense that calls for short-term suspension (10 days or less), the following steps are taken:

- If necessary, the student is immediately removed from class and/or school.
- The student is informed of the charges against him or her.
- The student is entitled to respond to the charges against him or her.
- The parent/guardian is notified of the imposition of short-term suspension by MESA in writing. Written notice shall be provided by e-mail, personal delivery or express mail delivery to the last known address(es) of the parents or guardians. Where possible, notification also shall be provided by telephone. Such notice shall provide a description of the incident(s) for which suspension is proposed and shall inform the parents or guardian of their right to request an immediate informal conference with the Principal. Such notice and informal conference shall be in the dominant language of the mode of communication used by the parents or guardian if known by MESA to be other than English.
- The school will schedule a meeting with a parent or guardian in order to discuss the infractions and may reduce the penalty based upon mutual understanding resulting from the meeting.

The Principal or Executive Director's decision to impose a short-term suspension may be challenged by the parent(s) or guardian in accordance with the charter school's complaint process, pursuant to Education Law § 2855(4).

Long-Term Suspension and Expulsion: The Principal, Executive Director, or Board may impose a long-term suspension. If a student commits an offense that calls for long-term suspension (more than 10 days) or expulsion, the following steps are taken:

- If necessary, the student is immediately removed from class and/or school.
- The student is informed of the charges against him or her.
- Upon determining that a student's action warrants a possible long-term suspension, the Principal shall verbally inform the student that he or she is being suspended and is being considered for a long-term suspension (or expulsion) and state the reasons for such actions.
- The parent/guardian is notified in writing by MESA. Written notice shall be provided by personal delivery or express mail delivery to the student's last known address. Where possible, notification also shall be provided by telephone if the school has been provided with a contact telephone number for the parent(s) or guardian(s). Such notice shall provide a description of the incident or incidents which resulted in the suspension and shall indicate that a formal hearing will be held on the matter which may result in a long-term suspension (or expulsion). The notification provided shall be in the dominant language used by the parent(s) or guardian(s) if it is known to be other than English. The notice will state that at the formal hearing, the student shall have the right to be represented by counsel, present and question witnesses, and present evidence.
- The school will set a hearing date. The student and/or his/her parent/guardian will be notified in writing of the:
 - charges and a statement of the evidence
 - date, time and place of a hearing
 - notice of the right at the hearing to:
 - be represented by legal counsel (at the student's/parent's own expense)
 - present evidence and question witnesses

- After the Principal, Executive Director, the Board or a hearing officer designated by either of them hears the case, the Principal, Executive Director or the Board issues a written decision to be sent to the student, the parent/guardian, the school's Board of Trustees, and the student's permanent record.
- If a parent or student wishes to appeal a decision, they may do so by notifying the Chair of the Board of Trustees in writing within 5 school days of the issuance of the written decision.

The decision to impose a long-term suspension/expulsion upon a student may be challenged by the parent(s) or guardian in accordance with the charter school's complaint process, pursuant to Education Law § 2855(4).

Firearm Violations: Federal law requires 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, except that 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). "Firearm," as used in this law means a "firearm," as defined by 18 USC §921, and includes firearms and explosives. The Principal shall refer a student under the age of sixteen who has been determined to have 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 except a student fourteen or fifteen years of age who qualifies for juvenile offender status under Criminal Procedure Law § 1.20(42). The Principal shall refer any pupil sixteen years of age or older or a student fourteen or fifteen years of age who qualifies for juvenile offender status under Criminal Procedure Law § 1.20(42), who has been determined to have brought a weapon or firearm to school to the appropriate law enforcement officials.

Provision of Services During Removal: MESA will ensure that alternative educational services are provided to a child who has been suspended. For a student who has been suspended or expelled, alternative instruction will be provided to the extent required by law. The school will provide alternative instruction to students as soon as practicable: in general, no later than the day after the suspension is effective. Such instruction will be at a reasonable location and time of the school's choosing.

Alternative instruction for suspended students will be of sufficient duration to enable a student to cover all class material, take all tests and quizzes, keep pace with other students, and progress to the next grade level. Except for the brief time it would take for a student to re-enter another public school, MESA does not have to, but may, provide alternative instruction for expelled students.

DISCIPLINE POLICY FOR STUDENTS WITH DISABILITIES

In addition to the discipline procedures applicable to all students, the following procedures are applicable to students with disabilities. A student not specifically identified as having a disability but whose school district of residence or charter school, prior to the behavior which is the subject of the disciplinary action, has a basis of knowledge—in accordance with 34 CFR 300.534—that a disability exists may request to be disciplined in accordance with these provisions. MESA shall comply with sections 300.530-300.536 of the Code of Federal Regulations ("CFR") and the following procedures, except that in the event that the following procedures are inconsistent with federal law and regulations, such federal law and regulations shall govern.

The school shall maintain written records of all suspensions and expulsions of students with a disability including the name of the student, a description of the behavior engaged in, the disciplinary action taken, and a record of the number of days a student has been suspended or removed for disciplinary reasons.

If a student identified as having a disability is suspended during the course of the school year for a total of eight days, such student will immediately be referred to the CSE of the student's district of residence for reconsideration of the student's educational placement. Such a student shall not be suspended for a total of more than ten days during the school year without the specific involvement of the CSE of the student's district of residence prior to the eleventh day of suspension, because such suspensions may be considered to be a change in placement.

In considering the placement of students referred because of disciplinary problems, the CSE of the student's district of residence is expected to follow its ordinary policies with respect to parental notification and involvement. The CSE will be notified in the event of:

- 1) The commission of an infraction by a student with a disability who has previously been suspended for the maximum allowable number of days.
- 2) The commission of any infraction resulting from the student's disability.
- 3) The commission of any infraction by a disabled student, regardless of whether the student has previously been suspended during the school year if, had such infraction been committed by a non-disabled student, the Principal would seek to impose a suspension in excess of ten days.

Also, MESA will ensure that when the suspension or removal of a student with a disability will constitute a disciplinary change of placement, the CSE will be immediately notified so that the CSE can meet its required obligations to: 1) Convene a CSE meeting within 10 school days to make a manifestation determination; 2) Convene a CSE meeting within 10 business days to develop a plan to conduct a functional behavioral assessment or review an existing functional behavioral assessment or behavioral intervention plan; 3) Provide the student's parent with a copy of their procedural due process rights. 4) Work closely with the CSE of the students' district of residence in determining education services or the interim alternative educational setting consistent with the FAPE requirements.

Provision of Services During Removal: Those students removed for a period of fewer than ten days will receive all classroom assignments and a schedule to complete such assignments during the time of his or her suspension. Provisions will be made to permit a suspended student to make up assignments or tests missed as a result of such suspension. The school also shall provide additional alternative instruction within the ten days and by appropriate means to assist the student, so that the student is given full opportunity to complete assignments and master curriculum, including additional instructions, phone assistance, computer instruction and/or home visits and one-on-one tutoring.

During any subsequent removal that, combined with previous removals equals ten or more school days during the school year, but does not constitute a change in placement, services must be provided to the extent determined necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. In these cases, school personnel, in consultation with the child's special education teacher, shall make the service determination.

During any removal for drug or weapon offenses pursuant to 34 CFR §300.530(g) services will be provided to the extent necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. These service determinations will be made by the CSE of the student's district of residence. The school will place students in interim alternative educational settings as appropriate per 34 CFR §300.520(g).

During any subsequent removal that does constitute a change in placement, but where the behavior is not a manifestation of the disability, the services must be provided to the extent necessary to enable the student to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. The CSE of the student's district of residence will make the service determination.

Due Process: If discipline which would constitute a change in placement is contemplated for any student with an IEP, the following steps shall be taken: (1) not later than the date on which the decision to take such action is made, the parents of the student with a disability shall be notified by the School of that decision and provided the procedural safeguards notice described in 34 CFR §300.504; and (2) the CSE of the student's district of residence and other qualified personnel shall meet and review the relationship between the child's disability and the behavior subject to the disciplinary action (subject to CSE's availability).

If, upon review, it is determined that the child's behavior was not a manifestation of his or her disability, then the child may be disciplined in the same manner as a child without a disability, except as provided in 34 CFR §300.530(d), which relates to the provision of services to students with disabilities during periods of removal.

Parents may request a hearing to challenge the manifestation determination. Except as provided below, the child will remain in his or her current educational placement pending the determination of the hearing.

If a parent requests a hearing or an appeal to challenge the interim alternative educational setting or the manifestation determination resulting from a disciplinary action relating to weapons or drugs, the child shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period provided for in the disciplinary action, whichever occurs first, unless the parent and school agree otherwise.

School Trustee Background Information
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Each proposed or prospective charter school board member must provide the information requested below.

Name: ___ Hilary Allen _____

Charter School Name: ___ MESA _____

Charter School Address: ___ CSD 32 _____

To which charter school board position(s) and/or offices(s) are you asking to be appointed? (e.g., member, parent representative, vice-president, Finance committee, etc.): ___ Member _____

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 are 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 proposed 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 affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.

Pagee informed me of her plans to open the school and her vision of the school, and invited me to serve as a member of its board.

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

I believe strongly in mathematics and science-focused education. I feel this school will serve a neighborhood and population that would greatly benefit from the resources and education that MESA would offer.

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

7. 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 seven 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.

8. 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

9. 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:

10. 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:

11. 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:

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

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

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

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

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

I / we have no such interest. Yes.

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

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

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

15. 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.

16. 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

17. 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 contact the school's founders and/or the charter granting organization as appropriate.

Educational Philosophy

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

MESA will serve high needs students in a high-poverty neighborhood and give students important tools they need to be successful in college and in life. There will be a particular emphasis on mathematics and science at the school. Students will receive two grades in each class: one for content and one for behavior. This will serve to separate effort from true learning in terms of content-knowledge. The school will serve a higher proportion of students with special needs than most other NYC public schools.

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

There will be a standards-referenced grading system so that it is clear to all students what the learning objectives are, and so that all teachers are on the same page as well. There will be a STEM block four hours per week, a literacy class every weekday, after-school tutoring, and a College Bound class.

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

A successful charter school needs strong leadership, a staff that is talented in subject area and devoted in character, and fair and thoughtful policies. The Board will ensure that proper plans are developed and adhered to when the school opens. The Board will continue to monitor the school's progress

in terms of student learning/graduation rates/college attendance rates, teacher and staff satisfaction/retention, adherence to budget and the fairness and lawfulness of policies and operations.

Other

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

To receive/request information on a frequent basis and to read it carefully and give feedback. To keep tabs on the budget, operations and fulfillment of the school's objectives. To report any wrongdoings. To provide guidance to leadership.

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

Yes.

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

N/A

HILARY ALLEN

WORK EXPERIENCE

July 2009 – Present **Math for America, Inc.** **New York, NY**
Associate Director, New York Program

- Provide primary operations support to Director for day-to-day running of four Fellowship programs that recruit, train and support over 300 secondary mathematics teachers and leaders in over 125 public schools in the greater New York City area (\$7 MM budget)
- Directly manage teacher stipend payments, graduate coursework, CRM, alumni tracking
- Member of President's Executive Committee; attend Board of Directors meetings

Aug 2005 – July 2009 **Achievement First East New York Charter School** **Brooklyn, NY**
Special Assistant to the Principal and Learning Specialist (Sept 2007-July 2009)

- Oversaw curriculum, professional development, family outreach, special events and publications
- Provided individual and small group tutorials to the lower-performing students in grades K-4

Founding Kindergarten Teacher (Aug 2005-Aug 2007)

- Launched the college-preparatory, rigorously academic elementary school for low-income students in the East New York neighborhood of Brooklyn which grew from 160 to 425 students during my tenure
- Test scores of my students rose from <10% grade-level proficiency to >90% in both reading and math

Jan 2009 -May 2009 **The Hawn Foundation** **New York, NY**
Educational Consultant

- Redesigned training and fee structures for Social-Emotional Learning curriculum, created competitive analysis, explored partnership opportunities, oversaw grant proposals
- Strategized organizational plan and prioritized action steps with Executive Director and Founder

Jan 2005 – May 2005 **Frank Porter Graham Child Development Center** **Chapel Hill, NC**
Research Assistant to Dr. Oscar Barbarin, Distinguished Prof. for Strengthening Families

Aug 2004 – Dec 2004 **UNC School of Psychology** **Chapel Hill, NC**
Research Assistant to Prof. Karen Gil, Chair of Psychology Dept./Dean of Arts & Sciences

EDUCATION AND HONORS

Jan 2012-Present **Baruch College of The City University of New York** **New York, NY**
Pursuing Masters of Science, Industrial/Organizational Psychology

- 4.0 Grade Point Average
- Courses include Research Methods, Organizational Design, Consulting Skills

Aug 2001-Aug 2005 **University of North Carolina at Chapel Hill** **Chapel Hill, NC**
Bachelor of Arts, Psychology and International Studies, with Highest Distinction

- 3.93 Grade Point Average; Honors Curriculum Program
- Boyatt Award in International Studies for semester of study in Buenos Aires, Argentina in 2004
- Gardner Field Research Scholarship to study education and public health in Vietnam in 2005
-Internship with Institute of International Education (IIE/Fulbright) in Ho Chi Minh City

ADDITIONAL

Volunteer Work Learning Leaders "Book Buddies" Program, Sept 2010—Present

Professional Memberships Phi Beta Kappa Honorary Society; The American Orthopsychiatric Assn, American Mathematical Society, National Council of Teachers of Mathematics

Skills Fluent Spanish; Understanding of Social Media; Experience with Blogging and Event Planning

Interests Photography, Travel, Cooking

School Trustee Background Information
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Each proposed or prospective charter school board member must provide the information requested below.

Name: Tracie Benjamin-Van Lierop

Charter School Name: Mathematics Engineering Science Academy

Charter School Address: CSD 32

To which charter school board position(s) and/or offices(s) are you asking to be appointed? (e.g., member, parent representative, vice-president, Finance committee, etc.): **Board Member**

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 are 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 proposed 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 affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. I affirm.
4. 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 Mathematics, Engineering, Science Academy Charter School through Arthur Samuels, a classmate from Bank Street College of Education.

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

I wish to serve on the board of MESA to represent a voice for the Students With Disabilities population at the high school level.

6. 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):

7. 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.

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 seven 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.

8. 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

9. 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:

10. 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:

11. 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:

12. 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.

13. 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.

14. 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.

15. 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.

16. 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

17. 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.

In this situation I would bring the perceived conflict to the Chair of the Board, or, if the person I believed was acting unethically was the Chair of the Board, to the Vice Chair. I would also consult with other members of the Board about the issue.

Educational Philosophy

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

I understand MESA's mission and philosophy as follows – to provide a meaningful high school education that prepares each student for success in college or career. MESA students will develop a passion for science, technology, engineering and mathematics and, through an intensive college and career awareness and readiness program, become critical thinkers and self-advocates. This empowers MESA graduates to understand all of the options before them and, together with their families, develop a path to success after high school.

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

Every aspect of MESA's design is built around enhancing academic rigor and promoting student learning. MESA will employ a standards-referenced grading system¹ that focuses exclusively on student performance on assessments. Multiple formative assessments—ranging from tests and quizzes to exit tickets, demonstrations, verbal or written explanations or other, student-generated assessments—help the teacher track the progress of each student towards a learning goal. At the same time, students are trained to track their own progress on formative assessments, empowering them with understanding and ownership over their own performance.

Students' grades are determined not by a weighted average of grades in various categories—homework, classwork, behavior, participation, quizzes, tests, papers—but by their performance on summative assessments given once the class has completed each learning goal.

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

I believe the characteristics of a successful charter school include the acceptance and willingness to engage all stakeholders in the educational careers of all students. MESA's board includes professionals from many different areas which I believe, is the strength of our board. We collectively bring our individual expertise to MESA which allows us to ensure our decisions will always be in the best interest of our students and will provide the necessary framework for their success. MESA intends to serve a population primarily from CSD 32 and believes that it can offer these students the rigorous, college and career-preparatory education they and their parents are looking for, while allowing them to stay within the district.

Other

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

As a Board member, my job is to oversee the governance of the school and to ensure that it is meeting all the mandates of its charter while complying with all applicable laws, as well as with the regulations of the authorizing entity.

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

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

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

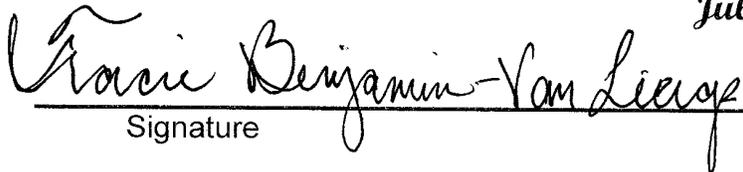
Not Applicable.

A Statement of Assurance must be signed by and submitted for each proposed Board Member.

STATEMENT OF ASSURANCE

I, Tracie Benjamin-Van Lierop (name of proposed board member) 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 Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.

July 19, 2012



Signature

Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telephone: [REDACTED]

Business Address: [REDACTED]

E-Mail Address: [REDACTED]

Home Telephone: [REDACTED]

Home Address: [REDACTED]

TRACIE BENJAMIN-VAN LIEROP

EDUCATION:

Bank Street College	M.Ed., Educational Leadership	2012
The City College of New York	MS, Students With Disabilities	2004
The New Teacher Project	New York City Teaching Fellows	2003
Hunter College	BA, Communications	1996

EXPERIENCE:

New York City Department of Education **New York, NY 2011 – Present**
Cluster Team Member - Special Education Achievement Manager (Groll Cluster 4)

- Lead the design and implementation of a comprehensive cluster professional development program to help network leaders, network team members, and school leadership understand and implement the key aspects of the special education reforms: flexible programming, Universal Design for Learning, and the design of meaningful IEPs.
- Build shared understanding and capacity through cluster central-level instructional rounds, looking at student work, and facilitative leadership.
- Manage and maintain an instructional plan that will ensure coherence and alignment of the key aspects of the special education reform with citywide instructional work around integrating the Common Core standards and providing meaningful feedback to principals and teachers.
- Advocate for changed practice that will support improved performance of Students With Disabilities.
- Serve in a managerial confidential capacity with significant discretion and independent decision-making authority as an advisor to the Cluster Leader in the area of special education reform.
- Engage in a collaborative inquiry process with the cluster team, special education achievement coaches, and Professional Development Institute staff to learn collaboratively and create new knowledge.
- Research, capture, and disseminate effective practices at the school, network, and central levels.
- Support special education achievement coaches and the school leaders they work with to design and facilitate leadership and teacher teams that will surface issues; engage in collaborative consultancy, promote robust special and general education partnerships, develop teacher facilitators and coaches, and assist school communities in developing problem-solving strategies.

New York City Department of Education **New York, NY 2007 – 2011**
Special Education School Improvement Specialist (DSWDELL, RSE-TASC)

- Liaison between New York State Education Department and New York City Department of Education
- Communicate with the State Education Department on issues and concerns in their work with identified school districts
- Provide high quality professional development to school administrators, special education and general education teachers, paraprofessionals, and parents in a manner that will lead to district-wide improvement of instructional programs and practices
- Conducting and coordinating of personnel development activities, dissemination of information, and the provision of technical assistance on a central, regional, and school level
- Knowledge and implementation of New York State Education Department's State Performance Plan and Quality Indicators
- Provide reports of work accountability in the time periods and format required by New York State Education Department

The City College of New York **New York, NY 2007 - 2011**
Adjunct Professor

- Courses Taught - Building Community in Inclusive Contexts, Differentiated Instruction, and Introduction to Inclusion

A. Philip Randolph Campus High School **New York, NY 2005 – 2007**
Coordinator of Special Education / Transition Linkage Coordinator

- Ensure school compliance with city, state and federal regulations

A. Philip Randolph Campus High School **New York, NY 2004 - 2007**
Teacher, Special Education

School Trustee Background Information
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Each proposed or prospective charter school board member must provide the information requested below.

Name: Rebecca Daverin

Charter School Name: Math, Engineering, Science Academy (MESA)
Charter High School

Charter School Address: CSD 32

To which charter school board position(s) and/or offices(s) are you asking to be appointed? (e.g., member, parent representative, vice-president, Finance committee, etc.): Education Committee

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 are 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 proposed 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 affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.

I used to work with Arthur Samuels, the school’s founder, and he has been talking about opening a charter high school for several years. When he

decided to start this process he contacted me to see if I would be interested in participating in some capacity.

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

As a product of the New York City Public School system and an employee of a Charter management Organization, I have a unique operational perspective. Additionally I have six years of experience working in a charter high school. I want to serve on this board because I think my experience and unique perspective will be a huge asset to the founding team.

6. 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):
This is my 8th year working for charter schools, but I have never served on a Board of Trustees before.

7. 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.
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 seven 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.

8. 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

9. 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:

10. 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:

I worked with Arthur Samuels, the school's founding Executive Director, for three years. We stopped working together in June 2010.

11. 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:

12. 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.

13. 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.

14. 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.

15. 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.

16. 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

17. 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 I would speak with said Board members to ascertain whether or not they are in fact working for their own benefit. If necessary I would reach out to the school's authorizer to conduct a more formal investigation.

Educational Philosophy

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

It is my understanding that the mission of the school is to provide students with a meaningful education experience that prepares them for success after high school. Additionally there will be a strong emphasis on Math, Engineering, Technology, and Science.

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

In addition to all state requirements there will be an emphasis on Math, Engineering, Technology, and Science. There will also be a strong college preparation component. Additionally the school will use a grading system that is standards based.

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

Charter schools have a unique opportunity to make major changes to the traditional school structure because they are granted greater autonomy in exchange for greater accountability. Successful charter schools are those that are able to capitalize on their autonomy while simultaneously meeting their student achievement and organizational goals.

The most significant component of charter school accountability is charter renewal. Charter renewal has to be considered from the very beginning of the charter term. As a board member I would work to make sure the school is following all applicable rules and regulations and planning with the end in mind. I would expect there to be an open dialogue vis-à-vis charter renewal benchmarks.

Other

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

It is my understanding that my role as a charter school board member is to ensure the school is following all applicable rules and regulations while making the best possible decisions for the students.

22. 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.

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

We need more good high schools in New York City. Our graduation rate is not what it needs to be as most founders and major networks continue to open charter elementary schools. MESA is an example of what we need more of.

A Statement of Assurance must be signed by and submitted for each proposed Board Member.

STATEMENT OF ASSURANCE

I, Rebecca Daverin (name of proposed board member) 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 Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.

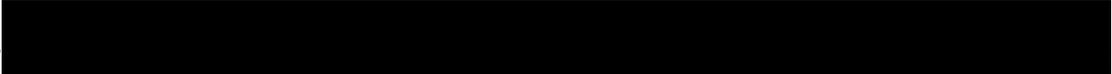

Signature

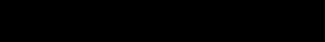
7/4/12
Date

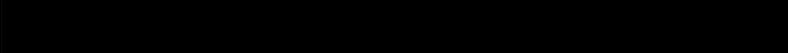
Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telephone: 

Business Address: 

E-Mail Address: 

Home Telephone: 

Home Address: 

REBECCA DAVERIN

EDUCATION

Hunter College/ CUNY Baccalaureate Program CUNY Graduate Center

New York, NY

B.A. *Cum Laude*. Creative Writing and Women's Studies

June 2008

Academic Achievements: 2006 Thomas W. Smith Scholar, Memorial Scholarship Recipient, Child Welfare Fund Leadership Award Recipient and Dean's List Honors

WORK EXPERIENCE

Explore Schools Incorporated

Brooklyn, NY

Director of Reporting & Compliance/Operations

2010-Present

- Oversee all reporting and compliance matters for three charter elementary schools.
- Provide professional development and support to the Operations teams at each of the schools.
- Manage all logistics pertaining to school visits and charter renewal.
- Oversee the implementation and use of all student information systems.

Believe High Schools Network

Brooklyn, NY

Director of Reporting/Registrar

2009-2010

- Created and updated the master schedule for three charter high schools serving a total of approximately 1,000 students. Ensured that the schedule maximized instructional time and facility usage. Systematized and oversaw scheduling processes to ensure that all students were assigned to appropriate classes, including special services as designated in IEPs.
- Analyzed student performance data to provide policy and programmatic guidance to instructional and operational leaders.
- Documented policies as related to academic guidance. Trained Academic Guidance Counselors on state, city and school academic and graduation expectations. Developed an evaluation tool for the Academic Guidance Counselors.
- Oversaw process for generation of all report cards, progress reports and transcripts.

RELATED EXPERIENCE

The Williamsburg Charter High School

Brooklyn, NY

Coordinator of Reporting and Analysis

2008-2009

Coordinator of Special Projects

2007

Coordinator of Student Records

2005-2007

Office Assistant

2004-2005

St. Nicholas Neighborhood Preservation Corporation

Brooklyn, NY

Literacy Counselor

2001-2004

VOLUNTEER EXPERIENCE

Rathmines Women's Refuge

Dublin, Ireland

Social Work Intern

Summer 2006

- Worked with survivors of domestic violence at the refuge 50 hours a week and attended a 3 hour class once a week at Trinity College Dublin.
- Organized and facilitated activities for the children of the residents
- Accompanied the women to court to obtain orders of protection.

INTERESTS

Explore Charter School

Brooklyn, NY

Boys' Basketball Coach

2011-Present

The Williamsburg Charter High School

Brooklyn, NY

Girls' Basketball Coach

2005-2010

Hunter College

New York, NY

Varsity Basketball Player

2007-2008

School Trustee Background Information

Each proposed or prospective charter school board member must provide the information requested below.

Name: Jon Davidson

Charter School Name: **Math, Engineering, and Science Academy Charter High School**

Charter School Address: _____

To which charter school board position(s) and/or offices(s) are you asking to be appointed? (e.g., member, parent representative, vice-president, Finance committee, etc.): Member, Finance Committee

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 are 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 proposed 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 affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.

It was recommended to me through a professional acquaintance who is involved in the NYC charter school industry in NYC

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

I come from a long line of educators in my family, my mother taught for 35 yrs and my grandmother the same. I have always wanted to be involved in education in a capacity that best suits my skills and abilities, the timing couldn't be better.

6. 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):

7. 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.

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 seven 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.

8. 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

9. 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 wife works in the NYCDOE Charter School Office

10. 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:
11. 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:
12. 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.
13. 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.
14. 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.
15. 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.

16. 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
17. 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 the situation would have to be raised and closely reviewed by all members of the board to determine for the level of conflict between their personal interests and the school interests. At that time appropriate action should be taken up to and including removal from the board etc.

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or Philosophy.
MESA is a rigorous Math and Science focused school tasked with developing a passion in math, science, technology, and engineering, and preparing students for their future.
19. Please explain your understanding of the educational program of the charter school.
MESA will institute a year round calendar and focus on increased core instruction on a daily basis for students including ELLs. Overall through techniques like Standard Referenced Grading, Universal Design Learning, and College bound readiness MESA will prepare students and provide greater control over their professional future.
20. 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 think a successful charter school needs to have a strong leadership, management and mission, which at the heart of it is to serve the community and give the best education possible. As a board member I believe it is necessary to be involved, to actively monitor performance, ensure solid

financial health, and make sure the school stays acts within its mission and charter.

Other

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

The role of a board member is to actively monitor management performance, financial stability and overall direction of the school. The board also acts as support for the management when needed.

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

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

N/A



Jon Davidson

Sr. Manager Internal Audit Support Services – Finance and Operations

Professional Experience

2006 - Present **Morgan Stanley**

Senior Manager– Internal Audit Support Services – Finance and Operations

- Responsible for Internal Audit Budgets, Forecasting, Invoicing, allocation methodology and expense management
- Manage co-sourced team conducting the annual Perquisite Audit and special expense fraud investigations
- Process improvement and innovation focusing on audit operations, systems, and personnel efficiency
- Global system administrator and for Audit Workpaper System and Issue and Action Tracking System
- Oversee and develop for Corporate Board Reporting, Audit Metric Reporting, and Legal and Regulatory Reporting

Key Achievements

- Consistently achieved less than 1% budget vs. actual despite mandated expense reductions imposed every year. Also developed reporting to identify problem areas, and allocation issues as well as a system allowing for greater projection.
- Developed automated issue and action tracking reporting tool, cutting the quarterly and year end metric reporting effort by 50%. Increased transparency allows BU's to track all activity quarterly with their clients.
- Perquisites audit and high priority special investigations conducted by myself and my team continue to result discovery of employees with excessive and fraudulent spending prompting new expense policies, employment actions, and bonus clawbacks.
- Co-Developed and manage first departmental metrics system distributing automated management reports highlighting staff efficiency, time management, audit plan progress, and work effort analysis.
- Designed and maintained Sharepoint based Intranet site for the department. The site acts as a platform where auditors can communicate and share resulting in fewer duplicated efforts, centralized departmental communications, and improved global collaboration - 80% of staff visit the site daily.
- In charge of the Firm MRA and MRIA process and collaborating with the Legal and Compliance on a solution reporting on and regulatory issues and actions. Currently leading audit in a multi department project for comprehensive solution.

2004- 2006 **General Motors Asset Management (via Robert Half SPS Group)**

IT Finance

- Assigned to create and build the IT Finance department and author the associated Policies and Procedures.

Key Achievements

- Saved IT over 500K/year identifying and turning off legacy allocations that no longer applied
- Reigned in mobile phone expenses and track and eliminated fraudulent phone purchases at almost 10k/year. Also implemented international phone checkout saving nearly 10k/year in operating expenses.
- Designed and implemented an MS Access based system used for planning, forecasting, and managing the operational and project budgets.
- Architect of a centralized IT financial data source allowing instant reporting targeted at senior management.
- Was offered full time role after 3 assignment extensions

2003 - 2004 **Laird and Partners (via Robert Half SPS Group)**

Finance and Billing Analyst

- Replaced director of billing and shoots on Maternity Leave, responsible for managing all expenses within the company

Key Achievements

- Tracked and managed project budgets and forecasts, finalized video and photo shoot billing, and worked closely with the controller to ensure timely payment
- Coordinated with client and vendor contacts, resolved billing disputes and maintained / enhanced relationships
- Created and implemented centralized database simplifying data input, reconciliation, and reporting
- Was offered a full time position after 2 assignment extensions

2003 **Saatchi and Saatchi (via Robert Half SPS Group)**

Financial Analyst

Skills and Interests

Professional

- Member of Founding Board for MESA Charter School
- Member of the Institute of Internal Auditors
- Pursuing CIA Certification (Certified Internal Auditor)
- Masters in Accounting Candidate

Technology

- Microsoft - (Access and Excel Certified Professional; Sharepoint, Infopath)
- Oracle Crystal Ball
- HTML, Visual Basic, SQL

Interests

- Run multiple soccer teams and previously president of a men's football club
- International Travel
- Education Industry
- Technology and Startup Industry

Education

1999 - 2003 **Loyola College in Maryland**

Bachelors in Business Administration

- International Business focus in the Joseph A. Sellinger, S.J. School of Business and Management
- (AACSB Accredited)

2001 - 2002 **Katholieke Universiteit Leuven, Belgium**

Study Abroad

- Studied International Business through Loyola College Study Abroad Program

School Trustee Background Information

Each proposed or prospective charter school board member must provide the information requested below.

Name: Rajeev (Raj) Nath

Charter School Name: Math, Engineering, and Science Academy (MESA)
Charter High School

Charter School Address: _____ **NYCSD 32** _____

To which charter school board position(s) and/or offices(s) are you asking to be appointed? (e.g., member, parent representative, vice-president, Finance committee, etc.): **Finance Committee**

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 are 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 proposed 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 affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. **I affirm.**
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. – **I was initially contacted by the Executive Director, Arthur Samuels, while Arthur and his team were beginning the initial planning stages. Upon confirmation that the team**

would be submitting a formal application, Arthur invited me to join his board and contribute my financial and business acumen.

5. Please explain why you wish to serve on the board. – **I have known Arthur Samuels for over a decade and have always respected his professional and personal aspirations. I first met Art when he was working at the TEAK foundation. We remained in contact as he pursued his law degree at Harvard University, and upon his return to New York City as a charter school teacher and administrator. I have always believed in the role education can serve for enhancing the lives of children in a given community. This belief has been confirmed as I have watched the impact of Arthur’s work as a college preparatory advisor. Given Arthur’s experience and the mission of the MESA school to serve younger students in Bushwick, I was honored to receive the invitation to serve on the board.**
6. 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 not currently serving on a board of a school district, a non-public school or any not-for-profit corporation. I have previously served on the board of Amizade (www.amizade.org). Amizade empowers individuals and communities through worldwide service and learning. I have also served as an Executive Coach for the Robin Hood Foundation’s grantee organization, <http://www.goprojectnyc.org/>. The GO Project shapes the futures of low-income New York City public school children by providing critical academic, social and emotional support starting in the early elementary years.**
7. 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.

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 seven 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.

8. 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

9. 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:

10. 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: **My spouse is a friend of Arthur Samuels.**

11. 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:

12. 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.

13. 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.

14. 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.

15. 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.

16. 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

17. 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. – **In this situation I would immediately speak with the Executive Director and Principal of the school to discuss the situation.**

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy. – **I believe in MESA's mission to prepare each student for success in college or as a working professional. The key to the student's success is based on the school's commitment to providing a meaningful high school education by combining academics with an intensive college and career awareness and readiness program. MESA will increase learning opportunities for all students, with special emphasis on those who are at-risk of academic failure or require special assistance.**

19. Please explain your understanding of the educational program of the charter school. - **I believe in the school's objective of a dual focus on college and career readiness and STEM education will improve student learning and help students develop the skills either to graduate from college or to pursue a career that provides financial stability and personal fulfillment. MESA will encourage use of different and innovative teaching methods. MESA's grading system will be a standards-referenced grading system, separating achievement and effort into two distinct grades. Academic grades will be given purely on the basis of performance on assessments, and will be based on final comprehension of a standards-based learning goal. This allows instructors to better assess student learning. Additionally, students will track their progress on individual standards as they make their way through a unit. In doing so, they will develop a sense of ownership over their academic progress. I believe ownership over one's academic and professional progress is the key to success.**
20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful. – **I believe the characteristics of a successful charter school are based upon the ability of the board, faculty, and administrative staff to meet and surpass the goals described in the charter. The board has a responsibility of supporting the faculty and staff, providing expertise where appropriate, and ensuring that the school operates in a fiscally and socially responsible manner. The board should encourage school leaders to foster school culture that inspires parents, teachers, and community members to work toward the common goal of serving the students.**

Other

21. Please explain your understanding of the appropriate role of a public charter school board member. – **I believe the appropriate role of a public charter school board member is to always keep the interests and well-being of the students as the number one priority for the school. A board member has a responsibility to ensure that the school is fulfilling the requirements of the charter. A board member ensures that state funds are used in a responsible manner and the children in the community are served with the highest level of respect and receive the best educational opportunities available to them through the charter school.**

22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. – **I, Rajeev Nath, affirm that I have read and understand the charter school application, the charter school board's by-laws and all proposed policies.**
 23. Please provide any other information that you feel is pertinent to the Department's review. – **No additional information.**
-

A Statement of Assurance must be signed by and submitted for each proposed Board Member.

STATEMENT OF ASSURANCE

I, RAJEEV (RAJ) NATH (name of proposed board member) 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 Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.



Signature



Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telephone:



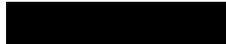
Business Address:



E-Mail Address:



Home Telephone:



Home Address:



RAJEEV (RAJ) NATH

SUMMARY OF QUALIFICATIONS

- Finance and Management Consulting executive experienced in structuring and executing cost savings/process improvement initiatives, Supply Chain Management and Strategic Sourcing, Post Merger Integration, Technology Solutions Design, Outsourcing and Offshoring strategy, and Organizational Design initiatives for F500 clients
- Extensive experience in Retail, Consumer Packaged Goods, and High Tech
- Expertise in financial analysis, opportunity identification, project management, coaching, and knowledge transfer
- Foreign Languages: Spanish (Fluent), Bengali (Fluent), Italian (Beginner)

PROFESSIONAL EXPERIENCE

ANN INC. (Ann Taylor & LOFT Brands) New York, NY

October 2011-Present

Director, Finance & Global Procurement

- Drive negotiations for \$650MM in Marketing, International Logistics, E-Commerce & IT, Finance & Human Resources, and strategic licensing initiatives
- Deliver monthly CFO presentations and ensure \$2.3MM operating budget is providing minimum 10X return
- Lead a team of six finance and strategic procurement professionals through negotiations to deliver highest ROI
- Manage internal stakeholder relationships to accomplish project goals
- Assess cost-savings and investment opportunities based on marketplace benchmarks, statistical analysis, and contractual terms

Accenture, New York, NY

June 2004-October 2011

Senior Manager, Management Consulting

Marketing ROI Initiative

F500 Retail Pharmacy

- Led negotiations for \$130MM in Newspaper Circular spend, delivering over \$6.5MM (5%) savings
- Managed Digital Agency and Puerto Rico/Latin American Advertising Agency search and selection process, agency interviews, and internal reviews with Chief Marketing Officer
- Developed Negotiation Training Seminar for Marketing Procurement Organization

Post-Merger Supply Chain Integration

F500 Financial Services

- Led integrated team of Accenture and clients delivering \$23MM (17%) annual savings in 15 sourcing categories
- Enhanced Accenture's South African practice expertise by training one senior manager and three consultants in supply chain management and client's Supplier Management Framework
- Interviewed potential new hires and provided hiring recommendations to client executives

Equipment Standardization & Supply Chain Optimization

F500 High Tech

- Delivered \$72.4MM (28%) annual savings during 6-month sourcing engagement
- Drove post merger integration team toward equipment standardization across four direct materials categories

Procurement Transformation

U.S Department of the Treasury, Washington, DC

- Managed nine consultants sourcing \$140MM of IT Hardware/Telecommunications equipment
- Defined and implemented key performance indicators for IRS Procurement Department
- Supported development of intranet portal integrating IRS' standardized operating procedures and templates
- Designed and delivered strategic sourcing training to 30 members of the Supply Chain organization
- Enabled client representative to deliver future training sessions through "train the trainer" module

Internal Accenture Contributions and Experience

- Lead RFP responses for new business opportunities simultaneously serving clients at 90%+ utilization
- Interview new hires through undergraduate, MBA, and experienced hire recruiting programs
- Mentor three consultants through formalized Career Counselor program
- Serve as faculty at Accenture Core Consultant School training sessions
- Educate client teams on Accenture's SCM offerings, sourcing experience, reverse auctions, negotiation strategies, and international staffing opportunities
- Conduct quarterly meetings, mentoring programs, and community service for NY Supply Chain Community

Independent Supply Chain Consultant, Pittsburgh, PA

April 2003-June 2004

- Carnegie Museums, Pittsburgh, PA: Executed strategic sourcing and cost reduction plan for \$45MM nonprofit
- Kennametal, Latrobe, PA: Advised Senior Executives on inventory management and eProcurement opportunities

FreeMarkets (acquired by Ariba), Pittsburgh, PA

Aug 2000-Sept 2001

Strategic Sourcing Consultant

- Negotiated 21% savings in 14 reverse auctions exceeding \$240MM purchasing volume for global clients
- Advised clients on eSourcing strategy, RFQ design, supplier relationship management, and software training
- Applied for U.S. patent for "Automatic Submission of Qualifying Round Bids," patent pending
- Forecasted volumes by analyzing engineering specifications, manufacturing cost data, and projected sales
- Initiated internal Competitive Intelligence Group monitoring competitors in the eSourcing industry

EDUCATION

UNIVERSITY OF NAVARRA, Pamplona, Spain

Oct 2001-March 2003

M.A. with High Honors in Economics

Teaching Fellowship for Undergraduate School of Business and Economics

UNIVERSITY OF PITTSBURGH, Pittsburgh, Pennsylvania, USA

Graduated April 2000

Honors College, magna cum laude (3.7 GPA), Phi Beta Kappa

B.S. Information Science/B.A. Anthropology and International Relations

Certificate in Asian Studies, Specialization in India

US Rowing Academic All-American & Captain, Varsity Crew

PROFESSIONAL DEVELOPMENT

- Lecturer, Introduction to Marketing, Parsons – The New School for Design, 2009, 2010, 2011
- Supply Chain Value Creation, Accenture Global SCM Training in Frankfurt, Germany, 2007
- Source, Prof. Wedad Elmaghraby. "The Role of Online Auctions in the Sourcing Process." *Production Operations Management Society*. Volume 16, Issue 4, 2007
- Best Negotiating Practices: Advanced Negotiation Training, Watershed Associates, 2004

PROFESSIONAL SERVICE

- Executive Coach, Robin Hood Foundation / Go Project – <http://www.goprojectnyc.org>, 2010-Present
- Class Agent, St. John's High School (Shrewsbury, MA) – www.stjohnshigh.org, 2004-Present
- Member, Board of Directors, Amizade Global Service Learning – www.amizade.org, 2004-2009

PERSONAL

- Dedicated Boston Red Sox, New England Patriots, Boston Celtics, and Boston Bruins fan
- JP Morgan Chase Corporate Challenge, 2009, 2010, 2011
- Susan Komen Race for the Cure, 2006, 2007, 2008, 2009, 2010, 2011
- Boston Marathon, 2005
- Head of the Charles Regatta, 2004
- Montreal Triathlon, 2004

School Trustee Background Information
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Each proposed or prospective charter school board member must provide the information requested below.

Name: Paul O'Neill

Charter School Name: MESA Charter High School

Charter School Address: TBD, New York City Community School District 32

To which charter school board position(s) and/or offices(s) are you asking to be appointed? (e.g., member, parent representative, vice-president, Finance committee, etc.): *I would like to consider myself a founding trustee of the school. If the school's application is approved, I seek to serve on an advisory committee as well as on such board committees to which the board may see fit to appoint me*

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 are 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 proposed 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 affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. *X I affirm.*

4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. *The two founders are former students of mine in "Designing Charter Schools" at Teachers College.*

5. Please explain why you wish to serve on the board. *I wish to serve committees of the board and on the advisory committee in order to lend my assistance and expertise to what promises to be an excellent school and extraordinary educational opportunity for families in Brooklyn.*

6. 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): *Please see resume attached in response to Item 1.*

7. 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.

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 seven 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.

8. 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

9. 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: *I met several of the prospective board members in connection with this application; I did not know them previously*

10. 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: *I know Pagee Cheung and Arthur Samuels. They are former graduate students who took my class on Designing Charter Schools.*

11. 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:

12. 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.

13. 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.

14. 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.

15. 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.
16. 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
17. 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 first approach the member or members about it, so that I could learn more and raise any potential conflicts of interest. If that resulted in me believing there may be a problem I would bring the matter to the attention of the Board.*

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy. *MESA will be a STEM high school that provides a meaningful high school education that prepares each student for success in college or career.*
19. Please explain your understanding of the educational program of the charter school. *MESA's design is built around enhancing academic rigor and promoting student learning. MESA will employ a standards-referenced grading system that focuses exclusively on student performance on assessments. Multiple formative assessments—ranging from tests and quizzes to exit tickets, demonstrations, verbal or written explanations or other, student-generated assessments—help the teacher track the progress of each student towards a learning goal. At the same time, students are trained to track their own progress on formative assessments, empowering them with understanding and ownership over their own performance. Students' grades are determined not by a weighted average of grades in various categories—homework, classwork, behavior, participation, quizzes, tests, papers—but by their performance on summative assessments given once the class has completed each learning goal.*

20. 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. *Successful charter school use their autonomy in ways that allow them to offer an innovative program designed to meet the challenges of their students. The board should understand and support the vision of the school and ensure that it is academically strong, financially prudent and operationally viable.*

Other

21. Please explain your understanding of the appropriate role of a public charter school board member. *See answer to Item 20.*
22. 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.*
23. Please provide any other information that you feel is pertinent to the Department's review.

Paul T. O'Neill



EXPERIENCE

TUGBOAT EDUCATION SERVICES, New York, NY
President & Founder, August 2008 -- present

Founder and President of Tugboat Education Services, an advisory organization that provides high quality regulatory expertise to education organizations engaging in reform. It identifies, prevents and solves problems relating to the rules that surround and define, restrict and often empower not-for-profit, private, and governmental education organizations. www.tugboateducation.net

COHEN SCHNEIDER & O'NEILL LLP, New York, NY
Partner, August 2008 -- present

Partner in a boutique law firm with offices in New York and New Jersey featuring a unique practice group dedicated to all aspects of Education Law. www.nyeducationlawyers.com

EDISON LEARNING, INC., New York, NY
Senior Fellow, July 2008 – May, 2010
Chief Regulatory Officer, December 2007- July 2008
Senior Vice President & Acting General Counsel, May 2007 – September 2007
Senior Vice President & Deputy General Counsel, July 2006 – May 2007
Senior Vice President & Senior Counsel, November 2004 – July 2006

Served as senior executive, and successively as head education lawyer, Chief Regulatory Officer and Senior Fellow, for company that serves as one of the leading providers of services to public school districts and to parents of public school students. Edison is also the largest private manager of public schools in the nation. It serves more than 285,000 students in 19 states and the United Kingdom. Currently serve as a Senior Fellow in an advisory capacity.

BRUSTEIN & MANASEVIT, Washington, D.C.
Of Counsel, March - November 2004

Of Counsel to boutique education law firm focusing on federal regulatory and civil rights law and legislation. Advised states, districts, charter school authorizers and schools as well as not-for-profit and for-profit organizations on a wide range of education law issues, including those relating to charter schools, special education, the federal No Child Left Behind Act, and high stakes testing.

CHARTER SCHOOLS INSTITUTE, STATE UNIVERSITY of NEW YORK, New York, NY
General Counsel, 2001 – 2004

Served as General Counsel, with responsibility for all legal needs of one of the nation's leading charter school authorizers. Provided legal advice to SUNY Trustees, Institute staff, support organizations and individual schools; utilized and managed outside counsel; drafted, revised and reviewed contracts; conducted investigations; interacted with other branches of government regarding issues impacting charter schools.

WILLKIE, FARR & GALLAGHER, New York, NY
Staff Associate, 1998 - 2001

As an attorney in the firm's Litigation Department, engaged in general litigation practice, with a focus on Environmental Insurance Litigation and Bankruptcy Litigation. Duties regularly included drafting trial and

appellate pleadings, taking depositions, selecting and preparing expert witnesses, negotiating settlements, submitting and defending claims objections, managing junior associates and support staff.

Pro bono and related work:

Provided legal and related advice to numerous local and national organizations concerning special education, assessment and charter school issues.

THE NEWGRANGE SCHOOL & EDUCATIONAL OUTREACH CENTER, Princeton, NJ
Associate Director, 1997 - 1998

Served as Associate Director and counsel for non-profit institution in central New Jersey with a school in Trenton and an educational outreach center in Princeton, both of which serve individuals with learning disabilities, their families and teachers. Supervised staff, directed fund development, marketing, public relations, grant and proposal writing, creation of newsletters and annual reports, creation of website, assessment and review of policies, laws and current education and special education legislation. Achieved fund raising revenue increase of more than 70% from previous year.

DEWEY BALLANTINE LLP, New York, NY
Associate, 1993-1997

Within Litigation Department practiced in a wide range of areas, primarily Environmental Insurance Coverage, Antitrust and Contract. Created ongoing firm-wide Historic Preservation Law pro bono program in conjunction with the National Trust for Historic Preservation and the Preservation League of New York.

EDUCATION

TEACHERS COLLEGE, COLUMBIA UNIVERSITY, New York, NY
M.Ed. in Educational Administration with inter-disciplinary concentrations in Education Law, Education Policy and Special Education, 2001

UNIVERSITY of VIRGINIA SCHOOL of LAW, Charlottesville, VA
J.D., 1993

- Articles Editor, *Journal of Law & Politics*

OBERLIN COLLEGE, Oberlin, OH
B.A. in English, 1986

UNION COUNTY COLLEGE, Cranford, NJ
A.A. in Liberal Arts with Fine Arts Concentration, 1984

PROFESSIONAL AFFILIATIONS

- Admitted to Practice: New York State and the federal courts of the Southern and Eastern Districts of New York
- Chair, Board of Trustees, Manhattan Charter School and Manhattan Charter School 2, NY, NY
- Co-founder and Advisory Board member, Alliance of Public Charter School Attorneys
- Professional Advisory Board, National Center for Learning Disabilities, 2003 – 2010
- Chair, Education & the Law Committee, New York City Bar Association, 2005-2007
- Co-Founder and Founding Trustee, Family Life Academy Charter School, Bronx, NY
- Executive Committee, New York Coalition of Charter Schools
- NCLB Advisory Board; National Association of Charter School Authorizers
- Editorial Board, IDEA Compliance Insider
- Trustee, Learning Disabilities Association of New York City, 1997 - 2003
- Trustee & Professional Advisory Board, Smart Kids with Learning Disabilities, 2001 - 2007

- Member: Association of the Bar of the City of New York; Learning Disabilities Association of America

ACADEMIC APPOINTMENTS

TEACHERS COLLEGE, COLUMBIA UNIVERSITY, New York, NY
Adjunct Assistant Professor, September, 2001- present

[<http://gogo.tc.columbia.edu/faculty/index.htm?facid=pto2>]

- Designed and regularly teach graduate course entitled “*Designing Charter Schools*” focusing on the creation an operation of high quality charter schools. Also designed and regularly teach course entitled “*Introduction to Special Education Law*” focusing on core legal and policy issues impacting schools under federal and New York State special education laws
- Periodically serve on faculty of Columbia’s annual, week-long *School Law Institute*
- Serve on faculty of the *Education Policy Studies Center* at Teachers College

VARIOUS UNIVERSITIES

Guest Lecturer

- Regularly serve as a guest lecturer at U.S. graduate schools on wide range of education law issues; Recent presentations have addressed the No Child Left Behind Act (Georgetown University Law Center; University of Virginia School of Law, Columbia Law School), Title IX (University of Wisconsin at Madison), Special Education (Columbia Law School & Teachers College); Charter Schools (Harvard University; University of Virginia’s Curry School) Educational Entrepreneurship (Columbia Business School).

PUBLICATIONS

Books

- The Charter School Law Deskbook (unique compilation of and guide to the legal authorities impacting charter schools nationwide) Lexis Nexis Publications, first published December 2007; Second edition, March 2009
- The NCLB Compliance Manual, (comprehensive desk reference for administrators and others concerned with the federal No Child Left Behind Act) Brownstone Publishers, first published May, 2004; Second edition, LRP Publications, May 2007

Major Articles

- “The Unique System of Charter Schools in New Orleans After Hurricane Katrina: Distinctive Structure, Familiar Challenges,” *Loyola University New Orleans Journal of Public Interest Law*, Vol. 11, (2), Spring 2010 (co-authored with Renita Thukral)
- “Maximizing Effectiveness: Focusing the Microscope on Charter School Governing Boards,” (co-authored with Priscilla Wohlstetter, Joanna Smith and Caitlin Farrell), National Resource Center on Charter School Finance & Governance, Spring, 2009
- “Transforming Public Schooling Through Effective Portfolio Management,” National Association of Charter School Authorizers, Monograph, Fall, 2008
- “High Stakes Testing Law & Litigation,” *BYU Education & Law Journal*, Vol. 2003, No. 2, July, 2003
- “Serving Students with Disabilities in Charter Schools: Legal Obligations and Policy Options,” *Education Law Reporter*, Vol. 169, November, 2002, (lead author; co-authored with Richard J. Wenning and Elizabeth Giovannetti)
- “Special Education and High Stakes Testing for High School Graduation: An Analysis of Current Law and Policy,” *Journal of Law & Education*, Vol. 30(2), April, 2001

School Trustee Background Information

Each proposed or prospective charter school board member must provide the information requested below.

Name: Ralia E. Polechronis

Charter School Name: MESA Charter High School

Charter School Address: CSD 32

To which charter school board position(s) and/or offices(s) are you asking to be appointed? (e.g., member, parent representative, vice-president, Finance committee, etc.): **Board Member** _____

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 are 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 proposed 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 affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. **I affirm.**
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.

Arthur Samuels reached out to me after being introduced by a mutual friend, Paul O’Neill. Arthur and I met once in my office and a second

time with Pagee Cheung to discuss the school and the opportunity to serve as a member of its board.

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

I believe charter schools can provide students with an excellent education. I also believe in providing public school students and parents with varied educational opportunities in the public school system. Having learned about MESA, I am particularly interested in serving on the board of a charter high school. Charter schools do not frequently serve high-school aged students and I believe there is a needy and deserving population among those students for the education and opportunities a charter high school can provide.

6. 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 briefly served on the board of the Manhattan Charter School.

I am an attorney who has knowledge of education law and, in particular, charter school litigation. I have also served on the New York City Bar's Education and the Law Committee for three years.

7. 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.

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 seven 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.

8. 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

9. 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:

I know Paul O'Neill. He and I served on the board of the Manhattan Charter School for a short time together.

10. 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:

Neither I, nor my spouse, nor any immediate family member knows any person who is a prospective or current employee of this charter school.

11. 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:

12. 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.

13. 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.

14. 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.

15. 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.

16. 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

17. 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.

In the event that I believe one or more members of the charter school's board is/are involved with working for their own benefit or the benefit of their friends or family in a manner that violates school policy or the law, I would first evaluate the basis for my belief and, under appropriate circumstances, address the issue with the board or board members. I would also raise the issue with the remainder of the board so that we take the appropriate internal and legal action, if necessary. Another course of action if my belief is substantiated would be to seek the board member's resignation and ensure that an audit is performed to account for the school's funds and services rendered. Depending on the severity of the situation, legal counsel will be sought.

Educational Philosophy

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

MESA Charter High School is committed to providing a sound education and college awareness program to high school students to prepare them for college and a career. The school will encourage students to develop an interest in science, math, engineering and technology and to become critical thinkers and self-advocates.

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

MESA Charter High School will enforce a college readiness program that is meant to ignite students' interest in math, science, technology and engineering. Students will take part in a STEM block twice per week. Three times per week, students will participate in College Bound, a program designed to focus students on college readiness, awareness and skills. To assist in increasing literacy, ninth grade students will participate in a writing seminar.

20. 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.

Among the characteristics of a successful charter school I would include an unyielding commitment to quality education, a clear educational mission, a clear curriculum and a devoted staff and board of trustees. The board of the charter school must be diligent in advancing and defending the school's charter and overall mission.

Other

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

A public charter school board member is tasked with ensuring that the school is run in accordance with the school's mission, goals, charter and state laws and with generally overseeing the school, its staff and the operations. A public charter school board member must also partake in policy decisions for the school and assist with fund-raising when needed. Another significant component is reviewing and approving the budget.

22. 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.

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

A Statement of Assurance must be signed by and submitted for each proposed Board Member.

STATEMENT OF ASSURANCE

I, **Ralia E. Polechronis** _____ (name of proposed board member) 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 Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.

Ralia E. Polechronis _____ 7/16/12 _____
Signature Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telephone: _____

Business Address: _____

E-Mail Address: _____

Home Telephone: _____

Home Address: _____

RALIA E. POLECHRONIS

EDUCATION

Harvard Law School, Cambridge, MA

J.D., *cum laude*, June 2006

Journal: *Harvard Journal on Legislation*

Thesis: "The Meaning of Diversity in Elementary and Secondary Schools"

Completed first-year studies at Brooklyn Law School (invited to join Brooklyn Law Review and Moot Court)

Boston College, Chestnut Hill, MA

B.A. in Sociology, *magna cum laude*, May 2002

Honors: National Society of Collegiate Scholars; Alpha Kappa Delta; Int'l Sociology Honors Society

EXPERIENCE

Paul, Weiss, Rifkind, Wharton & Garrison LLP, New York, NY

Litigation Associate, October 2006 – August 2007; February 2009 – Present; *Summer Associate*, 2005

Practice focuses on federal and state general commercial litigation and arbitration, as well as internal investigations. Routinely research and draft pleadings, dispositive motions, discovery requests and settlement agreements. Experience with all aspects of discovery, including running two document collections and productions, and taking and defending depositions. Interview clients and experts in connection with both internal investigations and litigation. Experience with all aspects of trial preparation. Represented pro bono clients in labor dispute and lawsuit challenging the Defense of Marriage Act. Advised young adults regarding welfare, Medicaid and student loan eligibility at social services center. Provided opinion to university relating to employment discrimination. Representative matters include:

- Representation of charter school network in series of lawsuits challenging co-location of charter schools in Department of Education facilities.
- Participation in trial of multi-billion dollar trust claim in federal court by assisting in preparation of opening statement and cross-examination of principal witnesses.
- Successful defense of breach of contract claim in arbitration, including pre-hearing procedural victories. Second-chaired six-day arbitration hearing and cross-examined one witness.
- Defense of Fortune 100 company in consolidated federal court fraud case relating to the sale of fund-linked notes to foreign investors. Obtained dismissal of all claims against two plaintiffs, which was affirmed by the Court of Appeals.

Chambers of Chief Judge Judith S. Kaye – New York State Court of Appeals, New York, NY

Law Clerk, August 2007 – December 2008

Hale & Dorr Legal Services Center, Jamaica Plain, MA

Student Advocate, Fall 2004

Managed five divorce and child support cases in the family law clinic. Argued motion in family court.

Administration for Children's Services, New York, NY

New York City Urban Fellow, September 2002 – May 2003

Analyzed data from community districts with highest risks for child abuse and foster care placement to devise a neighborhood-based solution.

ADMISSIONS/PROFESSIONAL ACTIVITIES/LANGUAGE SKILLS

- New York State; Southern District of New York; Eastern District of New York
- Member of the NYC Bar Association Education and the Law Committee (2009 – present)
- Completed 5-day NITA Building Trial Skills course (June 2010)

School Trustee Background Information
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Each proposed or prospective charter school board member must provide the information requested below.

Name: William Short

Charter School Name: Math, engineering and Science Academy (MESA)

Charter School Address: CSD 32

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

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 are 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 proposed 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. XResume 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 affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.

I was invited by co-lead applicant Arthur Samuels

5. Please explain why you wish to serve on the board.
I believe that truly meaningful school reform requires more options not fewer and that the people to be served by this school deserve a rich and demanding educational option designed around meeting their needs rather than expecting them to conform to a one-size-fits-all program.

6. 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 served on the board of the New York State HEOP Professional Organization, a 501 (c) 3 corporation, from 2004-2012. HEOP-PO provides staff development and advocacy support to HEOP programs in the State of New York.

I currently serve on the board of the Tri-State Consortium of Opportunity Programs in Higher Education, beginning in 2005. Tri-State provides staff development support for opportunity program professionals in New York, New Jersey and Pennsylvania.

7. 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.

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 seven 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.

8. 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

9. 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:

10. 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:

I know co-lead proposer Arthur Samuels through his work as a high school college counselor and my role in the admissions process. We have collaborated student admissions and presented together at the National Association for College Admissions Counseling conference in 2010.

11. 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:

12. 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.

13. 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.

14. 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.

15. 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.

16. 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

17. 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 first bring the matter to the attention of the board and request the appropriate action be taken; in my view that would be either a cessation of any actions that constitute a conflict of interest or the voluntary or involuntary removal of the individual(s) from the board. If the board were unwilling to take appropriate action I would resign my own membership and contact the State Education Department so that official actions could be taken.

Educational Philosophy

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

All children are able to learn and most have the basic ability and motivation to go on to post-secondary education. However, a large number do not take this step for a variety of reasons, most of which are connected with structural educational disadvantage that is endemic to some of our communities. Many children are leaving high school unprepared to be

successful in college, whether through a lack of educational skills development, though a lack of knowledge about colleges and application processes, or both. While good college advising is essential in addressing these needs, it is not enough in and of itself. Enhancing the prospects of high school graduates attending and succeeding in college requires a complete immersion in a culture of college-going expectation. Children should wonder *where* they'll go to college rather than *if* they'll go. MESA promises to deliver an education that builds academic skills, inspires intellectual curiosity, and creates a foundation of critical thinking skills that will lead to good decision making on the part of its students and their families. MESA will then provide the base of support and guidance to ensure each graduate is ready to succeed in college.

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

MESA will provide a sound, well-rounded, and rigorous college preparatory curriculum with a particular emphasis on hands-on development of science, technology, engineering and mathematics (STEM) disciplinary skills. A student attending MESA will be immersed in college-going culture building the expectation of completing a post-secondary degree and the skills with which to accomplish that goal.

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

A successful charter school will be focused on rigor in the classroom, readily accessible support for students and families as they navigate the educational system, and a willingness to innovate toward greater effectiveness.

Other

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

A charter school board member must have a good understanding of contemporary educational issues, the particular strengths and challenges of the community served by the school, and a deep commitment to the success of the students. A board member must remain actively engaged with the school's personnel to support their shared mission.

22. 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 application materials, the by-laws, and proposed policies.

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

None at this time.

A Statement of Assurance must be signed by and submitted for each proposed Board Member.

STATEMENT OF ASSURANCE

I, William P. Short (name of proposed board member) 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 Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.

 2/10/2012
Signature Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telephone: 

Business Address: 

E-Mail Address: 

Home Telephone: 

Home Address: 

William J. Short



Summary of Skills: An experienced and energetic professional with demonstrated success educational innovation, community development, grant writing. Ability to be successful in both self-directed and collaborative activities, developed through experience in education, grant writing and management, entrepreneurship, and advocacy leadership.

Education

M.S. Potsdam College of the State University of New York, Potsdam, N.Y., May, 1991. Major: Secondary English Education. GPA: 3.96/4.0

B.A. Potsdam College of the State University of New York, Potsdam, N.Y., May, 1990. 1st Major: Writing. 2nd Major: Literature. GPA: 3.8/4.0

Professional Experience

Director, Higher Education Opportunity Program: June 2002 - Present

St. Lawrence University, Canton, N.Y.

- * Management - responsible for all aspects of managing a comprehensive student support program, overseeing a professional staff of three and a student peer mentor staff of four; and stewardship of four different budgets.
- * Recruitment - representing the program and the University at college fairs and school visits across New York State, focusing on those places in which significant educational and economic disadvantage is prevalent.
- * Counseling - primary counseling contact for 26 of the program's 60 students, with special focus on academic, financial, and personal counseling.
- * Teaching - College Success course, including study skills and de-coding the culture of the University.
- * Committees: serve on University committees including the Retention Task Force, Cultural Affairs, Residence Life, Multicultural Affairs, and the steering committee of the Hewlett Diversity Project.
- * Other - Miscellaneous responsibilities include renewal grant application preparation, required state, federal and University reports, University committee assignments, and acting as faculty advisor to AHORA (An Hispanic Organization Raising Awareness), Sacred Circle (Native American heritage theme cottage), La Casa Latina (Latino/a heritage theme cottage), Prides (gay/lesbian/bisexual/transgendered support group), The Pink Triangle (gay/lesbian/transgendered theme cottage) and Nordic Ski club.

President - New York State HEOP Professional Organization. 10/2004 - present.

- * Advocacy - responsible for coordinating state-wide advocacy efforts to secure state funding.
- * Chairing - responsible for convening the organization's Executive Board, establishing the agenda, and overseeing agreed-upon actions. Also chair biennial state-wide conference for general membership, and annual staff meeting in Albany, NY.
- * Prioritizing - responsible for setting annual organization goals and objectives in conjunction with executive board and general membership.
- * Ex-officio - represents HEOP-PO on boards of Opportunities United and the

Tri-State Consortium of Opportunity Programs.

Interim Director, Higher Education Opportunity Program: June 2001 - June 2002

St. Lawrence University, Canton, N.Y.

As above.

Associate Director, Higher Education Opportunity Program: July 1998-June 2001

St. Lawrence University, Canton, N.Y.

- * Summer program coordination - in addition to duties in support of recruiting, counseling, teaching, committees, and management as assigned by the director, responsible for all aspects of the pre-first year summer program, including faculty recruitment and supervision, curriculum, evaluation, residence life, weekend activities, and peer staff.

Program Planning and Development Specialist: 8/91 - 7/98

St. Lawrence-Lewis Board of Cooperative Educational Services, Adult and Continuing Education, Norwood, N.Y.

- * Research - identifying appropriate new academic, life skills and vocational education programs for adults age 16 and up, based on local need and available funding opportunities.
- * Planning - identifying the resources needed to create new programs, and investigating new program requirements. Close collaboration with relevant individuals, departments, educational institutions and community agencies.
- * Proposals - preparing, reviewing and presenting grant proposals.
- * Implementation - getting new programs "up and running", with transitional management and training duties when projects require new staff.
- * Evaluation - monitoring on-going programs for reporting, program improvement, and staff development purposes.
- * Success rate - 85%. Total funding - approximately \$14,000,000 (FY1991-FY1998).

Comprehensive Youth Programs Coordinator: 8/91 - 7/98

St. Lawrence-Lewis Board of Cooperative Educational Services, Adult and Continuing Education, Norwood, N.Y.

- * Alternative GED - academic, life skills, and vocational education for 400 students age 16-20. Facilitating staff of five full-time Academic Teachers, 7 Case Managers, and related support personnel. Close collaboration with vocational teachers, guidance counselors, and building administrators.
- * Equity Programs - special supportive services for students pursuing non-traditional for gender careers, and pregnant and parenting teens. Facilitating staff who provide case management, counseling, referrals, child care, and more.
- * Man to Man+ - special workshop series for 16-20 year olds who are at high risk for initial or repeat teen pregnancy/parenting. Facilitating staff in delivering life skills education focused on decision making, communications, problem solving, and relationship skills.

New Ventures Program Coordinator: 9/92 - 7/98

St. Lawrence-Lewis Board of Cooperative Educational Services, Adult and Continuing Education, Norwood, N.Y.

- * Program coordination - responsible for implementing and evaluating all aspects of innovative and comprehensive program of vocational training, personal development, and case management for women who are single parents and/or displaced homemakers and who are interested in pursuing non-traditional and higher-wage careers. Currently includes specific cycles for adult women (age 21+) and pregnant/parenting teens.
- * Recruitment - public relations and awareness campaign using print and broadcast media as well as inter-agency collaboration to identify, recruit, assess, and enroll program participants. Emphasis on making a good match between vocational skills training and aptitude/interest of prospective participants.
- * Staff Development - working with a staff of four basic skills instructors, four case managers, and four vocational skills instructors to ensure a good match and seamless delivery among program components, including an emphasis on offering each component within the functional context of the whole. Components include basic skills reinforcement, equivalency diploma preparation, wellness, pre-employment readiness, vocational skills, and an internship.
- * Teaching - instructional duties in all program areas, as needed. Typically includes 6-8 workshops (2 hours) per week.
- * Technical Assistance - in conjunction with the New York State Career Options Institute and the New York State Education Department, providing assistance to other agencies implementing the model. Primarily conducted through e-mail contact at home, though periodic training sessions and site visits are also offered.

Graduate Assistant - Alcohol and Drug Education Program 5/90-8/91

Potsdam College of the State University of New York, Potsdam.

Owner - Horse and Rider Tack Shop, Ltd. 6/84-3/90

(self-employed) Fayetteville, N.Y.

Student Manager - Potsdam College Stores 9/82-5/84

Potsdam College of the State University of New York, Potsdam.

Sports Editor - Potsdam Courier & Freeman Newspaper 6/80-8/82

Park Newspapers of St. Lawrence County, Inc., Ogdensburg, N.Y.

Other Experiences and Special Projects

First-Year Program - teaching in an interdisciplinary, team-taught discourse studies course for first-semester undergraduates. Focused on writing, critical reading, research, and public speaking/communications skills. Serve as academic advisor to 16 first semester undergraduates until they declare a major. Also leading a canoe-building community service project in connection with the course. Fall, 2006

Career Challenge Workshop - Working as a consultant to the New York State Education Department and the New York State Career Options Institute as a trainer for practitioners using the Career Challenge Adventure-Based Education model in implementing New Ventures programs. 7/93 - present.

Outcome Funding Prototype - Worked closely with NYS Education Department and the Rennselearville Institute to develop and pilot a new program planning and proposal system, based on customer needs and observable outcomes. 11/91 - present.

Adventure Wellness Facilitator Trainer - Training new facilitators in the process, techniques and philosophy of Adventure Wellness Education (AKA New Games II), through the Star Lake campus of Potsdam College. 5/92 - present.

Life Skills Teacher - Offered educational programs in Communications Skills, Parenting, Financial Management, and Job Seeking to the general community, adult students, and criminal offenders incarcerated at NYS Department of Corrections facilities at Ogdensburg and Gouverneur, N.Y. Classes sponsored by St. Lawrence-Lewis BOCES.

Workshop Presenter - offered workshops in the following topics:

- * Men of Color and Persistence: Identifying Key Characteristics (to KIPP Through College national conference, Houston, Tx. 2010)
- * Difficult Decisions: When SATs and Transcripts Aren't Enough (to NYS HEOP Professional Organization membership)
- * Documenting Opportunity Program eligibility (to New York City College Access Consortium membership October 2008, and also as a plenary session for the Coming Together pre-conference of the New York State Association for College Admissions Counseling in June 2009)
- * Getting and Getting Through: College Success for the Historically Disadvantaged (to New York Association of College Admissions Counselors)
- * Group Facilitation Techniques (to peer counselors in correctional facilities)
- * Outcomes Funding (to North Country Adult Education Consortium)
- * Program Institutionalization (to FIPSE-funded projects)
- * Group Problem Solving (to Youth at Risk Consortium)

Private Consulting - contracted privately with the following organizations:

- * North Country Adult Education Staff Development Consortium
 - Train the Trainer for "Team Learning in the Classroom" (2 sessions per year, 1994-2001)
 - Non-Traditional Career Exploration (3 sessions per year, 1997-2001)
- * Cornell Cooperative Extension
 - St. Lawrence County Leadership Institute - orientation weekend (1 per year, 1993-2001)
 - St. Lawrence County Youth Leadership Institute - orientation weekend (1 per year, 1997-2001)
 - Counselor training in processing techniques for adventure-based activities (1 session per year, 1994-2001)
 - General staff development (Canton office), Adventure-based approach
- * North Country AIDS Outreach
 - Adventure-based training for peer educators (3 per year, 1995-2001)
- * North Country Prenatal/Perinatal Council
 - Grantwriting for teen pregnancy prevention program (funded)
- * St. Lawrence Child Care Coordinating Council
 - Grantwriting for provider training program (funded)
 - Grantwriting for Resource and Referral service (funded)
- * St. Lawrence County Department of Social Services
 - Grantwriting for CEOSC program (funded)

* Bramson-Ort Technical College
- grantwriting for new HEOP funding (not funded, no new programs
accepted)

Memberships

New York State Higher Education Opportunity Program Professional Organization
(President)

Tri-State Consortium of Opportunity Programs
(New York delegate)

New York Opportunities United (HEOP, EOP and SEEK program group)
(co-chair)

The Urban Assembly College Admissions Advisory Board

College Bound Initiative Advisory Board

College Access Consortium of New York (CACNY)

New York State Association for College Admissions Counseling (NYSACAC)

References: Available on request.

Attachment 5(B). Proposed By-Laws

**Mathematics, Engineering, and Science Academy (MESA) Charter High School
By-Laws**

**ARTICLE I
THE CORPORATION**

Section 1.1. Name and Formation. MESA Charter High School (the “Corporation”) is a non-stock, non-profit corporation organized under the laws of the State of New York.

Section 1.2. Purposes. The Corporation is organized and is to be operated exclusively to carry out charitable and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as now in effect or as may hereafter be amended (the “Code”), including, without limitation: (a) to operate a public charter school in the City and State of New York (the “School”) pursuant to a charter agreement therefore; (b) to exercise all rights and powers conferred by the laws of the State of New York upon non-stock corporations, including, but without limitation thereon, to raise funds, to receive gifts, devises, bequests and contributions, in any form, and to use, apply, invest, and reinvest the principal and/or income there from or distribute the same for the above purposes; and (c) to engage in any other activity that is connected with or in advancement of the foregoing purposes and that is within the definition of charitable and educational for purposes of Section 501(c)(3) of the Code; provided, the powers of the Corporation shall never be inconsistent with the purposes of the Corporation stated above of the Constitution of the United States or the State of New York.

**ARTICLE II
OFFICES**

Section 2.1. Principal Place of Business. The principal place of business of the Corporation shall be located in the City and State of New York. The Corporation may have such other offices, either within or without the State of New York, as the Board of Trustees may determine or as the affairs of the Corporation may require from time to time.

Section 2.2. Registered Office and Registered Agent. The Corporation shall have and continuously maintain in the State of New York a registered office and a registered agent whose office is the Corporation’s registered office.

**ARTICLE III
BOARD OF TRUSTEES**

Section 3.1. Powers. The business, affairs and property of the Corporation shall be managed and controlled by the Board of Trustees, and all corporate powers shall be vested in and exercised by the Board, except as otherwise provided by law, the charter filed to create the Corporation, or these By-Laws.

Section 3.2. Duties. The duties of the Board of Trustees shall be as follows:

- a) to govern and oversee the School for the purpose of achieving its Mission;
- b) to take actions necessary to cause the School corporation to satisfy its obligations under the New York State charter schools act and other applicable laws;
- c) to hire, fire, oversee, evaluate, guide and support the Executive Director and Principal and other members of the School staff;
- d) to financially manage the School, including: budget development and monitoring, establishing fiscal controls, and causing audits of the School's books and records to be made as required by law and otherwise prudent;

- e) to develop, approve, implement, and monitor achievement of the School's accountability plan as required by law;
- f) to set, implement and enforce, or delegate the implementation and enforcement of, School policies in respect of –

- i) admissions,
- ii) curriculum, teaching and learning,
- iii) employment and other personnel matters,
- iv) student discipline,
- v) Special Education,
- vi) English language education for English language learners,
- vii) the Code of Ethics and policies governing self-dealing of Trustees, Officers and employees,
- viii) dress code,
- ix) transportation,
- x) student food services,
- xi) student health services,
- xii) communication with students' families,
- xiii) communication with governmental and regulatory agencies,
- xiv) public relations and outreach, and
- xv) hearing complaints as required by §2855(4) of the New York charter schools act (the enforcement of which shall not be delegated, notwithstanding the foregoing).

Section 3.3. Performance of Duties. Each Trustee shall perform all duties of a Trustee, including duties on a Board committee, in good faith and with the degree of diligence, care and skill, including reasonable inquiry, an ordinary prudent person in a like position would use under similar circumstances.

Section 3.4. Number. The number of Trustees constituting the initial Board of Trustees shall be eight (8). Thereafter the number of Trustees may be changed from time to time by amendment of these By-Laws in compliance with applicable laws, but the School's Board will have a minimum of five members and a maximum of fifteen members.

Section 3.5. Each Trustee shall hold office for a term of two (2) years or until earlier death, resignation or removal. Terms are renewable. No more than 40% of the persons serving as Trustees at any one time may be officers, directors or employees of a single organization. No more than 49% of the persons serving as Trustees at any one time may be interested persons. An "interested person" is: (1) any person currently being compensated by the Corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor or otherwise; or (2) any sibling, ancestor, descendant, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law of any such person.

Section 3.6. Removal. Any Trustee may be removed for cause by a majority vote of the entire Board, but not less than the entire Board, excluding the Trustee who is the subject of the removal action, provided, that at least one week's previous notice of the proposed action have been given to the accused and to each trustee.

Section 3.7. Resignation. Any Trustee may resign at any time by delivering written notice of his or her resignation to the Corporation. At the election of the Corporation made by Board action, the resignation of a Trustee shall be effective upon such notice or upon a later date which is prior to the date of resignation specified in the notice, notwithstanding a resigning Trustee's specification of a different date in his notice. Acceptance of a resignation shall not be necessary to make it effective.

Section 3.8. Vacancies. Any newly created Trusteeships and any vacancies on the Board

of Trustees, arising at any time and from any cause, may be filled at any meeting of the Board by a majority of the Trustees regardless of their number. In accordance with the General Municipal Law, no vacancies will be filled with a person who has an interest in a for-profit contract, unless one or more of the exemptions listed in General Municipal Law 802 are applicable. Trustees so elected shall serve for the balance of the unexpired term in the case of a vacancy created because of the resignation, removal, or death of a Trustee, or in the case of any other vacancy for the term. To the extent required by law, any Trustee that shall fail to attend three (3) consecutive regular meetings without an excuse accepted as satisfactory by the Board may, at the Board's election, shall be deemed to have resigned, and the vacancy shall be filled.

Section 3.9. Meetings. Meetings of the Board of Trustees shall be subject to requirements of the New York State Open Meetings Law, as applicable and as amended from time to time. Regular meetings of the Trustees will be held at the school facility once it has been identified and the school has taken occupancy of it. Until that time, meetings may be held at such time and place as shall from time to time be determined by the Board, but not fewer than the number of times per year required by applicable laws and regulations. The School will hold a meeting of the Board once per calendar month on dates determined by the Board. Special meetings may be called at any time by two or more Trustees together. A majority of the Trustees present, whether or not a quorum is present, may adjourn any meeting to another time and place.

Section 3.10. Notice of Meetings. Notice of the time and place of each regular, special or annual meeting of the Board, and, to the extent reasonably possible a written agenda stating all matters upon which action is proposed to be taken, shall be given to each Trustee by the Board Chairperson by personal delivery, facsimile, or regular mail, postage prepaid, at least 72 hours before the day on which the meeting is to be held; provided however, that notice of a special meeting shall be given by receipted personal or overnight delivery no fewer than seven (7) days prior to the special meeting date. Trustees calling for a special meeting shall specify in reasonable detail matter(s) to be considered at the special meeting. Notice of a meeting need not be given to any Trustee who submits a signed waiver of notice before or after the meeting or who attends the meeting without protesting prior thereto or at its commencement the lack of notice to him or her. Public notice of meetings shall be given as required by Article 7 of the Public Officers Law. Specifically, the School will post notices in the following media outlets; The New York Times, The Daily News, and The New York Post. The School will also post notices in the main office of the School, as well as on the school's website. Trustees calling for a special meeting shall be responsible for giving all required public notices of the special meeting.

Section 3.11. Executive Session. Upon a majority vote of the entire Board of Trustees on a motion which identifies generally the subject to be considered, the Board may meet in executive session in compliance with Section 105 of the New York State Open Meeting Law, as amended from time to time.

Section 3.12. Videoconferencing and Telephone Conferencing. Videoconferencing may be used to conduct a meeting of the Board of Trustees in compliance with the New York State Open Meetings Law, as amended from time to time. Public notice of a meeting at which a Trustee intends to participate by videoconference shall identify the videoconference locations for the meeting and state that the public has the right to attend the meeting at a videoconference location. Beyond a quorum, other Trustees may participate by telephone conference. The Corporation shall provide an opportunity for the public to hear and participate in the teleconferenced discussion.

Section 3.13. Quorum and Voting. A majority of the Board of Trustees shall constitute a quorum for the transaction of business or of any specified item of business. Except as otherwise provided by these By-Laws, the vote of a majority of the Board of Trustees constituting the quorum thereof shall be an act of the Board, except that a vote of three-quarters of the Trustees eligible to vote, if a quorum shall be constituted, shall be required to amend these By-Laws. A Trustee who is also an employee of the Corporation shall not be able to vote in his or her capacity as a Trustee during the pendency of his or her employment.

Section 3.14. Minutes. Minutes taken at all open meetings of the Corporation shall consist of a record or summary of all motions, proposals, resolutions, and any other matter formally voted upon and the vote thereon. Minutes taken at executive sessions shall include any action that is taken by formal vote and provide a record or summary of the final determination of such action, and the date and vote thereon; provided, however, that such summary need not include any matter which is not required to be made public by the New York State Freedom of Information Law. The minutes of meetings and executive sessions shall be available to the public as required by the New York State Open Meetings Law.

Section 3.15. Committees. The Board of Trustees may designate from among its members committees from time to time comprised of a number of committee members as required by applicable law; provided, the Board shall at all times maintain an Executive Committee, a Finance Committee, and an Education Committee and a Compliance Committee. All standing committees will have a minimum of three (3) members, except the Executive Committee which will have a minimum of five (5) members. The Board may designate one or more Trustees as alternate members of any committee, who may replace absent or disqualified members at any meeting of the committee. A committee shall appoint its chairperson by action of a majority thereof. Any one or more members of a committee may participate in a meeting of the committee by means of a conference telephone or similar communications equipment by means of which all persons participating in the meeting can hear each other, provided such meeting and notice thereof comply with applicable requirements of the New York State Open Meetings Law. From time to time a committee may empanel one or more standing or other subcommittees. Committee members shall maintain minutes of each committee meeting and shall file copies of the minutes with the corporate records in compliance with applicable laws. A committee shall have all the powers delegated by the Board except that no committee shall have the power (a) to change the membership of, or to fill vacancies in, the Board or any committee of the Board, (b) to fix the compensation of Trustees for serving on the Board or any committee of the Board, (c) to amend or repeal these By-Laws or adopt any new By-Laws, (d) to amend or repeal any resolution of the Board which by its terms shall not be so amendable to repealable, or (e) to exercise other powers specifically denied the committee by resolution of the Board of Trustees or by law. Each committee and each member of each committee shall serve at the pleasure of the Board of Trustees. A majority of a committee shall constitute a quorum for the transaction of business. Except as otherwise provided by these By-Laws, the vote of a majority of a committee constituting the quorum thereof shall be an act of the committee.

Section 3.16. Compensation. Persons serving as Trustees or members of a committee shall not receive any salary or compensation for their services as Trustees or committee members. A Trustee or committee member shall be entitled to reimbursement for reasonable expenses incurred by him or her in carrying out his or her duties as such.

Section 3.17. Right of Inspection. Subject to restrictions imposed by applicable law on access to or the use or dissemination thereof, every Trustee shall have the right to inspect and copy at his expense all books, records and documents of the Corporation and to inspect the physical properties of the Corporation; provided such inspection is conducted at reasonable times upon not less than 10 days' prior written request to the Corporation.

ARTICLE IV

OFFICERS

Section 4.1. Number. The “Officers” of the Corporation shall be a Chair, Vice Chair, Secretary and Treasurer, and such other Officers, if any, as the Board of Trustees may from time to time elect. The same person may hold any two or more offices; provided, no individual may act in more than one capacity where action of two or more Officers is required; and further provided the Secretary may not be the same person as the Chair.

Section 4.2. Election and Term. All Officers shall be elected by the Trustees from

among them and shall hold office for the term of one year or such shorter term as decided by Board action. Each officer shall continue in office until the expiration of his term or his or her death, resignation or removal in accordance with Section 4.3 of these By-Laws.

Section 4.3. Resignation or Removal. Any Officer may be removed, with or without cause, by a majority vote of the entire Board excluding the Trustee who is the subject of the removal action. Any Officer may resign at any time by delivering written notice of his or her resignation to the Corporation. At the election of the Corporation made by Board action, the resignation of a Trustee shall be effective upon such notice or upon a later date prior to the date of resignation specified in the notice, notwithstanding the specification of a later date in the notice. Acceptance of a resignation shall not be necessary to make it effective. A vacancy in an office shall be filled for the unexpired term by Board action.

Section 4.4. Employees and Other Agents. The Board of Trustees may from time to time hire such employees and appoint such agents on such terms as it deems appropriate from time to time.

Section 4.5. Chair. The Chair shall have the power to sign alone in the name of the Corporation all contracts authorized by the Board of Trustees and to execute and deliver other documents and instruments. The Chair also shall be the Chairperson of the Board of Trustees and shall preside at Board meetings in such capacity. The Chair shall also have such other powers and perform such other duties as the Board of Trustees may from time to time prescribe.

Section 4.6. Vice Chair. The Vice Chair shall, in the absence or disability of the Chair, perform the duties and exercise the powers of the Chair. The Vice Chair shall also have such other powers and perform such other duties as the Board of Trustees may from time to time prescribe.

Section 4.7. Secretary. The Secretary shall be responsible for the maintenance of an accurate record of all the minutes of all meetings of the Board of Trustees; be responsible to serve or cause to be served all notices of the Corporation and be custodian of the Corporation's records (other than financial records). The Secretary shall also have such other powers and perform such other duties as the Board of Trustees may from time to time prescribe.

Section 4.8. Treasurer. The Treasurer shall be responsible for the oversight of all financial matters within the Corporation and the maintenance of accurate financial records of the Corporation and shall be the custodian of the Corporation's financial records. The Treasurer shall also have such other powers and perform such other duties as the Board of Trustees may from time to time prescribe.

Section 4.9. Compensation. Persons serving as Officers shall not receive any salary or compensation for their services as Officers. An Officer shall be entitled to reimbursement for reasonable expenses incurred by him or her in carrying out his or her duties as such.

ARTICLE V

SELF-DEALING TRANSACTIONS

Section 5.1. Purpose. The purpose of the procedures prescribed in this Article V is to protect the Corporation's best interests when entering into a transaction or arrangement that also might benefit the private interest of a Trustee, Officer or employee of the Corporation or a blood or marital relation of a Trustee, Officer or employee.

Section 5.2. Board's Authority. The Board shall not authorize corporate action, and no committee shall recommend corporate action, except in accordance with procedures set forth in this Article V.

Section 5.3. Procedures.

(a) Duty to Inquire. In its consideration of any action the Board and all committees shall first conduct appropriate inquiry to determine whether the action involves a Self-

Dealing Transaction, including determining the nature, scope and details thereof.

"Self-Dealing Transaction" means any transaction having the School as one party and one or more of the following among the proposed other parties thereto:

(i) Trustees, Officers or employees of the School, or blood or marital relations of any of them,

(ii) an entity in which a Trustee, Officer or employee of the Corporation, or blood or marital relation of any of them, holds an ownership or investment interest,

(iii) an entity which employs or otherwise compensates a Trustee, Officer or employee of the School, or employs or compensates a blood or marital relation of any of them, and/or

(iv) any entity which has as a member of its board of directors or trustees a Trustee, Officer or employee of the School, or a blood or marital relation of any of them.

A Trustee involved in an actual or potential Self-Dealing Transaction is referred to herein as an "Involved Trustee." Involved Trustees, and Officers and employees, related to a possible Self-Dealing Transaction being evaluated shall not participate in the inquiry into or the determination of whether the transaction is a Self-Dealing Transaction, but may present to the Board regarding the nature and extent of his or her relationship to the matter being considered.

(b) Determining Whether a Self-Dealing Transaction Exists. After inquiry in accordance with subparagraph (a) immediately above, the Board shall take action as to whether the transaction is a Self-Dealing Transaction; provided, an Involved Trustee shall not participate in the deliberation of or vote the issue of whether a transaction is a Self-Dealing Transaction.

(c) Action on a Self-Dealing Transaction. If the Board determines a transaction being considered is a Self-Dealing Transaction, the Board will exercise due diligence to determine whether the Corporation can arrange an alternative transaction more favorable to the School with reasonable efforts. An Involved Trustee shall not participate in this determination. As part of its due diligence, the Board may involve or engage one or more disinterested people to investigate alternative transactions. If the Board decides not to proceed with an alternative transaction, the Board shall determine whether it is in the Corporation's best interests and is fair and reasonable to the Corporation to authorize the Self-Dealing Transaction; provided, an Involved Trustee shall not participate in the deliberation of or vote upon the authorization of a Self-Dealing Transaction.

(d) Violations. If the Board has reasonable cause to believe that a Trustee, Officer or employee has violated the School's Trustee, Officer and Employee Code of Ethics, it shall conduct further investigation as the Board deems warranted, shall inform the Trustee, Officer or employee of the basis for such belief, and afford him or her an opportunity to explain the alleged failure to disclose. If the Board determines that a violation of the Code of Ethics has been committed, the Board shall take appropriate disciplinary and/or corrective action. A Trustee who is the subject of an investigation or possible disciplinary or corrective action under this subparagraph (d) shall not participate in the deliberation of or vote on such determination or disciplinary or corrective action.

(e) The Procedures prescribed in subparagraphs (a), (b) and (c) immediately above shall apply to actions of committees of the Board in the same manner and to the same extent as prescribed for Board actions.

Section 5.4. Records of Proceedings. The minutes of the Board of Trustees and all committees with Board-delegated powers shall contain the names of the persons and entities involved in transactions which are or may be Self-Dealing Transactions, findings of the Board in respect of the scope and nature of those person's and entities' involvement, actions taken in accordance with this Article, the names of the persons present for or who participated in discussions thereof and a summary of the content of such discussions, and a record of votes taken in connection

therewith, including the names of those present for and who participated in voting and their respective votes.

ARTICLE VI
MISCELLANEOUS

Section 6.1. Interpretation of Charter. In the event of a conflict between these By-Laws and the Charter, the provisions of the Charter shall control.

Section 6.2. Effectiveness of Non-Public Notices. Non-public notices given under these By-Laws shall be deemed effective only upon verified receipt or refusal.

[END OF DOCUMENT]

Attachment 5(C). Code of Ethics

CODE OF ETHICS FOR MESA CHARTER HIGH SCHOOL TRUSTEES, OFFICERS AND EMPLOYEES

The undersigned Trustee, Officer or employee of MESA Charter High School shall comply with the Code of Ethics of the School, as set forth below in this document, during the entirety of his/her tenure on the Board or employment with the School:

Provision 1. Trustees, Officers and employees of the School Corporation will conduct or direct the affairs of the School and exercise their powers and responsibilities subject to the limitations of New York State Education Law, General Municipal Law and Not-For-Profit Corporation Law, and the School's charter and the Bylaws of the School Corporation, as applicable.

Provision 2. No Trustee, Officer or employee of the School Corporation shall engage in a "Self-Dealing Transaction," except as approved by the Board in accordance with procedures set forth in Article V of the By-Laws of the School Corporation. A Trustee who is or may be a party to a Self-Dealing Transaction is referred to herein as an "Involved Trustee."

Provision 3. In respect of any transaction under consideration by the School or to which the School is already a party, a Trustee, Officer or employee of the School Corporation shall have the obligation to make a "Self-Dealing Disclosure" as defined below, if he or she:

- (i) is or proposes to be, or has a blood or marital relation who is or proposes to be a party to the transaction in conflict of official duties,
- (ii) holds an ownership or investment interest in, or whose blood or marital relation holds an interest in, an entity which is a party to the transaction in conflict of official duties,
- (iii) is employed by or is otherwise compensated by, or whose blood or marital relation is employed or compensated by, an entity which is a party to the transaction in conflict with official duties, and/or
- (iv) is, or whose blood or marital relation is a director, trustee or corporate officer of an entity who is a party to the transaction in conflict with official duties.

A "Self-Dealing Disclosure" is the prompt, full and frank public, written disclosure to his or her immediate supervisor (if applicable) and to the Board of his or her interest (or interest of his or her blood or marital relation), giving rise to the Self-Dealing Disclosure obligation. It is the obligation of every Trustee, Officer and employee to inform himself of matters which may be under consideration by the Board by timely reviewing publicly available information and making appropriate inquiry of the Board, Principal or Executive Director. Disclosure required under this shall include all relevant and material facts known to the Trustee, Officer and employee about the contract or transaction, and shall be set forth in the minutes of the Board.

Provision 4. In addition to the above Provisions of this Code of Ethics, Trustees, Officers and employees of the School Corporation shall avoid at all times engaging in activities that would appear to be unduly influenced by persons who have a special interest in matters under consideration by the Board or relating to the School. Specifically, no trustee, officer or employee shall:

- Directly or indirectly, solicit any gift, or accept or receive any gift having a value of seventy-five dollars or more, whether in the form of money, service, loan, travel, entertainment, hospitality, thing or promise, or in any other form, under circumstances in which it could reasonably be inferred that the gift was intended to influence him, or could reasonably be expected to influence him, in the performance of his official duties or was intended as a reward for any official action on his part;

- Disclose confidential information acquired by him in the course of his official duties or use such information to further his personal interests;
- Receive, or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the School or the Board of which he is an officer, member or employee or of any School or Board Committee or entity over which he has jurisdiction or to which he has the power to appoint any member, officer or employee; or
- Receive, or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before any School or Board Committee or entity, whereby his compensation is to be dependent or contingent upon any action by such agency 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.

Provision 5. A Trustee, Officer or employee cannot have an interest in any for-profit contract with the school. Trustees, Officers or employees who have contracts with not-for-profit entities, such as charter management organizations, partners, and found organizations must be disclose these contracts but they are not prohibited.

Provision 6. As a requirement of section 803 of the General Municipal Law, any Trustee Officer or employee who has, will have, or later acquires an interest in—or whose spouse has, will have, or later acquires an interest in—any actual or proposed contract, purchase agreement, lease agreement or other agreement, including oral agreements, with the School Corporation of which he or she is an officer or employee, shall publicly disclose the nature and extent of such interest in writing to his or her immediate supervisor and to the governing body thereof as soon as he or she has knowledge of such actual or prospective interest. Such written disclosure shall be made part of and set forth in the minutes of such body.

Provision 7. A Trustee, Officer or employee who violates this Code of Ethics will be subject to corrective or disciplinary action including removal in respect thereof.

Provision 8. Trustees, Officers and employees cannot hold investments in conflict with official duties with the exception of holdings where when less than five per centum of the outstanding stock of the corporation is owned or controlled directly or indirectly by such Trustee, Officer or employee.

Provision 9. Trustees, Officers and employees shall not have private or future employment in conflict with official duties as shall be determined by the board upon disclosure prior to such employment or upon hire.

Provision 10. Trustees, Officers and employees of MESA Charter High School will be required to sign a statement acknowledging receipt of and agreeing to comply with the Board, Officer and Employee Code of Ethics.

Signature

Name of Trustee, Officer or Employee

Date signed

Attachment 8(A). Hiring and Personnel Policies and Procedures

Personnel Procedures: All employees of MESA Charter High School will be expected to adhere to the policies below. Each employee, upon hire, will be given a copy of the personnel handbook and it will be reviewed. All employees will be expected to sign an Employment Acknowledgement Form and this form will be kept in their employee file. The personnel handbook will be reviewed and updated as needed with approval from the Board of Trustees. MESA reserves the rights to modify, revoke, suspend or change, any or all such plans, policies or procedures, in whole or in part, at any time, with or without notice. The resolution of any questions, interpretations or applications of the policies will be the sole prerogative of MESA and its management. This handbook is not an employment contract and does not create legally enforceable obligations for the schools or the Board of Trustees.

Equal Opportunity Employment: It will be the policy of MESA to provide equal employment opportunity to all qualified employees and applicants without regard to race, color, religion, sex, sexual orientation, gender identity and expression, national origin, ethnicity, age, disability, marital status, military service status, or any other protected classification. This policy will apply to all aspects of the employment experience, including recruitment, hiring, compensation, promotion, transfer, disciplinary action, layoff, return from layoff, MESA-sponsored training, and social and recreational programs. Any and all such employment decisions will be made in a non-discriminatory manner. MESA will comply with the Americans with Disabilities Act and all applicable state and local laws prohibiting discrimination in employment against qualified individuals with disabilities. MESA will also provide reasonable accommodation for such individuals in accordance with these laws. It is MESA's policy to:

- ensure that qualified individuals with disabilities are treated in a nondiscriminatory manner in the pre-employment process and that employees with disabilities are treated in a nondiscriminatory manner in all terms, conditions, and privileges of employment;
- administer medical examinations to employees when justified by business necessity;
- keep all medical-related information confidential and retain it in separate files;
- provide reasonable accommodation to applicants and employees with disabilities, except where it would create an undue hardship for MESA; and
- notify individuals with disabilities that the school provides reasonable accommodation to qualified individuals with disabilities by including this policy in the personnel handbook and by posting the Equal Employment Opportunity Commission's poster on discrimination throughout school premises.

A qualified individual with a disability may request a reasonable accommodation by communicating this request to the Executive Director either orally or in writing. Upon receiving the request, the Executive Director will meet with the employee to identify the precise limitations resulting from the disability and the potential accommodation that MESA might make. MESA reserves the right to request additional medical documentation. The Principal and Executive Director will make the final decision regarding any accommodation.

Immigration and Nationality Act: In compliance with the Immigration Reform and Control Act of 1986 each new employee of MESA, as a condition of employment, will complete the Employment Eligibility Verification Form I-9 and present documentation establishing identity and employment eligibility as requested on the Employment Eligibility Verification Form I-9 within three (3) business days of starting employment. Where indicated, employees will be required to submit documentation establishing continued eligibility for employment.

Hiring Procedure: MESA strongly believes that the quality of the professional staff determines the quality of education offered in the school. It will therefore be the responsibility of the Principal and Executive Director to locate and recruit the best-qualified candidates to meet the school's educational needs.

All MESA positions will be posted publically and will include a job description with a job description and minimum requirements. All postings will include the following wording: “*As an equal opportunity employer, MESA hires without consideration to race, religion, creed, color, national origin, age, gender, sexual orientation, marital status, veteran status or disability.*” All applicant’s resumes and cover letters will be reviewed to ensure that they meet minimum requirements and experience. All candidates will be asked to provide references which will be checked and will be required to provide FBI clearances upon hire. MESA’s hiring process will include the following phases:

- **Submission of Resume and Cover letter:** All prospective employees will submit their resume and a cover letter specifically tailored to the available position they are applying for at MESA.
- **Interview:** MESA’s interview will help the Principal, Executive Director, or designee determine whether a candidate: a) possesses the necessary skills to be a productive member of the school’s staff; and b) will fit into MESA’s unique culture and environment. MESA will utilize an interview protocol that includes a list of interview questions and a rubric containing objective criteria. The Principal, Executive Director, or a designee may elect to pre-screen candidates with a telephone interview to discover whether the candidate has the knowledge and experience required and can work in a manner consistent with MESA’s instructional philosophy and culture.
- **Demonstration Lesson:** Teaching candidates who are invited to continue in the process will be asked to conduct one or more demonstration lesson(s). Time will be reserved between lessons, if applicable, for the candidate to debrief with MESA leadership and receive feedback.
- **Checking References:** MESA will call references provided by the employee, which must include a former employer.
- **Offering Employment:** MESA will offer employment through a hire offer memo and a phone call. MESA’s job offer letter will include at least the following: a) job title or position offered; b) salary offered; and c) a restatement that the employment will be at-will.
- **Fingerprinting:** All employees must first clear the NYSED fingerprint screening process. OSPRA form 101, 102 and/or 104 must be submitted to NYSED for each new employee.

MESA reserves the right to amend, extend or truncate this process as circumstances require.

Teacher and Staff Qualifications: Teacher and staff selection shall be based on strong academic preparation, professional competence, intellectual rigor, emotional maturity, enthusiastic professional attitude, knowledge of instructional practices, and ability to contribute to the furtherance of MESA educational goals. Attention will be paid, among other factors, to the candidate's academic records and to his or her previous relevant experience. Successful candidates for teaching and staff positions must demonstrate that they are willing and able support the educational and developmental needs of a diverse student population. MESA’s staff must fulfill their individual responsibilities and work in concert with the other staff. Successful candidates will demonstrate a commitment to continuous improvement and learning through professional development.

MESA will make efforts to attract key personnel who contribute to the diverse skill-set necessary to thrive in a charter school setting. We anticipate hiring a diverse team of educators, from a wide range of experiences, to serve a diverse population of students. Teachers should have at least two to four years of experience designing and teaching an integrated curriculum, differentiating instruction for children who have multiple learning styles; they should also have achieved a Master’s Degree in Education. Additionally, candidates should have a proven track record of high achievement in the classroom or other applicable setting and commitment to accountability; they should exhibit a belief in and alignment with MESA’s core beliefs and educational philosophy.

MESA will comply with all applicable laws and regulations regarding teacher certification and licensure. In the case of non-certified instructional personnel, MESA will consider the teacher’s

experience, references, demonstration lesson, interview, and other criteria deemed appropriate by the Principal and Executive Director.

Recruiting effective teachers and staff that align with MESA's mission: MESA will seek to establish a broad applicant pool for all available and vacant positions. MESA will diligently seek its employees through a variety of means, including advertisements in newspapers and educational journals, relationships with colleges and graduate schools of education, recruitment fairs, and job posting services. MESA will attempt to promote diversity in its applicant pool by advertising positions in targeted media (e.g. minority newspapers), networking with minority organizations and participating in minority recruitment events.

In particular, teachers and staff will be recruited through one or more of a variety of methods, including job postings in New York City and national media, participation in teacher fairs and similar events, job postings and communication with education schools/departments and alumni associations at colleges and universities; job postings on *idealist.org* or other appropriate websites, and networking and communication with the New York Charter School Center and the New York Charter Schools Association and similar organizations.

Employee Terminations: To ensure orderly operations and provide the best possible work environment, MESA will expect employees to follow rules of conduct that protect the interests and safety of all employees and the organization. It is not possible to list all the forms of behavior that are considered unacceptable in the workplace. The following are examples of infractions of rules of conduct that may result in disciplinary action, up to and including immediate termination. While this non-exhaustive list enumerates grounds for termination, this list in no way should be read to limit the “at will” status of future employees at MESA.

- theft, damage or unauthorized removal or possession of MESA property
- falsification of timekeeping records
- any discriminatory act
- sexual or other unlawful or unwelcome harassment
- possession, distribution, sale, transfer or use of alcohol or illegal drugs while on duty, including operating vehicles or equipment
- any disruptive behavior, including fighting or threatening violence in the workplace
- insubordination or other disrespectful conduct
- gambling on the premises
- safety violations including lack of supervision of students
- possession of dangerous or unauthorized materials, such as explosives or firearms
- excessive absenteeism, tardiness or any absence without approval
- misappropriation of school property

All MESA employees will be employed “at-will,” and may be terminated with or without cause or notice and are not guaranteed employment for any length of time. MESA will reserve the right to change the organizational structure of the school and eliminate jobs or job classifications when necessary.

Staff Qualifications and Licenses: It shall be the obligation and financial responsibility of each MESA staff member to obtain and maintain certifications, licenses, and other credentials necessary for the position for which he or she was hired. It shall be in the sole discretion of the school to determine from time to time whether any staff member’s certificates, licenses, credentials and qualifications are sufficient or appropriate for any position at MESA.

Occupational Exposure Policy: The policy of MESA on occupational exposure will be consistent with the laws and regulations outlined by the United States Department of Labor’s Occupational Safety and Health Administration. Employees exposed to blood or other bodily fluid, in the course

of their jobs will be required to exercise universal precautions. Universal precautions are intended to prevent the transmission of blood-borne disease when providing first aid or health care. Such precautions include the use of protective gear, washing hands and any contaminated areas with soap and water, and seeking medical attention for any significant exposure to the blood or bodily fluids of another person. Detailed information about universal precautions will be distributed under separate cover. MESA will take steps to limit employee exposure to blood and other potentially infectious bodily fluids pursuant to OSHA. If MESA takes any steps to ascertain whether there are toxic substances in its workplace, employees have a right to access that information per New York State Law.

EMPLOYEE EXPECTATION AND EVALUATIONS

Professional Expectations

Hours of Operation, Work Days, Week and Year and School Year: The MESA building will hope to be open each school day from 7am until 6pm, depending on the DOE space MESA will be located in. If access to the building is needed outside of the specified hours, approval should be sought from the Principal or Executive. Special access will need to be scheduled two (2) weeks in advance to allow the administration to apply for the required permits.

Employees work hours will be 8:15 AM – 4:00 PM, except on Wednesdays when the workday will end at 5:15 PM, unless otherwise specified in employees hire memo. Each full-time employee each day, at a time specified by the school, may take a 30-45 minute non-working lunch break. The work year shall be as determined by school leadership and shall be subject to change at its discretion without prior notice. All staff members will be expected to be on time for all duties. If an employee is running late the employee must contact the Office Manager, Executive Director and the Principal before the start of his or her shift. The Director of Operations will document all lateness. If an employee is excessively tardy without authorization, he or she will receive a written warning and be placed on thirty-day probation and may have his or her pay docked. Failure to correct this action can result in termination.

Additional Hours and Work Days: MESA may require employees to report to work on days not originally scheduled as work days if appropriate to advance the educational program of the school. For example, teachers may be asked to attend presentations or seminars held outside of normal school hours, to provide small-group instruction outside of normal school hours, or to design and execute academic projects. Compensation, if any, shall be determined by the school. MESA employees may take up to ten (10) personal or sick days throughout the fiscal year. These days will not roll over from one year to the next.

Intersession: MESA will require all instructional staff to report to work for one week of Intersession. Employees may express their preference about which week to report, but the Executive Director will make the final determination. Staff will be given a \$1,000 stipend for their work during a full week of Intersession.

All regular full-time staff members will be encouraged to attend school events occurring outside of school hours. All regular full-time staff members will be required to attend and assist with trips, parent workshops and parent-teacher conferences. Additionally, all regular full-time staff members will be required to attend up to ten (10) evening or weekend activities beyond these activities.

Criminal Conviction: All employees of MESA will be required to notify the Principal within five (5) days of any criminal conviction whether it occurred in or out of the workplace.

Background Criminal Check: Employees of MESA will be required to successfully clear a background criminal check before their first day of work. If a situation arises where an employee must begin before clearance is received the employee must receive an Emergency Conditional Appointment that has been approved by the Board of Trustees. Under a conditional appointment, measures will be taken to ensure that the staff person is supervised on a regular basis to ensure the safety of students. Employees who have never been fingerprinted for the New York State Education Department or the New York Board of Education must be fingerprinted at a facility approved by the New York State Division of Criminal Justice Services at the employee's own expense.

Professional Evaluation Process: Our intention is to hire the most qualified people available and to give them the maximum opportunity to succeed and attain professional growth. All staff members of MESA will be expected to demonstrate progressive expertise in job performance and knowledge.

The Principal will be responsible for the performance evaluation of all instructional and program staff. The Executive Director will evaluate the performance of all non-instructional staff. In both cases, the Principal and Executive Director will provide ongoing support and guidance to their respective staffs.

Annual performance evaluations will be conducted to provide the opportunity to discuss job responsibilities, to identify and correct weaknesses, to recognize strengths and to discuss positive, purposeful approaches for meeting goals. These reviews and evaluations will serve as an objective basis from which recommendations for salary adjustments and other personnel decisions may be made.

Evaluations for teaching staff will be conducted by the Principal through regular informal classroom visits throughout the year. The visits will be conducted for a range of reasons, including observation of student achievement, demonstration or modeling, assistance with guided reading, or observation of practice. The visits may not be announced. The purpose of this is not to make the staff member feel uncomfortable. To be effective in their roles, members of the school administration will require a good sense of the needs of the students and the staff. This will result from administration having a regular presence in the classroom.

Teachers will be held accountable of student achievement through informal and formal observations as well as student assessments. Frequent assessment and analysis of data will ensure individual teachers are making progress towards student goals. Teacher evaluation and professional development will be aligned with meeting individual student and school wide goals. Once per year each teacher will have a formal evaluation that will be planned at least five (5) days in advance. After the formal evaluation the teacher who was evaluated will receive a performance evaluation based on the visits and observations of the Principal. For all non-teaching staff their respective Manager or Director (including the Executive Director) will discuss the staff person's performance and establish performance goals based upon the responsibilities and requirements of the position.

The criteria of the evaluation for each position will be based on the school's operating values and the employee's job description. These criteria will be circulated prior to the evaluation. This criterion can be subject to change at any time without notice to the employee.

We expect that staff will carry out their responsibilities fully and to the best of their abilities, and conduct themselves in a manner that best serves the interests of MESA. The results of the formal evaluation will be kept in each employee's personnel file. If a staff person's work performance does not meet satisfactory standards, their Manager or Director, in conjunction with the Principal or Executive Director, may take any of the following steps:

- Identify areas of weakness, counsel and recommend ways to address them within a specified time frame;
- Warn the staff person orally, and if the problem(s) continue, warn the staff person in writing with a copy to the staff person's personnel file; and/or
- Discharge the staff person.

These steps are not to be seen as progressive in nature. The Principal or Executive Director will take the step that is most appropriate under the circumstances.

School Policies

Harassment Policy: MESA will strive to maintain an environment free from discrimination and harassment, where employees treat each other with respect, dignity and courtesy. To this end, MESA will consider unacceptable any conduct or comments regarding a person's age, race, color, creed, sex, national origin, sexual orientation, disability, or other protected characteristic that fail to respect the dignity or feelings of the individual. Accordingly, discriminatory conduct or conduct characterized as harassment as defined below is prohibited.

In general, ethnic or racial slurs and other verbal or physical conduct relating to a person's sex, race, color, religion, age, national origin, sexual orientation, disability or other protected characteristic constitute harassment when they unreasonably interfere with a person's work performance or create an intimidating work environment.

Sexual harassment has been defined by federal and state law to include: Unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature when: (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment; (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive working environment. The types of conduct prohibited by this policy will include, but are not limited to:

- Any demand for sexual favors that are accompanied by a promise of favorable job treatment or a threat concerning the employee's employment or the terms and conditions thereof.
- Subtle pressure for sexual favors, including implying or threatening that an applicant's or employee's cooperation of a sexual nature (or refusal thereof) will have any effect on the person's employment or future job opportunities.
- Repeated offensive or unwelcome sexual flirtations and advances; verbal comments, jokes or innuendo of a sexual nature; words or gesture of a sexual nature used to describe a person or depict a situation; or the display of sexually suggestive objects or pictures.

All Other Discrimination and Harassment: It will be the policy of MESA that no discriminatory conduct by or against our employees will be tolerated. Harassment of any form will be prohibited, including, but not limited to: verbal, physical, or visual harassment of any kind; any form of sexual harassment (see description above); ethnic slurs; and creating or maintaining an intimidating, hostile or offensive environment. Harassment is prohibited in all relationships at the school including, but not limited to relationships between staff members and between staff and students.

Investigation and Remediation: If an employee believes that he or she has experienced harassment, or believes that he or she has witnessed harassment, that employee should immediately notify the Principal, Executive Director or any other managing personnel with whom that employee feels comfortable. All reports of harassment will be promptly investigated by the Principal, Executive Director or his or her designee who is not involved in the alleged harassment, and will be kept confidential to the extent possible. If an investigation confirms that harassment has occurred, the Principal or Executive Director will take appropriate corrective action, which may, upon a determination by the Principal or Executive Director, include, but not be limited to, an official memorandum in an employee's personnel file or the termination of the offending employee. Documentation of the event, the investigation, and the remediation will be kept for at least three (3) years.

Whistleblower Policy

General: MESA will require its directors, officers and employees to observe high standards of business and personal ethics, as such personal ethics relate to the organization, in the conduct of their duties and responsibilities. All employees and representatives of MESA, must practice honesty and integrity in fulfilling responsibilities and comply with all applicable laws and regulations. This policy will not be a vehicle for reporting violations of the applicable human resources policies, problems with co-workers or managers, or for reporting issues related to alleged employment discrimination or sexual or any other form of unlawful harassment, all of which should be dealt with in accordance with the Employment Manual. The matters which should be reported under this policy include suspected fraud, theft, embezzlement, accounting or auditing irregularities, bribery, kickbacks, misuse of school assets or suspected regulatory, compliance, or ethics-related issues, concerns or violations.

Reporting Responsibility: It will be the responsibility of all directors, officers and employees to report in good faith violations or suspected violations of high business and personal ethical standards, as such personal ethics relate to the organization, and/or applicable legal requirements ("Violations") in accordance with this Whistleblower Policy.

No Retaliation: No director, officer or employee who in good faith reports a Violation shall suffer harassment, retaliation or adverse employment consequence as a direct result of such report. An employee who retaliates against someone who has reported a Violation in good faith is subject to discipline up to and including termination of employment. This Whistleblower Policy is intended to encourage and enable employees and others to raise serious concerns within the Organization prior to seeking resolution outside the Organization. Notwithstanding anything contained herein to the contrary, this Whistleblower Policy is not an employment contract and does not modify the employment relationship between MESA and its employees, nor does it change the fact that employees of MESA are employees at will. Nothing contained herein provides any director, officer, or employee of MESA with any additional rights or causes of action, other than those already provided by law.

Reporting Violations: Questions, concerns, suggestions or complaints regarding the ethical and legal standards noted above should be addressed directly to the Chair of the Compliance Committee.

Compliance Officer: The Compliance Officer will be a designee of the Compliance Committee and will be responsible for investigating and resolving all reported violations and shall advise the Compliance Committee and, if the Compliance Officer deems it appropriate, the Principal and/or the ED, of all reported complaints and allegations of violations. The Compliance Officer will be required to report to the full Board of Directors at each regularly scheduled board meeting on compliance activity.

Accounting and Auditing Matters: The Compliance Committee of the Board of Directors shall address all reported concerns or complaints regarding corporate accounting practices, internal controls, or auditing. The Compliance Officer shall immediately notify the Compliance Committee of any such

complaint and work with the committee until the matter is resolved. Promptly upon receipt, the Compliance Committee shall evaluate whether a complaint constitutes an accounting complaint and if so shall promptly determine what professional assistance, if any, it needs in order to conduct an investigation. The Compliance Committee will be free in its sole discretion to engage outside auditors, counsel or other experts to assist in the investigation and in the analysis of results.

Investigations: The Compliance Officer may delegate the responsibility to investigate a reported violation, whether relating to accounting and auditing matters or otherwise, to one or more employees of MESA or to any other individual, including persons not employed by MESA, selected by the Compliance Officer; provided that the Compliance Officer may not delegate such responsibility to an employee or other individual who is the subject of the reported violation or in a manner that would compromise either the identity of an employee who reported the violation anonymously or the confidentiality of the complaint or resulting investigation. Notwithstanding anything herein to the contrary, the scope, manner and parameters of any investigation of a reported violation shall be determined by the Compliance Committee in its sole discretion and MESA and its employees will cooperate as necessary in connection with any such investigation.

Acting in Good Faith: Anyone filing a complaint concerning a violation will be required to act in good faith and have reasonable grounds for believing the information disclosed may indicate a violation of such standards. Any allegations that prove not to be substantiated and which prove to have been made maliciously or knowingly to be false will be viewed as a serious disciplinary offense.

Confidentiality: In making a complaint or submission, an employee of MESA may request that such complaint be treated in a confidential manner. MESA will take reasonable steps to attempt in good faith that the identity of the employee making the complaint remains anonymous. MESA takes seriously its responsibility to enforce this Whistleblower Policy and therefore encourages any employee reporting a violation to identify him or herself so as to facilitate any resulting investigation. Employees may, however, submit complaints on an anonymous basis. Reports of violations will be kept confidential to the extent possible, consistent with the need to conduct an adequate investigation.

Handling of Reported Violations: The Compliance Officer will notify the sender and acknowledge receipt of the reported violation or suspected violation within five (5) business days, but only to the extent the sender's identity is disclosed or a return address is provided. All reports will be promptly investigated; the scope of any such investigation being within the sole discretion of the Compliance Committee, and appropriate corrective action will be taken if warranted by the investigation.

Records: The Compliance Committee will retain on a strictly confidential basis for a period of seven (7) years (or otherwise as required under MESA record retention policies as amended from time to time) all records relating to any complaint and to the investigation and resolution thereof. All such records are confidential to MESA and such records will be considered privileged and confidential.

Alcohol, Smoking, and Drug Policies: In keeping with the MESA policy of ensuring a safe and healthy work environment, smoking or having or using alcohol or drugs will be prohibited throughout the workplace. State Law prohibits smoking in all school buildings, including buses. State Law also prohibits school employees from selling, distributing, attempting to sell or distribute, or being under the influence of alcohol or any controlled substance while on school property. This policy will apply equally to all employees, students, and visitors.

If an employee believes that he or she has knowledge of an incident involving smoking, alcohol, or drug use that occurred on school property that employee should immediately notify the Principal, Executive Director or any other managing personnel with whom that employee feels comfortable. All reports of an incident involving smoking, alcohol, or drug use that occurred on school property

will be promptly investigated by the Principal, Executive Director, or his or her designee who is not involved in the alleged incident, and will be kept confidential to the extent possible.

If an investigation confirms that an incident has occurred, the Principal or Executive Director will take appropriate corrective action, which may, upon a determination by the Principal or Executive Director, include, but not be limited to, an official memorandum in an employee's personnel file or the termination of the offending employee. Documentation of the event, the investigation, and the remediation will be kept for at least three (3) years.

MESA will retain the right to search or test to maintain the safety, security, productivity, or quality of MESA and its community members; or if it will aid in an investigation of workplace accidents, but only if there is a valid reason to search or test. MESA will comply with applicable laws and regulations for searching and testing. All drug testing will be done fairly and the school will administer tests that conform to the scientific requirements of the New York Drug Testing Act. All results of testing and searching will be kept confidential.

Property Searches: All school property will belong to MESA including, but not limited to, desks, chairs, bookcases, computers, phones, and file cabinets. No person, including any staff member, has any right to privacy with respect to these items or locations. School equipment and instructional materials should not be used for any personal business without prior approval from the Executive Director and Principal. Employees will also have no expectation of privacy with respect to all communications, including but not limited to telephone, voicemail, e-mail, and Internet use. MESA will not be responsible for loss or damage of any employee's personal property, even if the damage or loss occurs on school grounds.

Confidentiality: Employees of MESA may not release any privileged information about MESA, its students, its activities, or the activities of its personnel except as normally required by their duties or as expressly permitted by the Principal. Examples of confidential information include, but are not limited to:

- Report cards;
- Medical records;
- Residence and contact information; and
- Special Education records.

Only parents and guardians who have custody of their children and personnel mandated by law are allowed to see confidential information. Any applicable law or regulation supersedes a parent or guardian from seeing confidential information (i.e. a restraining order, a court order).

No employee shall publish, disclose, use, or authorize anyone else to publish, disclose, use, or in any way cause to be published, disclosed or used, any private or proprietary information which such employee may in any way acquire, learn, develop, or create by reason of employment with this organization, unless otherwise provided by the Principal. Any document or other material containing such information is required to be returned to the Principal upon an employee's termination or resignation.

If an employee finds it necessary to release privileged information about MESA, its students, its activities, or the activities of its personnel except as normally required by their duties or as expressly permitted by the Principal, that employee must submit a written request to the Principal. The request must include the information to be released as well as to whom the information is being released in order to be considered. Failure to secure permission before releasing privileged information can result in disciplinary action, including termination. The obligation for employee confidentiality continues after employment has been terminated.

Telecommunication Policy: MESA will provide computer and communication systems to support its business activities. These systems may include, but are not limited to: PC's, software, telephone, voicemail and electronic mail systems, all centralized computer equipment, networks, and access to the Internet. Each user will be personally responsible to ensure that these guidelines are followed. No employee of MESA should use any computers or communications systems for any non-school related business.

All data in any MESA computer and communication systems (including, but not limited to, documents, and other electronic files, email and recorded voicemail messages) will be the property of MESA. MESA may inspect and monitor such data at any time. MESA may also monitor usage of the Internet by employees, including reviewing a list of sites accessed by an individual.

No individual should have any expectation of privacy for electronic communications or account information in the system, including, but not limited to, documents, emails or messages marked "private," which may be inaccessible to most users but remain available to MESA. The deletion of a document or message may not prevent MESA from having access to the item or completely eliminate the item from the system. Likewise, no individual should have any expectation of privacy in terms of his or her usage of the Internet. In addition, MESA may restrict access to certain sites that it deems are not necessary for business purposes.

MESA's computer and communication systems may not be used to create, transmit, access, receive, print, download or solicit material that is illegal, unauthorized, inappropriate, derogatory, obscene, sexually explicit or offensive, such as slurs, epithets, or anything that may be construed as harassment or disparagement based on race, color, national origin, citizenship, sex, sexual orientation, disability, age or religious or political beliefs. For example, the display or transmission of sexually explicit images, messages, jokes and cartoons is not allowed.

Similarly, computer systems may not be used to lobby, solicit or proselytize others for commercial purposes, causes, outside organizations, chain messages or other non-job-related purposes. Likewise, employees should not download or disseminate copyrighted material, load or execute unlicensed software on the school's computers or conduct any other activity in violation of applicable law or regulations. Employees will be prohibited from intentionally disrupting the network, destructing or altering information, unauthorized interference with private information, and provision of access to unauthorized persons.

Employees will assume all risks associated with using the network, including indemnification of the school if it is sued for damage caused by the employee's actions on or through the network. Employees will be asked to notify their immediate supervisor, or any member of management upon learning of violations of this policy. Employees who violate this policy will be subject to disciplinary action, up to and including termination of employment. MESA will have no duty to inform any employee of changes to this policy.

Employee Files and Employee Record Policy: MESA will keep a confidential file on each employee that may include, but is not limited to, the following items: application materials and resume, letters of hire and acceptance, copies of certificates and licenses, performance evaluations, letters of commendation and/or warning letters regarding job performance, records of all disciplinary actions, a signed code of ethics, and documentation required by state or other regulatory agencies.

MESA will be committed to the laws and general principles of employee confidentiality as set forth in the Health Insurance Portability and Accountability Act (HIPAA) with regard to the dissemination of private health information (PHI) of Agency employees. In order to comply with all rules and regulations, including the ADA, MESA will keep all medical records and all other

necessary documents in a separate file. Employee files will be the sole property of MESA. Employees may view their personnel file upon request and in the presence of the Principal or ED. MESA will only release information on school personnel as consistent with all applicable rules and regulations. When legally mandated to release information on school personnel, MESA will do so without employee notification. If an employee requests MESA to release information to an outside party, that request must be put in writing to the ED. It is at the sole discretion of the ED, unless mandated by applicable laws and regulations, if the information is released or not.

Conflict of Interest: A conflict of interest will be when any employee, Board of Trustee, or other person in a position in authority has competing personal or professional interests. All employees will be required to sign a conflict of interest agreement stating that they will not derive any personal profit or gain (excluding salary from MESA), directly or indirectly, by reason of his or her participation with MESA. Each individual shall disclose to the Principal or designee any personal interest which he or she may have in any matter related to MESA and not participate in any decision on that matter.

It will be the policy of MESA to excuse any staff, Board of Trustee, or other interested party from any part of the hiring process when the potential employee in question is a relative of the employee, Board of Trustee, or interested party.

STUDENT-RELATED POLICIES

Mandatory Reporting: All staff members of MESA will be considered mandated reporters under Section 413 of the New York State Social Services Law. Mandated reporters are legally required to initiate a report under this statute's provisions when they have reasonable cause to suspect that a child is abused or maltreated. MESA will require all staff members who suspect that a child is a victim of child abuse, maltreatment or neglect to immediately bring the matter to the attention of the Principal before completing all other mandatory reporting requirements.

It will be the responsibility of every staff member to report any suspected child abuse, maltreatment or neglect directly to ACS. The form to be filled can be found in the Main Office or via the website: <http://www.ocfs.state.ny.us>. MESA will also be submitting a report to the appropriate authorities in accordance with the law. Any staff member's failure to report suspected child abuse, maltreatment or neglect may render MESA and the individual employee civilly and/or criminally liable. Reporting suspected child abuse, maltreatment or neglect in good faith will protect the reporting employee and MESA from being legally liable.

New York law defines an "abused child" as a child under eighteen (18) years of age whose parent or person legally responsible for his or her care inflicts or allows to be inflicted serious physical or mental injury by other than accidental means, or commits or allows to be committed an act of sexual abuse. A "maltreated child" is any child under eighteen (18) years of age whose parent or person legally responsible for him or her fails to provide him or her with food, clothing, shelter, education, medical or surgical care, who abandons the child, who uses excessive corporal punishment, or who uses drugs or alcohol to the point where he or she loses control of his or her actions. Although New York law defines child abuse and maltreatment narrowly, MESA will require employees to report suspicion of any serious physical or mental injury (other than by accidental means) or sexual abuse to the Principal and ACS directly, regardless of who the suspected perpetrator. In all situations involving suspected or alleged child abuse or maltreatment, MESA will endeavor to act in the best interests of the student and to cooperate with the appropriate authorities.

Corporal Punishment: Staff members of MESA should not touch students, unless safety intervention is necessary to protect a child's physical well-being, or the well-being of another person. In the event of a classroom emergency in which a child needs to be physically restrained staff members should notify the Principal or designee to the extent possible. Corporal punishment is

prohibited by New York state law and by MESA. Corporal punishment will result in immediate termination. Prohibited actions include: taking away a child's chair and requiring him or her to stand; requiring a child to sit with his or her face to the wall; requiring a child to perform a repetitive physical task such as writing the same phrase over and over; and requiring a child to affix something to her body as a symbol of bad behavior, such as tape over her mouth. Any employee who becomes aware of an incident of corporal punishment must report that incident immediately to the Principal.

Student Medicine Policy: A parent or guardian requesting that medication be administered to their child during the school day will be required to submit the following in writing during school hours to the School Nurse:

1. a letter of request and authorization that contains all information required by SBESE policy;
2. written orders for all medications to be given at school, including annual renewals at the beginning of the school year;
3. a written description by physician or dentist of the desired effects and the child-specific potential of adverse side effects;
4. a prescription for all medications to be administered at school, including medications that might ordinarily be available over the counter;
5. a list of all medications that the student is currently receiving at home and school, if that listing is not a violation of confidentiality or contrary to the request of the parent/guardian or student;
6. a list of names and telephone numbers of persons to be notified in case of medication emergency in addition to the parent or guardian and licensed person prescribing the medication;
7. arrangements for the safe delivery of the medication to and from school in the original labeled container as dispensed by the pharmacist; the medication shall be delivered by a responsible adult; and
8. unit dose packaging shall be used whenever possible.

Medicine shall be stored in a locked cabinet, closet, or drawer with access only provided to the nurse and the Principal. Only the nurse can administer medications. Medication will be stored only in its originally labeled container as dispensed by the pharmacist and will be stored with a photograph of the child whom will be receiving the medication. Staff members of MESA, under no circumstances, will be permitted to administer any form of medicine to a student.

JOB DESCRIPTIONS FOR MESA STAFF

Executive Director Job Description

The Executive Director reports directly to the board and is responsible for ensuring the effective implementation of policies established by the board and the charter. The Executive Director manages the Principal, the Director of Operations, the Parent and Family Coordinator (in Year 2) and (in Year 3) the Development Associate and Business Manager. The Executive Director makes final decisions about, but not limited to, hiring, budgeting, and resource allocation.

Specific Responsibilities

- Sets the vision for the school and specific means of executing that vision, including school programming and partnerships, while continuing to support and encourage the mission of MESA in its day-to-day operation
- Recruits and hires and fires all staff, with input from the Principal. Gives significant weight to the recommendation of the Principal in hiring instructional staff
- Maintains communication with MESA's authorizer and is liaison between NYSED and the MESA Board. Oversees production and submission of all required reports to NYSED
- Fosters a collaborative leadership culture among the school's leadership team
- Responsible for success of all school programs and ensures that the school is in compliance with the school's approved charter, Board policies, appropriate governmental statutes, its authorizer's and NYSED regulations and all other applicable governmental laws and regulations

- Communicates vision of the school to the public and the press; represents the school to parents, community leaders, and the general public. Is responsible for all communications and marketing
- Is the public face of the school in the community, working to build a strong, mutually respectful connection between the school and families and other stakeholders
- Works with the Family-School Organization to ensure that all parents are engaged in all aspects of the life of the school and have the opportunity to provide input.
- Leads all fundraising and development initiatives, including grant writing and private fundraising
- Oversees and implements parent outreach and student recruitment process
- Works directly with contracted accounting professionals, the Business Manager and with the Board to ensure financial stability, sound fiscal planning, effective asset management and full compliance with government and charter audit requirements

Qualifications: (1) Minimum 5 years experience in urban education, at least 3 of which have been in a supervisory role, with knowledge of leadership principles and practices gained through work experience and formal education; (2) Advanced Degree such as Masters Degree (preferably in Educational Leadership), Law, or Business; (3) An understanding of instructional practice including those related to delivery of instruction, development of curriculum and assessment of student performance; (4) An understanding of finance, budgeting, and operations; (5) Exceptional speaking and writing skills; (6) Exceptional interpersonal skills, effective communication and motivational skills; (7) A demonstrated ability to build partnerships with multiples stakeholders from a variety of backgrounds; (8) Facility with computer technology in gathering information and coordinating technical resources for students, teachers and classrooms.

Principal Job Description

The Principal is the instructional leader of the school. The Principal supervises and evaluates all instructional and program staff, including Subject Area Teachers, Social Workers, Counselors, Instructional Coaches, and the Director of School Culture. The Principal ensures that the educational program is meeting the goals of the charter through coordinating the educational programs, professional development, curriculum design, and staff accountability.

Specific Responsibilities:

- Ensures high academic outcomes as identified in MESA's charter
- Responsible for the curriculum, all instructional materials and implementation
- Sets academic vision for the school and ensures that all staff are mission-aligned
- Leads staff and teachers in the development and on-going improvement of an academic program tailored to the needs of the school's students
- Makes hiring recommendations to the Executive Director, and leads hiring process for instructional and programming staff
- Aids teachers in implementing effective instruction; monitors student achievement
- Oversees Advisory program
- Trains, supervises and evaluates all instructional staff and teachers, providing recommendations to the Executive Director on recruitment, retention, hiring and firing decisions.
- Works with staff to create professional development plans
- Fosters collegiality and collaborative decision making among staff
- Oversees development and maintenance of school culture, including discipline system
- Plans all staff professional development
- Works with ELL Instructor(s) and Special Education Coordinator to make sure identified students receive designated services

Qualifications: (1) Minimum 5 years experience in urban education, at least 3 of which have been in a supervisory role, with knowledge of leadership principles and practices gained through work experience and formal education; (2) Masters Degree in Education; (3) An thorough understanding of instructional practice including those related to delivery of instruction, development of curriculum and assessment of student performance; (4) A demonstrated ability to use data to analyze

and improve performance; (5) Exceptional speaking and writing skills; (6) Exceptional interpersonal skills, effective communication and motivational skills; (7) Demonstrated ability to create a positive school culture; (8) Ability to impart a sense of urgency and relentlessness to instructors and all pedagogical and program staff.

Director of Operations Job Description

The Director of Operations reports directly to the Executive Director and is responsible for ensuring the effective management of the non-instructional functions of the school. The Director of Operations manages admissions, facilities, student records, food services, the generation of required reports, and other operational and compliance responsibilities. In Year 3, an Operations Associate will be hired to assist the Director of Operations. The Director of Operations will supervise and evaluate non-instructional, non-program staff, including the Office Manager and Operations Associate.

Specific Responsibilities

- Maintains system to address facility needs
- Manages all classroom spaces, including set-up and break-down at beginning and end of year, respectively
- Oversees school environment to ensure that it is ready and safe for students on a daily basis
- Manages contracted services
- Manages school meals
- Ensures compliance with Department of Health standards
- Oversees handling of all Human Resources administration, including all paperwork for new hires and exit interviews and paperwork for terminations
- Selects and manages relationships with vendors/brokers and manages enrollment of health plans and retirement plans for all staff
- Selects and manages relationships with vendors/brokers for school-wide insurance policies per approval by the Executive Director
- Manages all compliance responsibilities including Titles I-V, teacher certification and fingerprinting, safety, fire drill coordinator, health, software compliance, COBRA letters, student lottery, annual Sexual Harassment seminar, and any legal issues
- Manages compliance related to By-Laws and charter renewal
- Other duties, as assigned by the Executive Director

Qualifications: (1) Demonstrated record of leadership, management and interpersonal skills; (2) Bachelor's Degree or higher in Operations Management, Organizational Management, Business or related field; (3) At least three years previous experience in Operations capacity at a charter school or similar environment; (4) Knowledge of/experience with relevant laws, regulations, and charter authorizer requirements

Development Associate Job Description

The Development Associate will be hired in Year 3, and is responsible for assisting the Executive Director with the financial and personnel growth of the school. He or she manages all fundraising initiatives, including grant proposals, relationships with individual donors, and any fundraising events. He or she will also manage the initial stages of the hiring process. He or she reports to the Executive Director.

Specific responsibilities

- Assists the Executive Director with application to and administration of all competitive grants
- Assists the Executive Director with all fundraising events, including follow up
- Develops relationships with potential donors
- Recruits candidates for all existing and new staff positions
- Represents school at hiring fairs, screen resumes, conduct initial phone interviews
- Develops opportunities for MESA students, such as jobs, internships or summer programs

- Oversees external communications, including press releases, community newsletter, annual report and other publicity materials
- Other duties as assigned by the Executive Director

Qualifications: (1) Demonstrated record of success in development and/or talent recruitment field; (2) Bachelor's degree or higher in communications or other communications-related field; (3) Exceptional written and verbal communication skills; (4) Knowledge/experience of relevant technology; (5) Ability to quickly develop and maintain relationships with potential employees, donors, press and other constituencies to the benefit of MESA

Business Manager Job Description

The Business Manager will be hired in Year 3, and is responsible for maintaining all financial systems and operations of the school. He or she will report to the Director of Operations.

Specific Responsibilities

- Posts all revenues, bank deposits, expenses, check disbursements in accounting system and maintains files of all related accounting documents
- Manages all payroll responsibilities including relationship with payroll service, electronic payroll processing, W-2 and 1099 distribution, time sheet management, posting payroll expenses in accounting system, filing of related documents using Binder System;
- Tracks all days off (vacation, sick, personal, jury duty, bereavement, excused absences for professional development) and researches ways to automate tracking and communicating this to staff members.
- Manages contracted services
- Manages school meals
- Handles Human Resources administration, including all paperwork for new hires and exit interviews and paperwork for terminations
- Manages enrollment of health plans and retirement plans for all staff
- Manages all compliance responsibilities including Titles I-V, teacher certification and fingerprinting, safety, fire drill coordinator, health, software compliance, COBRA letters, student lottery, annual Sexual Harassment seminar, and any legal issues
- Managing compliance related to By-Laws and charter renewal
- Other duties, as assigned by the Director of Operations

Qualifications: 1) Demonstrated record of organization and interpersonal skills; (2) Bachelor's Degree or higher in Business Management, Finance, Accounting or other similar field; (3) At least two years previous experience in business or finance capacity at a charter school or similar environment; (4) Knowledge of/experience with relevant laws, regulations, and charter authorizer requirements

Instructional Coach Job Description

The Instructional Coach has the same job description as the Subject Area Teachers (see below), with the following additional responsibilities and qualifications. As MESA grows, one Instructional Coach will become a Senior Instructional Coach and focus exclusively on assisting teachers with growth and development in a non-evaluative capacity.

Specific Responsibilities

- Observes each Subject Area Teacher at least once every two weeks, conducting pre- and post-observation conferences
- Provides additional, non-evaluative coaching on areas of lesson and unit planning, delivery of instruction, standards alignment, classroom management, and assessment
- Other duties, as directed by the Principal

Qualifications: (1) Minimum five years teaching experience in an urban or charter high school; (2) Minimum one year experience as Coach, Department Head, or other intermediary instructional leadership position

Subject Area Teacher Job Description (Including Special Education Instructor and ELL Specialists)

Subject area teachers, including Special Education and ELL Teachers, are responsible for ensuring that all students in their classes are achieving at high levels both academically and socially, and are prepared for Regents Exams. All subject area teachers report to the Principal.

Specific Responsibilities

- Executes the mission of MESA including high academic achievement, the application of critical thinking skills and ethical standards to learning, and living and problem solving through individual teaching and learning practices
- Believes that every child can and will achieve high academic standards and provides consistent support to our students no matter how challenging the individual situation may be
- Consistently reflects on self, as well as instructional practices, to achieve these academic goals
- Plans student learning and individual achievements based on long and short-term goals, and program objectives
- Selects and uses effective instructional methods and learning materials
- Establishes a cooperative relationship with all assigned students
- Manages the classroom in a positive manner and keeps students on task
- Attends, participates, and facilitates team meetings and professional development opportunities, as well as common planning times
- Communicates and collaborates with peers, sharing student work, methodologies, and strategies as well as coordinating lesson topics with other teachers in order to create a coherent curricular design to achieve the overall purposes of the MESA school program
- Communicates regularly with parents about both positive and negative interactions with students, making a minimum of two positive contacts (phone, email, or text message) with parents per week
- Prepares, administers, and reviews all required student assessments
- Meets regular and predictable attendance requirements
- Maintain duties as Advisor
- Other duties, as assigned by the Principal.

Qualifications: (1) Minimum Bachelor's degree in subject area to be taught, Master's Degree preferred; (2) Minimum of two years teaching experience in an urban public high school or charter school setting; (3) Proven track-record of high achievement in the classroom and commitment to accountability; (4) Belief in and alignment with MESA's core beliefs and educational philosophy; (5) Valid New York State Certification, except in cases where the Principal shall make an exception under the terms of this Policy, in compliance with all applicable laws and regulations.

Special Education Coordinator Job Description

The Special Education Coordinator oversees special education services, testing accommodations, fulfillment of IEP mandates and coordination with the CSE. The Special Education Coordinator will also be a Special Education Instructor, with part-time administrative responsibilities.

Specific Responsibilities

- Oversees special education and related services, programs and grants, and ensures compliance with state and federal laws and regulations related to the implementation of IDEA
- Remains current regarding laws, policies, trends and best practices related to education in general and special education programs specifically, and shares this knowledge with administrators and staff on a regular basis

- Conducts all diagnostic testing required for accommodations by the College Board for SATs, PSATs, and other college entrance exams
- Provides training on UDL system of instruction and assists teachers with UDL planning
- Ensures that all students with disabilities receive appropriate testing accommodations during all assessments, including when taking Regents Exams
- Expands learning opportunities for students in an on-going effort to update opportunities, improve services and programs, offer instructional pathways based on best practices and maximize progress
- Provides support with complex IEPs including facilitating meetings and advising stakeholders
- Attends all IEP meetings with the CSE and coordinates participation of other school personnel, parents and students
- Ensures that IEPs are updated and submitted in a timely fashion
- Provides reports each trimester to the Principal
- Other duties as determined by the Principal

Qualifications: (1) Minimum Masters Degree; (2) Valid NYS Special Education Certification; (3) Special Education administrative and teaching experience in an urban public or charter school, preferably in a high school setting; (4) Demonstrated ability to work effectively and collaboratively with multiple stakeholders; (5) Extensive knowledge of provisions of IDEA, Section 504, assessment and curriculum for Special Education student; (6) Demonstrated ability to implement Special Education strategies and accommodations, particularly UDL; (7) Extraordinary organization skills, allowing for detailed tracking of data, coordinating and following through on IEP meetings and procedures, and tracking of progress of students with disabilities

Director of School Culture Job Description

The Director of School Culture is responsible for implementing the positive culture of the school, as well as maintaining high behavioral standards through enforcement of the school discipline policy. In Year 3, an Associate Director of School Culture will be added to assist the Director of School Culture. The Director of School Culture reports to the Principal.

Specific Responsibilities

- Sets positive culture for the school through supervising E-Score system, tracking positive phone calls by teachers, creating events and awards, planning reward assemblies, dress-down days, reward trips, and other forms of positive recognition
- Serves as main point of contact for parent, pro-actively contacting parents of students who struggle with behavior or attendance requirements
- Implements discipline policy on day-to-day basis, including following MESA procedure for notification and administration of consequences.
- Conducts student observations and/or Functional Behavior Analyses for students who have persistent behavioral issues
- Develops behavior plans for those students who require such plans
- Administers detention or other consequences
- Conducts home visits, as needed
- Other duties, as directed by the Principal

Qualifications: (1) Minimum Bachelor's degree, Master's Degree preferred; (2) Background in School Counseling (certification preferred); (3) Excellent written and verbal communication ability; (4) Attention to detail and ability to manage multiple data systems at once; (5) Spanish-speaker a plus

Social Worker and School Counselor Job Description

The Social Worker and School Counselors will support the school in addressing the social, emotional and developmental needs of the school's students and families, and in helping students and families access appropriate services and resources. They report to the Principal.

Specific Responsibilities

- Provides mandated counseling services pursuant to students' IEPs
- Provides “at-risk” counseling for students referred by staff or self-referred, for those students whose behavior, school progress, or mental or physical impairment indicates a need for assistance
- Conducts student observations and/or Functional Behavior Analyses for students who have persistent behavioral issues
- Develops behavior plans for those students who require such plans
- Coordinates external services for those who require
- Develops and reviews service plans in consultation with students, their families, and school staff, and performing follow-up assessing the quantity and quality of service provided
- Supports school staff in addressing issues such as suspected child abuse and neglect. Training school staff in their role as mandated reporters; acting as school liaison with Administration for Children’s Services
- Maintains case history records and preparing reports
- Trains staff on compliance with the Dignity for All Students Act
- Addresses emergency situations impacting students, such as leading group counseling sessions that provide support in areas such as grief, stress, or chemical dependency
- Arranges for medical, psychiatric, and other tests that may disclose causes of difficulties and indicate remedial measures
- Interviews students individually, in families, or in groups and assessing their circumstances, capabilities and problems, to determine what services are required to meet their needs
- Other duties, as assigned by the Principal

Qualifications: (1) Masters degree or higher in School Counseling or Social Work, as appropriate; (2) Appropriate New York State Certification; (3); Minimum three years experience working as a school counselor in an urban public or charter school; (4) Demonstrated ability to work productively with staff and with diverse populations of students, parents, and families, including students with disabilities or students with limited English proficiency; (5) Demonstrated understanding of issues facing children and youth, especially in urban environments; (6) Spanish-speaking a plus

College Counselor Job Description

The College Counselor supports students and parents through the college application process, and ensures that students have a realistic, workable and comprehensive post-secondary plan. A College Counselor will be hired in Year 3, and a second College Counselor will be hired in Year 4. The College Counselor reports to the Principal.

Specific duties

- Teaches 11th or 12th grade College Bound course
- Meets individually with students and their families to collaboratively devise post-secondary plan
- Serves as main liaison between the school and representatives from colleges, universities, training programs and trade schools
- Facilitates visits from admissions officers and representatives of post-secondary institutions
- Oversees all aspects of college application process, including financial aid and scholarships
- Writes counselor recommendations and secondary school reports for all students, and coordinate letters of recommendation from teachers
- Coordinates all PSAT testing and ensure that students are signed up for SAT/ACT
- Oversees and manage the college office
- Creates all college office material, including school profile and secondary school report
- Provides professional development or trainings for staff when appropriate
- Utilizes technology to assist with college searches, track applications and send documents
- Creates programs to help pending graduates transition to college
- Publicizes college acceptances, financial aid awards, and scholarship
- Other duties, as assigned by the Principal

Qualifications: (1) Bachelor's degree required, Masters Degree preferred; (2); Minimum three years experience working as a college counselor in an urban public or charter high school; (3) Demonstrated ability to work productively with staff and with diverse populations of students, parents, and families, including students with disabilities or students with limited English proficiency; (4) Understanding of post-secondary options for students, including colleges, trade schools, and training programs; (5) Excellent oral and written communication skills; (6) Exceptional organizational skills; (7) Ability to represent the school to colleges, trade schools, and training programs.

Alumni Counselor Job Description

The Alumni Counselor will be hired in Year 5. He or she helps students makes the transition from high school to college, and provides support for alumni through four years of college. The Alumni Counselor reports to the Principal.

Specific Responsibilities

- Communicate with students in their first year of college, including visiting alumni at college
- Maintain alumni directory and up-to-date contact information for alumni.
- Create programs to help pending graduates transition to college
- Helps alumni access resources and supports at their own college
- Assists alumni with summer internships, graduate school applications, job search process
- Other duties, as assigned by the Principal

Qualifications: (1) Bachelor's degree required; (2); Experience working with high-need high-school and college-aged youth from first-generation backgrounds; (3) Demonstrated understanding of college life, supports and resources; (4); Excellent oral and written communication skills; (5) Exceptional organizational skills;

Office Manager Job Description

The Office Manager is the first point of contact for many parents and other visitors, and is responsible for making the school a welcoming, open environment. The Office Manager reports to the Director of Operations and supervises the School Aide in Year 4.

Specific Responsibilities

- Answers and redirects, as needed, general telephone and email inquiries
- Maintains office appliances
- Tracks and replenishes office supplies
- Coordinates internal meetings and appointments
- Manages postal operations
- Manages student recruitment process, including outreach and tours for parents
- Ensures student enrollment is at the correct count
- Carries out administrative tasks with respect to recruitment, lottery administration, and enrollment as directed by Director of Operations, Principal or Executive Director
- Manages student transportation, including procurement and distribution of MetroCards, and all transportation requirements for field trips
- Coordinates school-parent communications, including mailings or reminder phone calls
- Manages system to address facility needs
- Schedules and logs fire alarms, in accordance with the law
- Other duties, as directed by the Director of Operations, Principal, or Executive Director

Qualifications: (1) Minimum Associate's Degree or Business training; (2) Demonstrates and successful record of prior employment in administrative, secretarial, or office manager capacity in an educational environment; (3) Knowledge of and experience with relevant technologies; (4) Spanish-speaker a plus

Parent and Family Coordinator Job Description

The Parent and Family Coordinator will be added in Year 2. He or she will report to the Executive Director. The Parent and Family coordinator is the chief liaison between parents and the school.

Specific Responsibilities

- Increases parent involvement in the school by working closely with school, parent, and community organizations
- Serves as facilitator for parent and school community concerns and issues
- Assists with recruitment of incoming students
- Conducts outreach to engage parents in their children's education
- Convenes regular parent meetings and events around topics of key concerns to parents
- Works with the Family-School Association when asked to provide assistance in establishing by-laws and conducting their affairs
- Organizes and facilitates meetings of the Family-School Association
- Maintains ongoing contact with community organizations that are involved with providing services to support the school's educational program
- Organizes open school night and other events to increase parental and community involvement, and create a welcoming school environment to parents
- Other duties, as assigned by the Executive Director

Qualifications: (1) Minimum Bachelor's Degree; (2) Demonstrates and successful record of prior employment in parent and community engagement role; (3) Knowledge of and experience with relevant technologies; (4) Strong oral and written communication skills; (5) Spanish-speaker a plus

School Aide Job Description

School Aides report to the Office Manager and are responsible for providing support to the Office Manager in carrying out his or her office and other administrative tasks at the school in support of the Principal, Executive Director, Director of Operations, Office Manger and all instructional staff. A School Aide will be hired in Year 4.

Qualifications: (1) Minimum of High School Diploma or secretarial training; (2) Knowledge of and experience with relevant technologies; (3) Spanish-speaker a plus

MESA SAMPLE EMPLOYEE ACKNOWLEDGEMENT FORM

The employee handbook describes important information about MESA, and I understand that I should consult the Executive Director or Principal regarding any questions not answered in the handbook. I have entered into my employment relationship with MESA voluntarily and acknowledge that there is no specified length of employment. Accordingly, either MESA or I can terminate the employment relationship at will, with or without cause, at any time, so long as there is no violation of applicable law.

Since the information, policies, and benefits described here are necessarily subject to change, I acknowledge that revisions to the handbook may occur, except regarding the school’s policy of employment-at-will. All such changes will be communicated through official notices, and I understand that revised information may supersede, modify, or eliminate existing policies.

Furthermore, I acknowledge that this handbook is neither a contract of employment nor a legal document. I have received the handbook, and I understand that it is my responsibility to read and comply with the policies contained in this handbook and any revisions made to it.

I further acknowledge that I have received MESA’s Code of Ethics and understand that it is my responsibility to read and comply with the Code of Ethics and any revisions made to it.

EMPLOYEE NAME (please print): _____

EMPLOYEE SIGNATURE: _____

DATE: _____

PAGEE CHEUNG

EXPERIENCE

Brooklyn Ascend Charter School

Director of Operations

Brooklyn, NY

2011-Present

- Manage team of Operations Associate and Office Manager whose duties include management and upkeep of student records, office reception, staff supply requests, interfacing with parents, coordination with Office of SchoolFood, academic data, overhaul of data input to new student information system platform
- Foster strong community relationships with parents; coordinate weekly with Family Association steering committee; communicate daily with parents; designed and distribute bi-weekly newsletter; monthly parent breakfasts;
- Scope of financial responsibilities include payroll, procurement of goods and payment of vendors, FTE reconciliations and invoicing, management of cash flow, collection and accounting of lunch bills and Family Association funds
- Created streamlined system for electronic tracking of meals consumed, fluctuations in meal status, and cash receipts
- Coordinate daily transportation of bus and Metrocard scholars; school field trips; negotiate terms with NYCDOE OP
- Forged relationships and rapport with vendors, trades, and city and state education departments
- Ensure that school is under compliance with all NYCDOE and NYSED requests; BEDS and VADIR reports; health and safety regulations; regular report and data submissions
- Oversee maintenance of safety and cleanliness of facilities; Transportation; Meals; Student IT;
- Human Resources: health, dental, and vision benefits, liabilities, employer match 401k, COBRA, teacher certification, legal compliance processes

Partnerships to Uplift Communities

Implementation Lead

Los Angeles, CA

2010-2011

- Managed multiple project workstreams within the College-Ready Promise, a \$60 million Bill & Melinda Gates Intensive Partnership Site launching in Fall 2011
 - TCRP is an innovative teacher development and compensation system designed to train and retain highly effective teachers in the classroom by financially rewarding teachers for their impact on students and providing customized support for teachers' areas for growth
 - TCRP is led by a consortium of five CMOs in Los Angeles—PUC Schools, Green Dot, Aspire, Alliance, and Inner City Education Foundation (ICEF). The consortium model ensures intensive collaboration and communications at every level of processes
- Strategized design and implementation of communications plan of pilot; run teacher advisory panels and focus groups
- Collaborated with multiple vendors to drive Assessments, Teacher Supports, Growth Modeling, and Database processes
- Trained principals and instructional leaders on the rating of teachers utilizing College-Ready Teaching Framework
- Coached first- year secondary math teachers through intensive instructional observations and curriculum development—teachers demonstrated highest student growth amongst peers
- Led professional development sessions and seminars on brain research and long-term retention of memory for math
- Developed suite of math benchmarks for organization-wide interim growth assessments and standards-driven data analysis

Jim Ford Research Group, Inc.

Independent Consultant

Denver, CO

March 2011

- Analyze existing charter school markets funded by Michael and Susan Dell Foundation grants
- Scan emerging markets across the country for viable investment and growth opportunities for MSDF
- Collaborate with New York State Department of Education to design rubric and assessment tool for authorizers to assess and continuously monitor charter school academic and operational performance
 - Optimizes efficiency of analyses by authorizers so that more in-depth and focused feedback is provided to sustainably improve quality of charter schools
 - Rubric tailored to specifically align with NY State Regents Exams, Report Cards, School Accountability Reports, and NY State compliance regulations and laws.

Raza Development Fund

Phoenix, AZ

Independent Consultant

2010-2011

- Analyzed financial and operational charter school climates in major geographic areas funded by the Walton Family Foundation; Produced geographic fact sheets that report:
 - Quality of authorizers in the region
 - Federal & State funding (per pupil funding, Race to the Top, CSP start-up/replication funds, NCLB Titles, IDEA & SPED)
 - Local and National philanthropic funding
 - Start-up Lenders (Local banks, for-profit lending institutions, facilities funders)
 - Minority and SES demographics of the region
- Assessed academic efficacy and risks of charter schools across the country financially supported by RDF
- Advised on design, content, and metrics of rubric tool used to analyze and report school data to lenders
- Extrapolated and calculated student achievement and growth outputs using raw data from research and reports

Harlem Village Academy High School

New York, NY

Lead Teacher/Advisor

2008-2010

- Taught and designed curriculum for Integrated Algebra, Geometry, and Entrepreneurship courses as the lead teacher
- Maintained 100% passing rate record for Integrated Algebra Regents Exams each school year; All student scored Proficient or Highly Proficient
- Showcase Teacher at annual Lesson Study Open House with Global Education Resources; Collaborated with team of internationally-acclaimed mathematics education experts team members to develop and design lesson plans
- Advised, observed, coached, and collaborated with math teachers on pedagogical strategies within the network
- Established strong rapport with parents and other members of the East Harlem community

Baruch College Campus High School

New York, NY

Teacher/Advisor

2006-2008

- Taught Integrated Algebra, Math A, and Entrepreneurship at U.S. News Best High Schools Silver Medal school
- Developed formative Interim Assessments and analyzed test results with corresponding rubric
- Established new Integrated Algebra and Geometry curricula to align with collaborative partner
- Entrepreneurship team won Second Place citywide in the Junior Achievement Business Plan Competition

Paramount Pictures Company

Hollywood, CA

Financial Analyst

2004-2006

- Programmed data models for profit-loss projects of up to \$25 million-budget films
- Worked directly under Senior VP of Motion Picture Financial Planning
- Processed operative financial books used in executive board meetings for evaluation of 2006-2007 slated films
- Analyzed aggregate revenue for accumulated film earnings from syndication, box office, DVD sales, and POD
- Planned for films requiring additional loans to finance completion of filming

EDUCATION**Teachers College, Columbia University, New York, NY**

May 2007

- Master of Arts in Secondary Mathematics Education
- GPA: 3.91

University of Southern California, Los Angeles, CA

May 2006

- Bachelor of Science in Business Administration, Marshall School of Business
Double Concentration in Entrepreneurship and Finance
- Biotechnology Minor
- Major GPA: 3.86

CERTIFICATION**New York State Certificate in Mathematics**

May 2007

ADDITIONAL INFORMATION

- Math for America Newton Fellow
- Best Buddies, tutor and mentor at school for the mentally disabled
- Created Web Health Education Resources for Elders (WHERE) and trained seniors at L.A.-based St. Barnabas Center

ARTHUR SAMUELS

EDUCATION

Teachers College, Columbia University , Master of Arts, Education Leadership Studies	May 2010
Harvard Law School , Juris Doctor, <i>cum laude</i>	June 2007
Brown University , Bachelor of Arts, History Concentration	May 2000

WORK EXPERIENCE

Founding College Bound Coordinator, *Renaissance Charter High School for Innovation* July 2010-present
New York, N.Y.

- Create curriculum for College Bound 9, 10 and 11 courses and either teach or supervise instruction within all three course. Regularly observe class, evaluate lesson plans and meet with other teachers to ensure vertical alignment of College Bound curriculum. Provide instructional, administrative and institutional support for College Bound teachers throughout the year and the summer.
- Designed and taught daily project-based College Bound class for freshman focusing on skill development, college readiness, awareness and access. Created all instructional materials including readings, handouts, rubrics, models, and assessments.
- Design and teach new 11th grade College Bound class, focusing on college and financial aid application process. Created all instructional materials including readings, handouts, rubrics, models, and assessments.
- Incorporate technology into curriculum through use of wiki pages, videos, google documents, surveys and other tools.
- Oversee end-of-year Annual Projects, a core component of Innovation's charter. Develop framework for student projects, assist teachers in implementation of this framework, and ensure that all students create individualized project. Develop grading rubric for project and coordinate all project presentations at year's end.
- Design all lessons, develop class materials and grade projects, creating differentiated instruction to support English Language Learners (10%) and Students with Disabilities (40%).
- Supervise administration of PSATs, including securing and carrying out testing accommodations for students with disabilities.
- Lead trainings for teaching staff on classroom management and other pedagogical techniques, including use of technology in the classroom. Observed other classrooms and provided verbal and written feedback.
- Serve as member of school hiring committee. Recruit teaching candidates at career fairs, screen resumes, conduct phone interviews, schedule and evaluate demo lessons, and make hiring recommendations to Principal. Help design hiring committee's strategic plan to hire entire 10th and 11th grade faculty.
- Designed, planned and led week-long "College Experience" practicum for 35 students at five colleges in Pennsylvania and New York State in collaboration with Renaissance Charter School
- Develop partnerships with post-secondary providers including colleges, trade schools, training programs
- Supervise College Counselor in development of college counseling. Schedule visits from college admissions officers and representatives from other post-secondary programs
- Facilitate summer enrichment, job and internship opportunities for students.
- Create opportunities for exposure to college and career, such as school-wide overnight college trip to 18 different schools universities and week-long, intensive, project-based course on professionalism and job development.
- Represented school at national conference, leading workshop entitled *Using Fun and Humor with First-Generation Students*, which was attended by over 150 people.
- Serve on Student Support Team, which oversees all facets of school culture, including discipline, awards, parent outreach and culture-building events such as assemblies and faculty/student basketball game.
- Co-taught two-week summer class for incoming students on history and culture of East Harlem.

Independent Consultant, *Forster-Thomas* September 2010-January 2011
New York, N.Y.

- Assisted law and graduate school candidate with formulation, writing and editing of law and graduate school essays. Candidate was accepted into multiple programs, and attended Columbia Law School.

Director of College Guidance and Academic Culture; Teacher *Williamsburg Charter High School* July 2007-June 2010
Brooklyn, N.Y.

- Designed, built and oversaw college and academic guidance department for charter high school serving predominantly low-income students, who were the first in their family to go to college. Created all college office materials, cultivated relationships with representatives from Admissions Offices, scholarship and access programs (such as Posse and Questbridge), and other post-secondary institutions. Built college counseling library, trained college counselors and teachers in college guidance and financial aid process. Students were accepted into colleges such as Dartmouth, Amherst, Georgetown, NYU, Johns Hopkins, and Wesleyan University. Helped students earn millions of dollars in scholarships and financial aid.

- Supervised staff of 6 College and Academic Guidance Counselors in creating all programming and scheduling for nearly 900 students across four grades. Created mechanisms for tracking progress towards graduation and interventions for students who were off track.
- Oversaw advisory program.
- Developed “Essay Busters” program, in which 40 volunteers worked with over 50 students to create college essays.
- Served as emergency 12th grade “leader,” supervising push towards graduation for 80 at-risk seniors, with over 75% success rate.
- Oversaw creation and implementation of “college-going” culture in school by organizing field trips, workshops, visits from college representatives and parent events.
- Worked closely with upper levels of school administration to create academic policy for the school, overseeing all scheduling for entire student body, making sure struggling students were on track for graduation, designing action plans for at-risk students.
- Created and taught semester-long class in Criminal & Constitutional Law, the first academic elective offered at the WCHS. Developed all class materials, designing innovative lesson plans and mock-trial exercise.
- Created informational rap videos about the SAT, NYS Regents, and (at request of New York Higher Education Services Corporation), the FAFSA, which together have garnered over 100,000 views on YouTube
- Chaired faculty committee on integrating college-level skills into curriculum.
- Supervised development of enrichment opportunities for students including summer programs, targeted college-level courses, and internal SAT prep class.

Student Director and Counselor, *COACH program*

Fall 2005-Spring

2007

West Roxbury, MA

- Ran college access program for high school students at underserved high school in West Roxbury.
- Trained and recruited Harvard graduate student volunteers.
- Worked with school principal and program faculty director to administer all day-to-day aspects of program.
- Helped students complete applications, financial aid forms and personal statements, prepare college lists and meet deadlines.

Teaching Assistant, *Harvard Law School*

2005-2007

Cambridge, MA

- Ran writing workshops and discussion sections for class of twenty first-year law students.
- Graded papers and helped plan weekly lectures.
- Worked with students individually to write and refine legal writing and oral argumentation skills.

Law Teacher and Summer Institute Coordinator, *Legal Outreach*

Summer 2006

New York, N.Y.

- Co-directed summer program for twenty-eight rising 9th graders of varying academic abilities from low-income families.
- Planned and taught course in Criminal Law and Criminal Trial Procedure. Taught daily classes, wrote and graded exams, assigned and graded nightly essays.
- Conducted all administrative duties of program including planning field trips, hosting speakers and communicating with parents.

Summer Associate, *Bae, Kim & Lee*

Summer 2005

Seoul, South Korea

- Worked as summer associate in corporate transactions department of large South Korean law firm.

Post-Placement Counselor & Assistant Director of Summer Institute, *TEAK Fellowship*

2002-2004

New York, N.Y.

- Dean to class of 25 Fellows, students from low-income families who had gained scholarships to top private high schools.
- Helped Fellows succeed academically, emotionally and socially at these schools by visiting and advising them, and maintaining consistent communication with their parents, teachers and advisors.
- Directed or assisted in directing several programs for Fellows, including summer travel abroad program, summer internship program in public and private sectors, community service program and Parents’ Association.
- Served as Assistant Director of TEAK’s Summer Institute, an intensive academic preparatory program for rising 8th and 9th graders.

Special Projects Coordinator, *Grand Central Neighborhood Social Services Corporation*

2000-2002

New York, N.Y.

- Oversaw projects for non-profit organization serving homeless people in New York City. Coordinated housing program with clients, landlords, and representatives from New York City’s Department of Homeless Services
- Represented organization at Community Board meetings.

VOLUNTEER WORK

Youth Baseball Coach, *Harlem R.B.I.*

2002-2007

New York, N.Y.

- Coached baseball team of teenage boys, using baseball as a means of teaching teamwork, diligence, responsibility, professionalism, and other life skills.
- Oversaw coaching staff of 5 Assistant Coaches.
- Served on Strategic Advisory Committee for organization.
- Co-founded and spearheaded Coaches' Fund, which raised over \$60,000 for college scholarships for RBI players.

Volunteer Teacher, *Kids In The Court—Harvard Law School*

2005-2007

Cambridge, MA

- Taught weekly class in introductory constitutional law to class of 8th grade students.

LANGUAGE

Language: Intermediate Spanish