



Proposed Opening: September 2016, CSD 6

Proposal to the New York State Education Department

Submitted by: David Gracia
March 20, 2015

Table of Contents

I.	Mission, Key Design Elements, Enrollment, and Community	1
	A. Mission Statement and Objectives.....	1
	B. Key Design Elements.....	3
	C. Enrollment, Recruitment, and Retention.....	6
	D. Community to be Served.....	9
	E. Public Outreach.....	11
	F. Programmatic and Fiscal Impact.....	13
II.	Educational Plan	14
	A. Achievement Goals.....	14
	B. School Schedule and Calendar.....	15
	C. Curriculum and Instruction.....	17
	D. Assessment System.....	23
	E. Performance, Promotion, and Graduation Standards.....	26
	F. School Culture/Climate.....	29
	G. Special Student Populations and Related Services.....	33
III.	Organizational and Fiscal Plan	37
	A. Applicants Founding Group Capacity.....	37
	B. Board of Trustees and Governance.....	40
	C. Management and Staffing.....	44
	D. Evaluation.....	47
	E. Professional Development.....	49
	F. Facilities.....	50
	G. Insurance.....	51
	H. Food, Health, and Transportation Services.....	51
	I. Family and Community Involvement.....	53
	J. Financial Management.....	54
	K. Budget and Cash Flow.....	56
	L. Pre-Opening Plan.....	58
	M. Dissolution Plan.....	59

Application Attachments

Attachment 1:	Admissions Policies and Procedures
Attachment 2:	Samples of Evidence of Community Outreach
Attachment 3a:	Sample Daily Schedules
Attachment 3b:	First Year Calendar
Attachment: 4:	Student Discipline Policy
Attachment 5a:	Charter School Trustee Background Information
Attachment 5b:	Bylaws
Attachment 5c:	Code of Ethics
Attachment 8a:	Hiring and Personnel Policies and Procedures
Attachment 8b:	Resumes for Proposed School Leaders
Attachment 9:	Budget and Cash Flow Template

I A. Mission Statement and Objectives

Mission Statement: “WHIN” will combine a music-centered curriculum, a positive learning environment, parental involvement, and community support to provide students with the executive functioning skills, inquisitive minds, and emotional stability they will need to lead fulfilling professional and personal lives and positively engage in their communities.

Objectives: WHIN will create an educational setting where academic achievement, love of music, and commitment to community are valued and nurtured. Building upon WHIN Music Project’s years of work and dedication to the Washington Heights and Inwood communities, the school will strive to create a unique and innovative educational opportunity for the children of CSD6. We will meet all six objectives of the New York Charter Law in addition to two of our own:

- **Improve Student Learning and Teaching:** WHIN will offer the highest quality instruction for students through rigorous regular professional development and feedback from curriculum coaches and administrators. Instruction will be differentiated based upon each student’s unique learning style and needs. We will carefully structure the Common Core aligned curriculum, adhering to the *Understanding by Design* principles. Music will serve as the glue that binds the community together thereby forming a strong culture where joy, hard work, creativity, collaboration, high academic standards, academic curiosity and passion are treasured.
- **Increase Learning Opportunities for All Students:** WHIN is committed to helping all students achieve, especially those with disabilities and from low-income backgrounds and English Language Learners. Our school will have a range of supports to ensure that all students will succeed. Our co-teaching model will facilitate one-on-one and small group interactions to address students’ individual needs. Our Response to Intervention (RtI) system will facilitate assessment, tracking, and academic/behavioral interventions to help all students reach their personal learning benchmarks. Our Child Study Team, a group of teachers, specialists and administrators, will meet regularly as needed to brainstorm collaboratively about the best way to meet the needs of students who are at the most risk for failure. Our ESL and special education specialists will work collaboratively with classroom teachers to differentiate instruction and provide the educational interventions outlined in students’ Individualized Educational Plans (IEPs).
- **Use of Different and Innovative Teaching Methods:** Based upon our founding team’s personal and professional experiences with teaching and learning, we are dedicated to creating a unique educational opportunity for the families of Northern Manhattan. Our school will be only the second in the country to incorporate the exciting and proven El Sistema music program into the school day. Additionally, our school will be a full-fledged Expeditionary Learning project-based school, one of only about 100 such schools in the country.
- **Creating New Professional Opportunities for Educators:** Professional development is critical to ensuring high-quality instruction using the innovative teaching pedagogies El Sistema and Expeditionary Learning. During the first year, the Director of Curriculum and Instruction (DCI) in tandem with the Executive Director (ED) will supervise and mentor all staff to help them reach their personal teaching goals. Beginning in the second year, curriculum coaches in both literacy and mathematics will, under the supervision of the DCI,

provide more tailored support to all staff. The daily schedule will provide one hour each day for teacher planning time. Friday early release will provide 2.5 hours for professional development every week. Grade level team meetings and data team meetings will be structured to help train all teachers in curriculum and assessment material. Over the long term, our school aims to be a model of El Sistema music-infused curriculum and Expeditionary Learning.

- **Expanded Choices in the Types of Educational Opportunities:** There is currently no El Sistema music-infused school in New York City. WHIN will provide a unique educational opportunity for the children of CSD 6. In order to ensure that our music program strengthens the academic performance of our students, the Dean of Music (DoM) will work under the supervision of the DCI and the ED to develop an El Sistema music-infused curriculum aligned with The Blueprint for Teaching and Learning Music¹ created by the New York City Department of Education and the Common Core Standards.
- **Change from Rule-Based to Performance-Based Accountability Systems:** Our school will be accountable for providing quality instruction through a wide range of assessment systems, such as the New York State ELA, Math, and Science tests, the Fountas & Pinnell Reading Benchmark system, the Dibels assessment, Wilson Foundations phonics assessments, in-house assessments and rubrics for expeditions (in Science and Social Studies) and math, and other interim assessments. All of these assessment systems will provide data that will be used to improve techniques and provide professional development.
- **Be A Think-tank And Model For Educators From New York and Other States:** Once our school has successfully established itself, we will strive to showcase our innovative teaching methods and programs to educators in New York and throughout the US. Starting with our own community, where we already have strong partnerships and connections with preschool programs, daycare centers and other elementary schools, we will share best practices by inviting educators to attend our teacher-led workshops and visit our classrooms. We will also invite other educators to present and lead workshops and public forums to share their best educational practices with us.
- **Use Music Education and Arts Education to Achieve Cognitive and Social Development:** According to the OECD “Art for Art’s Sake?” report, “Learning to play an instrument requires discipline, attention, memory, and good listening skills. All of these habits of mind, if learned, could in principle transfer to other areas.”² This report identifies many of the cognitive benefits of music education, such as increased standardized test scores, better reading skills, and better phonological awareness and word decoding skills. In our experience in El Sistema and music education, we see a strong correlation between developing musical skills and improved non-cognitive and socio-emotional skills in young children. These faculties, in turn, are strong predictors for higher academic achievement and improved social and professional skills.

¹ <http://schools.nyc.gov/offices/teachlearn/arts/Blueprints/MusicBP08.pdf>

² Winner, E.T. Goldstein and S. Vincent-Lancrin (2013), *Art for Art’s Sake?: The Impact of Arts Education*, Educational Research and Innovation, OECD Publishing.

I B. Key Design Elements

Educational Programs and Structures to Improve Learning and Academic Achievement for a Diverse Student Population Primarily from CSD 6 and Meet Challenging State Student Achievement Standards

- **Inquiry-Driven Project-Based Learning (Expeditionary Learning):** Inquiry is a fundamental element of learning, and curiosity is essential to a life-long passion for knowledge and discovery. WHIN will nurture and sustain students’ natural curiosity by engaging them in project-based units of study that integrate Social Studies, Science, and Music. Students will learn to conduct real-world research through field work, observations, experiments, data collection, and interviewing. Project-based learning is research-based³ and has specifically been shown to help students meet challenging New York State academic achievement standards. In particular, Expeditionary Learning has been shown to “close gaps in English language arts for African-American, Hispanic, and low-income students and English language learners in [Rochester and New York City].”⁴ Due to both Expeditionary Learning schools’ success with populations similar to that of CSD6 and Conservatory Lab’s success⁵ in integrating it with El Sistema, Expeditionary Learning will be a foundational part of WHIN’s academics and school climate programming.
- **Common Core-aligned Math, Literacy, and Social Studies/Science:** Instruction in both core academic content areas and in music will be consistent and based on both the Common Core and New York State’s challenging academic achievement standards. This will ensure students in all classrooms receive the same high-quality instruction. Teachers will follow a scope and sequence that incorporates the Common Core and New York State standards for all students. Classrooms will post learning targets (lesson objectives) for clear and focused lessons.
- **Data-Driven Culture of Instruction:** At our school, data will encompass the full range of metrics to monitor student growth towards mastery and meeting New York State’s student academic achievement standards. Our school will use student work, teacher observation, New York state exams, Fountas & Pinnell Reading benchmarks, DIBEL assessments, and Wilson Foundation assessments to monitor student growth. Data-driven conversations in team meetings will reach collaborative solutions, improving instruction for all students. Our data-driven model is the Data Wise protocol, developed by a team of Harvard Graduate School of Education professors. This multi-faceted model includes organizing for collaborative work, building assessment literacy, creating a data overview, digging into the data, examining instruction, developing an action plan, planning to assess progress, and acting/Assessing.⁶
- **Two Hours of daily El Sistema Music Instruction:** A large body of scholarly research identifies the benefits of music education for cognitive and social, development and

³ Holm, Margaret (2011), Project-based Instruction: A Review of the Literature on Effectiveness in Prekindergarten through 12th Grade Classrooms” *Rivier Academic Journal*.

⁴ UMass Donahue Institute (2011). Expeditionary Learning: Analysis of Impact on Achievement Gaps. Shrewsbury, MA.

⁵ See the following for more information: <http://conservatorylab.org/teaching-learning/student-achievement>.

⁶ Parker Boudett, K, E City, and R Murnane (2013)., *Data Wise: A Step-by-Step Guide to Using Assessment Results to Improve Teaching and Learning*. Harvard Education Press.

academic achievement.⁷ K-5 WHIN students will receive two hours of daily Music instruction through the El Sistema⁸ model. We will emulate and build upon the success of the Conservatory Lab Charter School, which realized student achievement gains in reading and math serving a demographic similar to the projected WHIN demographic by using El Sistema instruction. WHIN will integrate the El Sistema music system, providing daily orchestral and choral classes. Our staff will include expert musicians as co-teachers and specialists, providing instruction in vocals, violin, viola, cello, bass, brass instruments, percussion, and woodwinds. Aligned with four of The Five Strands of Learning Music laid out in *The Blueprint for Teaching and Learning Music*⁹ (*Music Making, Music Literacy, Music Connections and Community and Cultural Resources*), our students will begin music immersion classes directly linked to their academic curriculum in Kindergarten and First Grade. A key aspect of music instruction at WHIN will be integration of music with the academic content areas; in order to do so, we will use two frameworks: 1) The Learning Through Music Five Processes Framework and 2) The Shared Fundamental Concepts Music-Integrated Teaching and Learning Framework.¹⁰

- **Strong School Culture Built upon Expeditionary Learning and El Sistema Core Beliefs:** WHIN's culture is built upon a fusion of 10 Expeditionary Learning Design Principles and Eric Booth's 10 Fundamentals of El Sistema (see section II.F for more detail). Both programs are child-centered educational models that help develop students' curiosity and passion for learning while cultivating the non-cognitive and socio-emotional faculties for high achievement in academics and music.
- **Looping:** Students in Grades K-5 will loop with their classmates and teachers for two consecutive school years (K-1, 2-3, 4-5). Looping will help students better connect with teachers, and allow teachers to develop individualized instructional approaches for each student. The benefits of looping include: positive relationships, more time for teaching and learning, fewer behavior problems, interpersonal conflict resolution, increase in grade promotions, and increase in student confidence.¹¹
- **Extended Day:** The extended school day will run from 8:00 am to 4:30 pm four days a week. This extended day will allow for more time spent on instruction and flexibility for integration between content areas. On Fridays, instruction will end at 2:00 pm to allow for

⁷ Winner, E.T. Goldstein and S. Vincent-Lancrin (2013). *Art for Art's Sake? The Impact of Arts Education, Educational Research and Innovation*, OECD Publishing.

⁸ Cuesta, José (2008), *Music to My Ears: The (Many) Socio-Economic Benefits of Music Training Programs*. Inter-America Development. For more information about El Sistema, please see the founder Abreu's TED talk about El Sistema http://www.ted.com/talks/jose_abreu_on_kids_transformed_by_music.

⁹ New York City Department of Education (2008), *The Blueprint for Teaching and Learning Music*, page 10.

¹⁰ Scripp, L (2007). A music in education research case study: the conservatory lab charter school- NEC research center learning through music partnership (1999-2003). *Journal for Music in Education*. http://www.academia.edu/707572/THE_CONSERVATORY_LAB_CHARTER_SCHOOL_NEC_RESEARCH_CENTER_LEARNING_THROUGH_MUSICPARTNERSHIP_1999-2003_

¹¹ French, D., M. Atkinson and L. Rugen (2007). *Creating Small Schools: A Handbook for Raising Equity and Achievement*. Corwin, 128.

professional development, music performances for parents and the community, and meetings to discuss students' progress.¹²

- **Co-teaching:** Each classroom will have at least two teachers in order to provide both instruction and additional academic support. The purview of at least one of the teachers in the classroom will be to help integrate music and academic core content teaching. Co-teaching will allow for smaller teacher-student ratios and for teachers to better meet the individualized needs of special education, general education, and ELL students. Co-teaching will allow the flexibility of different teaching models—One Teach One Observe, One Teach One Drift, Parallel Teaching, Station teaching, Alternative Teaching, and Team Teaching.¹³ The benefits of Co-Teaching are: teacher professional growth, improved instruction, differentiation, greater student access to teachers, behavior management, student engagement, greater time on task, cultivating students' sense of belonging, acceptance of diversity, and higher expectations.¹⁴
- **School-Wide Sheltered English Instruction for ELLs:** Our school will have a high percentage of ELLs¹⁵ (CSD 6 has 32%, see section I.D.), so we will have two certified ELL teachers beginning in the first year, and all of our teachers will be trained in language acquisition techniques to improve ELL students' understanding and foster ELL achievement. Language acquisition techniques will be drawn from both the SIOP model and the QTEL model.¹⁶
- **Student Engaged Assessment:** As an Expeditionary Learning school, we will use Student Engaged Assessment, a “system of interrelated practices that positions students as leaders of their own learning.”¹⁷ The WHIN founding team strongly believes that students should have a large role in shaping the learning process. Key practices of Student Engaged Assessment that we will implement at WHIN include:
 - Learning Targets
 - Checking Understanding during Daily Lessons
 - Using Data with Students
 - Models, Critique and Descriptive Feedback
 - Student-Led Conferences
 - Celebrations of Learning
 - Passage Presentations with Portfolios
 - Standards-based Grading

¹² Gabrieli, C. and W Goldstein (2008). *Time to Learn: How a New School Schedule is Making Smarter Kids, Happier Parents, and Safer Neighborhoods*. San Francisco, CA, Jossey Bass.

¹³ Honigsfield, A and M G Dove (2015). *Collaboration and Co-Teaching for English Learners: A Leader's Guide*. Thousand Oaks, CA, Sage Publications, 65-66. Anderson, RB, R Isherwood, and J Merhaut (2013), *Strategic Co-Teaching in Your School: Using the Co-design Model*, Baltimore, MD, Brookes Publishing, 113.

¹⁴ Benninghof, A. (2012). *Co-Teaching That Works: Structures and Strategies for Maximizing Student Learning*. San Francisco, CA, Jossey Bass, 10-13.

¹⁵ New York State Education Department (2014). NYC GEOG DIST # 6 - MANHATTAN Enrollment (2013 - 14). <http://data.nysed.gov/enrollment.php?year=2014&instid=800000047032>

¹⁶ Honigsfield, A and M G Dove (2015). *Collaboration and Co-Teaching for English Learners: A Leader's Guide*. Thousand Oaks, CA, Sage Publications.

¹⁷ Berger, R., L Rugen, and L. Woodfin (2014). *Leaders of Their Own Learning: Transforming Schools through Student-Engaged Assessment*. San Francisco, Jossey Bass.

- **Social Emotional Learning Curriculum (Responsive Classroom):** The social emotional development of students is just as important as their academic and musical development. All teachers will be trained in Responsive Classroom techniques, and will actively teach students strategies for resolving conflicts and politely interacting with their peers.¹⁸

Promote a Professional Learning/Teaching Community with Solid Teacher Support:

- **Friday Early Release at 2PM:** Early Release on Fridays will allow teachers to receive professional development and attend workshops geared towards carefully selected instructional topics, which will help build teacher confidence and competency.
- **Summer Teacher Training and Retreat:** A three week (Monday-Friday) summer training and retreat program will welcome teachers, build rapport and community between teachers, and train them in the programs and approaches used at WHIN.
- **Danielson Framework for Instruction/ Coaching/Supervision:** The Danielson Framework, with its four domains (Planning and Preparation, The Classroom Environment, Instruction, and Professional Responsibilities) will be used as the rubric for discussing and assessing quality instruction. The Danielson Framework will form the basis for a common language to use for discussing instruction. The ED and DCI will be responsible for supervising and coaching teachers on individual teacher goals. Teachers will receive regular informal feedback from the ED and/or DCI about their instruction.

I C. Enrollment, Recruitment, and Retention

Growth Plan:

Grades	Ages	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Kindergarten	4-5	54	54	54	54	54
Grade 1	5-6	54	54	54	54	54
Grade 2	6-7		54	54	54	54
Grade 3	7-8			54	54	54
Grade 4	8-9				54	54
Grade 5	9-10					54
Total		108	162	216	270	324

Rationale for the enrollment Plan: To ensure quality, we plan to grow our school slowly. We believe that our co-teaching model will allow for 27 students to flourish naturally in each classroom. We will fill any vacancies as the classes move up through fifth grade. With two teachers assigned per classroom, the student-teacher ratio will be 13.5. Including ESL and Special Education specialists, the student-teacher ratio will be closer to 9:1 (for SWD), enabling individualized learning and a community setting. The WHIN founding team believes strongly in the power of small schools. Research shows that small schools can help create a sense of belonging to a community, which can lead to better self-esteem and higher academic

¹⁸ Rimm-Kaufman, S. E., Larsen, R. A. A., Baroody, A.E., Curby, T.W., Ko, M., Thomas, J.B., Meritt, E.G., Abry, T., & DeCoster, J. (2014). Efficacy of the *Responsive Classroom* Approach: Results from a 3-Year, Longitudinal Randomized Controlled Trial. *American Educational Research Journal*, 51(3), 567-603

performance.¹⁹ Research also suggests that students from low- income families perform better on standardized tests when in smaller schools.²⁰

Recruitment: Building upon social integration and community building work started by the WHIN Music Project (an El Sistema-inspired music program in CSD 6 offering early childhood music classes, after-school programs, school residencies, and advanced orchestra training), we will implement an broad reaching recruitment process to attract a diverse student population that reflects CSD 6's population. Our school will conduct a campaign to enroll students eligible for free/reduced lunch, with special needs, and who are English Language Learners. Building upon the rapport and trust we have built with our community partners and the 200 families we currently serve we will spread the word about our school with the help of our network of support within the community. Our school founders have considerable experience reaching out directly to at-risk families from the Washington Heights and Inwood community. Accordingly, we will do door-to-door distribution of our brochures in the principal languages spoken in the community (English, Spanish, Russian, Portuguese). We will hold informational meetings with the many community organizations with whom we have developed strong relationships: preschools, day care programs, community centers, and community-based organizations that serve non-English speaking populations, advocate for students with disabilities and offer support to low-income families. Finally, we will use our website and social media to present our program to a wider audience that may not have been reachable via the previous channels. Based on

Recruitment for ELLs: To recruit ELL students, we will:

- Translate informational materials into foreign languages including Spanish, Portuguese, and Russian.
- Work with WHIN Music parents connected to the greater Latino community to spread the word about our school and recruit families.
- Highlight our school's emphasis on establishing School-wide Sheltered English Instruction language acquisition strategies for ELLs.
- Emphasize the services and strengths of our ELL/ESL program in our informational materials, outreach campaign, and on our website.
- Share via multiple channels, including personal outreach, informational literature, and our website, the numerous articles citing the mounting evidence of a positive correlation between intensive music instruction and faster acquisition of a second language.

Recruitment for Students with Special Needs: To recruit Special Need students, we will:

- Highlight our school's philosophy of inclusive education, where special education specialists push-in to the classroom.
- Highlight the quality of the Special Education teachers and specialists we will provide.

¹⁹ Wasley, P. A., Fine, M., King, S. P., Powell, L. C., Holland, N. E., Gladden, R. M., & Mosak, E. (2000). Small schools: Great strides. A study of new small schools in Chicago. New York, NY: The Bank Street College of Education.

²⁰ Fowler, W.J. & Walberg, H. J. (1991). School size, characteristics, and outcomes. *Educational Evaluation and Policy Analysis*, 13, 189-202.

- Work with current WHIN Music Project’s partners with expertise and experience in Special Education to share with parents how integrating music education can be a nurturing and developmentally beneficial tool for special needs students.
- Emphasize through multiple channels, including personal outreach, informational literature, and our website, the services and strengths of our Special Education program.

Recruitment for Low Income Students: To recruit Low-Income students, we will:

- Target community organizations that work with low-income families.
- Emphasize via multiple channels, including personal outreach, informational literature, and our website how Expeditionary Learning and small schools improve lower SES student achievement.
- Do targeted mailings of school brochures to public housing properties.

Enrollment: Our school will enroll students in accordance with Article 56, Section 2851 of the Charter Schools Act. The application form will only ask for information required to determine eligibility for the school, and will be translated into multiple languages. If we receive more applications than we have spaces available, a public lottery will be held. Preference for the lottery will be given to students in CSD 6 and the siblings of students already enrolled. Students who are not admitted will be placed on a waiting list in the order that their lottery numbers were drawn. If there is a vacancy, the family of the student first on the waiting list will be called and given 24 hours to decide whether to enroll their child in our school.

Meeting Enrollment/Retention Targets: The Student enrollment population targets for CSD 6 are 89.8% FRPL 36.8% ELL, and 8.9% SWD for the first year. We are confident that we can meet these our enrollment targets for the following reasons:

- WHIN Music Project Parent Support: Through our work WHIN Music Project we have: (i) built a strong base of support and interest in our music program starting with preschool-aged students; (ii) experienced a rapid growth in less than 3 years (from 50 to over 200 students); (iii) received feedback from families and early childhood providers about the highly anticipated interest from many of their families.
- Uniqueness of Proposed School Design: WHIN will be the only elementary school in NYC offering a project-based, music-infused El Sistema-inspired interdisciplinary curriculum and will be the second school in the entire US to offer El Sistema and Expeditionary Learning as part of the school day.
- Success of Conservatory Lab Charter School (Boston): The Conservatory Lab Charter School met their enrollment goals for the past 4 years from 2009 to 2012 and had a large waiting list.²¹

The Board of Regents’ retention targets for CSD 6 are 70.2% FRPL, 74.1% ELL, and 60.6% SWD given the current rate of attrition in the district. We will strive to meet these retention targets.

Retention Plan: Our retention plan will target the following constituencies: students, teachers, families and community. To retain students we will provide a high-quality education that makes

²¹ Lam, D (2013). Application For Renewal Of A Public Charter School, Conservatory Lab Charter School, 14.

students happy and excited to attend school, provide teachers with professional development and collaborative support to achieve great results while feeling valued and respected, engage families in their children’s education, and integrate the school within the community as a whole to be a supportive network in which students can thrive. In order to meet our retention rate predictions, we will implement a retention plan with the following retention activities:

- 1) Extensive Parent Communication and Outreach: Open Houses, Conferences, Parent Workshops and Parent Teacher Organization meetings will provide ample forums for parents to communicate their views and concerns about the education being provided to their children and WHIN will seek to address those concerns.
- 2) Early Intervention for Truancy/Absenteeism: When a student has more than five days of absences or lateness, either the DCI or teachers will reach out to the parent/guardian to determine the reason.
- 3) Early Academic Intervention Through RtI for ELLs and SWDs: To ensure the retention of all students, we will meet the needs of general education students, special education students, ELL’s, and Low Income students alike. Our special education specialists and ESL specialists will ensure that students receive the individualized instruction they need.
- 4) Positive School Climate and Strong Student Discipline: The WHIN discipline policy, student code of conduct and anti-bullying plan will all work to create a positive, nurturing learning environment where all students feel welcome. Student misbehavior and bullying will be taken seriously and all teachers, with the support of the administration, will be responsible for enforcing the discipline policy. The DCI and teachers will work closely with the families of students with repeat discipline issues to develop improvement plans.

I D. Community to Be Served

WHIN will be located in CSD6, which includes Washington Heights, Inwood and Northern Harlem. Below is data concerning CSD 6’s public school population for the 2013-2014 school year:

Enrollment	23,431
Black	8%
Hispanic	87%
Asian	1%
American Indian	0%
White	4%

Economically Disadvantaged	87%
Students with Disabilities	17%
Students with Limited English Proficiency	32%

Below is data concerning the students achieving proficiency (3 or 4) on the 2014 New York State Exams²²:

²² <http://data.nysed.gov/assessment38.php?year=2014&subject=ELA&instid=800000047032> and <http://data.nysed.gov/assessment38.php?year=2014&subject=Mathematics&instid=800000047032>.

2014 English Language Arts NYSTP for CSD6					2014 Mathematics NYSTP for CSD 6				
Grade	All Students in Grade	Students with Disabilities	Limited English Proficiency	State Average	Grade	All Students in Grade	Students with Disabilities	Limited English Proficiency	State Average
Grade 3	19%	5%	3%	32%	Grade 3	25%	12%	8%	42%
Grade 4	19%	5%	3%	32%	Grade 4	26%	9%	9%	42%
Grade 5	16%	6%	2%	29%	Grade 5	26%	10%	6%	39%

As this data shows, most students are Hispanic and many are English Language Learners and from economically disadvantaged backgrounds. Roughly 80% are failing to achieve proficiency, suggesting a need for additional educational opportunities.

A Unique School Addressing the Needs of CSD 6 and Enhancing Educational Options: Due to the large body of research about project-based learning, Expeditionary Learning, and music education, as well as the success of the Conservatory Lab Charter School, we are confident that our unique school model can provide the type of innovative, cutting edge instruction that will help the population of CSD 6 to achieve. Founded in 1999, the Conservatory Lab has created a model that has already been proven to work for a population of students similar to that of CSD 6. The Boston-based school serves many low income students (62%) and English Language Learners (20%). In 2013, the school achieved a level 1 ranking on Massachusetts’s 1 to 5 scale. The school did this through using El Sistema music instruction, the Expeditionary Learning project-based framework, Achievement Network interim assessments, and language acquisition techniques appropriate for English Language Learners²³. WHIN will add to these design features the practices of co-teaching and looping.

Assessment of Community Support for WHIN in CSD 6: WHIN will carry on the commitment to community advancement begun by the WHIN Music Project which has forged relationships with over 200 different families in CSD 6 who know of our music programs and refer other families in the community to us. The high-quality of our current music teachers as educators in the largest sense has been praised by the many families who bring their children to our program and who already see the academic, behavioral and socio-emotional benefits of music education. With this history of strong community interest in our programs, and the ongoing explicit support and interest from the community gleaned from their feedback and during our outreach efforts, we are confident in and eager to meet CSD 6’s demand for our proposed school and its enrollment capacity.

Methods Tailored to CSD 6: Our school model aims to close achievement gaps by differentiating instruction for all students, especially for students with disabilities, English Language Learners, and low-income students. Due to the probability of there being a large number of English Language Learners at WHIN, our co-teachers will be trained in SIOP and QTEL language acquisition techniques such as²⁴:

- flexible groupings for differentiated instruction;

²³ Based upon Daniel Schulte’s Personal Communication with Literacy Coach, Principal, and Head of School during 2013-2014 school year as part of his principal internship year at Conservatory Lab Charter School.

²⁴ Honigsfield, A and M G Dove (2015). *Collaboration and Co-Teaching for English Learners: A Leader’s Guide*. Sage Publications.

- opportunities to pre-teach key skills, strategies, and concepts;
- intensive, explicit instruction in decoding and word-recognition skills, which may include materials at the reading level of students;
- guided reading to ensure students are reading books at their levels;
- scaffolded instruction in the fundamental elements of plot, including conflict and resolution;
- ample opportunities to practice delivery of oral presentations;
- direct, explicit instruction in language development to address grammatical structures of oral and written standard English;
- vocabulary instruction embedded in context, including academic language;
- building of background knowledge;
- use of visual clues; and
- amplification: expressing material in multiple ways to ensure all students will get it.

I E. Public Outreach

Building upon the community support we have been able to gather through our work with the WHIN Music Project for the past 3 years, the WHIN Music Community Charter School has implemented a multilevel community outreach plan targeting the different stakeholders in the community: families and parents, community boards 12 and 9, community-based arts organizations, community activist organizations, preschool, daycare, and early childhood programs, educational leaders, and elected and appointed officials. In our presentations we proposed our intended location, target student population, grades to be served, and explained of our unique and innovative El Sistema music-infused program. We have secured recommendations from elected officials in the community (see Attachment 2).

Families Outreach: we have presented our school proposal to over 200 parents face to face, via email, and in public meetings held throughout the community including at Our Saviour's Atonement Lutheran Church, the Small Idea School, and the Renaissance Village Montessori. In all of our communications we have expressed a genuine interest in receiving feedback about our school proposal, and have provided answers to the questions raised by parents. So far, we have received over 120 signatures of support for our school, and great interest in our initiative from many more.

Preschool, Daycare, and Early Childhood Program Outreach: WHIN intends to build a supportive network of educational programs in the community to share best practices, find solutions to common problems, and share resources in order to ensure students receive the necessary services to perform at or above grade level. For this reason, we have reached out to teachers and directors at existing early childhood programs to share our ideas and hear their feedback about our initiative firsthand. We have met with the directors of prominent early childhood centers and preschool programs, including Tatjana Matano, Director of the Renaissance Village Montessori, Howard Johnson, Director of The Medical Center Nursery School, Susan Herman, Director of Early Childhood Services at the YM & YWHA, Karen Ellefsen, Director at Isabella Child Care Center, Kevin and Melissa Guzman, Co-Directors of the Small Idea School and Charlene Melville, Director of Education Programs at the Broadway Housing Communities. All have expressed their interest and support and have told us that the parents they serve would be very interested in our school.

Community Boards 12 & 9 Outreach: At the invitation of Community Board Chairman George Fernández, Jr., we presented our school proposal at Community Board 12’s Full Board meeting in January 2015 for over 70 community members. Furthermore, at the invitation of the Chair of the Youth and Education Committee Fe Florimon, we presented our proposal to their committee meeting in February 2015 and receiving very positive feedback. In late February 2015, we were also invited to present at the Community Education Council CSD 6 monthly meeting, which they advised us was a very rare opportunity for a proposed charter school. We have also met with the Community Board 9 Chairs of the Youth, Education and Libraries (YE&L) Committee, Judith Insell and Yvonne Stennett, who showed great interest in our initiative. We have requested to present at the YE&L of CB9 in April to hear their feedback and answer their questions.

Community-based Arts Organization and Community Activist Organization Outreach: We had meetings with the Leadership Team of Broadway Housing Communities, where we received support from their Director of Community Development Ana-Ofelia Rodriguez, as well as the support of the community leaders in attendance: Mike Fitelson, the Executive Director of the United Palace for Cultural Arts, , Juan Ignacio Rosa, a prominent community activist who has worked for various elected officials in Northern Manhattan , and Victoria Nezdansky, LCSW, the Chief Program Officer at YM & YWHA of Washington Heights and Inwood.

Education Leader Outreach: In our effort to reach out to education leaders at the local and city level, in February 2015 we met with Ms. Monica Tavares, Chief of Staff of the Office of Communications and External Affairs at the NYC Department of Education to discuss our proposal and obtain their feedback. We also met with CSD 6 Superintendent Manuel Ramirez who asked to meet with us after our presentation to the CEC CSD 6 meeting.

Media and Social Media Outreach: Using WHIN Music Project’s social media channels, including Facebook and Twitter, we have been able to reach out to a wider audience, inform them about our school initiative, and ask for their feedback. After our presentation at the CB 12 Youth and Education Committee meeting, we were featured on DNA Info, a citywide online newspaper.²⁵

Public Input: Following a practice we started with WHIN Music Project, WHIN has continuously solicited community public input or comment on our educational and programmatic proposal from families and educators. While the vast majority of feedback has been provided through personal interactions in public and informal meetings, we have also devised other mechanisms for feedback such as emails, online forms, Facebook, Twitter and the website of the WHIN Music Project. We have produced bilingual materials (English/Spanish) to ensure that the Latino community can be fully engaged in this conversation.

Use of Feedback towards our School Design: To have a more comprehensive understanding of what type of impact our school can bring to the community we started by asking for feedback to our current families at the WHIN Music Project, who are already experiencing the benefits of

²⁵Armstrong, L (2015). Music Focused Charter School Proposed for Northern Manhattan, DNA Information. <http://www.dnainfo.com/new-york/20150210/washington-heights/music-focused-charter-school-proposed-for-northern-manhattan>

music education (at a much smaller scale than the one we propose at the school) regardless if they had children eligible for our school or not. Many of the responses at this early stage were very positive, describing our proposal as “amazing,” a “wonderful opportunity for the children in Upper Manhattan,” and a type of school that “parents have been looking for (...) for a very long time.” Other have provided specific ideas about how to address the needs of special need students, something that certainly informed our school design. Some of the families in our program with younger siblings have expressed their hope to have their children accepted once the school opens.

At every meeting with families and stakeholders we asked for feedback about our school initiative. Particularly important has been for us to develop a way to channel this feedback back into our plans and further outreach. We also developed a feedback form in which we briefly describe our school proposal and ask for written feedback with 4 basic questions: (i) what characteristics do you look for in a school for your child?; (ii) do you consider the arts (especially music) important for the development of your child?; (iii) do you think WHIN Music Community Charter School would be a good alternative to the current school choices in CSD 6?; (iv) share any further thoughts or ideas to improve our educational model and to better serve the children in these communities. These are some of the concepts parents brought up: (i) “strength in arts and music,” “emotional support;” (ii) “children learn best when they learn by doing, by demonstrating” and “music expects learners to perform;” (iii) “yes, unique and focused,” “a musically based K-5 is imperative as there is a lack of such a program in district 6;” (iv) “Our schools should also have parent workshops to inform them of great resources that benefit the child and better improve socioeconomic advancement moving forward.” We address people’s comments collectively when presented at a meeting and one-to-one when presented individually. We have been encouraged by the community’s support for musical education and our school design and have incorporated their feedback into our school plan and application.

We will continue holding public meetings in the coming months (one in April, May and June), and will continue the conversation with the community at large and parents in particular to make sure their feedback is addressed and our school is a reflection of the needs of the community it will serve (see Section I.C. for public outreach in recruitment efforts).

I F. Programmatic and Fiscal Impact

Programmatic impact on public and nonpublic schools in CSD6: We believe that WHIN Music Community Charter School will not have a negative impact on any of the 22 other public elementary schools in CSD 6. There are 17 nonpublic K-5 schools in CSD6. 12 of these are Roman Catholic parochial schools, two are Greek Orthodox affiliated schools, two are Christian schools, and one is a Jewish school.²⁶ WHIN Music Community Charter School will open with approximately 108 students in 2016-2017. In 2021, there would be approximately 324 students; this would constitute only 1.4% of CSD 6’s current population of 23,431 students. Since WHIN will be significantly different from any of the other existing schools in the district,²⁷ we do believe that WHIN will have a positive impact on schools of CSD 6. We will seek to exchange best practices with schools and community institutions throughout CSD 6, having a positive

²⁶ <http://www.p12.nysed.gov/irs/statistics/nonpublic/home.html>

²⁷ <http://data.nysed.gov/enrollment.php?year=2014&instid=800000047032>

programmatic impact on other schools in the district and thus benefiting students across the district.

Fiscal Impact on public and nonpublic schools: As a proportion of the overall New York City education budget, WHIN’s financial impact will be minimal. New York City’s DOE budget for fiscal year 2014-2015 is \$20.6 billion. In Year 1 we expect to enroll approximately 108 students—only 0.45% of District 6 student enrollment. Our school’s first year budget would be \$1.6 Million, which represents less than .01% of the total NYCDOE budget.

II A. Achievement Goals

In order to fulfill our mission and vision of insuring that all students will “overcome any obstacle and perform at or above grade level in the school setting,” achievement goals will help guide, focus, and measure the progress we make.

Goal 1: WHIN Music Community Charter School students will read and write at or above grade level.

- *Measure:* Using the school’s interim assessments (based on objective Fountas & Pinnell benchmarks), a minimum of 75% of the students will make at least one year’s growth in reading or ELA in each academic year.
- *Measure:* A minimum of 75% of students in grades 3-5 who have been enrolled at WHIN for at least two academic years will achieve a score of 3 or 4 on the New York State ELA Exam each year.
- *Measure:* WHIN’s New York State ELA Exam passage rate for students in grades 3-5 will be at least 10% higher than the CSD 6 passage rate.

Goal 2: WHIN Music Community Charter School students will perform in mathematics at or above grade level.

- *Measure:* Using the school’s interim assessments (based on TERC Investigations and aligned with Common Core), a minimum of 75% of the students will make at least one year’s growth in math in each academic year.
- *Measure:* A minimum of 75% of students in grades 3 to 5 who have been enrolled at WHIN for at least two academic years will achieve a score of 3 or 4 on the New York State Math Exam each year.
- *Measure:* WHIN’s New York State Math Exam passage rate for students in grades 3-5 will be at least 10% higher than the CSD 6 passage rate.

Goal 3: WHIN Music Community Charter School will enable music achievement for all students both for its own sake to help build their cognitive and non-cognitive skills, confidence, and creativity.

- *Measure:* At the end of the year, all students will achieve proficiency as measured by the Music-In-Education National Consortium Music Literacy Skills Test. The school’s interim assessments will be based on the NYC Blueprint for Teaching and Learning in Music benchmarks for grades 2 and 5.
- *Measure:* All students will perform in front of an audience as a member of an orchestra (or other musical ensembles such as choir or Orff ensemble) at least 6 times per year.
- *Measure:* At the end of the year, all students in grades 2-5 will score at least 80% on our interim assessment for instrument technique at the appropriate level for each child.

Goal 4: WHIN Music Community Charter School students will become a thriving Expeditionary Learning School.

- *Measure:* WHIN will become an accredited Expeditionary Learning School within three years of opening and will make EL principles part of its culture and climate.
- *Measure:* WHIN will write at least one new EL Expedition for each year.

Goal 5: WHIN Music Community Charter School students will perform in social studies and science at or above grade level.

- *Measure:* A minimum of 75% of students in grade 4 who have been enrolled at WHIN Charter School for at least two academic years will achieve a score of 3 or 4 on the New York State Science Exam each year.
- *Measure:* A minimum of 75% of students will achieve proficient or advanced rating on the rubrics for a final project of their Expedition.

II B. School Schedule and Calendar

WHIN daily schedule and academic year calendar will be the mechanisms by which its mission and vision will be realized. Sample schedules and calendar are included in Attachments 3a and 3b. The school schedule and calendar were designed specifically in line with the School Mission (section I.A) and Design Elements (section I.B). The following is a sample daily classroom schedule:

7:30 – 8:00	Breakfast/ Recess/Prep
8:00 – 8:20	Morning Meeting/Community Gathering
8:20 – 9:20	Reading Workshop
9:20 – 10:20	El Sistema Music
10:20 – 11:20	Math Block
11:20 -12:20	Recess and Lunch
12:20 – 1:20	Writing Workshop
1:20-2:20	El Sistema Musical Connections (Movement)
2:20-3:20	RtI Tiered Interventions
3:20-4:20	Social Studies/Science Expeditions
4:20-4:30	Pack-up/Dismissal

A look at the table below shows how our school schedule provides at least as much core instructional time during a school year as required of other public schools, as well as time for unique design elements like El Sistema music, project-based learning (Expeditionary Learning), Response to Intervention, and Community Building (with music and Responsive Classroom). These overall instruction times were created taking into consideration the NYC Recommendations for instructional time.²⁸ These numbers meet the minimum recommendations for NYC for K-2 and therefore represent our schedule for the first two years of our charter. For

²⁸ NYC Department of Education. Instructional time. http://schools.nycenet.edu/offices/teachlearn/Instructional_Time.pdf

grades 3-5, we will increase the amount of time for Math to at least 375 minutes per week and increase Social Studies and Science to 360 minutes per week (180 minutes for each).

Literacy	600 Minutes
Math	360 Minutes
Social Studies/Science	300 Minutes
Music/El Sistema	540 Minutes
Community Building	120 Minutes
Physical Education	180 Minutes
Response to Intervention (RtI)	180 Minutes

Extended Learning Time: A noticeable feature of the WHIN school day is the extended time devoted to teaching and learning. Monday-Thursday, the school day will run 8AM-4:30PM. On Friday, the school day will run 8AM-2PM for students. This extra time will allow for more time on academic core content subjects and the El Sistema Music program. Counting the Early Release days as full days, we have a total of 180 days of instruction.

More Time devoted to Music: The extended day will allow for two hours of daily music instruction. At least 40% of this time will be devoted to the interdisciplinary study of music and academics to provide students with a new perspective for further understanding and exploring an academic topic. Some of this time will be devoted to exclusively musical instruction based on ensemble instruction (choral and orchestral). A biweekly movement activity (Musical Connections/Movement) will have a dual function: music and PE (allowing for an overall total of 120 minutes of PE per week). This movement activity will allow for mastery of the physical self while developing the affective and creative aspects of each child. One period each per week of Musical Connections/Literacy and Musical Connections/Math will allow for integration of music and core academics for work towards Common Core State Standards (adding 60 minutes each per week for ELA and Math).

Co-Teaching: How Teachers will be paired: Co-teaching at WHIN will be flexible. At different times throughout the day, there will be classroom teacher-ESL specialist co-teaching, classroom teacher-Special Education co-teaching, classroom teacher-teaching assistant co-teaching, and classroom teacher-music teacher co-teaching.

More Time for Professional Development/Planning: The weekly schedule will allow teachers to co-plan, meet in data teams, meet in Child Study Teams (CST), and attend workshops on instructional technique. The two periods of El Sistema music will provide planning and meeting time for classroom co-teachers (see attachment 3a). Depending on the grouping the Friday Early Release (see attachment 3b) will allow regular teacher workshops on a weekly basis. The summer teacher training and early release days provide a total of approximately 208 total PD hours.

More Time for Developing Community: The Morning Meeting time will be used to develop a sense of community and belonging within classroom learning communities. On Monday and Friday, the morning meeting time will be used for a whole school Community Gathering as a way to welcome and dismiss the school community at the beginning and end of the week.

Common songs, chants and other musical activities will be used to build the sense of community and dedication to the week's work. Regular Classroom Morning Meetings on Tuesday, Wednesday, and Thursday will allow teachers to explicitly model appropriate classroom behavior, conflict resolution, and social skills. Teachers will use the Responsive Classroom social-emotional framework to create safe and secure classroom environments. The Summer Teacher Training and Retreat will serve to build community among teachers. Co-planning common meeting times, Communities of Practices (like professional learning communities), and Friday PD workshops (2PM-4:30PM) will all serve to bolster camaraderie among teachers, especially between teacher teams and co-teachers.

More Time for Supporting SWDs and ELLs: The Response to Intervention (RtI) blocks on Tuesday, Wednesday, and Thursday will provide extra targeted intervention time for students. ESL and Special Education specialists will be able to push-in to work with small groups or one-on-one with individual students. These RtI blocks will ensure that students are drilling specifically on the areas they need the most help on. The Co-Teaching of Writing Workshops, Reading Workshops, and Math will allow for ESL and Special Education specialists to provide support in the classroom.

More Communication Time with Parents/Guardians: Teacher Planning time will be used to check-in with families about students on behavioral progress, academic growth, tardiness/absenteeism, or other relevant topics affecting the child's achievement. The academic yearly calendar provides for ample face-to-face time between teachers and parents/guardians. Throughout the year, there will be two student-led parent/teacher conferences. Research shows that student-led conferences empower students to be responsible for their own learning and academic progress.²⁹ The WHIN Curriculum Night, in early fall term, will provide an overview of the academic curriculum for parents. In order to help parents understand the specifics of such instructional topics as "guided reading," "balanced literacy," "constructivist mathematics," "project-based learning," and the "El Sistema music curriculum," Parent Workshops will be held every month.

More Time To Celebrate Learning Through Student-Led Presentations and Concerts: Portfolio Day at the end of the year will allow students to showcase their academic progress and growth achieved throughout the year. It is motivating for students to look back to where they were in September and compare that with the performance level they have achieved by June. Grade 5 students will also prepare a Capstone Project (Expeditionary Learning), which allows them to delve deeply into the research process on a topic of their choosing. One of the key reasons for a music-infused school is to build student-confidence through performance. In order to achieve this, our academic calendar will include at least 6 public performances and concerts including all students.

II C. Curriculum and Instruction

Beliefs about Children

- Children are natural learners with great curiosity about the world.

²⁹ Berger, R., L Rugen, and L. Woodfin (2014). *Leaders of Their Own Learning: Transforming Schools through Student-Engaged Assessment*. San Francisco, Jossey Bass.

- Every child has a unique learning style and unique intellectual gifts which should be recognized and celebrated.
- Practicing and realizing musical skills builds a student's cognitive and non-cognitive skills, confidence, and creativity. Therefore, all children can and should be given the opportunity to make music, because it enriches their academic, social, and emotional lives.
- Children are part of a complex social network, and they interact with a large and diverse group of people in their daily lives. A school can only be truly effective in educating students if it assists those students in forming partnerships and bonds with their caregivers, parents, mentors, friends, and educators.
- Children need to learn to care about their social, emotional, and physical development in addition to their academic and cognitive development. A curriculum should be holistic, and provide for age-appropriate social, emotional, physical, and cognitive development.

Beliefs about Learning

- Curiosity and a passion for learning are the most important attitudes to instill in young children, and will continue to enrich children throughout their lives.
- Rather than learning content abstractly, students should have ample opportunity to engage directly with concepts in the real world.
- Hands-on field work and student-driven projects are an essential part of the curriculum; these opportunities allow students to inquire and explore.
- Music promotes teamwork, solidarity, problem-solving, empathy, critical thinking, and community building.
- Students learn best in cooperative social units. The overall level of knowledge of the whole classroom increases when students' work to increase their knowledge is a shared and collaborative experience.

Overview: WHIN will provide the following enriched educational programs and curricula: El Sistema, Expeditionary Learning project-based instruction, Responsive Classroom social-emotional curriculum, and Common Core-aligned/assessed math and literacy curriculum. These design features will ensure that our students meet New York State's Learning Standards, including New York State Testing Program standards, and can live and perform at the highest possible level. Students will receive 2 hours of music education through the internationally successful El Sistema model, because we believe that musical education and performance provides profoundly advantageous cognitive and social benefits in young children. At least 40% of this musical education time will be devoted to interdisciplinary study combining music and academics, facilitating students' understanding of academic concepts through music. We will use the Lucy Calkins Reading Workshop and Writing Workshop models, because we believe students learn literacy best when reading and writing techniques are modeled in a social environment. We espouse a Constructivist, project-based, inquiry-focused, interdisciplinary approach for literacy, math, social studies, and science; for this reason we will use the Expeditionary Learning approach. We will use a social-emotional curriculum and physical education curriculum, because we believe that students learn best when the whole-child is taught.

Literacy Curriculum: We believe in creating a balanced literacy curriculum that emphasizes equally the development of reading, writing, speaking, listening, and viewing skills. We believe

that each of these different literacy skills is best developed when they are integrated together. For example, in order to help students understand writing structure, students should read both proper writing examples and practice writing their own pieces in proper grammatical form. Dual instruction in reading and writing together better reinforces both concepts and their constituent skills. We believe that merely learning to read and write is not enough; well-rounded citizen scholars will have to speak up and speak effectively. Therefore, students will have ample opportunity to practice their oral presentation skills, with and without supporting multimedia, with a special emphasis on persuasion and clarity.

Common Core State Standards: Our literacy curriculum will be aligned with the Common Core and New York State Learning Standards for ELA and Literacy, including compliance with and successful completion of the New York State Testing Program assessments. Throughout our K-5 curriculum, students will develop and master the foundational literacy skills of print concepts, phonological awareness, phonics and word recognition, and fluency.

Guided Reading (Fountas & Pinnell): In addition to learning foundational literacy skills, students will learn to love reading a wide range of texts from both the literature and informational text categories. As students move between grades and as they master skills, the complexity of texts will increase. Using the Fountas & Pinnell Benchmark system, teachers will assess students' reading comprehension levels and provide running records of students' progress as they move along the F&P system of A-Z text complexity scale.

Reading Workshop: The Reading Workshop model, developed by Lucy Calkins, will serve as the basic structure by which students will learn to read, talk about, and think about texts. The main components of the reading workshop include: mini-lesson/read aloud, independent reading, conferring/small group, sharing, and running records and teacher observations. The Reading Workshop models for students the practices and behaviors of fluent, comprehension-oriented reading. Throughout grades K-5, the Reading Workshop will teach students to recognize key ideas, details, craft, and structure, and understand how knowledge and ideas are integrated in both literature and informational texts, as outlined by the Common Core standards.³⁰

Writing Workshop: The Writing Workshop model, developed by Lucy Calkins and her team at Columbia Teacher's College Reading and Writing Project, will serve as the basic structure for the comprehensive instruction of writing skills. Students will learn how to perform all stages of writing: pre-writing, brainstorming, drafting, writing introductions, writing conclusions, writing body paragraphs, editing for grammar and proper spelling, and revising for improved structure. Students have lots of choice as they write authentic, meaningful texts that meet the curricular demands set out by the Common Core.³¹

Phonics/Wilson Foundations: For K-2 students, we will use the Wilson Language Foundations Program to build their phonological and phonemic awareness, letter formation, and spelling. This program teaches students the building blocks of words and sentences such as letter-sound correspondence, vowel and consonant blends, and digraphs. Students also learn high frequency tricks such as "silent k" and "silent w" in words such as "know" and "write." Students will use

³⁰ Calkins, L M (2001). *The Art of Teaching Reading*, New York, Longman.

³¹ Calkins, L M (1994). *The Art of Teaching Writing*, Boston, MA, Addison Wesley Educational Publishers. Fletcher, R and J Portulupi (2001). *Writing Workshop: The Essential Guide*. Heinemann.

workbooks as well as magnetic letters and magnetic boards to ensure plenty of hands-on experience and kinesthetic engagement.

Co-Teaching: The Co-Teaching model (with one teacher having extensive background in music education) will allow a natural integration of music into the literacy curriculum. The musical co-teacher will integrate song, chants, and other musical activities into the teaching of literacy. For examples, students will learn songs that teach the elements of good writing, standard English conventions, phonics, and other topics as appropriate to the grade-level and the teacher's musical background and knowledge. Musical Connections/Literacy block and Musical Connections/Math block will be dedicated to the integration between music-literacy and music-math, respectively. The Shared Fundamental Concepts Music-Integrated Teaching and Learning Framework will provide a guide for topics of integration between music and literacy and math.

Math Curriculum: We believe that it is possible to teach students both the fundamental origins of mathematical concepts as well how to answer basic operational questions (addition, subtraction, multiplication, division) with confidence and accuracy. WHIN Math will be known for blending Constructivist and traditional approaches to math. Our Math Curriculum will be aligned with the Common Core and New York State Learning Standards for Math, including the standards of the New York State Testing Program, along with the curriculum guidelines of the National Council of Teachers of Mathematics (NCTM). The Common Core math curriculum has the following units which correspond to the NCTM's 5 content standards:

- Counting and Cardinality
- Numbers and Operations in Base Ten
- Operations and Algebraic Thinking
- Measure and Data
- Geometry

The National Council of Teachers of Mathematics has the following Five Process Standards which form a key part of our philosophy of mathematical instruction:

- Problem Solving (How can we sort these blocks?)
- Reasoning and Proof (How do you know...?)
- Communication (Showing methods of problem solving, explaining thinking)
- Connections (If we know this, what can we determine about that?)
- Representation (Showing work, interpreting equations)

We believe that math is best taught with an emphasis on exploration and discovery. Our classrooms will be rich with multi-sensory math manipulatives, which allow students to grapple with and visualize the theoretical mathematical concepts that underpin more advanced mathematics. We believe that the curriculum must spiral and review past concepts. It is through multiple, gradually-deeper looks at the same concepts from different perspectives and approaches that students make lasting discoveries. Fundamentally, mathematical reasoning is interesting and enjoyable. Our elementary teachers will be experts in introducing students to the significance and presence of mathematical concepts in their everyday lives, enabling students to comprehend and put into practice abstract mathematical concepts. Furthermore, there is a direct correlation between the science and history of music and math, and we will therefore use musical education to reinforce mathematical concepts and vice-versa. While drawing from a range of

different high-quality mathematical approaches, a great amount of the mathematical activities will be based upon the *TERC Investigations* approach. Having reviewed a number of mathematical approaches, our WHIN team was most impressed by the TERC Investigations curriculum, because of its use of Constructivist approach.

Science and Social Studies Curriculum: Our Science and Social Studies curriculum will be aligned with the New York State Learning Standards, including the standards of the New York State Testing Program, for Science and Social Studies, and the Common Core literacy standards for K-6 Science and Social studies strands. WHIN will use the project-based instructional philosophy of Expeditionary Learning as the main mechanism and model for Science and Social Studies. Expeditionary Learning is an educational framework that helps guide a unit of study in Social Studies and Science. The Expeditionary Learning School Designer will help the school develop its expeditions during pre-operations and during the first year of operation.

Expeditionary Learning is built upon 10 design principles that the WHIN team passionately embraces:

- **The Primacy of Self-Discovery:** Through challenging, real-world situations, students learn just as much about the world around them as they do about themselves.
- **The Having of Wonderful Ideas:** Expeditions provide time for students to think deeply about the concepts and ideas that underpin what they observe through experiments or class discussions.
- **The Responsibility of Learning:** Learners care deeply about learning, and realize that with greater knowledge comes greater responsibility for the wider world around them.
- **Empathy and Caring:** Students and teachers care for each other. Being respectful to one another is just as important as learning new information.
- **Success and Failure:** “Failure” is seen as an opportunity to learn from one’s mistakes and to recalibrate, so as to be able to achieve even greater future success.
- **Collaboration and Competition:** Students do not compete against each other but against themselves. The goal of learning is for each individual to make development along the continuum of growth and learning.
- **Diversity and Inclusion:** Students understand from a young age that people are different and have different strengths and weaknesses. Teachers will guide students to recognize and appreciate the diverse types of talents.
- **The Natural World:** Students care about the environment and think about the consequences of collective human behavior on our planet and its ecosystems. Students are naturalists and love exploring the natural world.
- **Solitude and Reflection:** Students and teachers need time to reflect upon what they have learned. Expeditions and lessons provide quiet time for reflection and synthesis.

El Sistema Music Curriculum: El Sistema, an internationally successful social development and music education program created more than 40 years ago, is at the heart of WHIN Charter School’s Mission. Led by David Gracia, an El Sistema/Abreu Fellow (a highly selective leadership program at the New England Conservatory to design, implement and develop El Sistema-inspired music programs all over the world), and based on the experiences/results of the WHIN Music Project, an El Sistema-inspired program for the communities of CSD 6 founded in

August 2012, our school's founding team will use the unique power of music to inspire children to achieve their very best academically, socially and emotionally.

In alignment with the Blueprint for Teaching and Learning³² in Music developed by the NYC Department of Education, the El Sistema Curriculum at WHIN will use the Five Strands of Learning Music—Music Making, Music Literacy, Making Connections, Community and Cultural Resources, and Careers and Lifelong Learning—to make sure students receive a well-rounded musical education. These practices will ensure a musical education that will benefit students' executive functioning skills, academic performance, and socio-emotional development.

Eric Booth, Senior Advisor to El Sistema in the USA and advisor to the WHIN Music Community Charter School, advises that "El Sistema is not a program or a curriculum...[it's] a set of inspiring ideals which inform an intensive youth music program that seeks to effect social change through the ambitious pursuit of musical excellence. El Sistema focuses primarily on children with the fewest resources and greatest need."³³ There are ten fundamentals of El Sistema according to Booth: mission of social change, access and excellence, the nucleo environment, intensity, the use of the ensemble (choral/orchestra), the CATS teacher model: Citizen/Artist/Teacher/Scholar, the multi-year continuum, family and community inclusion, connections and network, and ambition and achievement. These ten elements will inform the El Sistema Curriculum at WHIN.

In a unique combination of the Blueprint and the El Sistema principles, WHIN's Sistema Curriculum will be based upon two major pillars: **Music Making** and **Musical Connections**. Through **Music Making** students will develop their artistry and unique personal voice in music, build their technical and expressive skill, develop a working knowledge of music language and aesthetics, and experience the power of music to communicate. These are the key aspects of Music Making curriculum:

- **Musical Competence:** Students learn how to read music and to interpret musical concepts such as tempo, dynamics, etc.
- **Teamwork:** Students work in ensembles, orchestras, or choruses, which are microcosms of society.
- **Commitment:** Students learn how to take care of instruments and develop a high work ethic.
- **Self-awareness:** Students have at least 6 public concerts/performances each year.
- **Community building:** Families engage in the education of their children through the communal practice of music.

Building upon these elements, **Musical Connections** will serve as a framework to develop a pioneering interdisciplinary curriculum, combining music with the core areas of English language arts, mathematics, science and social studies. Students will be able to explore, experience, and reflect upon academic concepts through musical activities and concepts, which will add another layer of understanding and experience.

Physical Education: At WHIN, a physical education curriculum will be part of a holistic, balanced education. Teaching children how to respect, develop, and take care of their physical

³² New York City Department of Education (2008), *The Blueprint for Teaching and Learning Music*.

³³ Booth, E (2012). *The Fundamentals of El Sistema: Which Inform and Guide El Sistema-inspired Programs*, <http://ericbooth.net/the-fundamentals-of-el-sistema/>

health is just as important as teaching academic content. For this reason, we will provide students with a comprehensive curriculum (physical education, movement, mindfulness, and sports) that will be complemented by a healthy diet. Students will have 180 of physical education during the week, split in a 60-minutes class once a week, plus two movement activities as part of the El Sistema music program (120 minutes per week). Additionally there will be organized playtime with games and activities during recess once a week. These activities will be integrated within the school day, not only as a way to combat obesity and other health disorders, but also as a way to live a healthy and balanced life.

II D. Assessment System

At WHIN, assessment is a key system to ensure that all students are making appropriate progress towards achieving mastery of academic content. The WHIN Assessment System will allow the Board of Trustees to oversee WHIN's progress towards achieving its Academic Goals (section II.A). The Assessment System will also ensure that WHIN is progressing towards its objectives of "Increasing Learning Opportunities for All Students (section I.A)," and achieving student college and career readiness.

Approach to Data Collection: The WHIN Founding Team believes strongly in a holistic approach towards "data" and "assessment;" there are multiple sources and types of evidence and data about student progress. It is essential that interventions and action plans that are developed based upon assessment are corroborated by multiple sources of assessment and observation. As a highly collaborative school, data will be discussed in data teams in grade level meetings: Child Study Teams (CST). The DCI and DoM are responsible for ensuring that all assessments are aligned with the Common Core State Standards, New York State Law, and the relevant policies of the Board of Regents, including the New York State Testing Program, and the various curricula and curriculum frameworks used at WHIN.

Data Collection and Availability: The DCI is responsible for setting up and overseeing the school-wide assessment system. The DCI will train teachers (in data team meetings and during Friday Early Release PD) in the best methods for collecting data. The DCI will be in charge of setting up an online, one-stop database system for the accumulation and storage of student data. Spreadsheets will be used to gather assessment data and the DCI will oversee the timely submission of assessment data. As new assessment data is entered into the system, the DCI will be responsible for analyzing the data with the teachers and determining which students need support. Assessment data will be reported to the Board and will be used to create RtI groups. The DCI will develop RtI student groups during the weekly grade-level data team meetings. An RtI schedule of teachers responsible will be provided based upon the three levels of tiered support. Assessment data will be kept confidential and shared with parents at conferences and Portfolio Day. Student assessment data is shared through report cards and parent conferences. The DCI will ensure that all terminology and measures are explained using clear language to help parents understand how their children are doing.

Grade-level Data Teams: In order to measure the achievement of individual students, cohorts, and the whole school, WHIN teachers and the DCI will gather once every week for data team meetings. The goals of these meetings will be to review the most recent formative assessment data. These meetings will be primarily concerned with students' progress towards meeting Common Core State Standards in Language Arts and Math. A data team meeting agenda will

allot time for reviewing current data and time for action plan formation for the reteaching and/or interventions. Prior to the data team meetings, teachers will analyze current formative data to both look for patterns and identify students' needing reteaching/interventions. The results and findings of the data team meetings will be shared with all WHIN staff in order to ensure that all teachers implement action plans for individual students and cohorts as a whole. In subsequent meetings, teachers will review the action plans and update them based upon the most recent data.

Tracking, Measuring and Reporting Individual and Cohort Progress over time: Individual progress will be shared through student portfolios that will be added to throughout the year by teachers and students. These portfolios will be shared three times a year during family conferences and the data/artifacts in the portfolio will be used to by teachers to write each child's standards-based, narrative progress report. The DCI will also keep close track of cohorts of students over time by compiling data from each classroom and meeting with teachers to determine progress toward individual student learning goals. Grade level and cohort spreadsheets will be created for internal use and for sharing with the Board and the state as needed. Both individual and school wide growth will also be assessed using the DIBELS, DRA, Fountas and Pinnell Reading Benchmarks and TERC Math Interim Assessments for grades K-2, and the NY State Assessments for grades 3-5.

Diagnostic Assessments: Diagnostic Assessment will occur in two main ways: 1) when students are first enrolled at WHIN and 2) when they're starting new units of study in the classroom. The aim for both of these diagnostic assessment methods is to give a baseline for the students' starting level of mastery on specifically identified standards. When students are first enrolled, they will sit for a diagnostic exam consisting of literacy (phonics, reading, phonemic awareness) and mathematical reasoning assessment, and the Home Language Survey. All students will take a set of diagnostic assessments after they have been enrolled in the school. These diagnostic assessments will be used to provide teachers and administrators with information about the individual needs of students, the needs of cohorts, and the school as a whole. The DCI, in collaboration with the ED, will be responsible for developing these diagnostic assessments from the TERC curriculum and Common Core State Standards for math and from Wilson Foundations, Lucy Calkins, DIBELS, and Common Core State Standards for literacy, all in compliance with New York State Law and the policies of the Board of Regents.

Formative Assessments: Teachers will use a variety of assessments throughout the year to obtain timely, immediate information about how successful students are at achieving the learning targets.

- **Dean of Assessments (DoA):** The DoA (see attachment 8a for job description) will be hired in Year 2 to implement assessments for Grade 2-5 every 6-8 weeks to gather data throughout the year about how students are meeting the Common Core Standards in Math and Literacy.
- **6+1 Writing Traits Rubric Assessment:** The 6+1 Writing Traits rubric assesses student writing using six main traits: 1) Ideas—the main message, 2) Organization—the internal structure of the piece, 3) Voice—the personal tone and flavor of the author's message, 4) Word Choice—the vocabulary a writer chooses to convey meaning, 5) Sentence Fluency—the rhythm and flow of the language, 6) Conventions—the mechanical correctness. The DCI will develop a school-wide K-5 assessment tracking system based upon this assessment; teachers will score students' essays produced in Writing Workshop using this rubric.

- **Foundations (Wilson Language Basics for K-3) Assessments:** For K-2 students, we will use the Wilson Language Foundations Program to build their phonological and phonemic awareness, letter formation, and spelling. The Foundations assessments will be used as part of the monitoring of development of literacy skills in grades K-2.
- **Teacher Observations and Anecdotal Evidence:** Teachers will keep detailed notes of student performance and behavior during lessons, one-on-one conferencing, and small group interventions. They will also take notes while conducting conferences.
- **Performance-based Checklists and Expedition Learning Project Rubrics:** Teachers will use checklists and rubrics in all core academic and music subjects. Students' mastery of science and social studies standards will be measured through rubrics specifically developed for the Expeditions. The DCI will develop these during Pre-Operations and Year 1.

Summative Assessments: Summative assessments measure the growth of students throughout a year or at the end of units of study. By accumulating this data over multiple years, summative assessments can track students and cohorts' growth throughout their K-5 careers.

- **New York State Assessment Program (NYSTP):** All students in grades 3-5 will sit for the New York State test in ELA, Math, and Science (Grade 4). As a public school, we will follow the guidelines for these exams and make sure students have the proper accommodations as indicated upon their IEPs. These test results will help us track our progress in comparison to other schools in CSD6 as well our school's internal progress as a whole.
- **New York State English As A Second Language Achievement Test (NYSESLAT):** All English Language Learners (ELLs) will sit for this exam to test their progress in English acquisition. The NYSESLAT will be used to determine whether students qualify for ELL services.
- **Fountas & Pinnell Reading Benchmarks:** Every teacher will assess their students using the valid and reliable³⁴ Fountas & Pinnell Reading Benchmarks three times a year (beginning, middle and end) to monitor individual student reading progress in the areas of decoding, fluency, vocabulary, and comprehension, as well as cohort progress over time. A student's result on this exam determines his/her guided reading level thereby ensuring that the student reads appropriately leveled texts. Every grade level will have targets for WHIN "at grade-level" reading performance.
- **Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and Developing Reading Assessment (DRA, second edition):** These two tests provide ongoing data on reading fluency, comprehension, phonics, and language skills. DIBELS³⁵ and DRA³⁶ are valid and reliable measures. This assessment complements the F&P Benchmark Assessment System by assessing similar content using a different approach. This literacy assessment data will be used to organize guided reading in small groups. DIBELS and DRA will provide essential information about literacy development for students K-2 who do not take the NYSTP ELA exam.

³⁴Please visit the following site for more information: <http://www.heinemann.com/fountasandpinnell/research/BASExecSummary.pdf>

³⁵Please visit the following site for more information: https://dibels.uoregon.edu/docs/techreports/DIBELS_Technical_Adequacy_TR07.pdf

³⁶Please visit the following site for more information: http://www.pearsoned.com/wp-content/themes/pearsoned.com_legacy/pdf/RESRPTS_FOR_POSTING/READING_RESEARCH_STUDIES/R11.ResearchPaper_DRA.pdf

- **TERC Math Curriculum Assessments:** The DCI will develop TERC Curriculum Math formative and summative assessments for units of study for K-5. These will be aligned with the Common Core Standards and NCTM standards and will measure students’ progress in mastering state standards and critical thinking skills in math.
- **Instrument Technique Proficiency Assessment, Education National Consortium Music Literacy Skills Test, and Blue Print:** These three assessments will be used to monitor student progress in instrumental technique and general music knowledge.
- **Grade 5 Capstone Project (Expeditionary Learning):** Students will complete their experience at WHIN with a project on a topic of their own choosing. Students will become experts on the topic and conduct real research and consult with real experts in their chosen fields. Students will present their findings to the whole WHIN community.
- **Student Portfolios:** We believe that student work (projects, essays, worksheets, journal entries) is a powerful way to track student progress and development. At the end of the school year, teachers will guide students in the creation of portfolios that select the students’ best work from throughout the year. By selecting their pieces, students are encouraged to reflect on their growth and development. This is powerful for teachers, students and parents. On Portfolio Day, parents will come in to school and celebrate the learning of their students.

II E. Performance, Promotion and Graduation Standards

Promotion Criteria: Students will be promoted from one grade to the next based upon meeting the academic requirements of each grade level. At the end of the year, grade level teams consisting of teachers, curriculum coaches, and administrators will meet to discuss potential students to be retained. Knowing that retention of students can have serious social-emotional ramifications, retention will only occur when it is truly in the best interests of the student. Administrators will require teachers to identify possible retention candidates by the end of January to give enough time for administrators to prepare parents for the possibility of retention.

Expectations for students with special needs: Students with IEPs and those in the process of evaluation will be promoted based upon the individualized criteria set out in their IEPs/individualized learning plans.

Exit standards: The following chart provides a sample overview of what students in Grade 2 and Grade 5) are expected to do before being promoted to the next grade. The English Language Arts and Math are aligned with the Common Core State Standards. The Science and Social Studies are aligned with the New York City K-8 Science Scope and Sequence and the New York City K-8 Social Studies Scope and Sequence. The Music Curriculum is developed in alignment with the Music Blue Print.

English Language Arts	
Grade 2	Grade 5
<p>Reading</p> <p>- By the end of the year, read and comprehend literature and informational texts in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Narrative Texts:</p> <p>- Describe how characters in a story respond to major events and challenges. Describe the overall</p>	<p>Reading</p> <p>- Can compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.</p> <p>Informational Texts</p> <p>- Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>

<p>structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p><u>Informational Texts:</u> -Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text</p> <p><u>Decoding/Word Study</u> -Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p><u>Fluency</u> -Read grade-level text with purpose and understanding. -Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><u>Writing</u> -Write opinion pieces in which students introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section.</p> <p><u>Conventions of Writing</u> -Form and use the past tense of frequently occurring irregular verbs. Produce, expand, and rearrange complete simple and compound sentences</p> <p><u>Listening and Speaking</u> -Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i>.</p>	<p><u>Decoding/Word Study</u> -Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p><u>Fluency</u> - Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><u>Writing</u> -Write high-quality opinion pieces and informative/explanatory texts on topics or texts. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p><u>Conventions of Writing</u> -Can recognize and correct a variety of mistakes such as inappropriate shifts in verb tense and using a comma to separate an introductory element from the rest of the sentence.</p> <p><u>Listening and Speaking</u> - Engage effectively in a range of collaborative discussions with diverse partners on <i>grade 5 topics and texts</i></p>
---	--

Mathematics

<p>Grade 2</p>	<p>Grade 5</p>
<p><u>Operations and Algebraic Thinking</u> -Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions.</p> <p><u>Number and Operations in Base Ten</u> -Understand that 100 can be thought of as a bundle of ten tens — called a “hundred.” Mentally add or subtract 10 or 100 to/from a given number 100–900.Explain why addition and subtraction strategies work, using place value and the properties of operations.</p> <p><u>Measurement and Data</u> -Measure the length of an object by selecting and using appropriate tools</p> <p><u>Geometry</u> -Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.</p>	<p><u>Operations and Algebraic Thinking</u> -Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.</p> <p><u>Number and Operations in Base Ten</u> -Read, write, and compare decimals to thousandths.</p> <p><u>Fractions</u> -Add and subtract fractions with unlike denominators (including mixed numbers)</p> <p><u>Measurement and Data</u> -Convert among different-sized standard measurement units within a given measurement system and use these conversions in solving multi-step, real world problems.</p> <p><u>Geometry</u> -Classify two-dimensional figures in a hierarchy based on properties.</p>

Social Studies and Science

<p>Grade 2</p>	<p>Grade 5</p>
-----------------------	-----------------------

<p><u>Social Studies:</u> Unit1: Our Community’s Geography -Students can answer the questions “How does geography influence where people live and why?” Unit 2: New York City Over Time -Student can answer the question “How and why do communities change over time?” Unit 3: Urban, Suburban and Rural Communities -Students can answer the question: “How are communities the same and different?” Unit 4: Families, Change, and Time: How are families the same and different? -Students can answer the question: “What is government and why do people need laws?” <u>Science:</u> Unit 1: Earth Materials: -Observe and describe the basic properties and components of soil: Living components and Nonliving components - Explore how erosion and deposition are the result of interactions between air, wind, water, and land. Unit 2: Forces and Motion - Observe and describe the position of an object relative to another object (over, under, on top of, next to). -Observe and describe how the force of gravity can affect objects through air, liquids, and solids Unit 3: Plant Diversity -Identify and compare the physical structures of a variety of plant parts (seeds, leaves, stems, flowers, roots); describe the basic needs of plants: Light, air, water, soil; observe that plants respond to changes in their environment</p>	<p><u>Social Studies:</u> Unit 1: Geography and Early Societies of the Western Hemisphere -Students can answer the question: “To what degree does geography determine culture?” Unit 2: European Exploration -Students can answer the question: “How do issues of power, wealth and morality influence exploration and colonization?” Unit 3: Comparative Case Study of Western Hemisphere Cultures -Students can answer the question: “How do key forces and events shape nations?” Unit 4: Western Hemisphere Today -Students can answer the question: “How does an interdependent region meet the challenges of modern living?” <u>Science:</u> Unit 1: Nature of Science - Formulate questions of scientific inquiry. Identify questions and formulate hypothesis design and conduct scientific investigations to answer those questions. Unit 2 Earth Science: -Investigate, record, and explain the variables that affect erosion and deposition; identify events that cause earth movements. Unit 3: Food and Nutrition -Recognize that humans need a variety of healthy foods, exercise, and rest in order to grow and maintain good health. Unit 4: Exploring Ecosystems -Observe and describe how plants use air, water, and energy from the sun to produce their own food.</p>
El Sistema	
Grade 2	Grade 5
<p><u>Music Making</u> -Students develop awareness of human expression through music making; students discover their singing voices and build technique singing and playing; students show respect for their instruments, music materials, and learning environment</p> <ul style="list-style-type: none"> ● <u>Musical Connections</u> -Students recognize parallel problem-solving strategies across disciplines; students realize that music reflects composers’ emotions, ideas, imagination, and cultural context; students make connections between music and personal feelings. ● <u>Community/Cultural Resources</u> - Students identify music makers in their families, schools, and communities; students attend live performances in their communities; students share 	<ul style="list-style-type: none"> ● <u>Music Making</u> -Students apply understanding of elements of music through performance activities; students become aware of themselves as musicians through performances, improvisation, and composition; students build and apply vocal and instrumental technique; students take responsibility for their instruments and learning environment ● <u>Musical Connections</u> -Students recognize and apply parallel problem-solving strategies across disciplines such as applying arithmetical functions to the understanding of note values and meter; students describe how music reflects composers’ emotions, ideas, imagination, and historical context; students describe personal connections with a variety of musical styles. <p><u>Community/Cultural Resources</u></p>

their musical experience with the school community.	-Students identify music makers and music-making institutions in New York City; students attend live performances in New York City and extend their music-making experiences beyond the school community
---	--

II F. School Culture and Climate:

WHIN’s school culture is a combination of El Sistema core principles and Expeditionary Learning design principles. Based upon the experience of Conservatory Lab Charter School, it is clear that El Sistema and Expeditionary Learning complement each other quite well. The WHIN founding team compiled the most important shared values coming from the 10 Expeditionary Learning Design Principles³⁷ and Eric Booth’s 10 Fundamentals of El Sistema.³⁸

Mission of Social Change: The motto of El Sistema is “Tocar y Luchar” meaning “To play and to strive.” Just as El Sistema in Venezuela is a socially-conscious youth development program that has enabled hundreds of thousands of youth to view themselves as “assets within the community,” WHIN aims to develop citizen scholars who can imagine and work towards great futures. In the words of Eric Booth, WHIN “nurtures a powerful intrinsic motivation in learners, which fuels the ambitious work ethic and drives learners to deep commitment, to values and practices that change their lives over time.” This means that WHIN staff work hard to develop students’ intrinsic (rather than external) motivation for tasks such as reading, writing, making music, and being contributing citizens. We know that great academic achievement starts with the discipline to focus on the “small things;” the WHIN founding team believes that each student can and will go to college; at WHIN, we will support our students to truly believe in themselves so they can achieve their aspirations.

Inclusive and Community-oriented: In the tradition of the El Sistema “nucleos” (centers) in WHIN strives to create a positive learning environment where all members feel welcome. This means that everyone at WHIN must show each other respect, especially when someone is “different” from them. Diversity is considered a treasure because everyone can learn from the differences that others bring. This value ties directly into our school inclusion policy for special education and ELL students. The WHIN Anti-Bullying Plan will ensure that students treat each other with respect and that teachers and families work in partnership to prevent and eliminate any seeds of bullying ahead of time.

School-Wide Five Crew Qualities: An important Expeditionary Learning concept for WHIN school culture is that of “crew.” The crew of a ship works closely together to make sure that the whole ship sails. If one of the crew members fails to play his or her role, the entire ship will not reach its destination successfully. At WHIN, the concept of “crew” means a community or a group of students united together and working together in collaboration for the common good. “Crew” is exhibited when students help each other understand an academic context; it is also exhibited when a whole instrumental ensemble works together to create beautiful music. This concept of “crew” will help instill in our school community an individual and personal sense of responsibility, honor, duty, cooperation, and participation. The five Crew Qualities are Cooperation, Responsibility, Perseverance, Reflection, and Empathy. All teachers will use a common language to promote good behavioral choices through positive reinforcement so that

³⁷ <http://elschools.org/sites/default/files/design-principles.pdf>

³⁸ <http://ericbooth.net/the-fundamentals-of-el-sistema/>

students can recognize and exhibit the Five Crew Qualities every day. At Community Gatherings, students will be recognized for exhibiting one of the WHIN Crew Qualities.

Student Community Building Rituals: Part of creating a strong school culture is instilling a sense of community in each and every classroom. We do that through the following strategies:

- **Morning Meeting:** Every day gets kicked off together as a community gathered in a circle. Teachers lead students in greeting each other and setting the tone for a productive, reflective day of learning.
- **Responsive Classroom:** All teachers are trained in Responsive Classroom. They directly teach their students how to problem solve and resolve conflict in a constructive, caring way. Teachers follow a standards-based social-emotional learning program.
- **Community Gatherings:** Twice a week, the morning meeting time will be used for a whole school Community Gathering. This will happen on Monday and Friday as a way to welcome and dismiss the school community at the beginning and end of the week. Common songs, chants and other musical activities will be used to build the sense of community and dedication to the week's work.

Teacher/Staff Community Building Rituals

- **Staff Summer Retreat:** The summer retreat serves as a means to build community and a spirit of collaboration among teachers. This sense of collaboration and cooperation is essential to establish so that teachers can learn to count and depend on each other throughout the year as they work together in planning, teaching, analyzing data, assessing students, and working with students and families.
- **Weekly Friday PD** (early release for students at 2pm): Continual instructional improvement is an essential part of the teacher culture and weekly Friday PD is where that happens. Teachers get excited about learning new instructional practices that will help them improve their work in the classrooms. Teachers will have input into the type of PD that is offered whenever possible.

Parent Community Building Rituals

- **Parent Organization:** Parent input and involvement in the school is essential.
- **Student-led Teacher Conferences:** Parents should be given as many opportunities as possible to come to the school and see what their children are learning in the classroom. Conferences are a positive experience used to help parents and teachers work together to support children's learning.
- **Curriculum Night and Family Workshops:** Curriculum Night will be held in the early Fall Semester to provide parents with an overview of the curriculum. Workshops will be held on a variety of relevant topics for parents. Speakers will include learning specialists, teachers, administrators, parents, and guest speakers.
- **Beginning/End of Year Community Picnics/Gatherings:** These are essential for building a sense of community among parents so families and children feel welcome.
- **Concerts:** Concerts are an exciting time for students to share their performances with their families and their community as a whole.

Discipline Policy: Prevention is Key: At WHIN, we believe that the majority of disciplinary work should occur before there is ever any conflict or problem in the school. A preventive

discipline program is one built upon key elements and school structures that promote good discipline. As an inclusive educational environment our discipline policy aligns with the Individuals with Disabilities Educational Act. At WHIN, the following school structures will help instill positive discipline and a safe school environment (see Attachment 4):

- Positive school culture: School culture will be one of collaboration and Crew qualities.
- Differentiated, inclusive instruction that eliminates lack of engagement in the learning activities as cause for misbehavior; a tidy learning environment that encourages learning.
- School-wide consensus on rules and procedures for student behavior.
- Teachers who are willing to enforce student discipline.
- A visible, approachable principal who models discipline and enforces discipline daily.
- Meetings with families ahead of time to prevent any cause for acting out.
- Certificates honoring students who model the WHIN Crew Qualities.
- Responsive Classroom Social Emotional Learning Curriculum taught and reinforced every day at classroom morning meetings.
- Regular classroom climate surveys to diagnose the state of classroom culture.
- Anti-bullying plan with protocols for defining bullying, defining school's sphere of authority, reporting bullying confidentially (when possible) to school administration and authorities (when necessary), providing consequences to offender for bullying, identifying target's needs, school re-entry plan for offender, and providing staff development for preventing bullying.

School-wide Implementation of Discipline System: Teachers and Administrators are equally responsible for implementing the discipline system. Teachers generally handle daily minor infractions in their classrooms. Bullying prevention and classroom management are key aspects of a teacher's job description. Teachers are required to create classroom systems for managing student behavior. We will engage with the student/parent on a 3-step approach when dealing with any infraction: 1. Reflection period (what happened and why); 2. Exploration of potential actions (to make sure the infraction doesn't happen again); 3. Find short-term consequences that will help us make sure the infraction won't happen again.

In our efforts to teach positive, life-changing discipline, the WHIN Charter staff will employ the following strategies for minor infractions such as classroom outbursts, disrespect, tardiness, disobeying minor rules (see Attachment 4 for level 1 infractions):

- Verbal Warning
- Time-outs
- Buddy time-outs
- Logical consequences
- Loss of Privilege
- Reparations
- Apology: Verbal or Written
- For major infractions (see Attachment 4 for list of level 2 and 3 infractions), we will use the following strategies, making sure to follow due process:
 - Letter and/or phone call to parent
 - Parent/Guardian meeting

- In-school suspension
- Out of school suspension
- Expulsion

Suspensions/Expulsions: When there is serious cause, the DCI and/or the ED may suspend a student for a period up to five days; for the most serious infractions, the DCI and/or the ED may suspend a student for a period of more than 5 days after the student has been found guilty in a formal hearing. At a student's disciplinary meeting, the DCI and/or ED will present to the parent/guardian witness accounts, documentation, and evidence justifying the decision for suspension. The DCI will also allot time for informal response to the evidence from the parent/guardian. After hearing the parent/guardian response, the DCI and/or ED will make a final decision about the consequence given. The DCI and all staff members who witnessed the alleged violation of the Code of Conduct will participate in the hearing. For the hearing, the student will reserve the right to be represented by counsel, question witnesses, and present evidence. In the case that the DCI and ED decide together that a student's violation of the Code of Conduct justifies an expulsion, a hearing similar to the one detailed above will take place. Based on the evidence presented in the hearing, the DCI and ED will make the recommendation to the Board of Trustees, who will reserve the right to make the final decision. The student's lawful parents/guardians hold the right to appeal the decision to the Board.

Due Process: In the case of disciplinary action (suspension or expulsion) involving the removal of students from class or activities, parents will be notified. Students will be told of the charges against them and evidence will be presented; the student will have the opportunity to describe his/her version of the incident. In accordance with Federal due process law (*Goss v. Lopez*), in cases of suspension for a period of 10 days or less, students will be given oral or written notice of the charges against him or her. The parents/guardians will be notified as soon as possible via phone or email. If the student denies the charges, the school administrators and/or teachers will present the evidence held against the student. The student will be afforded the right to present his or her version of the incident. For suspensions for more than 10 days and for the rare case of expulsion, students will be afforded full Due Process protections including the right to secure counsel, the opportunity to confront and cross-examine witnesses supporting the challenge, and the opportunity to call his or her own witnesses to verify his or her own version of the incident.

Discipline of Students with Disabilities: In accordance with Federal Special Education law (IDEA 2004), Students with an IEP or a 504 plan are protected by certain rights when it comes to disciplinary action. That being said, all students are expected to follow the school rules. The WHIN Charter school will consider the individual student, the student's needs, and the student's plans when making disciplinary decisions. If it is discovered that the behavior of a student with an IEP or a 504 plan is a manifestation of the student's disability, then the student will be returned to class after the maximum of 10 days of suspension. If the Manifestation Determination hearing finds that the student's behavior was not a manifestation of the student's disability, then the child may be disciplined in the same manner as a child without a disability.

Alternative Educational Activities: In the case of suspension or expulsion, alternative educational activities will be provided so that the student will continue to provide the opportunity to make academic progress in the curriculum.

Evaluating School Culture: As a data-driven school, we will collect data on incident rates of different categories of behavioral issues. Teachers will administer student surveys in an effort to determine whether students feel safe and supported in their classrooms. The results to these surveys will be taken seriously and administrators will work quickly and collaboratively to resolve any areas of concern.

II G. Special Student Populations and Related Services

Differentiated Instruction: Differentiation will be the watchword for teaching at WHIN. Teachers at WHIN will learn to recognize the myriad learning styles and learning needs of all the students in their classrooms. Administrators encourage and support teachers in understanding, developing plans, and meeting needs of all of their students. Teachers will collaborate and plan regularly with ESL and Special Education specialists to ensure that the learning needs of their ELL and Special Needs students are being met so they can participate, progress and meet benchmarks in the general education curriculum. All of our Special Student Population policies and Related Services will align with all relevant state and federal laws and regulations.

In order to facilitate this process, the WHIN school will develop a co-teaching model that allows teachers the flexibility to ensure that differentiation occurs for all students. The co-teaching model allows for some of the following types of collaboration between the two teachers:³⁹

- **One Teach, One Observe:** One teacher observes specific student characteristics while the other teaches.
- **One Teach, One Drift:** One teacher presents material to the class, while another circulates and provides unobtrusive assistance.
- **Parallel Teaching:** Teachers present material simultaneously, dividing the class into two groups.
- **Station Teaching:** Teachers divide content and split class into two groups. Each teacher instructs one group, and then the other.
- **Alternative Teaching:** One teacher instructs a large group, while another works with a smaller group needing specialized attention.
- **Team Teaching:** Both teachers work together to deliver content to the entire class at the same time.

We will support this co-teaching model with additional teachers and teaching assistants. At full capacity, the faculty will comprise 32 instructors, creating a teacher-student ratio of 1:10 that will ensure that our ELL and Special Needs students have the necessary support to meet their needs.

Response to Intervention (RtI): In alignment with the October 2010 “Response to Intervention: Guidance for New York State School Districts,” our school will implement Response to Intervention (RtI) to ensure that all students, especially ELL and students with disabilities, are receiving high-quality, research-based instruction. RtI implementation will strengthen the quality of reading and core academics instruction as well as behavioral supports. RtI will also ensure that early and immediate interventions are applied so that no students fall behind.

³⁹ Hanover Research Group (2012). *The Effectiveness of the Co-teaching Model*. Washington, DC.

Response to Intervention (RtI) at WHIN
<p>Tier 3 Interventions: Description: Individualized One-on-one instruction</p> <p>Probable Number of Students: 2-3 students per classroom</p> <p>Responsible Staff Member: ESL/SPED/Classroom Teacher</p> <p>How Provided at WHIN: The ESL or Special Education specialist teacher works one-on-one with a student struggling with integrated literacy or mathematics. The teacher develops a lesson plan based upon the student's IEP or in collaboration with the Academic Co-Teacher.</p>
<p>Tier 2 Interventions: Description: targeted support in small groups or individually to remediate instruction in reading or math for students performing slightly below average on assessments or based upon observation.</p> <p>Probable Number of Students: 5-10 students per classroom</p> <p>Responsible Staff Member: ESL/Special Education specialist/Academic Co-Teacher</p> <p>How Provided at WHIN: An ESL or Special Education specialist works one-on-one with a student using push-in methods. The teacher provides a modified lesson task to help scaffold instruction in reading or math. The classroom teacher creates centers and provides homogeneous grouping so as to provide interventions for all students. Tier 2 students work on an activity developed specifically for remediation.</p>
<p>Tier 1 Interventions: Description: All instruction in all classrooms at WHIN will be differentiated for different learning needs and styles. Teachers will use research-based teaching techniques to directly teach content and language acquisition skills simultaneously. Teachers will directly teach phonemic awareness, phonics, fluency, vocabulary, and comprehension to build solid foundations in literacy and reading/writing for all students.</p> <p>Probable Number of Students: All students</p> <p>Responsible Staff Member: Classroom Teacher, ESL Co-Teacher,</p> <p>How Provided at WHIN: Teachers, Assistant Teachers, and ESL Co-Teachers will provide differentiation every day through small groups for literacy and math as needed to target individual learning needs.</p>

Students with Disabilities:

Staff and Services: WHIN will have a team of special education specialists to provide services for our students. In Year 1 we will have 1 social worker on staff, and will add a second one by Year 3. From Year 1 we will have 1 Special Education teacher per grade. By year 5, we will have a total of 6 Special Education teachers. By Year 3 of our Charter, our Special Education team will include a Dean of Special Education. Our school will contract with outside specialists to provide occupational therapy (OT), physical therapy (PT), and speech therapy services, depending on the specific requirements of our students' IEPs. We will strive to create the "least restrictive environment" for all our students; when possible, services will be provided by having special education teachers/specialists push-in into the homeroom classrooms. If the IEPs require pull-out, students will work with the requisite specialist in another room. WHIN will work with CSE staff to provide a Related Service Authorization (RSA) in the case that the school cannot provide on-site the services the student requires.

Record Keeping and IEPs: WHIN will meet all the regulations and requirements of the Individuals with Disabilities Education Act (IDEA). We are aware that eligibility is determined by whether there is an identified disability that adversely affects a student's educational performance enough to require special education. We are also aware of the requirements to provide Free and Appropriate Public Education (FAPE) for public charter schools. In order to meet these requirements, WHIN staff will provide for the needs of previously recognized students with disabilities and actively seek to identify any previously un-identified qualifying students with disabilities. In accordance with FERPA, IEPs will be kept under lock and key and in password protected servers. A sign-out process will be instated to ensure that IEPs are seen only by those authorized by law to do so. IEPs are not allowed to be reproduced, photocopied or taken out of the school building.

Identifying Students with Disabilities: WHIN takes seriously the process of identifying students with disabilities. As an inclusive school, it is an essential part of our philosophy and culture to help make sure that students with disabilities flourish. A range of practices such as observation, consultation, team collaboration and assessment will be used to carefully and methodically investigate and determine whether a student requires modifications (504 plans) or special education services (IEPs) that go above and beyond the type of differentiation that can be provided in the general education classroom. The main method that will be used at WHIN for identifying students with disabilities is the Child Study Team (CST). In accordance with the “Child Find” requirements of IDEA, our school’s Child Study Team will be a team of teachers, specialists, and administrators who work together to identify students who might qualify and benefit from IEPs or accommodations. Referrals will come from two possible routes: 1) recommendations of teachers 2) RtI and/or assessment data. The referral process will include the following steps: 1) referral 2) pre-meeting 3) student observation 4) child study team 5) follow up meeting.

Referral/ Pre-Meeting/ Student Observation: Based upon either a teacher’s recommendation or assessment data, a student will be referred to the Child Study Team. Before the Child Study Team meeting, an outside observer such as the Dean of Special Education, DCI, social worker, special education teacher, or ED will observe the student. This outside observer will provide another point of view, in addition to the teacher’s point of view, to create a broader understanding of the child. Before the CST meeting, the teacher and the observer will communicate with the whole CST team to explain reasons for wanting to conduct a CST meeting regarding a specific student.

CST Meetings: Child Study Team meetings will follow a protocol consisting of 1) teacher’s presentation 2) observer’s notes 3) clarifying questions from whole team 4) suggestions for accommodations or modifications 5) action plan 6) parent/ guardian notification. The teacher will strive to present a complete picture of the child in terms of interests, social/emotional development, academic performance, areas of strength, and areas of concern/challenge. The observer will provide copies of his/her notes taken during the observation of student. All of the members of the CST will then have an opportunity to ask questions in an attempt to further understand the child. Then members of CST will take turns suggesting interventions for the child. These suggestions will be recorded. Finally, a suggested action plan will be created and the parent/guardian will be contacted to inform them of the observations, receive their input and explore the suggested accommodations.

Post-Meeting: After the action plan has been implemented, a follow-up meeting will occur with the Dean of Special Education, classroom teachers, social worker and other appropriate specialists. The meeting will determine whether a recommendation to the parents for a formal evaluation would be appropriate. At this point, the parent/guardian will be contacted to schedule a formal evaluation meeting. If the parent/guardian agrees to a formal evaluation, the Dean of Special Education will contact the Committee on Special Education (CSE) for CSD6. The Dean of Special Education will oversee careful communication and collaboration between the classroom teachers, social worker and the CSE staff to ensure that all anecdotal evidence and observations are passed on.

New Student with Existing IEPs: As part of the enrollment process, student records from previous schools will be required to secure a spot. After the student records have been received, the Dean of Special Education will review the files to determine if the needs can be met. If it is determined that WHIN cannot meet the needs of students, we will work with CSE and the parent/guardian to find the best place in the district for the student.

Annual Review of IEPs: In accordance with the law, WHIN will conduct annual reviews of IEPs to determine whether the IEP meets a child's needs, whether the child needs to be re-evaluated, whether the IEP needs adjustment/modification or whether the child should be declassified.

Assessment of the Special Education Program: The ED, DCI, and Dean of Special Education will review the special education program to ensure that students with IEPs are making progress towards goals. They will use assessment data, observations, and parent surveys to determine effectiveness of the program.

English Language Learners:

Identification of ELLs: ELLs will be identified through both a Home Language Survey and follow-up pre-assessment evaluations administered for all new students. In accordance with New York state law, the Home Language Survey will be administered to newly enrolled students before they take the pre-assessment tests. The Language Assessment Battery-Revised will be administered for potential ELL students during the pre-assessment evaluation provided for all new students. The LAB-R will be used to determine a student's language proficiency level. Because of the high frequency of ELLs in CSD 6, all teachers will be trained in Sheltered English instruction methods meeting the requirements of state and federal law.

Services: In accordance with the Commissioner's Regulation Part 154, students identified as ELLs shall participate in a Free Standing ESL program composed of a language arts instructional component and a content area instructional component. The program will be led and organized by the ESL teachers. The ESL program will be conducted using both push-in and pull-out.

Evaluation of ESL program: The ED and DCI will evaluate the effectiveness of the ESL program through monitoring students' performance on the NYSESLAT exam. They will also use DIBELS, Wilson Foundations, and Fountas & Pinnell data to monitor growth and progress of ELLs throughout the year. Parent Surveys and informal weekly communication between teachers and parents will serve as another method to monitor growth. Based upon parent feedback and input, the ESL teachers and classroom teachers will make modifications and adjustments, in conference with ED and DCI.

III A. Applicant(s)/Founding Group Capacity

The Founding Group's experience and expertise are listed in the table below

Name - Employment	Relevant Expertise and Experience	Proposed Role
Anne Cohen - Music Specialist/ Team Leader Co-Curricular at Blue School	<ul style="list-style-type: none"> • <u>Elementary Education</u>: Music Specialist at The Blue School; Music Director, Grand Concourse Academy Charter School; Founding Music Teacher, Leadership Prep Charter School in Brooklyn. • <u>Music Education</u>: Board Member of Kodály Organization of New York; Early Childhood Music Specialist at the Bronx House. • <u>Curriculum Development</u>: Co-Curricular Team Leader at The Blue School; Developed music curriculum at Leadership Prep Charter School in Brooklyn. • <u>Teacher Development</u>: Developed online teacher training programs/infant-Pre K curricula for ABC Do-Re-ME!. 	Board Member
Gregory David - Head Teacher at Bank Street for Children	<ul style="list-style-type: none"> • <u>Elementary Education</u>: Head Teacher 4th grade at Bank Street School for Children; Founding Head Teacher, Gift of Math at P.S. 84, JCC in Manhattan • <u>Business Management</u>: Co-Founder of Paylon Corp., secured over \$30 million in venture capital, Portfolio Manager at WPG Farber Present Fund, LLP building a team from 3 to 12 and tripled assets to \$750 million. • <u>Leadership in Education</u>: Staff Council Co-Chair, and Brain-Based Research Committee at Bank Street College. 	Chair, Board Member
David Gracia - Founder/Executive Director of WHIN Music Project	<ul style="list-style-type: none"> • <u>Non-Profit Management</u>: Founder/Director, of WHIN Music Project. Designed, developed, and implemented strategic planning growing program from 50 to over 500 students in less than three years while tripling its budget. • <u>Leadership</u>: President, Orchestrating Dreams; Expertise in board/leader development, strategic planning, presentation, fundraising, finance, capacity building, developing school and community partnerships. • <u>El Sistema/Music Education</u>: Adjunct Teacher/Teaching Assistant, Aaron Copland School of Music (Queens College); The Associated Music Teachers League Award in 2009. Trained in El Sistema as Abreu Fellow in Venezuela/Boston including curriculum development, evaluation and assessment. 	Executive Director
Robert Green - Project Manager of BG Systems	<ul style="list-style-type: none"> • <u>Finance/Operations</u>: Audit Committee Chairperson/Board Member at Neighborhood Trust Federal Credit Union, Member Technology Committee at National Federation of Community Development Credit Unions. • <u>Information Technology</u>: 25 years of experience in systems and business process re-engineering. 	Board Member

	<ul style="list-style-type: none"> • <u>Music Education:</u> Repertory Artist with Lincoln Center Education, has performed in over 100 schools/colleges since 2002. Sponsors include Weill Music Institute, Carnegie Hall Education, and Center for Arts In Education. 	
Ivonne Norman - Attorney, Non-profit Board Member	<ul style="list-style-type: none"> • <u>Legal:</u> Over ten years of litigation focused on medical malpractice, and nursing home negligence; Member of the American Bar Association. • <u>Board:</u> Officer/Secretary at Orchestrating Dreams, El Sistema-inspired program in New York City providing pro-bono work for the organization. • <u>Community engagement:</u> Educated in NYC public schools, strong supporter of the social advancement of immigrant communities, particularly Hispanics in low-income neighborhoods. 	Board Member
Carmel Owen - Vice President, Leadership Giving at the New York Women's Foundation	<ul style="list-style-type: none"> • <u>Development:</u> Vice President, Leadership Giving at the New York Women's Foundation having helped to raise almost \$20 million in donations in the past 18 months; Director of Major and Leadership Gifts at the Columbia Law School raising \$140 million in 1999. • <u>Leadership Development:</u> Advisor to the President, New York Women's Foundation. • <u>Non-profit Development Management:</u> Vice President of Development, Girls Scouts of the USA; Vice President of Development, Children's Defense Fund; Chief Development Officer/Consultant at Arena Stage. • <u>Education:</u> Montessori Certified Teacher and M.S. in Education from Fordham University. • <u>Music:</u> composer/lyricist/writer for Musical Theater, film, dance and art interests. 	Board Member
Andrea Profili - Director of Orchestras at WHIN Music Project, Opportunity Music Project, UpBeat NYC	<ul style="list-style-type: none"> • <u>Music Education:</u> M.M. in Music Education from Converse College, Music Education (K-12) Certification; Music Director, Multicultural Music Group, developing orchestral program in public school residencies; • <u>El Sistema:</u> Sistema/Abreu Fellowship at the New England Conservatory, Director of Orchestras at WHIN Music Project • <u>Non-profit Management:</u> Training in leadership development, presentation skills, non-profit strategy, finance, resource development, evaluation and assessment, and education philosophy. • <u>Orchestral/Choral Conducting:</u> Assistant Conductor at Simón Bolívar Orchestra of Venezuela, Converse Opera, Spartanburg Philharmonic. 	Board Member

Melissa Randazzo Speech Language Pathologist	<ul style="list-style-type: none"> • <u>Charter School:</u> Speech Language Pathologist and Speech Team Leader for speech, language and feeding disorders in charter schools/Head Start programs for ELL students. • <u>Academia:</u> Clinical Supervisor at Marymount Manhattan College; Clinical Director at SLP Cambodia, PhD Student Communication Sciences and Disorders, M.S. Speech Language Pathology, Teachers College; Instructor at Pace University • <u>Researcher:</u> Neurocognition of Language Lab, Teachers College; Developmental Cognitive Neuroscience Lab, Northwestern University. • <u>Publishing:</u> Co-published article at Frontiers in Human Neuroscience (2013). 	Board Member
Daniel Schulte - Curriculum Consultant	<ul style="list-style-type: none"> • <u>Curriculum Development:</u> Certified Principal (K-12)/EdM in School Leadership from Harvard. Certified K-8 Education, New Hampshire. Curriculum Leadership Team at Bilkent Laboratory and International School (BLIS); developed Technology and ESL curricula. • <u>Teacher Development:</u> Trained in the Danielson Framework and teacher development as part of Harvard School Leadership program. • <u>School Assessment:</u> As part of Harvard EdM/ School Leadership Program, trained in the Data Wise data-driven culture system. Collaborated on elementary data teams at Conservatory Lab Charter School. • <u>International Education:</u> worked for four years as teacher at BLIS in Ankara, Turkey. 	Board Member

Founding Group: Lead Applicant and proposed Executive Director David Gracia brought WHIN’s Founding Group together. While all proposed Trustees have been selected to help further the school’s mission, Mr. Schulte is a candidate for DCI and Ms. Cohen is a candidate for a school leadership position. Mr. Schulte has worked closely with Mr. Gracia in the preparation of this application, providing expertise and knowledge of curriculum development with the educational plan section. Furthermore, his experience as a Principal intern at the Conservatory Lab Charter School is very valuable as WHIN is inspired/modeled after the success of that school. Ms. Cohen has experience in music education at other charter schools in the city, including as a founding music teacher. She is aligned with the El Sistema philosophy and has deep understanding of integrating music in the classroom. If these individuals are interested in applying for any position within the school they will first resign from the Board (in compliance with Article III. Section 3.5 of the By-Laws). In compliance with the Hiring and Personnel Policies and Procedures (see attachment 8a. of section III) the Board will select the candidates who can objectively best serve the school’s mission.

Development of School: At The Conservatory Lab Charter School in Boston Mr. Gracia worked with a student-body demographically similar to that in Northern Manhattan. Since 1999 Conservatory Lab has successfully developed a music-centered El Sistema-inspired curriculum,

obtaining great academic results at or above grade level. Mr. Gracia has come to see El Sistema as a much-needed model for the underserved communities of Northern Manhattan. Andrea Profili joined Mr. Gracia in August 2012 to found the Washington Heights and Inwood (WHIN) Music Project. The WHIN Music Project, an El Sistema-inspired early childhood, after school and weekend, and advanced residency music program, started with just 50 students and currently serves well over 200 students per week. That project's success inspired Mr. Gracia to create a music-centered elementary school serving even more children in the community. Mr. Gracia discussed the idea of the WHIN with Eric Booth, Senior Advisor to the El Sistema movement in the U.S. and former faculty member at Juilliard (13 years, who saw the idea as an opportunity for the children in our underserved community and also as a replicable model to help close the achievement gap in similar communities. After presenting our idea to hundreds of parents in the community, preschool directors, school leaders, music educators, community leaders and elected officials, it is clear there is vast community support for this educational initiative. To serve the demand of this community, Mr. Gracia has carefully selected the applicant group, incorporating some of the experienced members of the existing WHIN Music Project network.

Planning of School: At the outset of this process Head of Conservatory Lab Diana Lam shared with lead application author David Gracia the development of that school's educational model, identifying best practices. With this information, his own experience at Conservatory Lab, and passion for the ideas it enacted, Mr. Gracia developed a mission, vision and plan to implement this proposed school. Mr. Gracia reached out to his network in the community and across the country to gain feedback and add inspiring individuals to the project. As the former Principal intern at Conservatory Lab Daniel Schulte had deep knowledge of its curriculum, professional development, school culture and data collection practices. Together, he and Mr. Gracia, have worked on the application for this school, Mr. Schulte as a paid consultant. Mr. Gracia has built a team for the board of directors as well as working in fiscal and operations planning. Mr. Gracia conducted community outreach to families, community leaders, preschool and daycare directors, church leaders, community organizations and elected officials, garnering over 120 signatures of support for the project that seeks to provide a creative and supportive musical and academic environment in which students can thrive and with which their families and community can participate and benefit.

III B. Board of Trustees and Governance

Board Governance Responsibilities and Relationship to the Board of Regents: The Board of Trustees will be responsible for ensuring that the school complies with all legal, fiscal and programmatic requirements, consistent with our charter and all applicable federal and state laws, as well as overseeing the school's performance in achieving its educational mission. The Board understands that a school authorized by the Board of Regents chartering entity must meet the benchmarks as outlined in the Charter School Performance Framework, and must meet all deadlines for required reports. WHIN welcomes visits by Regents inspectors, consultants, members or guests of the Board of Regents and looks forward to a strong working relationship with the Regents and the NYS Education Department.

Proposed Governance Structure of WHIN: The proposed Board has the range of skills and experience in education, non-profit and business management, music education, finance, law, and technology necessary to guide WHIN in its efforts to fulfill its mission.

Trustee Name	Length of Initial Term
Anne Cohen	3 years
Gregory David	3 years
Robert Green	3 years
Ivonne Norman	3 years
Carmel Owen	3 years
Andrea Profili	3 years
Melissa Randazzo-Wagner	3 years
Daniel Schulte	3 years

Ms. Cohen brings expertise in elementary and music education having served as a music specialist at the Blue School and as a Music Director at Grand Concourse Academy Charter School. **Mr. David** has 17 years of business experience managing staffs of over ten people helping to secure over \$30 million in venture capital. He also has experience as a Head 4th grade teacher at Bank Street School for Children. **Mr. Green** brings financial management expertise as the Audit Chair and Board Member of the Neighborhood Federal Credit Union providing financial services to the low-income communities of Northern Manhattan, where he has served for the past 20 years. **Ms. Norman** brings legal expertise as a member of the American Bar Association and has worked for over ten years of litigation focused on medical malpractice, personal injury and nursing home negligence. **Ms. Owen** brings expertise in development having served as Vice President of Leadership Giving at the New York Women’s Foundation; she helped to raise almost \$20 million in donations in the past 18 months. As Director of Major and Leadership Gifts at the Columbia Law School, she raised \$140 million in 1999. **Ms. Profili** brings expertise in Music Education being certified in music education and having served as Music Director at Multicultural Music Group, developing orchestral program in public school residencies. **Ms. Randazzo-Wagner** brings expertise in Special Education having served as a Speech Language pathologist in charter schools/Head Start programs for ELL students. **Mr. Schulte** brings expertise in curriculum development and school leadership having been certified as a K-12 Principal and holding a Masters of Education in School Leadership from the Harvard Graduate School of Education. He also served as a principal intern at the Conservatory Lab Charter School in Boston, where he became experienced with the operations, curriculum, teacher development, parent/community outreach, supervision, disciplinary systems, and special education/ELL services.

Four prospective Trustees live in CSD 6 in NYC, and two of them are parents who reside in CSD 6 and whose children will be eligible to attend WHIN. In addition to the individuals listed above, WHIN is in conversations with several potential candidates for the Board of Trustees with experience in real estate, school leadership, charter school management and dual language education, which will complement the experience/skills of our founding Board of Trustees.

Election: Trustee candidates must be nominated by a sitting Trustee. No person who has a conflict of interest prohibited under Sections 801 through 806 of the General municipal law may serve. Trustees will be elected by majority vote of the sitting Trustees. The Board shall never have fewer than five Trustees, and it will endeavor to have at least one Trustee who qualifies as a “financial expert” according to item 407(d)(5)(i) of the Securities and Exchange Commission’s

Regulation S-K. The initial terms of the Trustees will be three years. Afterwards, term lengths will range from two to four years in order to limit large, simultaneous turnover.

Officers: Officers of the Board will have the following general responsibilities and such powers as the Board may prescribe: The Chairperson has general supervision, direction and control of the affairs of the school; The Treasurer will oversee the school's ongoing fiscal condition by helping to create strict internal fiscal control policies; the Secretary will be responsible for keeping the minutes of the Board meeting and interpreting the bylaws in the case of a dispute.

Committees: The Board of Trustees is responsible for establishing and reviewing organizational, institutional and educational policies to ensure that WHIN is accomplishing its mission. The Board will govern and oversee the fiduciary, legal and instructional activities of the school. In order to fulfill its duties, the Board will maintain the committees listed below, and will be at liberty to create committees it deems necessary.

- **The Executive Committee**, led by the Board Chair, will support the Board with general responsibilities and will interact with the Executive Director regarding the school's academic, financial, and administrative performance at intervals between Board meetings. The Committee will engage in orienting prospective Board candidates to ensure that Board composition reflects and strengthens the ties with the community served by the school. The Committee will assess the performance of the ED based on the ED's job description, annual goals and school's overall goals.
- **The Finance Committee**, chaired by the Treasurer, will coordinate the Board's financial oversight responsibilities and will interact with the Executive Director to: (i) review and provide recommendations regarding the school's annual budget reflecting short- and long-term plans of the school for approval by the entire Board; (ii) review and provide recommendations regarding the school's financial performance; (iii) assist in oversight of WHIN's external and internal audit; (iv) assess the performance of the DoO based on the DoO's job description, annual goals and WHIN's fiscal health.
- **The Program Committee** will monitor the school's accountability goals for student achievement to ensure the academic quality of the school. In coordination with the Executive Director, the Committee will: (i) advise the Board on the school's performance in core activities of teaching and learning; (ii) recommend to the Board the adoption of academic policies to help fulfill the school's mission; (iii) receive and review reports on academic performance created by the DCI; (iv) assess the performance of the DCI based on the DCI's job description, annual goals and the academic performance of the student body.

Board Oversight of the Executive Director: The Board will delegate authority for day-to-day operations of the school to the Executive Director, who will oversee all operations of the school and report directly to the Board by using assessments of the following categories: academic performance, student participation, family satisfaction, financial stability, and compliance with the charter agreement and relevant laws and regulations. The Board will establish measurable annual performance goals and conduct mid- and end-of-year evaluations of the ED, assessing the efficacy of his or her work and providing recommendations.

Oversight of Academic Programming: Academic performance will be assessed based on performance relative to goals outlined in section II.A using a variety of assessments outlined in

section II.D. The ED will work closely with the DCI to develop monthly reports that will be submitted to the Board on the school's progress in meeting its academic benchmarks. A more detailed report on each grade's performance will be presented to the Program Committee for a more specific assessment on student performance.

Fiscal Oversight: The ED will work with the DoO and other staff to develop monthly reports that will reflect the school's fiscal position and projected budget for subsequent years. The ED will meet with the Finance Committee monthly to present this report and to discuss fiscal policies and protocols that will help the school to have a sound fiscal plan. The Finance Committee will periodically meet with auditors regarding the school's financial performance. Other responsibilities of the Board include: electing and removing Trustees; appointing, removing, and setting compensation for the school's leadership; acting as trustee under any trust incidental to the school's purposes; acquiring/holding/disposing of property for the school; and indemnifying and maintaining insurance for the school's Trustees, employees, and agents.

Board Meetings, Parents and Staff: Monthly Board meetings will be held at the school (or at any other reasonably convenient place the Board may designate), and will follow an agenda developed by the Executive Committee. Board meetings will adhere to the Open Meeting Law, and will include an oral or written report and a financial report by the ED, and an opportunity for public comments. The Board will meet privately ("executive session") only for appropriate reasons and only after it convenes an open session for public and staff participation. Parents and teachers will be welcome to attend Board meetings to directly address the Board with concerns. Meeting times will be announced in English and Spanish to the parents, staff, and the public one week prior to their occurrence. Minutes of Board meetings will be posted on the school's website and copies maintained at the school office.

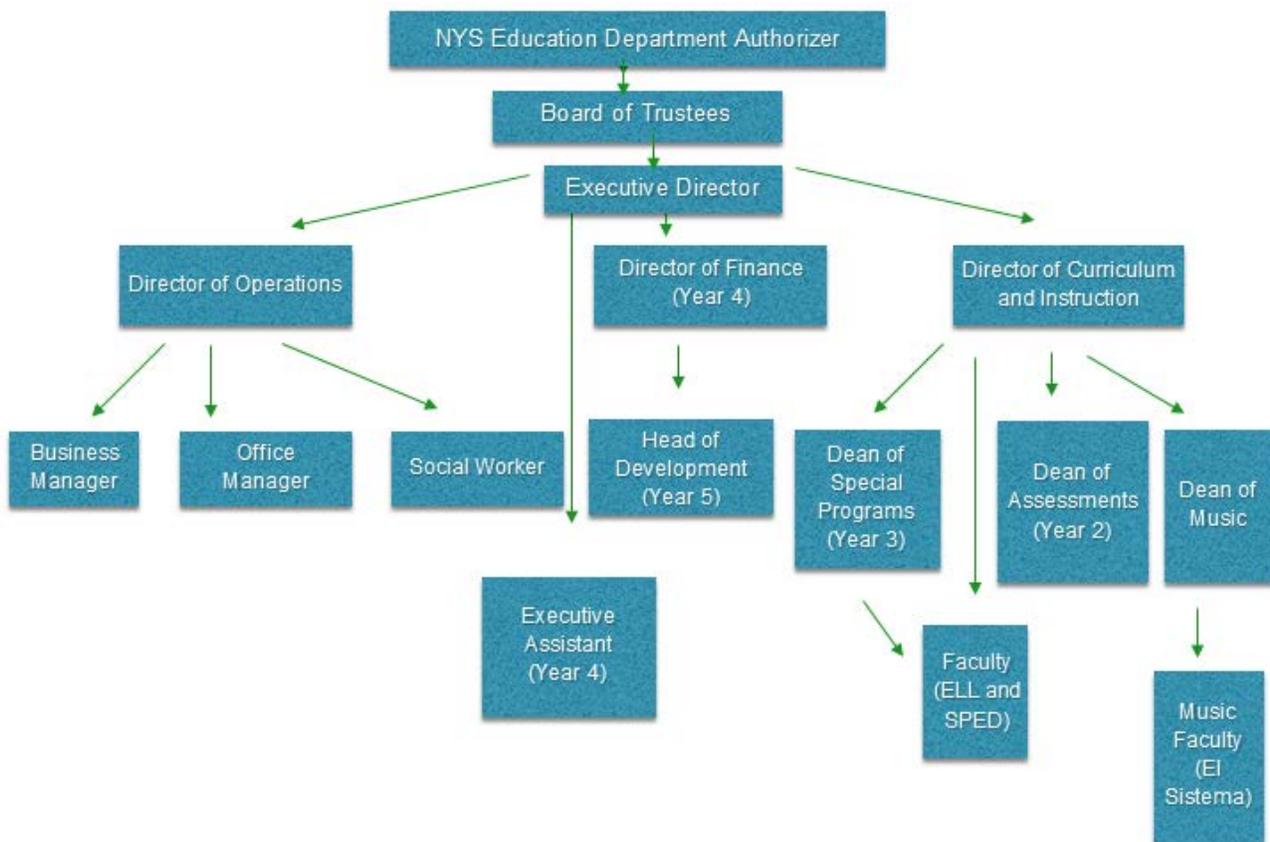
Recruitment, Selection, and Development of Board of Trustees: To recruit future Trustees, the applicant group will search for individuals with expertise in a variety of industries to ensure the Board's capacity to oversee, advise and help strengthen the leadership of the school to fulfill its mission. The process for nominating and approving new Board members at WHIN will be as follows:

- When a potential trustee is recommended to the Board, a member of the Executive Committee will contact the potential trustee to explore the background and qualifications of the potential trustee.
- If the potential trustee may be a good fit for the board, he/she will be asked to visit the school and attend a board meeting before the Board considers them. The Board will explain the expectations for Trustees and will highlight the prospective Trustees' specific skills that will help address the Board's and the school's needs.
- The potential trustee will be presented with a Board application, job description and responsibilities, accountability plan, information on the charter itself, and meeting minutes from the past calendar year or more recent.
- If the potential trustee shares philosophical alignment with the WHIN and possesses useful capacities to serve on the Board, the Executive Committee will recommend to the full Board that the individual be approved as a new member. Prospective Board members will be evaluated based on skills, expertise, teamwork, participation, time and energy, philosophical alignment and conflict of interests.

- The Board will vote to accept or reject the approval of the new trustee.
- If approved, New Trustees will be presented with a Board binder that includes the school charter, by-laws, code of ethics, personnel policies, financial statements, and other relevant documents. They will also tour the school and meet its staff. New Trustees will also learn all legal requirements and fiduciary responsibilities with respect to Board service.
- Given the uniqueness of WHIN’s educational model and to ensure that it fulfills its mission, the Board must not only govern efficiently the School Leadership but it must also understand, experience and believe in the school’s mission, vision and philosophy of education. In order to facilitate this, Trustees will be expected to visit the school while in session at least two times during the school year unless circumstances make it impossible for them to do so. To ensure that the Board will serve its functions, the Executive Committee of the Board, in consultation with the School Leadership, will create a self-evaluation rubric for Trustees and the School Leadership to assess the Board’s performance.

III C. Management and Staffing

WHIN has developed a school leadership structure with a clear division between the academic (managed by the Director of Curriculum and Instruction (DCI)) and the operational (handled by the Director of Operations (DoO)) spheres, allowing each to maintain specialization and focus. In order to integrate music through the El Sistema program within the academic curriculum aligned with the Common Core, the Dean of Music (DoM) will work under the DCI. The chart below illustrates our management structure and personnel reporting responsibilities at full capacity. Responsibilities and qualifications for key positions are provided in Attachment 8a.



Using Assessment Data to Drive Key Decisions Aimed at the Recruitment, Evaluation, Retention and Support of Leaders and Teaching Staff: The Danielson Framework and the student assessment data for a teacher's classroom will be used together to evaluate and retain teachers. During recruitment and interviewing, special emphasis will be placed on a candidate's actual student assessment performance data at their previous school. The school administration will make it clear to all new teachers that student assessment will be a factor in their end-of-year evaluations. The administration will use a balanced approach to evaluating a teacher's performance that takes into consideration student diagnostic assessment baseline data and the teacher's progress and effort in making strides towards implementing improvement plans. In the same way, the Board of Trustees, will use the summative assessment data of the whole school over a year or a couple of years to determine the effectiveness of the ED and DCI. Teachers and administrators together will get action plans to help them meet student assessment data benchmarks. Teachers and administrators will be evaluated using the categories of Highly Effective, Effective, Developing and Ineffective; teachers and administrators who are rated as Developing or Ineffective will get Professional Development support so they can successfully implement their improvement plans.

The Board of Trustees has the ultimate responsibility for overseeing all aspects of WHIN. The Board has the authority and responsibility to receive and require any and all documentation, data, reviews and reports necessary to make informed judgments about any and all facets of the school's operations.

The lead applicant, David Gracia, will be the **Executive Director (ED)** who will handle the day-to-day management of WHIN, under the direction of the Board. The executive director is the administrative and policy leader of the school, responsible for establishing a positive school culture, and for maintaining the vision, high ideals and academic goals set out by the Board and in the Board of Regents charter. The ED will ensure the school is properly staffed and funded to achieve its academic goals, and will report to the Board on the school's progress. He will also be the public face of the school and responsible for developing communication with community organizations in order to receive applications from families with special needs or ELL children, as well as those eligible for free or reduced lunch achieving a school population demographically comparable to CSD 6. Mr. Gracia is highly qualified to be WHIN's executive director as summarized in Section III.B. His resume is Attachment 8b.

The Director of Curriculum and Instruction (DCI) is the primary instructional leader of the school, responsible for overseeing the development of curriculum, supporting teachers to increase their effectiveness, and maintaining all student assessments and progress. The DCI will work along the Dean of Music to develop a music-infused academic curriculum aligned with the Common Core Standards and the Blueprint for Music. All teachers, the Director of Assessments, and the Director of Special Programs will report to the DCI. He or she will develop and implement the professional development sessions for the staff, conduct observations, provide feedback and assist with modeling lessons to ensure teachers receive the requisite amounts of training in curriculum and assessment tools. The DCI will also use assessment data to drive recruitment decisions.

The Director of Operations will ensure WHIN's operational soundness, fiscal health, the safety and well-being of the children in our care, and legal compliance, including Special Education

regulations/policies and procedures, operations for vendors, consultants, out-sourced services such as payroll, insurance, accounting, purchasing, budget, human resources, legal, marketing/recruitment, food services, and transportation. The DoO will supervise the Business Manager and Office Manager. The Social Worker will report to the DoO and will work with him/her to make sure students receive the services they need. The DoO will also provide staff development workshops in school policies during the Summer Teacher Training.

The **Dean of Music** will be responsible for integrating the music program into the academic curriculum and instruction and for developing the El Sistema music program, based on choral and orchestral intensive music instruction (for 2 hours per day). In this dual role, he/she will work closely with the DCI to implement a cohesive and pedagogically sound music-infused academic curriculum. Therefore, he/she will report to the DCI for the integration of music to strengthen the academics and to the ED for the development of the El Sistema music program.

Dean of Assessment and the Dean of Special Education will work together to implement assessment tools to measure general and special education student progress towards benchmarks (See attachment 8a).

Teachers: WHIN will strive to build a diverse and collaborative team of high-quality teachers who will ensure we develop our innovative music-centered curriculum. In order to attract great talent, we will offer a supportive environment for teachers where creativity and collaboration will be highly encouraged and rigorous academic standards will be maintained.

Recruitment: Recruitment preferences for academic staff include relative teaching experience; preference for musically-trained or musically-inclined teachers, especially for Dual certification: Elementary and either Special Education/Music Education/ESOL; ability to collaborate and an openness to shared teaching; a belief in the need to embrace music in the academic curriculum; a desire to be part of a pioneering school model with opportunities to grow personally and professionally; great recommendations addressing pedagogical skills as well as social skills with students, parents and colleagues alike.

Retention: WHIN will put in place a support mechanism that will allow for a high retention rate among our teachers. This support mechanism is based on the following tenets: strong support from the leadership for professional development, time dedicated to planning, curriculum and skill development, opportunity for creative outlet within a rigorous academic model aligned with the Common Core, opportunities for gaining responsibility within school, a competitive salary with good benefits.

In accordance with New York Education Law 2854, no more 30% of our teachers will be non-certified. Teachers will be hired based on their experience and skills in their specific areas of responsibility. All staff listed in the staffing chart have been budgeted with an annual salary increase of 3% every year for a 5 year period.

Staffing Plan: *1 Fund Our Educational Program To Serve The Needs of Our Students:* Our budget assumptions (see Attachment 9) reflect WHIN's educational program needs by adequately funding key positions: a DCI, a DoM, a Dean of Special Education to develop an integrated curriculum for students with special needs, and a Dean of Assessment to implement data-driven instruction. Furthermore, we have allocated sufficient funds for the Expeditionary

Learning curriculum. **2. Teacher Body Reflects The School Growth:** At the classroom level, our budget allocates sufficient resources to ensure that as the school grows we maintain: (i) the teacher-student ratio at 1:13.5; (ii) the SPED teacher-student ratio at 1:9 (iii) the ELL teacher-student ratio at 1:16. Our teaching staff will gradually grow with the school to reach a maximum of 32 teachers in Year 5 serving 324 students (a 1:10 teacher-student ratio). **3. Budget As Educational Program Narrative:** Our staffing model and the budget allocation are built upon the three core elements of our curriculum: rigorous academic instruction, music education, and the integration of special needs and ELL students in our general curriculum. To preserve our faculty to student ratios and supplement our teaching capacity for music, ELL, and Special Education we will grow our staff of Teaching Assistants qualified to provide those services as needed. We plan to build internal capacity by promoting senior teachers into leadership positions and teaching assistants into junior teacher positions. This will prepare teachers to grow with the program, so they can put different mechanisms in place that will facilitate student achievement.

Below is our staffing chart:

Staff	Pre-Opening	Year 1	Year 2	Year 3	Year 4	Year 5
Executive Director	1.0	1.0	1.0	1.0	1.0	1.0
DCI	1.0	1.0	1.0	1.0	1.0	1.0
Director of Operations	1.0	1.0	1.0	1.0	1.0	1.0
Director of Finance	-	-	-	-	1.0	1.0
Dean of Music	-	1.0	1.0	1.0	1.0	1.0
Dean of Assessments	-	-	1.0	1.0	1.0	1.0
Dean of Special Education	-	-	-	1.0	1.0	1.0
Head of Development	-	-	-	-	-	1.0
Business Manager	-	1.0	1.0	1.0	1.0	1.0
Office Manager	-	1.0	1.0	1.0	1.0	1.0
Executive Assistant	-	-	-	-	1.0	1.0
Learning Specialists	-	-	1.0	2.0	2.0	2.0
Social Worker	-	1.0	1.0	2.0	2.0	2.0
Gen. Ed. Co-Teachers	-	4.0	6.0	8.0	10.0	12.0
SPED Co-Teachers	-	2.0	3.0	4.0	5.0	6.0
ELL Teachers	-	2.0	2.0	3.0	3.0	3.0
Music Teachers	-	1.0	1.0	1.5	2.5	3.5
Teacher Assistants	-	1.0	2.0	3.0	4.0	5.0
Physical Education	-	.25	.25	.50	.50	.50
Total	3.0	19	23.25	32	39	45

III D. Evaluation

Our school believes that evaluation is a fundamental part of a high-quality educational program.

Monitoring Student Data and Evaluating Curriculum Programs: The DCI is responsible for keeping track of cohort progress over time by compiling data from each classroom and meeting with teachers to determine progress toward their individual goals. Individual and school wide growth will also be assessed using the DIBELS, DRA, Fountas & Pinnell Reading Benchmarks,

and TERC Math Interim Assessments for grades K-2, and the NY State Assessments for grades 3-5. This data will be shared with our Board, the Board of Regents, and state authorities.

Teacher Supervision Cycles and Teacher Evaluations: All teachers will receive formal feedback through a supervision cycle. The three phases of the process will be: planning meeting, observation drop-in, and follow-up meeting. The Danielson Framework will be used as the basis for effective instruction and the evaluation and retention of teachers. Administrators will provide evidence-based feedback for teachers. Administrators will follow all federal and state laws for professional supervision. All steps of the supervision cycle will be documented and recorded. The school administration will make it clear to all new teachers that student assessment will be a factor in their end-of-year evaluations. The administration will use a balanced approach to evaluate a teacher's performance that takes into consideration student diagnostic assessment baseline data and the teacher's progress and effort in making strides towards implementing improvement plan. Teachers will be evaluated using the categories of Highly Effective, Effective, Developing and Ineffective. Action plans for improvement will be created as part of the evaluation process for teachers rated "developing" or "ineffective." Teachers rated "developing" or "ineffective" will have to fulfill the requirements of the action plan and will receive PD support. Copies of teacher evaluations will be given to teachers and kept in their professional files.

Evaluation of ED, DCI, and DoO: The Board will establish measurable annual performance goals and conduct mid- and end-of-year evaluations of the ED, assessing the efficacy of his work and providing recommendations. The Board will also oversee the evaluation of the DCI and DoO using student assessment data, parent/family surveys, audits, and feedback from parents, students, teachers, and the board.

Regular Walk-throughs and Support of Teachers with Curriculum Coaches: Transparency will be integral to our school and professional culture. School administrators and curriculum coaches will regularly and informally visit classrooms. Administrators and curriculum coaches will give informal feedback to teachers about their classroom performance. Curriculum coaches will work closely with teachers to support instructional improvements and professional development. Curriculum coaches will be veteran teachers, expert in one or more core subjects.

Evaluation of Family/Parent Satisfaction: Partnership with families is key. We will get essential parent/family feedback, through the PTO and the Family/Parent School Survey, about the school's record of serving their children. This parent input will be shared with staff, and an action plan will be created to work on areas for improvement. Positive feedback will be celebrated.

Annual Audit and Annual Reports: Either members of the board or an outside organization will conduct an annual audit of all administrators, along with program policy implementation, to ensure adherence to school's charter and fiscal solvency. WHIN will submit annual reports documenting progress to state authorities.

Evaluation of Board of Trustees: The Board will develop a method of self-evaluation, including measures of Board member adherence to the mission/vision of WHIN, attendance and participation, fiscal responsibility, handling of complaints, and overall contribution to the school.

School Accreditation: As part of the requirements of a public school, regular school accreditation and evaluation will take place. Our school will comply with all the requirements of the NYDOE. As an Expeditionary Learning school, we will observe the EL accreditation process. An EL School Designer will work with us to implement school-wide structural and systematic improvements based upon student assessment data and other forms of feedback.

III E. Professional Development

The annual calendar and daily schedule will build in continual, scaffolded support for teachers, geared towards meeting the needs of all students. Our educators and administrators will regularly consult on progress, as determined by qualitative peer feedback and quantitative data gathering, and share best practices for improving staff techniques and outcomes. Knowledge and time will be two vital resources exchanged among our educators, administrators, and specialized professionals, realized through following opportunities embedded in our schedule. We will thereby achieve operational efficiencies enabling our school to augment its capacity and efficacy.

Summer Teacher Training and Retreat: The summer Teacher Workshop and Retreat will be an important Professional Development opportunity, building a sense of community among staff, and training teachers in key curriculum areas. The Retreat site will facilitate staff bonding in a natural outdoor setting. Staff will receive training in co-teaching, the basics of expeditionary learning, assessment systems, Common Core standards-based teaching, Responsive Classroom, Effective Teaching Strategies for ELL students, and creating an inclusive learning environment.

Expeditionary Learning Training: During the first years of our charter, our school will train teachers in the best practices of project-based learning and Expeditionary Learning framework. Professional development throughout the year will gradually scaffold innovative pedagogy.

Co Teaching Training: The founding team believes that co-teaching has amazing potential to create cohesion between academic core teachers and El Sistema music teachers. Having studied carefully the Conservatory Lab Charter School model, see the separation of those teachers as detrimental to school morale and professional collaboration. Co-teaching will also allow for the high-level integration of and interdisciplinary approach to music and core academic content.

Daily Preparation Periods: Teachers will have two hours of planning time each day. One devoted to individual planning time and the other to co-planning time (with the co-teacher).

Friday PD days: Friday Early Releases will allow for 2.5 hours of whole staff professional development. Workshops will cover all facets of our curriculum and our Common Core aligned standards. Administrators will seek out teacher input on the content of these workshops.

Individual Goal Setting/Professional Annual Goals: Our teachers will be dedicated to constantly reflecting on and improving their teaching. Each teacher will meet with the principal to identify an annual professional goal. Teachers will collect evidence, photos, student work, and peers' observations, to illustrate growth towards their goal.

ELL Instruction Professional Development: Our school will have a high number of ELL students, so all teachers will be trained in language acquisition strategies to make general instruction effective for ELL students. We will partner with organizations and bring in experts on ELL to ensure that all teachers meet the unique needs of the ELL student population.

Data Teams: In order to measure the achievement of individual students, cohorts, and the whole school, WHIN teachers and the DCI will gather once every week for data team meetings. The goals of these meetings will be to review the most recent formative assessment data. The DCI will train teachers (in these meetings and during Friday Early Release PD) in the best methods for collecting data. Our data-driven model is the Data Wise protocol, developed by a team of Harvard Graduate School of Education professors. This multi-faceted model includes organizing for collaborative work, building assessment literacy, creating a data overview, digging into the data, examining instruction, developing an action plan, planning to assess progress, and acting/Assessing. The DCI will help teachers master all eight steps of the Data Wise cycle.

III F. Facilities

While WHIN has not finalized a site for the school we have been actively looking into a location that can accommodate the needs of our students and the requirements of our unique educational program. These are different options we are looking into to secure space:

- As part of our application we have requested public space in CSD 6. The New York School Construction Authority's *Enrollment, Capacity, and Utilization Report* revealed that as of the 2013-2014 school year, CSD 6 had several school buildings under capacity, including I.S. 52 - M (61% with 337 available seats, above our student body at full capacity). We are aware that under-utilization rates alone do not necessarily indicate whether a new school can appropriately co-locate. For that reason we had a very good meeting with CSD 6 Superintendent Manuel Ramirez where we discussed our plan and asked for guidance in facilitating as smooth a co-location process as possible.

- We are also actively looking into private space options. We had a meeting with Maureen Coughlin and James Clarke, who work in the Division of Charter School Facilities for IGUA Group, Inc. and who have successfully located two other charter schools in CSD 6. We have inquired into the availability of affordable spaces throughout CSD 6, and there is at least one potential space that would allow us not only to incubate but grow to mature capacity.
- Community leader Juan Ignacio Rosa, a strong supporter of our school initiative (see attachment 2), is helping us secure a private space that would meet our requirements. He has found the Convent Baptist Church Administrative Building on 145th Street, a space that has been vacated and is available for rent. Another alternative we are looking into is the Broadway Temple on 175th Street and Broadway, a private space that has been used in the past as an incubator for charter and public schools.
- At full capacity of 324 students, our facilities needs based on our program are anticipated to be as follows: 12 classrooms, 8 specialty rooms (4 for music, 1 visual arts, and 1 movement), one resource room, and one Occupational and Physical Therapy room at 600 square feet (SF) each, and a total of seven 350 SF rooms for: speech therapy, a therapeutic playroom and offices for the two social workers, social work interns, administrators, and the learning support coordinator to ensure that students' special education needs are being met. We will also need three larger 800 square foot rooms for a main office, a teachers' workroom, and a family room. Finally, we need three large spaces (approximately 5,000 SF) for an auditorium, gym and cafeteria, and 2500 SF for bathroom/storage/misc., totaling approximately 35,000 SF. Based on current facility funding provisions (providing funds equivalent to 20% of the current year per pupil funding rate times the number of students, and capped at the amount of the lease, if the amount of the lease is less than the former

total), CSBM’s estimate of rental fees based on such costs at comparable school in CSD 6 (\$16 per sq. ft.), and our enrollment/space targets for the first year (about 15,000 SF) we should be able to cover facilities expenses. We will work closely with CSBM to adopt sustainable and fiscally solvent practices with regards to facilities. We recognize the importance of respecting other members of our co-located space while implementing such practices.

III G. Insurance

Based on proposals from the Charter School Business Management team, which has extensively worked with brokers experienced with NYS charter schools, we expect to obtain the following types of insurance coverage:

Coverage	Limit
General Liability	\$1,000,000/occurrence, \$3,000,000/ aggregate
Workers’ Compensation	Statutory Limits under NY laws
Employee Benefits Liability	\$1,000,000
Automobile/Bus Liability	\$1,000,000
Umbrella Liability	\$5,000,000/ occurrence, \$5,00,000/ aggregate
Employment Practices Liability	\$1,000,000
Educators’ Legal Liability	\$1,000,000
Directors & Officers	\$1,000,000
Sexual Misconduct Liability	\$1,000,000/occurrence; \$2,000,000 aggregate
Crime / Fidelity Coverage (Bonds)	\$500,000 - \$750,000
Student Accident Coverage	\$25,000
Catastrophic Student Accident Coverage	\$1,000,000 - \$5,000,000

Note: This is an estimate and it is subject to completed applications and underwriting review.

During the pre-operational year, we will coordinate with CSBM to obtain multiple quotes for the abovementioned coverage, and select the most reasonable option based on coverage and cost. The school plans to obtain Directors and Officers coverage for our Board of Trustees and staff as soon as possible during the pre-opening year. The school’s budget assumes an annual average cost of approximately \$34,000 in years 1-5 for insurance.

III H. Food, Health, and Transportation

Healthy Food Program: We believe that a healthy school food plan will positively contribute to the well-being of our students, which will have a direct impact on their academic performance. We will provide a healthy and sustainable nutrition plan throughout the school day. WHIN expects to have at least 75% of our student population qualifying for free and reduced lunch, a population that usually doesn’t have access to high-quality nutrition. For this reason, it is very important for us to provide access to a healthy and balanced diet. We intend to contract with NYCDOE school food services to provide breakfast and lunch. All students who enroll will complete the School Meals Application (www.applyforlunch.com), required for participation in the federal programs for free and reduced breakfast and lunch. To facilitate all parents’ ability to fill out this online application, we will make computers available, encourage them to complete it, and will guide them through the process, if necessary, at the time of student registration. While all students will have access to the school lunch program, which will provide them with breakfast, lunch, and a healthy snack on a daily basis, families of students who do not qualify for

free lunch will be billed for their lunches on a monthly basis. A portion of our budget will be allocated to cover the expenses of those students who do not qualify for free or reduced lunch, but need a school meal and have not paid any outstanding lunch or breakfast fee. This will ensure that they will continue to receive a lunch and/or breakfast each day despite any fees outstanding. In order to set an example for our students and contribute to the healthy and well-balanced lifestyle we want to promote at WHIN School, teachers and students who bring their own lunch to school should comply with the healthy lunch requirements.

Health: WHIN has requested to be co-located in an existing school building and, if this happens we will contract with the school nurse on site. The nurse will treat children who are sick or injured, maintain students' records and supervise the disbursement of medication, and maintain accurate correspondence with students' families. In the event that we secure a private facility, and we have at least one student with an IEP or 504 requiring a nurse, we will apply to the NYC Department of Health and Mental Hygiene (DHMH) and the DOE to provide a full-time nurse at no cost to WHIN. If this is not the case, we will contract with a school nurse to ensure that our school complies with §2853(4)(a) and §912 of the Education Law, and that we provide high-quality care. If the nurse is not on site, these responsibilities will be directed to the Principal. All visits to the nurse, including the reason for and treatment during, will be documented in each child's file. Parents will be expected to provide a minimum of three emergency contacts to be used in the event their child becomes ill or injured while at school. At least two staff members will be trained in cardiopulmonary resuscitation (CPR) and the use of automated external defibrillator (AED) equipment. The Principal will coordinate the vision and hearing screenings with the DHMH. During the annual Summer Institute, all staff will receive training regarding our school health policies and procedures, including policies on the storage and administration of students' medications, first aid provisions, and protocols for health emergencies.

Immunizations. WHIN will ensure that all new students adhere to New York State requirements for immunization before they attend. Parents or guardians must provide documentation that their child has received all required doses of vaccines or at least one dose of each of the required vaccines and is waiting to receive the subsequent doses at the appropriate time intervals. Required immunizations include: Diphtheria, Tetanus, Pertussis (DTaP, DTP, Tdap: 3 doses); Polio (IPV, OPV: 3 doses; Measles/Mumps/Rubella); MMR (2 doses of measles containing vaccine and 1 dose each of Mumps and Rubella); Hepatitis B (3 doses); Varicella (1 dose). Parents or guardians may waive immunization in accordance with Public Health Law, and exemptions to immunizations shall be granted if a licensed physician or nurse practitioner certifies such immunization may be detrimental to the student's health, or if the student's parent or guardian holds genuine and sincere beliefs contrary to such immunizations.

Transportation: In compliance with Education Law Section 3635, the principal will coordinate with the DOE Office of Pupil Transportation (OPT) to access busing and/or Metrocards. He/She will be responsible for submitting forms to the DOE Office of Pupil Transportation (OPT) and determining bus routes and stops for eligible students. We expect that many of our students will live within walking distance, yet we will also provide yellow bus transportation or student Metrocards to the following students: students in grades K-2 who live more than 1/2 mile from the school, students in grades 3-5 who live more than 1 mile from the school, students who have door to door bus service as stipulated by their IEP. For those students who have door-to-door bus

service as stipulated by their IEP, WHIN will work in conjunction with the Committee on Special Education (CSE) to fulfill transportation mandates in a cost-effective manner. For those students who do not qualify for yellow bus service or a student Metrocard, their families will be responsible for organizing their own transportation to and from school each day. Keeping in mind that the WHIN school calendar varies slightly from the NYCDOE calendar and in the event that WHIN is in session while the DOE is not, we will work with OPT to provide transportation to eligible students or make alternate arrangements for transportation.

III I. Family and Community Involvement

In addition to being an essential element in the education of every child, music also fosters strong family and community ties. These bonds are in and of themselves important pillars of all children's education. Given our experience with the WHIN Music Project, we are confident that we have a head start in community and family engagement.

Family Involvement: The WHIN Staff will make families an essential, valued part of the school community, and we'll use the following structures and practices to build lasting partnerships:

- **Regular communication:** The WHIN School will communicate regularly with parents at three different levels: (a) Individual: teachers will reach out to parents via informal in-person or phone chats to update them on their child's individual progress; (b) Classroom: teachers will keep families informed about the progress of their child's classroom via weekly newsletters and updates, and the DCI will also send parents three formal, standards-based narrative reports; (c) School: the Executive Director will deliver periodic updates about the school at community events, concerts, and via email. Whenever necessary, communications will be bilingual to make sure parents can clearly communicate with the school's staff.
- **Parent Workshops:** Following a practice that has proven very successful in the WHIN Music Project, the WHIN School will offer at least 6 parent workshops per year in which the school's staff, or a guest, will provide both theoretical and practical tools for parents to have an active role in their child's education.
- **Parent Database:** To make sure that all parents can actively engage and volunteer in a variety of school functions according to their particular interests and availability, all parents/guardians will be asked to fill out a survey in which they identify their skills, availability, and interests.
- **Parent Organization:** For those parents interested in becoming more involved in the school's operations, WHIN will provide logistical support to develop a well-functioning parent organization. Furthermore, while this organization will be independently from the School leadership there will be constant communication to make sure that their mission is aligned with the school's mission and mutual help and support can be provided.

Community Involvement: WHIN intends to become rooted in its community by continuing to develop productive relationships with community organizations and individuals. These are some of the ways in which WHIN will develop and maintain strong ties with its community:

- **Open House Day:** Students are first and foremost members of their communities. Therefore, an understanding of their community and environment will help them find their respective niches. With this goal in mind, we will host an Open House Day, inviting members of the community to educate our students about specific topics, including the

valuable cultural opportunities in the community, as well as provide career and higher education perspectives from city and community professionals, tradespeople, civic and public service leaders, business owners, academicians, community activists, non-profit and cultural leaders, and many more.

- **Collaborative Model:** WHIN intends to strengthen the network of early childhood and elementary school education organizations in CSD 6 by providing workshops featuring our staff, their staffs, and guest clinicians. Towards the same end we will also orchestrate greater community educational events, such as panels and open forums for wide audiences. We will form partnerships with early childhood, preschool and daycare programs to build a network of support in which we can share best practices, offer solutions, and discuss how to overcome the challenges we will all encounter.
- **El Sistema Music Education Think-Tank:** We plan to expand on the ecosystem of music instruction we have developed in the community since 2012 (early childhood music programs, after-school programs, weekend orchestral programs and school residencies) by sharing our experiences in music education with other schools, music teachers and educational organizations in the community. These planned activities will include regular visits from other music educators, panels, and teacher development workshops.
- **Community Performances/Events:** If permissible at our facility, we will host performances to which all community members are invited. We will design these opportunities after we receive our school's placement, so we can best tailored the events to an inclusive audience. Following the model we have developed with WHIN Music Project, our students will also hold performances throughout the community, at venues such as the Isabella Geriatric Center, the Morris-Jamel Mansion, and others. Performances provide a natural and fun way for students to develop their socio-emotional skills as well as a strong sense of community belonging and service.

Potential Partnerships:

- **Partnerships for the Arts and Parks:** CSD 6 has many prominent cultural organizations such as The Cloisters, the Hispanic Society for Arts and Letters, and The Shabbazz Center, as well as many parks and open spaces in which our students can develop a strong sense of cultural and environmental responsibility, and participate in engaging opportunities. Furthermore, many of these organizations will serve as destinations, resources, and inspiration for thematic expeditions, as part of our Expeditionary Learning curriculum, an essential part of our students' academic and personal development.
- **Partnerships with Neighboring Schools:** We strongly believe that music should not only be a part of every child's curriculum but also that it can be infused in the academic curriculum. For these reasons, and as a continuation of the work we have done with WHIN Music Project, WHIN School is fully committed to making every effort to share the successful practices we implement in our school with neighboring schools in the community. To this end we will work to create professional development partnerships in which our teachers and the teachers from other schools in the district can share with each other.

III J. Financial Management

Financial Systems: During the first five years of operations, WHIN Music Community Charter School intends to contract with Charter School Business Management, Inc. (CSBM) for business

management. CSBM has extensive experience in systems for financial management of charter schools, and will professionally train WHIN staff in systems for accounting, student and staff records, payroll, tracking student meals, enrollment and attendance, eligibility for free and reduced-price lunch, and special education and ELL services to ensure accurate billing and reimbursements.

Annual Report and Independent Audit: The DoO manages the annual and daily financial operations of the school and is responsible to ensure that timely and accurate financial statements are prepared for the end of the fiscal year on June 30th. Each summer, the Board will engage an outside certified public accountant (CPA) with experience in charter schools to ensure that the school's financial records adhere to Generally Accepted Accounting Practices. The CPA will conduct an annual financial audit in accordance with applicable accepted accounting standards that will cover all financial reports required by NYSED, including a statement of financial position, a statement of cash flows, a statement of activities, and a schedule of expenses. This audit will be reviewed by the Finance Committee and the Board, who will meet with the auditor independent from the school staff, in order to monitor efforts by school leaders to address any deficiencies. Afterwards, the Finance Committee and the Board will discuss the results with school leaders, and present the results at a publicized board meeting to be posted on the school's website.

Financial Control: WHIN's management policies and procedures ensure fiscal responsibility and appropriate management of the school's revenues and expenditures.

- The Board will ensure that the budget supports WHIN's work to achieve its mission and educational priorities, and that its financial management plan thoroughly accounts for all aspects of the school operations and expenses. WHIN will consult with CSBM, the New York Charter School Center (NYCSC), and other parties to obtain guidance on procedures including Board support, quality reviews, and back-office consultation
- The Board Finance committee will be responsible for preparing annual operating and capital budgets, reviewing monthly reports, assisting the DoO in the preparation of annual financial reports as required by law, preparing procedures to be performed by an audit, reviewing reports, acting as liaison regarding financial matters, and providing advice on financial matters to the Board for review and approval.
- The DoO will be responsible for the school's financial management under the direction of the ED and the oversight of the Board. The DoO will also work closely with the ED and CSBM to prepare the school's annual budget, which will be evaluated by the Board prior to approval. The ED, DoO and DCI will review expenses regularly to ensure that spending remains consistent with the budget, and the ED will provide monthly updates to the Board.

Procurement: Board Chair approval is required to open a bank account. The ED, the DoO, the DCI, and two members of the Board will be authorized check signers, and two signatures will be required for transactions greater than \$5,000. The DoO will oversee WHIN's procurement practices. She or he must approve all school-related purchases up to \$200. She or he and the ED must approve all expenditures exceeding \$200.

Cash Management: With the approval of the Board, the ED may establish credit lines and borrowing limits if needed based on annual audits, financial statements, and cash flow

projections. The Finance Committee will advise the Board if lines of credit or borrowing limits are inadequate to meet the needs of the school.

Tracking Enrollment and Eligibility: After professional training and supervision from CSBM, the DoO will be responsible for tracking eligibility for enrollment and attendance, for free and reduced priced lunch, special education services, and other services for special populations of students. The DoO will be responsible for tracking student enrollment and attendance, Title I eligibility, and special education and ELL enrollment as it relates to state and federal entitlements and other grants. The DoO will track the eligibility of each student from the student recruitment phase, during registration, and throughout the school year. She or he will be responsible for ensuring that student data is secure and protected. She or he will also be responsible for tracking all support provided through federal entitlements and other grants.

K. Budget and Cash Flow

Based on the experiences of other operating charter schools and CSBM we have prepared a realistic budget and financial plan to support the school's mission, academic objectives and the overall development, operation and sustainable growth of WHIN. Our revenue estimates are based on 100% of our target enrollment in our first year (see Section I.C.). Given our experience and work in CSD 6 for the past 3 years, which has given us a strong support from the community, and our proven dedication to meeting the needs of all types of learners and students as well as our already strong to parent engagement that we plan to continue implementing at the school, we are confident that we will have attrition rates less than or equal to those of other high performing charter schools (5%). We also intend to backfill all of our seats in every grade. If we are unable to meet these goals, we will adjust our hiring plans in order to ensure and maintain our commitment to the financial security of the school. WHIN has a conservative fiscal plan in which the per-pupil rate of \$14,027 is held constant over five years; the fundraising goals are on the low end (starting with \$50,000 for the pre-opening and Year 1 and adding \$5,000 after Year 1 to reach \$65,000 on Year %) if we consider the expertise in fundraising that some board members bring to WHIN and the fundraising experience of the WHIN Music Project; the CSP grant funding only accounts for a base amount of \$500,000 over the planning period and first two implementation years of the school's first charter term although we believe our educational program meets at least one of the program design qualities (serving students from a low-achieving district) to receive the \$750,000 enhanced CSP funding level. Finally, our budget has cushions for the unexpected. For example, while our budget undercounts enrollment of special education students (12% for the first year while the district's percentage is 17%) we have provisioned to have enough teachers to serve the district's percentage of students.

Pre-Opening

Revenues: We have assumed revenues of \$250,000 from the first year of CSP funding and some fundraising through individual donations and grants (\$50,000), which will be primarily used at the beginning of the pre-opening period. Given the experience in fundraising of some members in our team (including the Director of Individual Giving and Vice President at the New York Women's Foundation) it seems a realistic amount.

Expenditure: Our expenses consist of paying for the ED, hiring the DCI for six months (who will work to establish the operational practices during the first months in the pre-opening plan),

and the DCI for five months (who will join the team once some of the operational mechanisms have been implemented), financial start-up support from CSBM, office furniture and supplies, network services and expenses related to teacher and student recruitment.

Cash Flow: We anticipate a positive cash balance for each month of the Pre-Opening period. Should the CSP grant arrive after February 2016, we have planned to secure external fundraising for the month of January and have also begun seeking no or low interest loan commitments to cover any gap expenses. While both options seem very reasonable considering that we have fundraising and financial experts in our team that will certainly help find alternative solutions, we will also work closely with CSBM who will offer their expertise and experience.

Year 1 Budget

Revenues: 77% of revenue is from per-pupil funding for general and special education students. We do not expect to receive NYC-DYCD and IDEA funding until late Spring 2016. In compliance with state enrollment and retention targets in CSD 6, special education students comprise 12% of our student population, while the district average is 17%. At least 89% of our student population are eligible for free or reduced lunch. We anticipate receiving \$250,000 in CSP funding.

Expenditures: 70% expenditures is salary related. 42% of salary is administration; 58% is instructional staff. Our budget reflects a competitive salary (in accordance to the NYCDOE teacher salary) for teachers with 4-7 years of experience (\$65,000). 8% of expenses are devoted to contracted services. School operations are 18% and facility operations are 2% of our costs.

Cash Flow: Most start-up costs are incurred early in the school year while salaries are distributed across evenly during the year. Supplies, furniture and other start-up costs are incurred early in the year. After Cash Flow Adjustments (but without taking into consideration asset depreciation) we expect 7 months with a positive cash balance ending Year 1 with a positive balance. At the impossibility to defer revenue from the PPR (according to CSBM), Title and/or the CSP grant, we have already consulted with CSBM in order to be strategic with payment terms with vendors and drawdowns with CSP and Title. In case it is necessary to alleviate cash flow fluctuations, we are already working with our financial experts on the Board to look for viable options to secure a short-term bridge loan and with our experienced fundraising professionals to look for additional sources of potential funding.

5-Year Budget:

Revenues: As WHIN grows, SWD and eligible for free or reduced lunch grow as well (12% of SWD, in comparison to the District average of 17%). Title I funding will also increase as the school grows based on our experience with WHIN Music Project in CSD 6. We assume that textbook related government funds will remain constant each year.

Expenditures: Salaries will increase by 3% each year unless economic conditions require a change to this practice. In Year 2, we will hire a Dean of Assessment and two part-time specialists (1 math/1 reading). A second Social Worker will be added in Year 3 along with a Dean of Special Education. In Year 4, a Director of Finance and an Executive Assistant will be added to the staff. A Head of Development will be hired in Year 5. \$25,000 is set aside in each of the first three years to establish an escrow account for dissolution.

Charter School Program Grant: Our budget assumes only the base amount of \$500,000 in CSP funding, although we believe WHIN will be eligible for the entire \$750,000 because our educational program meets at least one design priority of this funding program: serving students from a low-achieving district, and can certainly meet other priorities: (1) achieving enrollment targets of ELLs (CSD 6 has almost 32%), students with disabilities (17%), and students eligible for free or reduced-price lunch (89.8%); (2) raising the achievement of English language learners; and (3) raising the achievement of students with disabilities. Although our school outreach plan is designed to meet enrollment and retention targets for at-risk students and we feel confident we can meet them, given our experience in the community for a few years, if we don't reach our goal, we will adjust our admissions policy to give preferences to those students who are under-represented.

III L. Pre-Opening Plan

Domain	Task	Start	End	Responsibility
Recruitment	Recruit DCI and DoO	10/15	12/15	ED, Special Committee
Governance	Appoint Board Officers, Finalize Board Calendar	12/15	12/15	BoT
Governance	1st Board Meeting, Ratify By-laws and Code of Ethics	1/16	1/16	BoT
Governance	Obtain Insurance for Board of Trustees, file IRS form	1/16	1/16	BoT
Finance	Approve fiscal policies and procedures	1/16	5/16	BoT
Operations	Sign up for admin. access to NYSED TEACH system	1/16	1/16	DoO
Finance	Contract with CSBM for financial services	1/16	2/16	BoT, DoO
Business	Obtain 501(c)3 status and establish bank account	1/16	5/16	BoT, ED
Recruitment	Student Recruitment Efforts: Disseminate bilingual	1/16	4/16	ED, DoO, DCI
Staffing	Recruit school staff: Finalize job descriptions, post	1/16	5/16	ED, DoO, DCI
Facility	Secure Facility, Establish timeline	1/16	4/16	BoT, ED, DoO
Facility	Ensure improvements and repairs are made	2/16	6/16	BoT, ED, DoO
Staffing	Hire school staff: salaries and offer letters	2/16	6/16	ED, DoO
Business	Select/administer school-wide insurance policies	2/6	4/16	BoT, DoO
Academic	Research, secure, and develop curricular resources;	3/16	6/16	ED, DCI, DoM
Operations	Finalize & Distribute Staff Handbook & Personnel	3/16	5/16	BoT, ED, DoO, DCI
Operations	Develop and distribute student handbook	3/16	5/16	ED, DCI
Academic	Plan Summer Teacher Training and Retreat	3/16	6/16	ED, DCI, DoM
Technology	Select technology infrastructure	3/16	6/16	ED, DoO, DCI
Facility	Purchase and assemble furniture	3/16	6/16	ED, DoO
Academic	Contract and secure curriculum resources and	3/16	6/16	ED, DCI
Facility	Ensure wireless internet, phone lines, phone system, and fax machine are installed and tested	4/16	6/16	DoO

Recruitment	Hold public lottery	4/16	4/16	ED, DoO, DCI
Operations/	Post-lottery review to admit students eligible to meet	4/16	4/16	ED, DoO, DCI
Operations	Obtain student records, permission from parents	4/16	4/16	ED, DoO, DCI
Finance	Approve budget for FY 16-17	4/16	4/16	BoT
Operations	Finalize and distribute school calendar	4/16	5/16	ED, DCI
Operations	Secure school meals, nursing, custodial contractors and	4/16	5/16	DoO
Operations	File all student enrollment forms as required by law	4/16	5/16	DoO
Academic	Draft, send, and collect signed hire letters for all staff	4/16	5/16	ED, DoO
PD	Prepare Summer Teacher Training and Retreat	4/16	5/16	ED, DCI, DoM
Operations	Select/administer staff benefits	4/16	8/16	DoO
Operations	Collect enrollment forms and documentation	4/16	5/16	ED, DoO
Academic	Conduct home visits/open house for accepted students	5/16	8/16	ED, DCI, DoM
Operations	Secure IEPs and students records	4/16	4/16	ED, DoO, DCI
HR	Complete fingerprinting and background checks	5/16	6/16	DoO
Operations	Secure Insurance Policies	5/16	6/16	DoO
Academic	Contract with Related Service Providers	5/16	7/16	ED, DCI, DoM
Facility	Obtain Certificate of Occupancy	6/16	6/16	DoO
Operations	Develop healthy and safety handbook, secure first aid	6/16	8/16	DoO
Facility	Finalize facility preparation	6/16	7/16	DoO
Academic	Finalize annual school goals	6/16	7/16	ED, DCI, DoM
Operations	Complete School Safety and Operations Manuals	7/16	7/16	DoO
Governance	Vote on Financial Policies and Procedures, HR	7/16	7/16	BoT
Finance	Complete initial statement of financial controls	7/16	7/16	BoT, ED, DoO
PD	Train staff on financial, operational, HR, and safety	7/16	8/16	DoO
Academic	Lead Staff Summer Teacher Training and Retreat	8/16	8/16	DCI, DoO, ED
Academic	Develop staff growth plans	8/16	8/16	DCI, DoM, Teachers

BoT= Board of Trustees; Executive Director=ED, DoO=Director of Operations, DCI=Director of Curriculum and Instruction, DoM=Dean of Music. Professional Development=PD

III M. Dissolution Plan

The Board will form a new Closure Committee (consisting of one trustee, the ED and one school employee from the Finance or Operations departments) tasked with overseeing the operational, financial, and day-to-day responsibilities for the closing of the school. For this purpose, WHIN will create a dissolution escrow fund of \$75,000 over the first three years of operation to be used in the event of its dissolution to pay for related legal and audit expenses. In accordance with NYS Education Law §220, WHIN's assets will be applied to pay the school's debt while the

remaining assets (if any) will be transferred to the NYCDOE. The first step after the adoption of the closure plan by the Board will be to notify the parents and legal guardians of children enrolled in the school as well as employees no later than seven days after the adoption of the closure plan. In addition, WHIN will conduct at least one meeting (no later than 15 days following the adoption of the closure plan by the Board) for all parents and legal guardians of children enrolled at the school to provide information about the dissolution and about the students' options for other schools in the area. No later than 15 days after a termination date is established, all employees and the benefit providers will be notified. WHIN will work closely with the DOE to develop and implement a dissolution plan that will transfer student records, including IEPs, health and immunization records, attendance records, and report cards to the district (within 21 days of adoption of a closure plan). After that, parents and legal guardians of enrolled students will be notified of the transfer of such records and they will also receive copies of their child's records. The dissolution plan is meant to help students and families have a transition to another school as smoothly as possible while complying fully with NYS Education Law §219 and §220.

CERTIFICATION AND ASSURANCES STATEMENT

Proposed Charter School Name WHIN MUSIC COMMUNITY CHARTER SCHOOL

Proposed School Location (District) CSD 6

Name of Existing Education Corporation (for replication) _____

I hereby certify that the applicant 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 applicant 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 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.”

The applicant group 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

¹² N.Y. Education Law § 2854(2)(a)

required to determine if the charter school is making satisfactory progress toward achieving the objectives described in this application;¹³

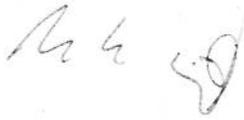
- An assurance that the charter school will cooperate with the Secretary of the U.S. Department of Education and the State Education Department in evaluating the program assisted under this subpart;¹⁴ and
- That the charter school will provide such other information and assurances as the Secretary¹⁵ of the U.S. Department of Education and the State Education Department may require.

Existing Education Corporation (if seeking to replicate): I hereby certify that for the above named model school (upon which the new school will be replicated) meets each of the following eligibility requirements.

- Has been in operation for a minimum of five years and is currently open;
- Has received a full 5 year renewal from its charter entity;
- Has provided a program of instruction for the same grade levels intended to be served in the replicated school;
- Has exceeded district averages in the aggregate on the State ELA and Math assessments for all grades tested;
- Has met or exceeded State averages in the aggregate on the State ELA and Math assessments for all grades tested;
- Has met or exceeded the 4- and 5-year State average graduation rate in the aggregate (if applicable);
- Has met or exceeded the State cohort graduation rate of 80% (if applicable);
- Has achieved a State Accountability Designation of at least a school in "Good Standing" for each year of its charter term; and
- Has been in compliance with local, state, and federal laws and its charter contract.

I, **GREGORY DAVID**, hereby certify that the information submitted in this Full Application to establish **WHIN MUSIC COMMUNITY CHARTER SCHOOL** is true to the best of my knowledge and belief, realizing that any misrepresentation could result in disqualification from the application process or revocation after issuance of the charter.

Signature of Proposed BOT Chair/Existing Education Corporation BOT Chair:



Date: 3/15/2015

¹³ ESEA § 5203(b)(3)(J)
¹⁴ ESEA § 5203(b)(3)(K)
¹⁵ ESEA § 5203(b)(3)(N)

Attachment 1: Admissions Policy and Procedures

As a tuition free public charter school, WHIN Music Community Charter School (“WHIN”) will not discriminate against any student on the basis of intellectual ability, performance on standardized tests, athletic ability, disability, race, creed, gender, national origin, religion, or ancestry. WHIN welcomes applications from all elementary students who are eligible under the laws of New York State to attend public school in New York City. In compliance with all applicable anti-discrimination laws governing public schools, including Title VI of the Civil Rights Act and article 2854(2) of the New York Education Law, governing admission to a charter school, WHIN will admit 54 kindergarten students and 54 first graders in its first year of operations. In each subsequent academic year, we will admit 54 new kindergarten students.

Target Student Population: In alignment with the school’s objectives to increase learning opportunities for all students (see section I.A.), WHIN will conduct a campaign to enroll students eligible for free/reduced lunch, with special needs, and who are English Language Learners.

To attract these students we will launch a campaign that will highlight the strengths of the School Wide Sheltered English Instruction program, our inclusive learning environment, our special education services, and the uniqueness of the El Sistema and Expeditionary Learning programs.

Recruitment: Our campaign will consist of door-to-door distribution and direct mailing of our brochures in the different languages represented in the community (primarily Spanish, English, and Russian); presentations in preschools, daycares, community centers, and community-based organizations that serve non-English speaking populations, advocate for students with disabilities and/or offer support to low-income families. We will also use our website, social media and parent emailing lists to present our program and ideas to a wider audience that may not have been reachable via the previous channels. Thanks to the history, rapport, and trust built with our students, parents, and community partners through the WHIN Music Project, we will also use word of mouth and direct referrals from our current students and families (over 200) to help spread the word about.

Evidence for Enrollment Projections: In its current incarnation the WHIN Music Project serves over 200 families and an even larger number of students. We already have the documented support of 120 community members interested in our proposed school serving their community’s children. With these numbers, we already serve more students and have received more interest in our proposed school than the 108 planned seats planned for our first year of operation. We reasonably anticipate that the number of interested families and potential students will only continue to grow significantly following our planned robust, multi-channel recruitment efforts.

Application Process: In January (three months before application deadline), an application form will be available on our school website and social media channels, the NYC Charter School website, at our school and via mail for interested families. The application form will be designed to only get information required to determine eligibility for the school. Our application will follow NYC DOE rules and guidelines so as to be fair and accessible for families. The application form will be translated into multiple languages. The deadline for applications will be April 1 at 5:00pm of each academic year. Applications can be received by a variety of methods including hand delivery, online completion, and mail/email dispatch. Families will be notified of received applications no later than a week after the deadline.

Enrollment: Enrollment will be done through an application process; if there are more applicants than the allotted spaces, a public lottery will be held. Prospective Kindergarten students must be 5 years of age by December 31; prospective First Graders must be 6 years of age by December 31. Parents will be required to produce an original birth certificate, proof of address, social security card and immunization records to prove eligibility. Enrolled students are guaranteed spots in future years in all K-5 grades offered. Every spring, we will gather information about our students' plans to re-enroll in order to allow for proper recruitment for any empty seats.

Lottery: In the event that there are more applications than spots, a public lottery will take place after April 1 on a date publicized to all applicants. The lottery will be conducted by a neutral third party organization in a manner that will ensure fairness. Preference for the lottery will be given to students in CSD 6 and siblings of students already enrolled. No more than five days after the lottery, WHIN will inform applicants of the lottery results via email and mailed letters that will indicate required next steps for accepted families to enroll their students. In alignment with the Open Meeting Law, notice for the admissions lottery will also be provided to the public on the school's website as well as via newspaper advertisement.

Waiting List: Students who do not get a seat after the lottery will be placed on a waiting list in the order that they were drawn. If there is a vacancy, the family of students first on the waiting list will be called and given 24 hours to make a decision about attending our school. Students who wish to apply to WHIN after the lottery will be placed on the waiting list based on their application date. In the case of any empty seats due to attrition, transfer or location moves, we will backfill any vacant seats in kindergarten through fifth grade. To ensure engagement and continued academic involvement students may be admitted at any point during the school year. Students who come into the school once the semester has started will be welcomed into the community through an orientation program aimed at easing the transition.

JANUARY

30

FRIDAY

6PM

We believe that every child

- deserves a rich and **FREE** musical education at school
- benefits academically from a music-infused curriculum
- develops self-esteem, confidence and social skills through music
- needs a warm, engaging and nurturing creative environment
- can become a role model to his peers, family and community



**We want to hear
YOUR VOICE!**

Proposal for the Washington Heights and Inwood (WHIN) Music Community Charter School

**FREE INFO SESSION @ Small Idea School
570W 159th Street (between Broadway and Amsterdam),
January 30, 2015 - 6pm**

Limited seats - Refreshments after session

RSVP whinmusiccs@gmail.com

Learn more about WHIN Music Community Charter School

GRASSROOTS ORGANIZATION with strong community and parent support

Developing an **INNOVATIVE** and **INCLUSIVE** free and public elementary charter school

Progressive music-infused **ACADEMIC CURRICULUM** aligned with the New York State

Common Core Standards in ELA and Math for **ALL** children

DAILY El Sistema-inspired **MUSIC PROGRAM** for **ALL** students

Inspired by the success of Conservatory Lab Charter School in Boston, MA

Recognized group of professionals with experience in the community committed to bring

HIGH-QUALITY EDUCATION, SOCIAL INCLUSION, and COMMUNITY BUILDING with this initiative

**30 ENERO,
VIERNES
6PM**

Nosotros **CREEMOS** que todo niño/a

- merece una educación musical rica y gratuita en la escuela
- se beneficia académicamente de un currículo con integración musical
- desarrolla auto-estima, confianza y sociabilidad a través de la música
- necesita un ambiente creativo cálido, interesante y productivo
- puede convertirse un modelo para su comunidad mediante la música



¡Queremos
escuchar
TU OPINIÓN!

Propuesta para Washington Heights and Inwood (WHIN) Comunidad Musical Escuela Charter de Primaria

**Sesión Informativa @ Small Idea School
570W 159th Street (entre Broadway y Amsterdam)
Enero 30, 2015 - 6pm**

Asientos limitados - Refrescos después de la sesión

Confirme su participación via email a whinmusiccs@gmail.com y/o llama al (347) 739-6342

Conoce más acerca de la Escuela Primaria Comunidad Musical de WHIN

ORGANIZACIÓN COMUNITARIA con un fuerte apoyo de padres y la comunidad
Desarrollando una **INNOVADORA** e **INCLUSIVA** escuela elemental charter pública y gratuita
Progresivo **CURRICULUM ACADÉMICO** con integración musical alineado con los nuevos estándares del Common Core del estado de Nueva York en ELA y Matemáticas
PROGRAMA DE MÚSICA DIARIO inspirado en El Sistema para **TODOS/AS** estudiantes
Inspirado en el éxito del Conservatory Lab Charter School, en Boston
Grupo de reconocidos profesionales con experiencia en la comunidad comprometidos con la **EDUCACIÓN DE ALTA CALIDAD, INCLUSIÓN SOCIAL** y el **DESARROLLO COMUNITARIO**



*Shaping melodies
Harmonizing lives
Orchestrating dreams*

Informational Meeting:

Proposal for the WHIN Music Community Charter School

6:00pm, Tuesday, March 17, 2015

The Cornerstone Center - Our Saviour's Atonement Lutheran Church
178 Bennett Avenue
New York, NY 10040

WHIN Music Community Charter School plans to open in Fall 2016 in Community School District 6 starting with kindergarten and first grade.

MISSION: The WHIN Music Community Charter School implements a music-centered curriculum in combination with intensive El Sistema-inspired music instruction to develop a creative learning environment with strong parent engagement and community support. In this environment, students will be able to develop the necessary skills (such as their executive functioning and socio-emotional skills) and inquisitive minds, which are essential elements for academic performance at or above grade level in the school setting and also are strong predictors that lead them to fulfilling professional lives and positive engagement with their communities.

SCHOOL OVERVIEW:

Based on WHIN Music Project's experiences/impact in the community, we would like to offer:

- **A music-centered curriculum** with a project-based learning approach that lends itself to making connections between music, language and mathematics.
- **Two hours of in-house daily El Sistema-inspired music instruction**, an internationally known and very successful music education program.
- **A successful model, inspired by the Conservatory Lab Charter School** in Boston, an elementary school that has successfully developed a music-centered curriculum since 1999.
- **Responsive Classroom**, we will teach students the social/emotional skills for conflict resolution, teamwork, and collaboration in order to develop well-rounded scholar citizens.
- **An Inclusion model of instruction** for our English Language Learners and Special Education students using evidence-based models and multi-tiered Response to Intervention (RTI) model.

GET INVOLVED:

- Come to an Informational Meeting to learn more about the school and share your thoughts.
- Check out our website (www.whinmusicproject.org), and Facebook page (WHIN Music Project) to learn more about us and email us at whinmusiccs@gmail.com to receive more info.

Reunión Informativa:

Propuesta de la Escuela Charter Comunidad Musical de WHIN

6pm, Martes, 17 de marzo de 2015

El Centro de Cornerstone - Our Saviour's Atonement Lutheran Church
178 Avenida Bennett
Nueva York, NY 10040

La Escuela Charter Comunidad Musical de WHIN tiene planes de abrir en el otoño de 2016 en el Distrito Escolar de la Comunidad 6 comenzando con jardín y primer grado.

MISIÓN: La Escuela Charter Comunidad Musical de WHIN implementa un plan de estudios de escuela primaria en combinación con una intensa instrucción musical inspirada en El Sistema para desarrollar un ambiente de aprendizaje creativo con una fuerte participación de los padres y el apoyo de la comunidad. En este entorno, los estudiantes serán capaces de desarrollar las habilidades necesarias (como el fortalecimiento de su función ejecutiva y habilidades socio-emocionales), y mentes inquisitivas, los cuales son elementos esenciales para el desempeño académico igual o superior al nivel de grado en el ámbito escolar y predicciones sólidas para llevar una vida profesional plena mientras contribuyen positivamente a sus comunidades.

ESCUELA DESCRIPCIÓN GENERAL:

Basado en nuestras experiencias/impacto en la comunidad con WHIN Music Project, ofrecemos:

- **Un plan académico** con un enfoque de aprendizaje basado en proyectos que se prestan a hacer conexiones entre la música, el lenguaje y las matemáticas.
- **Dos horas de clase de música diaria** basada en El Sistema, un programa de educación musical internacionalmente conocido y muy exitoso.
- **Un modelo como Conservatory Lab Charter School** (Boston), una escuela primaria que ha desarrollado con éxito un plan de estudios centrado en la música desde 1999.
- **Desarrollo socio-emocional** de los estudiantes para la resolución de conflictos, trabajo en equipo y la colaboración para el desarrollo de prósperos ciudadanos.
- **Modelo de inclusión** de la instrucción para nuestros estudiantes del idioma inglés y de educación especial para asegurar su avance positivo en la escuela e integración comunitaria.

PARTICIPE:

- Venga a una reunión informativa para aprender más sobre la escuela y compartir sus ideas.
- Eche un vistazo a nuestro sitio web (www.whinmusicproject.org), y la página de Facebook (WHIN Music Project) para aprender más sobre nosotros y envíenos un email a whinmusiccs@gmail.com para recibir más información.

Pioneering educational initiative at WHIN Music Project!

1 message

WHIN Music Project <adrian@whinmusicproject.org>
Reply-To: WHIN Music Project <adrian@whinmusicproject.org>
To: david.gracia79@gmail.com

Sat, Jan 31, 2015 at 6:37 PM

Help us to put music at the forefront of our children's education!

[View this email in your browser](#)



Proposal for El Sistema-inspired music-centered elementary school.

We believe that EVERY child:

- deserves a **rich and free musical education** at school
- **benefits academically** from a music-infused curriculum

Join the people who already support our initiative!

We are collecting signatures to support this initiative and we are very close to

- develops **self-esteem**, confidence and social skills through music
- needs a warm, engaging and nurturing **creative environment**
- can become a **role model** to his peers, family and community through music

For these reasons and to provide more benefits to more children we are working on a proposal to create

The WHIN Music Community Charter School

- a **grassroots** and pioneering initiative with strong community and parent support
- a **progressive, innovative** and **inclusive** public charter school
- using a progressive **music-infused academic curriculum** aligned with the New York State Common Core Standards in ELA and Math for all children
- offering a free and **daily El Sistema-inspired music program** for all students
- inspired by the **success** of the Conservatory Lab Charter School in Boston, MA (see video [here](#))
- with a group of professionals with experience in the community committed to bring **high-quality education, social inclusion** and **community building** with this progressive initiative.

So far, our proposal has had a **great reception** from parents, pre-school directors, early childhood providers, daycare centers, community leaders and local politicians.

We would like to hear **your opinion** about this initiative, ideas/concerns you may have and **receive your support** so we can continue our work.

It is truly an honor to serve this community and I look forward to continue my work to provide high-quality music instruction for all the children in the community.

go **over 100 signatures**. If you like this idea and want to support us you can sign [this online pledge](#).

Help us spread the word!

**Info sessions:
Our Saviour's
Atonement
Lutheran Church
(178 Bennett
Avenue, New York,
NY 10040)**

Tuesday, February 3 at 5pm

Wednesday, February 4 at 5pm

Thursday, February 5 at 5:40pm

Friday, February 6 at 5:30pm

RSVP to whinmusiccs@gmail.com

Bring a friend, a neighbor and a colleague!

Pioneering work

The WHIN Music Community Charter School will be the first school of its kind in New York City and the

Thanks for your support,
David Gracia

*Founder & Director,
WHIN Music Project
President,
Orchestrating Dreams
Sistema Fellow '11
New England Conservatory*

second in the nation after the Conservatory Lab Charter School in Boston.

Through our work and results we aim to be an example and inspiration for other schools in the city and the nation. As Carmen Fariña said in her visit to the Voice Charter School: *"To me, it's not just about the singing. It's about how the singing is used. [...] I think it's really, really important that schools like this thrive and do well."*

Copyright © 2015 WHIN Music Project, All rights reserved.
You are receiving this email because you donated to WHIN Music Project.

Our mailing address is:

WHIN Music Project
Orchestrating Dreams
PO Box 758
New York, NY 10040

[Add us to your address book](#)

[unsubscribe from this list](#) [update subscription preferences](#)

MailChimp.



George Fernández -Chair
Ebenezer Smith, Dist. Manager

COMMUNITY BOARD 12M

Youth and Education Committee

Meeting-Agenda

Monday, February 9, 2015

CB12M Address

Washington Heights & Inwood
530 West 166th Street, 6th floor

New York, NY 10032
Phone (212) 568-8500
Fax (212) 740-8197

Emails: ebsmith@cb.nyc.gov
Website: www.nyc.gov/mcb12

Meeting Call to Order by: *Fe Florimon, Chair*

7:00-9:00pm

- 1) Welcome and Introduction
- 2) Approval of the Minutes
- 3) "Proposal for a pioneering and progressive music-centered El Sistema-inspired elementary charter school in Northern Manhattan." by: *Mr. David Gracia, Founder & Director, Washington Heights and Inwood (WHIN) Music Project, New York City; Mr. Daniel Schulte.*
- 4) New/Old Business
- 5) Meeting Adjourned at:

***NOTE:** Calendar for next meetings:

- **Saturday- March 7th @ 10:30am- Isabella Geriatric Center-**
515 Audubon Ave (near 190 Street) New York, NY 10040
- **Monday- March 9th @ 7:00pm**

Please join us!



District 6 - Community Education Council

Office: 4360 Broadway, Room 430; New York, NY 10033
Telephone: (917) 521-3793; fax: 917.521.3643 email: CEC6@schools.nyc.gov

Public Meeting

Thursday, February 19, 2015

PS. 48 4360 Broadway, Room 531 ~ Every 3rd Thursday of the Month

AGENDA

OFFICERS/
COMMITTEE

Miriam Aristy-Farer
President
MBP Representative
Health & Wellness,
Chair of Committee

Anthony Kelso
Vice-President
Public Education Policy,
Co-Chair of Committee

Shenell Evans
Secretary
Parent Involvement/
Outreach,
Chair of Committee

Angela Garces, Treasurer
Special Education, Chair of
Committee

MEMBERS/
COMMITTEE

Laura Canela
Parent Member

Mayra Compres
English Language Learners,
Chair of Committee

Rita Cortez
English Language Learners,
Co-Chair of Committee

Fe Florimon
MBP Representative

Maggie Velez
Special Education, & Parent
Involvement, Co-Chair of
Committee

- 7:00 PM Call to Order & Roll Call
- 7:05 PM Vote: Agenda for this meeting
- 7:10 PM Vote: Approval of Minutes from February 5th, 2015
- 7:15 PM Superintendent's Report
Manuel Ramirez, District 6 Superintendent
Questions & Answers (2minutes per person)
- 8:00 PM Presentation: Class size Matters,
Karen Sprowal , Public Education Advocate
Questions & Answers (2minutes per person)
- 8:20 PM Proposal for Pioneering and Progressive Music-centered El Siste-
ma-inspired elementary charter school in Northern Manhattan.
Mr. David Gracia, Founder & Director, Washington Heights and
Inwood (WHIN) Music Project, New York City; Mr. Daniel Schulte.
- 8:35 PM President Report's
- 8:50 PM Committee Reports
- English Language Learners
- Special Education
- Briefing Capital Plan Hearing Zoning
- Public Education Policy
- Parent Involvement/Outreach
- Green and Wellness/
- 9:15 PM Section Open to the Public
Questions & Answers (2minutes per person)
- 9:40 PM New Business
- 9:45 PM Old Business
- 10:00 PM Public Meeting Adjourned

Childcare and refreshments will be provided!

Next Committee Meetings and Workshops:
Know Your Educational Rights Workshop Series #4 - 2/24/15 -From 11:a.m. - 12:00 p.m.
ELL Conference—03/07/2015 - From 10:00 a.m. 2:00 p.m.@ P.S. 128
Special Ed. and Parent Involvement. — 03/02/2015 from 5:30-6:30 p.m.
 • Green/Wellness, 03/06/2015 from 9:30-10:30 a.m.

All Committee Meetings are at 4360 Broadway 4th, floor- Room 421 or 405
Business Meeting: Monday, March 2nd 2015



Page

Messages

Notifications 3

Insights

Posts

Settings

Help

This blog documents JAMM, an El Sistema-inspired program that developed from my Abreu Fellowship at the New England Conservatory in 2009/2010.

JUNEAUMUSICMATTERS.BLOGSPOT.COM | BY LORRIE

89 people reached

Boost Post

Unlike · Comment · Share · 6



WHIN Music Project

Posted by David Gracia [?] · February 10 · Edited ·

WHIN made it on the news with our latest initiative! We are working on adding this new initiative which we believe would benefit many more children in the community and would strengthen our current programs. Share your ideas/thoughts with our founder David Gracia so we make sure we serve better our entire community. And help us spread the word! <http://www.dnainfo.com/.../music-focused-charter-school-propo...>



Music-Focused Charter School Proposed for Northern Manhattan - Washington Heights - DNainfo.com...

The WHIN Music Program hopes to expand its...

WWW.DNAINFO.COM

434 people reached

Boost Post

Unlike · Comment · Share · 32 1 3



VIDEOS



15 2



Promote

THIS WEEK

4 Page Likes

355 Post Reach

UNREAD

3 Notifications

0 Messages

Recent

2014

2013

Launched

See Your Ad Here

Small text advertisement for a service, partially obscured.

Chat (Off)

PEOPLE



Simon Gollo, Suso Moreno and 202 others like this.



Reach People Nearby Get people near New York to like your Page Promote Page

Invite your friends to like WHIN Music Project

- Georgios Vagianos Invite
Darwin Aquino Invite
Diego Congrains Invite
Emmanuel Abreu Invite

ABOUT

WHIN Music Project added 2 new photos.
Remember that this coming Tuesday, March 17 at 6pm after our St. Patrick's Day Concert we will hold a public meeting at OSA (178 Bennett Avenue) about the WHIN Music Community Charter School!

WHIN music project Reunión Informativa: propuesta de la Escuela Charter Comunidad Musical de WHIN

WHIN music project Informational Meeting: proposal for the WHIN Music Community Charter School

La Escuela Charter Comunidad Musical de WHIN tiene planes de abrir en el otoño en el Distrito Escolar de la Comunidad 6 comenzando con jardín y primer grado.
LA DESCRIPCIÓN GENERAL:
CIPE:

Music Community Charter School plans to open in Fall 2016 in Community District 6 starting with kindergarten and first grade.
OVERVIEW:
INVOLVED:

PROMOTE

THIS WEEK 4 Page Likes 355 Post Reach UNREAD 3 Notifications 0 Messages

Recent 2014 2013 Launched

See Your Ad Here

Small promotional text box with icons

WHIN Music Project Remember that this coming





Who to follow · Refresh · View all



Human Rights Watch @...

Follow



WHO @WHO

Follow



Venezuela Musical 40 @Ve...

Followed by Ron Davis Alvar...

Follow

Popular accounts · Find friends

Trends · Change

#PiDay

#SXSW

Dame Dash

#WALVIRE

Greg Jennings

Wales

SATs

#Vanuatu

#burnleyvcity

George Boyd



WHIN Music Project @WHINnucleo · Mar 1

"Music makes you a better reader." Another reason to create a music-centered elementary school #NYC #whinmusiccs magazine.good.is/articles/music...

Retweet 1 Like 1



WHIN Music Project retweeted



Amy Zimmer [redacted] · Feb 10

Music-focused charter school from [redacted] proposed for [redacted] via [redacted]

Retweet 4 Like

View summary



WHIN Music Project retweeted



TotalEquityNowHarlem [redacted] · Feb 10

#HarlemEd: @ [redacted] -- "Music-Focused Charter School Proposed for Northern Manhattan" dnainfo.com/new-york/20150...

@ [redacted]

Retweet 2 Like 1

View summary



WHIN Music Project retweeted



Lindsay Armstrong [redacted] · Feb 10

Music-focused charter school from @WHINnucleo proposed for #Uptown: bit.ly/1vCKo8T Is anything cuter than lil' kids with violins?

Retweet 2 Like 3

View summary



WHIN Music Project [redacted] · Jan 31

Pioneering new educational initiative at WHIN Music Project! We need your feedback and support. #musiced #nyc - eepurl.com/bc2bpL



← ↻ 1 ★ 1 ...

David Gracia retweeted

Jose Antonio Abreu [redacted] · Dec 12

Don't give up just because it's difficult. The harder something is to achieve, the more we will appreciate it when we make it happen.

← ↻ 17 ★ 9 ...

David Gracia retweeted

Sharon Collins [redacted] · Feb 11

Exciting News for D6! Gracias fab [redacted] "Music-Focused Charter School Proposed Northern Manhattan @ [redacted]

← ↻ 1 ★ ...

[View summary](#)

David Gracia retweeted

TotalEquityNowHarlem [redacted] · Feb 10

[redacted] -- "Music-Focused Charter School Proposed for Northern Manhattan" dnainfo.com/new-york/20150...

← ↻ 2 ★ 1 ...

[View summary](#)

David Gracia [redacted] · Feb 10

Exciting news about our work at WHIN Music Project! What a great way to celebrate the 40th anniversary of El Sistema. [#ElSistematicumple40](#)

← ↻ ★ 📊 ...

David Gracia retweeted



Washington Heights & Inwood ([//www.dnainfo.com/new-york/manhattan/washington-heights-inwood](http://www.dnainfo.com/new-york/manhattan/washington-heights-inwood)) Education ([//www.dnainfo.com/new-york/topics/education](http://www.dnainfo.com/new-york/topics/education))

Music-Focused Charter School Proposed for Northern Manhattan



By **Lindsay Armstrong** ([//www.dnainfo.com/new-york/about-us/our-team/editorial-team/lindsay-armstrong](http://www.dnainfo.com/new-york/about-us/our-team/editorial-team/lindsay-armstrong)) on February 10, 2015 1:58pm

Follow

@lindsay_anne81

(http://twitter.com/lindsay_anne81)

([//www.dnainfo.com/new-york/about-us/our-team/editorial-team/lindsay-armstrong](http://www.dnainfo.com/new-york/about-us/our-team/editorial-team/lindsay-armstrong))



WHIN Music Project

WHIN Music Project

WASHINGTON HEIGHTS — The founder of a popular Uptown youth orchestra is hoping to expand his program’s reach by opening a charter school that will put music center stage.

David Gracia (<http://www.whinmusicproject.org/faculty>), founder of the WHIN Music Project, (<http://www.whinmusicproject.org/>) is applying to open a kindergarten through fifth-grade charter school that will offer students two hours of musical instruction each day, as well as integrating music into academic courses such as math.

He hopes to open the WHIN Music Community School somewhere in District 6 in fall 2016, beginning with kindergarten and first-grade classes, he said at a Community Board 12 meeting Monday night.

Gracia, who attended a music conservatory school in Spain where he grew up, said he wants to provide that life-changing experience for other children.

“My parents supported me in my music studies my whole life,” he said at the board’s Youth and Education committee meeting. “They were working class and didn’t have much, but whenever I wanted to practice piano, they would do anything to help me. That’s what I want to give back.”

Gracia launched the WHIN Music Project (<http://www.dnainfo.com/new-york/tags/whin-music-project>) in 2012, after spending a year studying El Sistema (<https://elsistemausa.org/el-sistema-in-venezuela.htm>), a renowned music education program that caters to children in some of the most impoverished areas of Venezuela. The El Sistema model emphasizes both providing affordable musical instruction and creating a sense of community.

“Our program is not just to create musicians, but to provide a safe haven and expose children to a positive environment with good role models and peer mentors,” Gracia said at the meeting.

Since launching in 2012, the WHIN orchestra has grown from 50 to 150 students who meet at the United Palace (<http://www.dnainfo.com/new-york/places/united-palace-theater>) once a week to rehearse. In addition, the program provides music instruction to students at Dos Puentes (<http://www.dnainfo.com/new-york/places/dos-puentes-elementary-school>) elementary school at Wadsworth Avenue and 182nd Street. They also launched pilot programs this school year in The Bronx, Brooklyn and East Harlem.

WHIN's rapid success convinced Gracia of the need for a public school that offers free, high-quality music instruction, he said. He planned to submit a letter of intent Tuesday to the state Education Department, which grants charters for schools. If his letter is approved, the department will invite WHIN to submit a full application by March 20.

The WHIN Community Elementary School would be modeled after the Conservatory Lab Charter School (<http://conservatorylab.org/>) near Boston, where teachers infuse music into academic curriculum and emphasize project-based learning, Gracia said.

Students would also receive two hours of dedicated music instruction each day. Gracia said that for the youngest students this would include voice and percussion, while older students would study instruments. The school's focus would be on orchestra and choir because of the community-building element they both offer, he explained.

"Those are ensembles, which make you feel you are a part of a family," Gracia said. "The first violin is as important as the clarinet players. Both must understand that and work together in a deeper way."

Because space is already tight in District 6 (<http://www.dnainfo.com/new-york/tags/district-6>), Gracia is looking to house the school in a private building, rather than co-locate with a public school, he said.

He also noted that school admissions would be based on a lottery rather than an application process to offer all students an equal chance. He does hope to offer some priority to students from District 6, he said.

"We work in this community because we really believe kids from this community need us," he said.

The plan has already gained support from the families who WHIN currently serves. Many community members who attended the Monday meeting were also in favor of the plan.

Joel Joffie, a community member who volunteers with Chess in the Schools (<http://www.chessintheschools.org/>), said he only wished it could happen on a larger scale.

"They have taken away the arts in schools. They've taken music out," he said. "Anything we can do to put it back, we should do."



Related Items [david gracia \(/www.dnainfo.com/new-york/people/david-gracia\)](#) [District 6 \(/www.dnainfo.com/new-york/places/district-6\)](#)
[United Palace Theatre \(/www.dnainfo.com/new-york/places/united-palace-theatre\)](#) [Dos Puentes Elementary School \(/www.dnainfo.com/new-york/places/dos-puentes-elementary-school\)](#)
[Community Board 12 \(/www.dnainfo.com/new-york/tags/community-board-12\)](#) [elementary school \(/www.dnainfo.com/new-york/tags/elementary-school\)](#) [music \(/www.dnainfo.com/new-york/tags/music\)](#)
[whin music project \(/www.dnainfo.com/new-york/tags/whin-music-project\)](#) [charter school \(/www.dnainfo.com/new-york/tags/charter-school\)](#) [music education \(/www.dnainfo.com/new-york/tags/music-education\)](#)

■ Show Comments

Get Our Daily Washington Heights & Inwood
Newsletter

DISTRICT OFFICE
500 WEST 141ST STREET
NEW YORK, NY 10031
(212) 928-6814
FAX: (646) 582-1408

CITY HALL OFFICE
250 BROADWAY, RM. 1816
NEW YORK, NY 10007
(212) 788-7007
FAX: (646) 582-1408

district7@council.nyc.gov



THE COUNCIL OF
THE CITY OF NEW YORK

MARK D. LEVINE

COUNCIL MEMBER, 7TH DISTRICT, MANHATTAN

CHAIR
PARKS AND RECREATION

COMMITTEES

EDUCATION

FINANCE

GOVERNMENTAL OPERATIONS

HOUSING AND BUILDINGS

RULES, PRIVILEGES AND ELECTIONS

February 9, 2015

Meryl Tisch, Chancellor
Regents Office
State Education Building
89 Washington Avenue
Albany, N.Y. 12234

Dear Chancellor Tisch:

I write in support of the WHIN School's application to operate a charter school in Northern Manhattan. This school will be an asset both to its students and to the community as a whole.

As a public school parent and member of the City Council's Committee on Education, I understand that music plays an essential role in the development of our youth -- it has been linked to higher levels of self-esteem, confidence, and academic success.

For years, the WHIN Music Project has brought afterschool music programming to hundreds of young people, who may otherwise have few options for enrichment in the arts. The program has also effectively used social inclusion to engage at-risk populations, providing those students with alternatives to self-destructive and harmful behaviors.

The WHIN Music Charter School's proposal seeks to develop a pioneering and progressive educational model based on the use of a music-infused curriculum, in combination with daily music instruction. The proposed school would provide significant benefits to Northern Manhattan, including collaborations between existing public and charter schools, early childhood programs, and community organizations. Such collaboration will unite and enrich local students - - extending the benefits of a musical education to young people throughout the community.

I hope that you closely review WHIN's application to create music community charter school in Northern Manhattan. If you have any questions or for additional information, please contact me or Fidel Malena in my office at 212-928-6814 or at fmalena@council.nyc.gov.

Sincerely,

A handwritten signature in cursive script that reads "Mark Levine".

Mark Levine
Council Member, 7th District

Erik Holmgren, Ed.D.
Creative Youth Development
Massachusetts Cultural Council
Erik.holmgren@art.state.ma.us

February 5, 2015

To Whom It May Concern:

I am writing this letter in support of David Gracia's petition create a charter school in New York City.

By way of brief introduction, I served as the Education Director of the Abreu Fellows Program at the New England Conservatory during the academic year 2010-2011. This program was created in honor of Jose Antonio Abreu, a Venezuelan pianist, economist, educator, activist, and politician who in 1975 founded El Sistema, formally known as the Foundation for the National Network of Youth and Children Orchestras of Venezuela. El Sistema is an innovative youth education method in which music was the primary avenue for social and intellectual improvement. Mr. Abreu received the National Music Prize for this work at El Sistema in 1979. Under Abreu's guidance, El Sistema has participated in exchange and cooperation programs with Spain, Latin American countries and the United States.

The Abreu Fellows Program conducts a yearly selection of 10 outstanding musicians from around the world to work in an intensive program that seeks to merge artistic excellence with social impact. One of those extraordinary artists was David Gracia and I had the chance of working with her during my tenure. She completed a program that was designed to mirror a non-profit MBA and successfully completed internships in Boston, Los

Angeles, and Venezuela.

Prior to my work at the New England Conservatory, I have taught at Teachers College, Columbia University ranked one of the top schools of music education in this country. Currently, I manage the commonwealth of Massachusetts's investments in arts education, including the first governmental support for El Sistema-inspired work in the United States.

Mr. Gracia is unique amongst artists, educators, and leaders in this country and in the world. He has chosen a path that puts him at the forefront of the music education field. His work as a musician and advocate for social change is the definition of what musicianship is in the 21st century. Ultimately, his demonstrated commitment to music and proven ability to raise awareness about its potential led him to found WHIN, a project whose vision and mission focus is on social change through music education.

David's artistic vision is to use his talent and skills to educate communities throughout the United States and abroad and drive social progress as a result. In spite of the small number of people working in music for social change programs in this country, David has managed to build networks of support at national level through her deep involvement in the NYC local community. When he founded WHIN, he immediately became recognized as a prominent voice that mobilized students and public support. Clearly, he has already made a significant social impact on every child she has engaged.

His abilities are in the top 10% of constituents I have worked with at around the commonwealth of Massachusetts.

David is a visionary artist, educator and entrepreneur. To a greater extent than any other individual, he has achieved a leadership role in engaging and educating American children and youth through music-minded projects. Because of all these reasons and more, I

am excited by the prospect of his work in a charter school serving upper manhattan based on his pioneering role as a music educator and ambassador of social progress.

Sincerely,

A handwritten signature in black ink, appearing to read "Erik Holmgren", with a long horizontal flourish extending to the right.

Erik Holmgren, Ed.D.



THE MEDICAL CENTER NURSERY SCHOOL

**60 Haven Avenue
New York, New York 10032**

Telephone: 212.304.7040

Facsimile: 212.544.4243

OFFICE

March 11, 2015

Chancellor Meryl H. Tisch
New York State Board of Regents
Charter School Office
89 Washington Street
Albany, New York 12234

Dear Chancellor Tisch:

It is with pleasure that I offer my support for the charter application for the Washington Heights/Inwood (WHIN) Music Community School. As a long-time Director of an early childhood program in northern Manhattan, I am aware of the ongoing influx of new families into the area and the gentrification that is occurring at a rapid pace. School choice is a critical factor for families with children in upper Manhattan. The fact that the WHIN Music Community School will have a strong focus on music education will provide a unique option for families.

This new charter school certainly would enhance the quality of life for uptown families with children and cannot help but be a popular alternative to the large zoned public schools in the area. Washington Heights/Inwood both deserves and needs this school for families interested in securing another option for quality public education for their children.

I applaud the effort to develop the WHIN Music Community School in northern Manhattan and support it wholeheartedly.

Thank you.

Sincerely yours,

A handwritten signature in cursive script that reads "Howard E. Johnson".

Howard E. Johnson
Director

CONSERVATORY LAB CHARTER SCHOOL

Chancellor Merryl H. Tisch
New York State Board of Regents
Charter School Office
89 Washington Avenue
Albany, NY 12234

March 18, 2015

Dear Chancellor Tisch,

We wish to express our unwavering support of the opening of WHIN Music Community School in New York City. Based on our music-infused, project-based school model, the WHIN Music Community School is equipped to provide innovative pedagogy and curricula that have been shown to improve executive functioning, critical thinking, and leadership skills in children of all ages.

A charter school with the goal of integrating the El Sistema music approach with Expeditionary Learning academics during the school day is laudable. It represents a special opportunity for underprivileged black and Hispanic kids to learn new things about the world and about themselves in a safe, thriving, and stimulating community.

In our experience, we have found that the integration of music into the day is both motivating and engaging for the students. It is essential to provide this type of artistic exposure and training in the early years of a child's life. Much research indicates that this exposure enhances the cognitive and social development of the student. It is essential to provide the opportunity to receive this type of education to students who are chronically underserved, and it is especially important to provide this type of culturally rich experience to underserved students in New York City, where the arts are recognized to be essential to high quality education and students, from higher income families do customarily receive this quality of education.

I recommend approval of the WHIN Music Community School proposal without reservation. It has a solid leader, a model that is supported by research, and anchor programs that ensure student achievement.

Sincerely,



Diana Lam
Head of School
Conservatory Lab Charter School

February 9, 2015

New York State Department of Education
Charter School Office
89 Washington Avenue, Room 471 EBA
Albany, NY 12234

To Whom It May Concern:

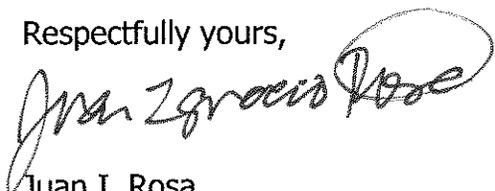
I write in support of the WHIN Music Community Charter School's application to the New York State Board of Regents to open a music-centered public charter school in Northern Manhattan's Community School District 6. As someone who has lived in Northern Manhattan since immigrating from the Dominican Republic at the age of 10 and has worked in public service in this area for most of my professional career I can attest to the many benefits that WHIN would bring to students in this community.

Free, high-quality music education as an integral part of the school curriculum would be of great value for students in this community. It is well documented that arts education in the New York City public school system has been gutted in the last decade or so. Parents with the financial means to enroll their children in private music and other arts programs have continued to ensure their children's out-of-school enrichment thereby making-up for the loss of these opportunities in schools. Students of parents that do not have the means to do the same have not fared as well. The latter is the profile of the children that will benefit the most from having WHIN in their community. That is one of the main reasons why I support this application.

Mr. David Gracia, the main applicant and the school's would-be Executive Director, is someone who has demonstrated his capability to implement a vision and to get others onboard with that mission. WHIN Music Community Charter School is a direct result of Mr. Gracia's vision of bringing the *E/ Sistema* music education system to Northern Manhattan. The success of that project led him to identify the need for more music programs in this community. This leads me to believe that Mr. Gracia is someone who would integrate community needs into school operations and school philosophy, which is another reason why I support this application.

It is my sincere hope that you will take the information in this letter into account when reviewing WHIN Music Community Charter School's application. As an educational option in this community WHIN would be widening the horizons of hundreds if not thousands of future scholars and musicians. Our children deserve that opportunity.

Respectfully yours,



Juan I. Rosa

DISTRICT OFFICE
5030 BROADWAY, SUITE 701
NEW YORK, NEW YORK 10033
(212) 544-0173
FAX: (212) 544-0256

ALBANY OFFICE
LEGISLATIVE OFFICE BUILDING
ROOM 513
ALBANY, NEW YORK 12247
(518) 475-2041
FAX: (518) 426-6847

E-MAIL: ESPAILLA@NYSENATE.GOV
WEB: WWW.ESPAILLAT.NYSENATE.GOV

THE SENATE
STATE OF NEW YORK



ADRIANO ESPAILLAT
SENATOR
31ST DISTRICT

RANKING MINORITY MEMBER
HOUSING

COMMITTEE MEMBER
CODES

ENVIRONMENTAL CONSERVATION
HIGHER EDUCATION
INSURANCE
FINANCE
JUDICIARY
RULES

9 February 2015

New York State Education Department
Charter School Office
89 Washington Avenue, Room 471 EBA
Albany, NY 12234

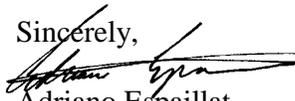
To whom it may concern:

It is my pleasure to write this letter of support on behalf of the David Gracia and the Washington Heights & Inwood (WHIN) Music Project's proposal for the WHIN Music Charter School, a music-centered, El Sistema-inspired elementary school in my District. I met recently with Mr. Gracia and was very impressed with his proposal, and the team he has assembled. And of course I am familiar with WHIN's music programs for youth in our community, both in schools and in collaboration with independent community-based organizations.

This charter proposal, modeled in part on Boston's Conservatory Lab School, offers several innovative educational concepts. All students would engage in the rigor and discipline of music education, not for the purpose of churning out musicians, but to enhance and enrich the core academic experience. There is a wealth of pedagogical research that supports the value of music education in supporting instruction in core academic subject in the language arts, sciences, and math. The extended day model relies on a four-and-a-half day week, leaving Friday afternoons available for performance, professional development, and enhanced collaborative opportunities among parents, students and staff.

As the Senator representing New York State's 31st Senate District – including School District 6, in which the school proposes to be cited – I am acutely aware of the educational needs of my school-aged constituents and their families, many which include many English Language Learners (ELLs) and households in poverty. I believe this school will offer rigorous and engaging programs delivered in a supportive environment that promotes intellectual growth and achievement, and will include the accommodations necessary for the success of ELL, special-need and financially disadvantaged children.

I look forward to helping the school in any way I can, and hope you will give this charter application every possible consideration.

Sincerely,

Adriano Espailat
Senator, 31st SD

New York City,
February 6, 2015

To Whom It May Concern,

We are writing this letter in support of David Gracia and his proposal for the Washington heights and Inwood Community Music School.

We operate several daycare centers in Washington Heights and Harlem. Every year as the children in our care turn four and five years old, we come together as a school community to discuss our preK and kindergarten placement options.

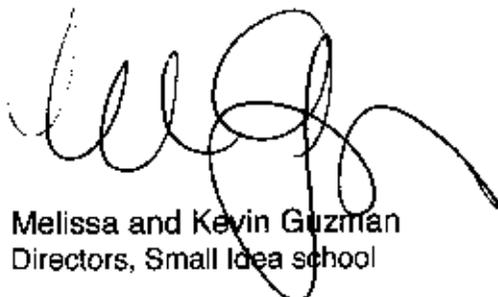
This is a daunting task. While there are many schools in District 6, there is little diversity amongst those schools in terms of pedagogy and approach. In short, District 6 parents have little choice as to the type of education their children receive.

David Gracia, with his proposal for a music centered school, is a beacon of hope. We and our community of families support him and his proposal 100%.

We have been working with David since his WHIN Music Project began. His wonderful staff have provided high quality choral, instrumental, and early music awareness classes for the children in our day care (ages 1-3), preschool (ages 2-5), and after school (ages 5-9) programs.

We look forward to the Department of Education granting the charter for the Washington Heights and Inwood Community Music School.

Kind regards,



Melissa and Kevin Guzman
Directors, Small Idea school





Washington Heights & Inwood • 54 Nagle Avenue, New York, NY 10040 • 212.569.6200 (ph) • 212.567.5915 (fax) • www.ywashhts.org

Executive Vice-President & CEO

Martin G. Englisner

Chief Operating Officer

Michael Fermaglich

Chief Social Services Officer

Deborah Katznelson

Chief Program Officer

Victoria Neznansky

President

Andrew Halpern

Vice-Presidents

Rachelle Dattner, Ph.D.

Cheryl G. Fried

Robert Lautin, M.D.

Treasurer

Lauren Tomlinson

Recording Secretary

Marilyn Napoli

Board of Directors

Herbert Ackerman*

Daniel Berlin

Peter Bernstein

Adam Brajer

Rachelle Dattner, Ph.D.

Erika Finn

Cheryl G. Fried

Amy Friedman

Andrew Halpern

Robert Lautin, M.D.

Jeffrey M. Loewy*

Marilyn Napoli

Stephen Offerman*

Barry Piafsky*

Christine Roch

Hon. Joseph B. Russell*

Peggy G. Tirschwell

Lauren Tomlinson

Dr. Ruth K. Westheimer*

Ben Zinkin**

Honorary Presidents

Steven M. Hochberg

Honorary Vice-President

Joseph L. Oppenheimer

*Honorary Presidents

**Honorary Vice-President

February 5, 2015

New York State Educational Department
Charter School Office
89 Washington Avenue
Room 471, EBA,
Albany, New York,

To Whom It May Concern:

I am writing to lend the support of the YM-YWHA of Washington Heights and Inwood to the Proposal for the Washington Heights and Inwood (WHIN) Music Community Elementary Charter School.

Throughout our almost 100 year history, the Y has provided early childhood, adult, senior, family literacy, ESL, and a spectrum of educational services to diverse populations in the Washington Heights/Inwood community. Our well known Y Nursery School is proud of its diversity and progressive educational model with emerging curriculum. Our Universal Kindergarten classes are enhanced by Midori & Friends' partnership that provides high quality music education programs to preschool age children.

Currently, there are no free elementary schools in the community for the children to continue with their music education after they graduate from our preschool. It is of utmost importance for us that the WHI Music Community Elementary Charter School fills this void.

The Y has continuously developed complex art and music infused multi-ethnic programs. One of these is famous musical project *Sosúa: Dare To Dance Together*, written by Elizabeth Swados and performed throughout the city, including the United Nations, by a changing ensemble of teens from the Hispanic, Jewish, Haitian and other populations in Washington Heights/Inwood, including those with special needs. The musical depicts the story of the Dominican Republic town of Sosúa which in 1939 welcomed a boatload of Jewish people escaping the Nazis. We saw the impact our Sosúa project had on the participants' self-esteem, confidence and leadership development through music, and the project, followed by a documentary "Sosua: Make a Better World" became an educational model for the local and international communities.

We look forward to collaborate with the Innovative Charter Music School by offering high quality educational alternative to our families and by participating in community concerts and teachers' professional development.

Sincerely,

Victoria Neznansky, Chief Program Officer



Find us on Facebook



UJA Federation
of New York

Good together.®



Bankstreet
Graduate School
of Education

March 18, 2015

Mr. David Gracia
64-25A 186th Lane
Fresh Meadows, NY 11365

Dear Mr. Gracia.

It gives me great pleasure to provide this letter of recommendation for the WHIN Music Community Charter School. I strongly believe that children must have a well-rounded education if they are to be productive citizens in the future.

WHIN Music Community Charter School is on the right pathway to establishing a school that values high academic achievement, music, and bringing the whole educational community together. WHIN has created a program that truly integrates rigorous academic content with music by having a co-teaching model with an academic teacher and a music teacher in each classroom. The music program will be modeled after the highly successful Venezuela-based El Sistema model.

I highly recommend that New York State accredit WHIN Music Community Charter School. I will be available to support them as they move ahead to create a unique and exciting opportunity for the children and families of Community School District 6.

Very truly yours,

Kenneth Grover, Chair
Educational Leadership Department
Bank Street College of Education
Kgrover@bankstreet.edu



David Gracia Beltran <[REDACTED]>

This is great!!!!

5 messages

L [REDACTED] <[REDACTED]@yahoo.com>

Mon, Dec 22, 2014 at 6:59 PM

To: "whinmusiccs@gmail.com" <whinmusiccs@gmail.com>

Hi David,

I think this whole idea is great, I would love to attend, to get more information, music is great, music is life changing, music takes you to another level, I feel very very fortunate to belong to this wonderful family!

Best Regards,

L [REDACTED]

WHIN Music Community <whinmusiccs@gmail.com>

Tue, Dec 23, 2014 at 11:04 AM

To: L [REDACTED] <[REDACTED]@yahoo.com>

Gracias L [REDACTED] por tus palabras de apoyo!! It is truly a pleasure to serve you and your family through our music program!!

You can definitely be our PR manager!! Hehehe.

Will keep you updated on any info session. Today I am meeting with a few parents at La cheile (181st and Fort Washington) to hear reir feedback. Around 6:30pm. You are welcome to come if you can.

In any case, happy holidays!!!

Hear that from you makes me work even harder to provide the best musical experience for our children!!

David

Sent from my iPhone

[Quoted text hidden]

L [REDACTED] <[REDACTED]@yahoo.com>

Wed, Dec 24, 2014 at 2:00 PM

To: WHIN Music Community <whinmusiccs@gmail.com>

Ahhh a pleasure! Sorry I was finishing up with some last minute shopping yesterday. Please let me know about the next meeting.

I grew up in the Dominican Republic listening to classical music and to my grandfather played everyday. Once a week some musicians would come to our house and play with my Grandfather, they would try to record music (the old way) grandmother singing my grandfather's compositions, but it was frustrating because of the motorcycles noise outside lol. It was just beautiful and I am so blessed that my daughter is having this great opportunity, when I see S [REDACTED] signing with B [REDACTED] and enjoying music is just such a wonderful feeling, they have planned a Christmas show for us, I [REDACTED] is going to play Gingle Bells on the piano and sing along with S [REDACTED] tonight, you have to see them practice,so adorable. My entire family is just so happy that I [REDACTED] is into music, we all feel that my Grandfather is very proud of her up there in heaven.

Thank you and all if those wonderful teachers for such a wonderful musical year!!!

Best Regards,

L [REDACTED]

[Quoted text hidden]

David Gracia Beltran <whinmusiccs@gmail.com>

Wed, Jan 21, 2015 at 11:06 AM

To: Layna [REDACTED] <[REDACTED]@yahoo.com>

Hola L [REDACTED]

I hope you are doing well! Thanks for sharing the beautiful story of your family. It is indeed very touching to see how your children have access to music and it definitely makes my day to see that we are contributing with our program.

I would like to invite you to the info session tomorrow (1/22) at 6pm at Small Idea School (around 159th St between B'way and Amsterdam). See attached flyer with more details an another day for this info session [REDACTED], (January 29, 6pm at the same location).

They provide childcare during the meeting if necessary (I know the owner of the daycare very well: M [REDACTED] [REDACTED]). **It would be great if you can make it and if you can invite friends** for tomorrow's meeting. Feel free to send these flyers to your network.

It is important to hear your opinion about this initiative we are undertaking.

Mil gracias!
David

[Quoted text hidden]

2 attachments

 **Free Info Session Flyer Template.pdf**
477K

 **Sesión informativa - Flyer.pdf**
457K

L [REDACTED] <[REDACTED]@yahoo.com>
To: David Gracia Beltran <whinmusiccs@gmail.com>

Fri, Jan 23, 2015 at 8:20 PM

Hi,
For some reason I Didnt get you email, just found it
On my junk folder, this is not the first time. Please text me for the next meeting!
Best Regards,
Layna [REDACTED]

[Quoted text hidden]

<Free Info Session Flyer Template.pdf>

<Sesión informativa - Flyer.pdf>



David Gracia Beltran <whinmusiccs@gmail.com>

Music charter school

4 messages

████████@gmail.com <████████@gmail.com>
To: "whinmusiccs@gmail.com" <whinmusiccs@gmail.com>

Sat, Jan 17, 2015 at 8:07 AM

I would like to attend the January 29th info session.
Thank you
K████████
Sent from my iPhone

WHIN Music Community <whinmusiccs@gmail.com>
To: "████████@gmail.com" <████████@gmail.com>

Mon, Jan 19, 2015 at 8:59 PM

Hi K████████

Thanks for your interest in attending the info session. January 29 is available. See you then at 6pm.

Let me know if you need childcare during the meeting or if have any further question or concern.

Thanks!
David Gracia

Sent from my iPhone
[Quoted text hidden]

████████@gmail.com <████████@gmail.com>
To: WHIN Music Community <whinmusiccs@gmail.com>

Wed, Jan 21, 2015 at 7:21 PM

I was just wondering if this is planned to be open by September and if there is a location for the school?
Thanks
K████████

Sent from my iPhone
[Quoted text hidden]

WHIN Music Community <whinmusiccs@gmail.com>
To: "████████@gmail.com" <████████@gmail.com>

Wed, Jan 21, 2015 at 9:42 PM

Hi K████████

We are in the process to present an application to the State by February and if approved, we have plans to open by September 2016.

At this point, we are spreading the word about this initiative to hear feedback from families. My experience working in the community (through WHIN Music Project) is telling me that this can be of great interest to many families. For this reason, instead of planning/preparing the school and then "selling" it to the community I much rather work with the community from the very beginning to see what things would interest/worry/inspire families to see in this school so we can make sure we can create the most collaborative effort from the community and for the community.

Hope to hear your feedback on the 29th!



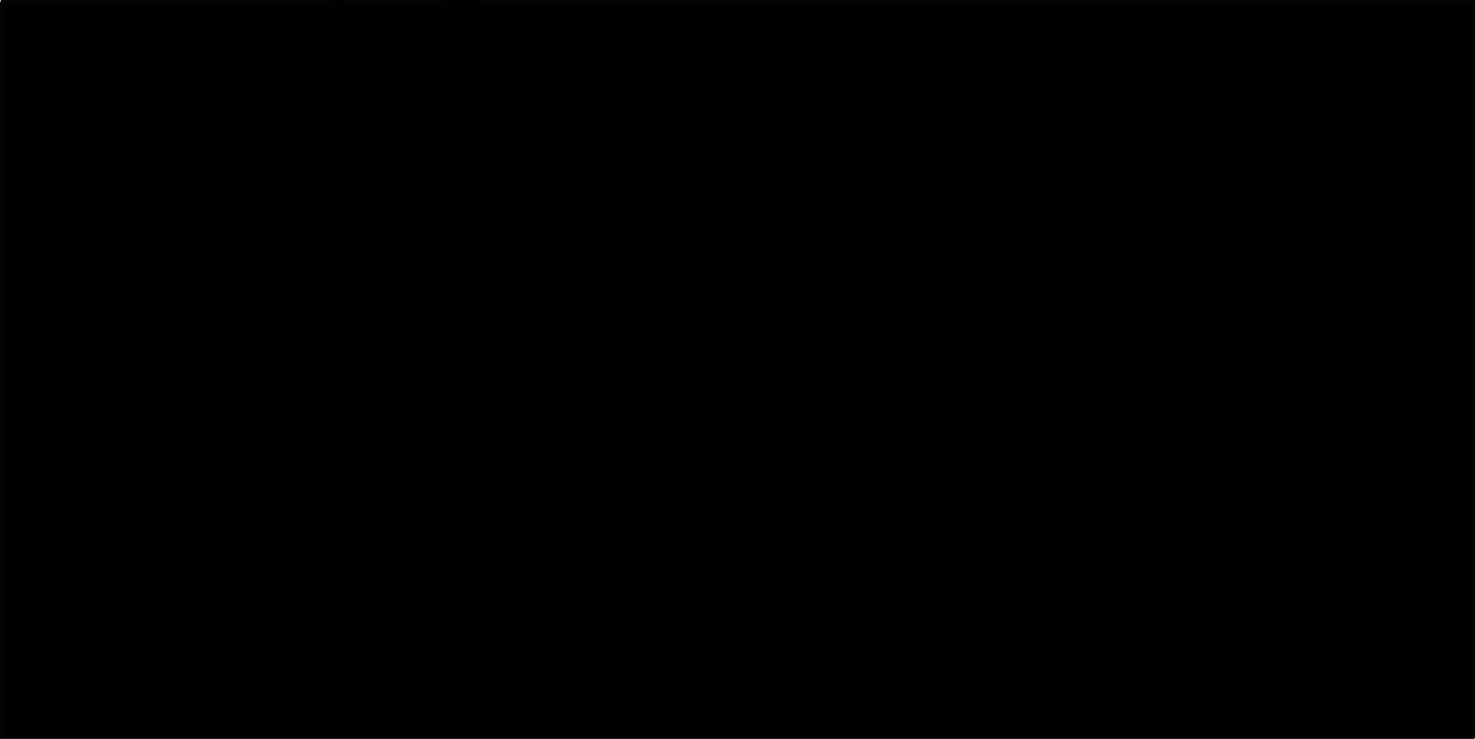
David Gracia Beltran <whinmusiccs@gmail.com>

We want to hear your feedback! Today at 6pm at OSA - Public Meeting about WHIN Music Community Charter School

7 messages

David Gracia Beltran <whinmusiccs@gmail.com>
To: David Gracia <david.gracia79@gmail.com>

Tue, Mar 17, 2015 at 10:27 AM



Dear Parents,

Happy St. Patrick's Day!!

This is a friendly reminder that **today at 6pm** we are holding:

**Public Meeting - Proposal for WHIN Music Community Charter School
Our Saviour's Atonement Lutheran Church**
178 Bennett Avenue
New York, NY 10040

A proposal for a K-5 public charter school in CSD 6 that plans to start in September 2016 (K-1).

Your **feedback** is very important for us so we can make sure we develop a great school that meets the needs of our students and families! So thank you to those of you who sent us your thoughts, ideas, questions about our school model.

If you are unable to attend to today's meeting but want to give your feedback, take **5 minutes to do so here** in English or in Spanish).

Looking forward to see you and/or hear your feedback, suggestions, ideas.

Have a great day!
David

 **WHIN Music Community Charter School.pdf**
171K

J [REDACTED]
To: David Gracia Beltran <whinmusiccs@gmail.com>

Tue, Mar 17, 2015 at 11:39 AM

Good Morning David, I'm very excited about the school! I work late on tuesdays and will not be able to attend. However please clarify what is the youngest age/grade the school will be starting. Thank you. J [REDACTED]

J [REDACTED]
[Quoted text hidden]

<WHIN Music Community Charter School.pdf>

G [REDACTED]
To: David Gracia Beltran <whinmusiccs@gmail.com>

Tue, Mar 17, 2015 at 3:28 PM

David,

I don't think I will be able attend the public meeting because I am not feeling well. However, I will bring J [REDACTED] to perform because she will be upset if I don't bring her. Also, I did complete the feedback form you emailed today regarding the school..

G [REDACTED]
[Quoted text hidden]

David Gracia Beltran <whinmusiccs@gmail.com>
To: G [REDACTED]

Wed, Mar 18, 2015 at 6:03 AM

Dear G [REDACTED] & J [REDACTED]

I hope you are feeling better! It was great to see you at the concert and despite you couldn't stay for the public meeting I appreciate you took the time to fill out the feedback form.

You provided us with great comments and very powerful suggestions as to how integrate and provide differentiated instruction to ALL students in the school. Thanks!

I would love to discuss this with you into more detail and I hope we could speak about this in the next weeks. But right now, I am very intrigued to discuss with you about this comment you made from your personal experience:

"If we have a school that deems music as a central focus to learning, which it is, all that is needed are a few teachers who are also experts and have experience working with children with special needs. WHIN has staff and volunteers who have done great work with this population of children but I would like to see more awareness to be brought to the forefront so that all children feel as a part of the music school community."

It is very clear to me that WHIN Music Project has been/is a great outlet for your daughter and her experience along with the experiences of many other students in our program are one of the main reasons why we are proposing to create a music-centered school for this community. However, I agree 100% with you on the comment that we will need special ed teachers for the WHIN Music Community Charter School who can provide the whole array of services especially for children with special needs. And for that purpose we will have 1 Dean of Special Education who will oversee the special Ed teachers (1 per grade) and who will also work with the social

workers to provide the necessary services. This Dean of Special Ed would be an expert who also understands, envisions the essential role that music can and should have when working with this population of children.

I also have one question regarding the second have of your comment: "I would like to see more awareness to be brought to the forefront so that all children feel as a part of the music school community." I think I understand what you mean but it would be great if you can explain it further.

I have to say that I deeply appreciate your generosity in supporting our school initiative and in providing your feedback, especially coming from your personal experience in our music program. Despite that your daughter won't be able to directly benefit from the opening of the school (unfortunately!), I am certain that there will be very positive ripple effects once we open the school.

Looking forward to hear your comments.

Thanks,
David

[Quoted text hidden]

G [REDACTED]
To: David Gracia Beltran <whinmusiccs@gmail.com>

Wed, Mar 18, 2015 at 7:21 AM

David,

You're most welcome but no need to thank me. I am simply giving back what you guys have given us. Aside from being a parent of a special needs child, I am also a special educator. And although J [REDACTED] will not attend the school as a student, she hopes to be a part of the school in the future as a music teacher for children with special needs. We have great hopes for this school and like to see it become reality. And of course, assist in anyway that we can.

Thank you for all you've done! We appreciate you all!

Sincerely,
G [REDACTED] & J [REDACTED] :)

[Quoted text hidden]

David Gracia Beltran <whinmusiccs@gmail.com>
To: JC [REDACTED]

Thu, Mar 19, 2015 at 7:09 AM

Good Morning J [REDACTED]

Thanks for the nice words! I am sorry we missed you at the meeting but your friend S [REDACTED] attended.

To answer your question, we plan to start with K-1 in fall 2016 and then add a grade per year.

Let me know if you have any further question/idea/concern so I can address it accordingly.

Thanks,
David

[Quoted text hidden]

JC [REDACTED]
To: David Gracia Beltran <whinmusiccs@gmail.com>

Thu, Mar 19, 2015 at 8:36 AM

Good Morning David, thanks for the info. Yes S [REDACTED] said she has some forms for me. I'm looking forward to my son attending your school!

Ms. JC [REDACTED] MS, MFT

Proposal for the WHIN Music Community Charter School

New York City CSD 6 - Proposed start in September 2016 (K-1)

MISSION: The WHIN Music Community Charter School ("WHIN"), a K-5 elementary school will combine a music-centered curriculum, a positive learning environment, parental involvement, and community support to provide students with the executive functioning skills, inquisitive minds, and emotional stability they will need to lead fulfilling professional and personal lives and positively engage in their communities.

OBJECTIVES: WHIN will create an educational setting where academic achievement, love of music, and commitment to community are valued and nurtured. Building upon WHIN Music Project's years of work and dedication to the Washington Heights and Inwood communities, the school will strive to create a unique and innovative educational opportunity for the children of CSD6.

Interested in WHIN Music Community Charter School? Your feedback is important to us, so please take 5 minutes to send us your thoughts and ideas in this form.

Would you like us to share your ideas with the appropriate authorities that review the charter application (New York State Education Department) as an informational part of our application? If so, be aware that your comments will be part of our application and therefore will be made public, as required per law. If not, we would still like to hear your feedback and we will keep it for our own reference.

***PRIVACY:** In order to protect your privacy, under no circumstances we will provide your personal contact information (email or phone) or your child's age to NYSED or to any other organization/individual. If you want us to provide your name along with your comments check the appropriate box at the bottom of the form.

* Required

Parent/Guardian Name *

G [REDACTED]

E-mail *

[REDACTED]

Phone

[REDACTED]

School District *

CSD 6 (Washington Heights, Inwood, northern Harlem)

Other: bronx

Age of your child/children: *

17

Preferred contact *

Email

Phone

What characteristics would you like to see in a school for your child? *

Modifications for children with special needs (hard of hearing, inattentiveness, visuals, etc.)

Do you consider the arts (especially music) important for the development of your child? Briefly explain why. *

Yes, music is important for the development of children. Children (and grown ups) learn best when they learn by doing, by demonstrating. Music expects learners to perform. Therefore, it pushes the learner to show understanding and/or mistakes, and provides for opportunities for more learning.

After having learned about the WHIN Music Community Charter School, do you think it is a good alternative to the current school choices in your district? If yes, briefly explain why. *

Yes, music unfortunately, is not a major part of most schools' curriculum nowadays. It is needed because it is a part of learning and motivation. This, music, is a central part of us as human beings and it is necessary in our everyday lives.

Share with us any further thoughts, ideas and suggestions to improve our educational model and to better serve the children in these communities. *

If we have a school that deems music as a central focus to learning, which it is, all that is needed are a few teachers who are also experts and have experience working with children with special needs. WHIN has staff and volunteers who have done great work with this population of children but I would like to see more awareness to be brought to the forefront so that all children feel as a part of the music school community.

Age of your child/children: *

8

Preferred contact *

Email

Phone

What characteristics would you like to see in a school for your child? *

Although my son attends the Anderson School P.S. 334 in district 3. In hoping to find an awesome school for him in district 6, I would have love to have come across a school with a stronger curriculum and a wonderful music program.

Do you consider the arts (especially music) important for the development of your child? Briefly explain why. *

The Arts are extremely important for the development especial when considering the 7 intelligence innate in a child as he/she develops. This community is underserved and I compare it to all the exposure my child is fortunate to have in the public school he attends.

After having learned about the WHIN Music Community Charter School, do you think it is a good alternative to the current school choices in your district? If yes, briefly explain why. *

I whole-heartedly agree that a musically based K-5 is imperative as there is a lack of such a program in district 6 and just the fact that music programs are costly to most parents living in what is considered an impoverished community.

Share with us any further thoughts, ideas and suggestions to improve our educational model and to better serve the children in these communities. *

Our schools should also have parent workshops to inform them of great resources that benefit the child and better improve socioeconomic advancement moving forward.

Proposal for the WHIN Music Community Charter School

New York City CSD 6 - Proposed start in September 2016 (K-1)

MISSION: The WHIN Music Community Charter School ("WHIN"), a K-5 elementary school will combine a music-centered curriculum, a positive learning environment, parental involvement, and community support to provide students with the executive functioning skills, inquisitive minds, and emotional stability they will need to lead fulfilling professional and personal lives and positively engage in their communities.

OBJECTIVES: WHIN will create an educational setting where academic achievement, love of music, and commitment to community are valued and nurtured. Building upon WHIN Music Project's years of work and dedication to the Washington Heights and Inwood communities, the school will strive to create a unique and innovative educational opportunity for the children of CSD6.

Interested in WHIN Music Community Charter School? Your feedback is important to us, so please take 5 minutes to send us your thoughts and ideas in this form.

Would you like us to share your ideas with the appropriate authorities that review the charter application (New York State Education Department) as an informational part of our application? If so, be aware that your comments will be part of our application and therefore will be made public, as required per law. If not, we would still like to hear your feedback and we will keep it for our own reference.

***PRIVACY:** In order to protect your privacy, under no circumstances we will provide your personal contact information (email or phone) or your child's age to NYSED or to any other organization/individual. If you want us to provide your name along with your comments check the appropriate box at the bottom of the form.

* Required

1. **Parent/Guardian Name ***
[Redacted]

2. **E-mail ***

[Redacted]

3. **Phone**

[Redacted]

4. **School District ***

Mark only one oval.

CSD 6 (Washington Heights, Inwood, northern Harlem)

Other:

5. Age of your child/children: *

2 1/2 & due in May w/ #2

6. Preferred contact *

Check all that apply.

Email

Phone

7. What characteristics would you like to see in a school for your child? *

strength in arts & music -
being used to help in all
curriculum - Emotional support -
child focused - teachers
kept in check - parents involved

8. Do you consider the arts (especially music) important for the development of your child? Briefly explain why. *

yes - absolutely - I'm an
artist - I strongly
believe can help in
all aspects of life

9. After having learned about the WHIN Music Community Charter School, do you think it is a good alternative to the current school choices in your district? If yes, briefly explain why. *

yes - unique and focused -
if it all can be
achieved as hoped - and
as long as Dist. 6 has
priority so we can get in ☺

10. Share with us any further thoughts, ideas and suggestions to improve our educational model and to better serve the children in these communities. *

hopefully using all
kinds of music I am
a Broadway and jazz singer -
so I would think & hope
all styles of music and theatre hopefully are
included.

Grade 1 Weekly Classroom Schedule

Period/Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:30 – 8:00	Breakfast/ Recess/Prep	Breakfast/ Recess/Prep	Breakfast/ Recess/Prep	Breakfast/ Recess/Prep	Breakfast/ Recess/Prep
8:00 – 8:20	Morning Meeting/ Community Gathering	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
8:20 – 9:20	Reading Workshop	Reading Workshop	Reading Workshop	Reading Workshop	Reading Workshop
9:20 – 10:20	El Sistema Music	El Sistema Music	El Sistema Music	El Sistema Music	El Sistema Music
10:20 – 11:20	Math Block	Math Block	Math Block	Math Block	Math Block
11:20 -12:20	Recess and Lunch	Recess and Lunch	Recess and Lunch	Recess and Lunch	Recess and Lunch
12:20 – 1:20	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Social Studies/ Science Expeditions
1:20-2:20	El Sistema Musical Connections (Movement)	El Sistema Musical Connections (Math)	El Sistema Musical Connections (Literacy)	El Sistema Musical Connections (Movement)	1:30 Pack-up 1:40 Community Gathering 2PM Early Release/ PD for Teachers
2:20-3:20	RtI Tiered Interventions	Physical Education	RtI Tiered Interventions	RtI Tiered Interventions	
3:20-4:20	Social Studies/ Science Expeditions	Social Studies/ Science Expeditions	Social Studies/ Science Expeditions	Social Studies/ Science Expeditions	
4:20-4:30	Pack-up/ Dismissal	Pack-up/ Dismissal	Pack-up/ Dismissal	Pack-up/ Dismissal	

Grade 1 Weekly Teacher’s Schedule

Period/Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:30 – 8:00	Breakfast/ Recess/Prep	Breakfast/ Recess/Prep	Breakfast/ Recess/Prep	Breakfast/ Recess/Prep	Breakfast/ Recess/Prep
8:00 – 8:20	Co-led Morning Meeting	Co-led Morning Meeting	Co-led Morning Meeting	Co-led Morning Meeting	Co-led Morning Meeting
8:20 – 9:20	Co-led Reading Workshop	Co-led Reading Workshop	Co-led Reading Workshop	Co-led Reading Workshop	Co-led Reading Workshop
9:20 – 10:20	Individual Teacher Planning Time	Individual Teacher Planning Time	Individual Teacher Planning Time	Individual Teacher Planning Time	Individual Teacher Planning Time
10:20 – 11:20	Co-led Math				

11:20 -12:20	Recess and Lunch				
12:20 – 1:20	Co-led Writing Workshop				
1:20-2:20	Team Planning Time/Grade Level Team Meeting	1:30 Pack-up/Dismissal 2PM Early Release/ PD for Teachers			
2:20-3:20	Co-Led Physical Education	Co-Led RtI Intervention	Co-Led Physical Education	Co-Led RtI Intervention	
3:20-4:20	Co-led Social Studies/ Science Expeditionary Learning				
4:20-4:30	Pack-up/ Reflection/ Quiet Reading/ Dismissal				

WHIN Music Community Charter School 2016-2017 Academic Calendar

JULY							AUGUST						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
					1	2		1	2	3	4	5	6
3	4	5	6	7	8	9	7	8	9	10	11	12	13
10	11	12	13	14	15	16	14	15	16	17	18	19	20
17	18	19	20	21	22	23	21	22	23	24	25	26	27
24	25	26	27	28	29	30	28	29	30	31			
31													
SEPTEMBER							OCTOBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
				1	2	3							1
4	5	6	7	8	9	10	2	3	4	5	6	7	8
11	12	13	14	15	16	17	9	10	11	12	13	14	15
18	19	20	21	22	23	24	16	17	18	19	20	21	22
25	26	27	28	29	30		23	24	25	26	27	28	29
							30	31					
NOVEMBER							DECEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
		1	2	3	4	5					1	2	3
6	7	8	9	10	11	12	4	5	6	7	8	9	10
13	14	15	16	17	18	19	11	12	13	14	15	16	17
20	21	22	23	24	25	26	18	19	20	21	22	23	24
27	28	29	30				25	26	27	28	29	30	31
JANUARY							FEBRUARY						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7				1	2	3	4
8	9	10	11	12	13	14	5	6	7	8	9	10	11
15	16	17	18	19	20	21	12	13	14	15	16	17	18
22	23	24	25	26	27	28	19	20	21	22	23	24	25
29	30	31					26	27	28				
MARCH							APRIL						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
			1	2	3	4							1
5	6	7	8	9	10	11	2	3	4	5	6	7	8
12	13	14	15	16	17	18	9	10	11	12	13	14	15
19	20	21	22	23	24	25	16	17	18	19	20	21	22
26	27	28	29	30	31		23	24	25	26	27	28	29
							30						
MAY							JUNE						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
	1	2	3	4	5	6					1	2	3
7	8	9	10	11	12	13	4	5	6	7	8	9	10
14	15	16	17	18	19	20	11	12	13	14	15	16	17
21	22	23	24	25	26	27	18	19	20	21	22	23	24
28	29	30	31				25	26	27	28	29	30	

August Instructional Days: 0
 8/8-8/26: Staff Training and Retreat
September Instructional Days: 17
 9/5: Labor Day (No School)
 9/8: First day of School for Students
 9/9: Early Release/PD for Staff
 9/16: Early Release/PD for Staff
 9/23: Early Release/ PD for Staff
 9/29: Curriculum Night
 9/30: Early Release/PD for Staff
October Instructional Days: 18
 10/3-10/4: Rosh Hashanah (No School)
 10/7: Early Release/ PD for Staff
 10/10: Columbus Day (No School)
 10/14: Early Release/ PD for Staff
 10/21: Early Release/ PD for Staff
 10/27: Parent Workshop
 10/28: Early Release/ PD for Staff
November Instructional Days: 17
 11/4: Early Release/ PD for Staff
 11.8 Election Day/ Chancellor's Day
 11/11: Veterans Days No School
 11/17: Parent Workshop
 11/18 Early Release/ PD for Staff
 11/23-11/25: Thanksgiving (No School)
December Instructional Days: 16
 12/2: Early Release/ PD for Staff
 12/9: Early Release/ PD for Staff
 12/15: Parent Workshop
 12/16: Early Release/ PD for Staff
 12/23: Early Release/ PD for Staff
 12/23-1/2: Christmas/Winter Vacation (No School)
January Instructional Days: 20
 1/6: Early Release/ PD for Staff
 1/13 Early Release/ PD for Staff
 1/16: Martin Luther King Jr Day (No School)
 1/19: Parent Workshop
 1/20: Early Release/ PD for Staff
 1/27: Early Release/ PD for Staff
February Instructional Days: 15
 2/3: Early Release/ PD for Staff
 2/10: Early Release/ PD for Staff
 2/13-2/17: Mid-Winter/February Vacation (No School)
 2/23: Parent Workshop
 2/24: Early Release/ PD for Staff
March Instructional Days: 23
 3/3: Early Release/ PD for Staff
 3/10: Early Release/ PD for Staff
 3/17: Early Release/ PD for Staff
 3/23: Parent Workshop
 3/24: Early Release/ PD for Staff
 3/31: Early Release/ PD for Staff
April Instructional Days: 15
 4/7: Early Release/ PD for Staff
 4/10-14: Spring Recess (No School)
 4/20: Parent Workshop
 4/21: Early Release/ PD for Staff
 4/28: Early Release/ PD for Staff
May Instructional Days: 22
 5/5: Early Release/ PD for Staff
 5/12: Early Release/ PD for Staff
 5/19: Early Release/ PD for Staff
 5/25: Parent Workshop
 5/26: Early Release/ PD for Staff
 5/29 Memorial Day
June Instructional Days: 17
 6/2: Early Release/ PD for Staff
 6/ 8 Chancellor's Day No School
 6/9: Early Release/ PD for Staff
 6/16: Early Release/ PD for Staff
 6/21: Portfolio Day
 6/23: Early Release/ PD for Staff
 6/23: Last Day for Students

Total Number of Instructional Days: 180
 Total Hours of Staff PD: 207.5

Attachment 4: WHIN Student Discipline Policy

At WHIN, we aim to create a safe, inclusive learning environment where everyone can enjoy the learning process. Discipline is a key part of ensuring that everyone can take advantage of the unique learning opportunities present at WHIN. Discipline is an integral part of the school climate and effective discipline requires the understanding, belief in, and support of all students, staff, and families.

At WHIN, we believe that the majority of discipline work should occur before there ever is any conflict or problem in the school. A preventive discipline program is one built upon key elements and school structures that promote good discipline. At WHIN, the following school structures will help instill **positive discipline**:

- Positive school culture: School culture will be one of collaboration and Crew qualities.
- Differentiated, inclusive instruction that eliminates lack of engagement in the learning activities as cause for misbehavior; a tidy learning environment that encourages learning.
- School-wide consensus on rules and procedures for student behavior.
- Teachers who are willing to enforce student discipline.
- A visible, approachable principal who models discipline and enforces discipline daily.
- Meetings with families ahead of time to prevent any cause for acting out.
- Certificates honoring students who model the WHIN Crew Qualities.
- Responsive Classroom Social Emotional Learning Curriculum taught and reinforced every day at classroom morning meetings.
- Regular classroom climate surveys to diagnose the state of classroom culture.
- Anti-bullying plan with protocols for defining bullying, defining school's sphere of authority, reporting bullying confidentially (when possible) to school administration and authorities (when necessary), providing consequences to offender for bullying, identifying target's needs, school re-entry plan for offender, and providing staff development for preventing bullying.

Respecting the Rights of Students: Just as WHIN expects students to respect teachers and other students, WHIN recognizes the rights of students as protected by State and Federal law. These include:

- Equal Opportunity to take part in school activities
- Confidentiality of Records
- Freedom of Expression
- Freedom from Unwarranted Search and Seizure
- Due Process

Description of Expectations (Student Code of Conduct): WHIN holds the highest possible expectations for students in order to support students to achieve their aspirations for the future. Students are expected to strive to emulate the WHIN Five Crew Qualities. The five Crew Qualities are Cooperation, Responsibility, Perseverance, Reflection, and Empathy. Collectively, these Five Crew Qualities provide students with a code by which to behave every day at school. Specifically, students are expected to behave in the following ways as illustrated below (this is only a partial list of some of the expected behaviors):

- **Classroom Behaviors:** Students are expected to follow teacher instructions and engage in behavior appropriate for learning and supporting the learning of other students.
- **Behavior in Halls:** Students are expected to walk quietly in the halls in order to maintain the learning environment.
- **Bathroom Behavior:** Students are expected to use the bathroom facilities respectfully and not deface or abuse them.
- **Behavior in lunchroom:** The lunchroom should be an orderly, chaos-free zone. Students should sit in their seats, eat orderly, and chat in quiet “inside voices.”
- **Behavior on Playground/Recess:** Students are to follow the instructions and rules of the playground/recess duty teachers/monitors.
- **Behavior on Buses:** Students should remain sitting in their seats and obey the driver or any caretaker on the bus. Students should refrain from any disorderly behaviors.
- **Behavior during School Field Trips/Activities:** Students are expected to behave in the same way outside of school as inside school. Students are to represent WHIN in the best possible way and be model WHIN students.
- **Excessive Tardiness, Absenteeism, leaving school without permission:** Students are to report to class on time and come to school except when they are sick. Students are never to leave school grounds without permission from a school staff member.
- **Dress Code:** Students are to wear clothing deemed “appropriate” as indicated in the WHIN School Dress Code.
- **Fighting/Physical Aggression:** WHIN students should resolve conflicts verbally through the conflict resolution strategies taught in their Responsive Classroom instruction.
- **Cheating/Plagiarism:** WHIN students are expected to act with honor and be principled. Teachers will help and support students whenever they struggle with understanding a concept; therefore, there is no need to showcase another person’s work for one’s own.
- **Inappropriate Uses of School Technology:** WHIN provides a range of educational technology devices and equipment for the edification of its students. As such, technology should be used solely for educational purposes as determined by teachers. Students should avoid any of the uses of technology indicated in the WHIN Technology Appropriate Use Agreement Form.
- **Physical Threat/Attack on Staff or Fellow Students:** WHIN takes the establishment of a safe, secure learning environment very seriously; any physical threats or attacks on students or staff will be dealt with in a serious manner.
- **Threats and Verbal Abuse:** Students are to treat each other with respect and use positive language.
- **Teasing/Bullying, Verbal or Non-Verbal:** Bullying will not be tolerated in any form. All forms of teasing or bullying, big or small, will be dealt with immediately.

Minor Infractions: In our efforts to teach positive, life-changing discipline, WHIN staff will employ the following strategies for minor infractions (level 1) such as classroom outbursts, disrespect, tardiness, disobeying minor rules:

- Verbal Warning
- Time-outs
- Buddy time-outs (time-out in buddy classroom)
- Logical consequences
- Loss of Privilege

- Apology: Verbal or Written

Major Infractions: For major infractions (level 2 and 3 infractions), we will use the following strategies, making sure to follow due process:

- Letter and/or phone call to parent
- Parent/Guardian meeting
- In-school suspension
- Out of school suspension
- Expulsion

Partnership with Parents/Families to Resolve Discipline Issues and Promote Learning:

WHIN firmly believes that a strong discipline policy must include the support and enforcement of the parents and families. Therefore, teachers and/or administrators will be in communication via email, phone call or face-to-face meetings whenever there might be a situation or potential situation that might distract a student from learning.

Three Levels of Misbehaviors: The consequence utilized will depend on the severity and the frequency of the behavior. Misbehaviors are categorized into 3 levels of severity where level 1 is the lowest and level 3 is the highest. This chart is a partial list of all the possible infractions and violations and the possible range of consequences.

Level 1	
Infraction	Range of Possible Consequences
<ul style="list-style-type: none"> ● Calling out in class ● Not following teacher instructions ● Dress code violation ● Minor name calling 	<ul style="list-style-type: none"> ● Verbal Reminder/Warning ● Loss of Privilege ● Logical Consequence ● time-out ● buddy time-out
Level 2	
Infraction	Range of Possible Consequences
<ul style="list-style-type: none"> ● Repeated Level 1 Offense ● Fighting/Physical Aggression ● Serious Bullying/Threats/Verbal Abuse 	<ul style="list-style-type: none"> ● Time Out ● Phone Call/Letter to Parent/Guardian
Level 3	
Infraction	Range of Possible Consequences
<ul style="list-style-type: none"> ● Repeated Level 2 Offense ● Possessing a weapon ● Possessing an illegal substance ● Abusing/ destroying school property ● Assaulting a teacher or student ● Discriminatory/Abusive/Obscene/Derogatory speech ● Conduct which disrupts school/classroom activities and endangers/threatens to endanger the health, safety or welfare of others 	<ul style="list-style-type: none"> ● In School Suspension ● Short Term Out of School Suspension ● Long Term Out of School Suspension ● Expulsion

Suspensions/Expulsions: When there is serious cause, the DCI and/or the ED may suspend a student for a period up to five days; for the most serious infractions, the DCI and/or the ED may suspend a student for a period of more than 5 days after the student has been found guilty in a

formal hearing. At a student's disciplinary meeting, the DCI and/or ED will present to the parent/guardian witness accounts, documentation, and evidence justifying the decision for suspension. The DCI will also allot time for informal response to the evidence from the parent/guardian. After hearing the parent/guardian response, the DCI and/or ED will make a final decision about the consequence given. The DCI and all staff members who witnessed the alleged violation of the Code of Conduct will participate in the hearing. For the hearing, the student will reserve the right to be represented by counsel, question witnesses, and present evidence. In the case that the DCI and ED decide together that a student's violation of the Code of Conduct justifies an expulsion, a hearing similar to the one detailed above will take place. Based on the evidence presented in the hearing, the DCI and ED will make the recommendation to the Board of Trustees, who will reserve the right to make the final decision. The student's lawful parents/guardians hold the right to appeal the decision to the Board.

Due Process: In the case of disciplinary action (suspension or expulsion) involving the removal of students from class or activities, parents will be notified. Students will be told of the charges against them and evidence will be presented; the student will have the opportunity to describe his/her version of the incident. In accordance with Federal due process law (*Goss v. Lopez*), in cases of suspension for a period of 10 days or less, students will be given oral or written notice of the charges against him or her. The parents/guardians will be notified as soon as possible via phone or email. If the student denies the charges, the school administrators and/or teachers will present the evidence held against the student. The student will be afforded the right to present his or her version of the incident. For suspensions for more than 10 days and for the rare case of expulsion, students will be afforded full Due Process protections including the right to secure counsel, the opportunity to confront and cross-examine witnesses supporting the challenge, and the opportunity to call his or her own witnesses to verify his or her own version of the incident.

Discipline of Students with Disabilities: In accordance with Federal Special Education law (IDEA 2004), Students with an IEP or a 504 plan are protected by certain rights when it comes to disciplinary action. That being said, all students are expected to follow the school rules. The WHIN Charter school will consider the individual student, the student's needs, and the student's plans when making disciplinary decisions. If it is discovered that the behavior of a student with an IEP or a 504 plan is a manifestation of the student's disability, then the student will be returned to class after the maximum of 10 days of suspension. If the **Manifestation**

Determination hearing finds that the student's behavior was not a manifestation of the student's disability, then the child may be disciplined in the same manner as a child without a disability.

Alternative Educational Activities: In the case of suspension or expulsion, alternative educational activities will be provided so that the student will continue to provide the opportunity to make academic progress in the curriculum.

TABLE 1: APPLICANT GROUP INFORMATION

***Minimum of 5 members must be designated as Trustees**

NAME OF APPLICANT GROUP MEMBER	EMAIL ADDRESS	CURRENT EMPLOYMENT	RELEVANT EXPERIENCE, SKILLS, AND ROLE ON APPLICANT GROUP (Key Words)	PROPOSED ROLE (if any) (Trustee, Employee, Consultant,	PROPOSED POSITION ON THE BOARD (e.g., officer, trustee, or constituent	LENGTH OF INITIAL TERM	VOTING MEMBER (YES OR NO)
Robert Green	[REDACTED]	Project Manager, BG Systems	Finance, Systems Design	Trustee	Trustee	3 years	YES
Carmel Owen	[REDACTED]	VP Leadership Gifts, The New York Women’s Foundation	Fundraising, Non-Profit Management	Trustee	Trustee	3 years	YES
Melissa Randazzo	[REDACTED]	Clinical Supervisor, Marymount Manhattan College	Bilingual Speech Pathologist	Trustee	Trustee	3 years	YES

Attachment 5B: Proposed Bylaws

ARTICLE I: THE CORPORATION

Section 1.1 Name. The name of the Corporation is WHIN Music Community Charter School (hereinafter, the “Corporation”).

Section 1.2 Membership. The Corporation is a non-stock, not-for-profit corporation organized under the laws of the State of New York. The Corporation has no members, and the rights that would otherwise vest in the members of the Corporation shall vest in the Corporation’s board of trustees (hereinafter, the “Board”, and each member thereof, a “Trustee”).

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 of 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 pursuant to a charter agreement therefor; (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 form 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 or 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 at the address of the School or at such other place as the Board of Trustees may select by resolution or amendment of the Bylaws. The Secretary shall note any change in office on the copy of the Bylaws maintained by the Secretary.

ARTICLE III: BOARD OF TRUSTEES

Section 3.1 Powers. The Board shall conduct and direct the affairs of the corporation and exercise its powers, subject to the limitations of the New York Education Law, New York Not-for-Profit Corporation Law, the Corporation’s **Certificate of Incorporation** and these Bylaws. The Board may delegate the management of the activities of the corporation to others, so long as the affairs of the corporation are managed, and its powers are exercised, under the Board's ultimate jurisdiction.

Without limiting the generality of the powers here granted to the Board, but subject to the same limitations, the Board shall have all the powers enumerated in these Bylaws, and the following specific powers:

1. To elect and remove Trustees.
2. To select and remove officers, agents and employees of the corporation; to prescribe powers and duties for them; and to fix their compensation.
3. To conduct, manage and control the affairs and activities of the corporation, and to make rules and regulations.

4. To enter into contracts, leases and other agreements which are, in the Board's judgment, necessary or desirable in obtaining the purposes of promoting the interests of the corporation.

5. To carry on a business at a profit and apply any profit that results from the business activity to any activity in which the corporation may engage.

6. To act as trustee under any trust incidental to the corporation's purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust.

7. To acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property.

8. To borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities.

9. To lend money and accept conditional or unconditional promissory notes therefore, whether interest or non-interest bearing, or secured or unsecured.

10. To indemnify and maintain insurance on behalf of any of its Trustees, officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the provisions of the New York law and the limitations noted in these Bylaws.

Section 3.2 Number of Trustees. The number of Trustees of the Corporation shall be not less than 5 nor more than 15. The Board shall fix the exact number of Trustees, within these limits, by Board resolution or amendment of the Bylaws.

Section 3.3 Election of Trustees.

A. Election. The Board shall elect the Trustees by the vote of a majority of the Trustees then in office, whether the number of Trustees is sufficient or not to constitute a quorum.

B. Eligibility. The Board may elect any person who in its discretion it believes will serve the interests of the corporation faithfully and respectively, provided that no employee of the Corporation or any other person who has a conflict of interest prohibited under Sections 801 through 806 of the New York General Municipal Law shall be eligible to serve as a Trustee. In addition to other candidates, the Board will consider the following nominees:

1. A parent of an active WHIN student, who is designated by the WHIN Parents' Association to represent that Association (the "Parent Representative").
2. A community member of the district of location of the School.

C. Organizational Affiliations. Not more than 40% of the persons serving on the Board may be a trustee or employee of a single organization.

D. Term of Office.

1. The term of office of all members of the initial Board of Trustees shall be three years, provided, however, that any Trustee elected to fill an unexpired term (whether resulting from the death, resignation or removal or created by an increase in the number of Trustees) shall hold office until the next election of Trustees.

2. At the end of the first term, the Board shall provide for staggered terms of its Trustees, by designating approximately one-third of the Trustees to two-, three- and four-year terms.

3. The term of office of a Trustee elected to fill a vacancy in these Bylaws begins on the date of the Trustee's election, and continues: (1) 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 (2) for the term specified by the Board of Trustees in the case of a vacancy resulting from the increase of the number of Trustees authorized.

4. A Trustee's term of office shall not be shortened by any reduction in the number of Trustees resulting from amendment to the Certificate of Incorporation, the Bylaws, or other Board action, provided that the Board may, by a majority of all Trustees include, without limitation, misconduct, incapacity, neglect of duty, violation of any charter provision regarding qualification of trustees, violation of the code of ethics of the Corporation and failure of such trustee to attend three consecutive meetings of the Board without an excuse acceptable to the Board of Trustees).

E. Time of Elections. The Board shall elect Trustees whose Terms begin on July 1st of a given year at the Annual Meeting for that year, or at a regular meeting of the Board, or at a special meeting of the Board called for that purpose.

Section 3.4 Removal of Trustees. The Board may remove a Trustee in accordance with the applicable provisions of the Education Law and the New York Not-for-Profit Corporation Law.

Section 3.5 Resignation by Trustee. A Trustee may resign by giving written notice to the Board Chair or Secretary. The resignation is effective on the giving of notice, or at any later date specified in the notice. A Trustee may not resign if the Trustee's resignation would leave the Corporation without a duly elected Trustee in charge of its affairs, without first giving notice to the New York State Attorney General.

Section 3.6 Vacancies. A vacancy is deemed to occur on the effective date of the resignation of a Trustee, upon the removal of a Trustee, upon declaration of vacancy pursuant to these Bylaws, or upon a Trustee's death. A vacancy is also deemed to exist upon the increase by the Board of the authorized number of Trustees.

Section 3.7 Compensation of Trustees. Trustees shall serve as trustees without compensation. However, the Board may approve reimbursement of a trustee's reasonable and documented out-of-pocket actual expenses while conducting Corporation business.

Section 3.8 Observers. The School's Executive Director shall be non-voting observer ("Observer") to the Board, in each case for so long as he/she is associated with the School.

ARTICLE IV: MEETINGS OF THE BOARD

All meetings of the Board of Trustees shall be conducted in accordance with the New York Open Meeting Law and any other applicable similar law, as amended from time to time, or any successor statute.

Section 4.1 Place of Meetings. Board Meetings shall be held at the corporation's principal office or at any other reasonably convenient place as the Board may designate.

Section 4.1. Annual Meetings. An Annual Meeting shall be held in May of each year for the purpose of electing Trustees, making and receiving reports on corporate affairs, and transacting other business as comes before the meeting.

Section 4.2 Regular Meetings. Regular meetings of the Board of Trustees shall be held each year on dates determined by the Board of Trustees. Board of Trustee meetings shall be held once every other month on a schedule determined by the Board of Trustees.

Section 4.3 Special Meetings. A special meeting of the Board of Trustees shall be held at any time called by the Chairperson, the Secretary, or the Treasurer. In addition, at any time upon the written demand of any three Trustees.

Section 4.4 Adjournment. A majority of the Trustees present at a meeting, whether or not a quorum, may adjourn the meeting to another time and place.

Section 4.5 Notices. Public notice of meetings shall be given in a manner consistent with the Open Meetings Law. Notice of the date, time, and place of all regular and special meetings of the Board of Trustees shall be given to each Trustee by the Secretary or any other Trustees calling such meeting in accordance with Article V(D). Such notice shall be given to each Trustee in person, by mail or by telephone, telegram, facsimile transmission, or electronic mail sent to such Trustee's usual or last known business address, home address or e-mail address not less than five days in advance of the meeting, provided that notice of special meetings to discuss matters requiring prompt action shall be given no less than 48 hours in advance of the meeting.

Section 4.6 Waiver of Notice. Notice of a meeting need not be given to a Trustee who signs a waiver of notice or written consent to holding the meeting or an approval of the minutes of the meeting, whether before or after the meeting, or attends the meeting without protest prior to the meeting or at its commencement, of the lack of notice. The Secretary shall incorporate all such waivers, consents and approvals into the minutes of the meeting.

ARTICLE V: ACTION BY THE BOARD

Section 5.1 Quorum. A quorum consists of one-third of the fixed number of Trustees.

Section 5.2 Action by the Board.

A. Actions Taken at Meetings. Except as otherwise provided by statute or by these Bylaws, the vote of a majority of the Trustees present at the time of the vote, if a quorum is present at such time, shall be the act of the Board. If at any meeting of the Board there shall be less than a quorum present, the Trustees present may adjourn the meeting until a quorum is obtained.

B. Participation by Other Means. In all events, a quorum of Trustees must be present to lawfully conduct a meeting of the Board. To the extent permitted by the Open Meeting Law, trustees participating by means of video-conferencing may be counted toward achieving a quorum. In such circumstances, a quorum of the Board may be established by Trustees physically present and/or Trustees participating by video-conferencing. Participation in a meeting pursuant to this section constitutes presence in person at such meeting.

Section 5.3 Committees.

A. Appointment of Committees. There shall be an executive committee (the "Executive Committee"), an audit and finance committee (the "Finance Committee"), and a program committee (the "Program Committee") of the Board. The Board may create additional committees for any purpose, provided, however, that the Board shall at all times maintain the Executive Committee, the Finance Committee, and the Program Committee. All standing committees will have a minimum of three (3) 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. Each committee and each member of each committee shall serve at the pleasure of the Board.

B. Authority of Board Committees. The Board may delegate to a Board committee any of the authority of the Board, except with respect to:

1. The election of Trustees.
2. Filling vacancies on the Board or any committee which has the authority of the election of trustees.
3. The fixing of Trustee compensation for serving on the Board or any committee.
4. The amendment or repeal of any Board resolution.
5. The amendment or repeal of Bylaws or the adoption of new Bylaws.
6. The appointment of other committees of the Board, or the members of the committees.
7. The expenditure of corporate funds to support a nominee for Trustee.
8. The approval of any self-dealing transaction, as defined by the New York State Nonprofit Public Benefit Corporation Law.

C. Procedures of Committees. The Board may prescribe the manner in which the proceedings of any Board Committee are to be conducted. In the absence of such prescription, a Board Committee may prescribe the manner of conducting its proceedings, except that the regular and special meetings of the Committee are governed by the provisions of these Bylaws with respect to the calling of meetings.

Section 5.4 Standard of Care.

A. Performance of Duties. Each Trustee shall perform all duties of a Trustee, including duties on any Board Committee, in good faith, in a manner the Trustee believes to be in the Corporation's best interest and with such care, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.

B. Reliance on Others. In performing the duties of a Trustee, a Trustee shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:

1. One or more officers or employees of the Corporation whom the Trustee believes to be reliable and competent in the matters presented;
2. Legal counsel, independent accountants or other persons as to matters that the Trustee believes are within that person's professional or expert competence; or
3. A Board Committee on which the Trustee does not serve, as to matters within its designated authority, provided the Trustee believes the Committee merits confidence and the Trustee acts in good faith, after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

C. Investments. In investing and dealing with all assets held by the Corporation for investment, the Board shall exercise the standard of care described above and avoid speculation, looking instead to the permanent disposition of the funds, considering the probable income, as well as the probable safety of the Corporation's capital. The Board may delegate its investment powers to others, provided that those powers are exercised within the ultimate direction of the Board. No investment violates this section where it conforms to provisions authorizing such investment contained in an instrument or agreement pursuant to which the assets were contributed to the Corporation.

Section 5.5 Rights of Inspection. Every Trustee has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the corporation, provided that such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the obligation to maintain the confidentiality of the reviewed information, in addition to any obligations imposed by any applicable federal, state or local law.

Section 5.6 Participation in Discussions and Voting. Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Board Committee. Any Trustee shall be excused from the discussion and vote on any matter involving: (a) a self-dealing transaction; (b) a conflict of interest, (c) indemnification of that Trustee, or (d) any other matter at the discretion of a majority of the Trustees then present.

Section 5.7 Duty to Maintain Board Confidences. Every Trustee has a duty to maintain the confidentiality of all Board actions, including discussions and votes. Any Trustee violating this confidence may be removed from the Board.

ARTICLE VI: OFFICERS

Section 6.1 Officers. The Officers of the Corporation consist of a President (hereinafter "Chair"), a Secretary and a Chief Financial Officer (hereinafter "Treasurer"). The corporation also may have such other officers as the Board deems advisable.

A. Chairperson. Subject to Board control, the Chair has general supervision, direction and control of the affairs of the corporation, and such other powers and duties as the Board may prescribe. If present, the Chair shall preside at Board meetings.

B. Treasurer. The Treasurer shall: (a) keep or cause to be kept adequate and correct accounts of the corporation's properties, receipts and disbursements; (b) make the books of account available at all times for inspection by any Trustee; (c) deposit or cause to be deposited the corporation's monies and other valuables in the corporation's name and to its credit, with the depositories the Board designates; (d) disburse or cause to be disbursed the corporation's funds as the Board directs; (e) render to the Chair and the Board, as requested but no less frequently than once every fiscal year, an account of the corporation's financial transactions and financial condition; (f) prepare any reports on financial issues required by an agreement on loans; and (g) have such other powers and perform such other duties as the Board may prescribe.

C. Secretary. The Secretary shall: (a) keep or cause to be kept, at the corporation's principal office, or such other place as the Board may direct a book of minutes of all meetings of the Board and Board Committees, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings; (b) keep or cause to be kept a copy of the corporation's Articles of Incorporation and Bylaws, with amendments; (c) give or cause to be given notice of the Board and Committee meetings as required by the Bylaws; and (d) have such other powers and perform such other duties as the Board may prescribe.

Section 6.2 Election, Eligibility and Term of Office.

A. *Election.* The Board shall elect the officers annually at the Annual Meeting or at a Regular Meeting designated for that purpose or at a Special Meeting called for that purpose, except that officers elected to fill vacancies shall be elected as vacancies occur.

B. *Eligibility.* A Trustee may hold any number of offices, except that neither the Secretary or Treasurer may serve concurrently as the Chair.

C. Term of Office. Each officer serves at the pleasure of the Board, holding office until resignation, removal or disqualification from service, or until his or her successor is elected.

Section 6.3 Removal and Resignation. The Board may remove any officer, either with or without cause, at any time. Such removal shall not prejudice the officer's rights, if any, under an employment contract. Any officer may resign at any time by giving written notice to the corporation, the resignation taking effect on receipt of the notice or at a later date of specified in the notice.

ARTICLE VII: NON-LIABILITY OF TRUSTEES

The Trustees shall not be personally liable for the corporation's debts, liabilities or other obligations.

ARTICLE VIII: INDEMNIFICATION AND INSURANCE

Section 8.1 Indemnification of Corporate Agents. The corporation shall indemnify any Trustee, officer, employee or other agent of this corporation, who has been successful (1) on the merits in defense of any civil, criminal, administrative or investigative proceeding brought to procure a judgment against such person by reason of the fact that he/she is, or was, the corporation's agent, or (2) in defense of any claim, issue or matter therein. In such case, the corporation will provide indemnity against expenses actually and reasonably incurred by the person in connection with such proceeding. If the corporate agent either settles any such claim or sustains a judgment against him/her, then indemnification against expenses, judgments, fines, settlements and other amounts reasonably incurred in connection with such proceedings shall be provided by this corporation but only to the extent allowed by, and in accordance with the requirements of, the New York Benefit Corporation Law.

Section 8.2 Insurance for Corporate Agents. The Board may adopt a resolution authorizing the purchase and maintenance of insurance on behalf of any Trustee, officer, employee or other agent of the corporation, against any liability other than for violating provisions of law relating to self-dealing asserted against or incurred by the agent in such capacity or arising out of the agent's status as such, whether or not the corporation would have the power to indemnify the agent against such liability under the provisions of the New York Benefit Corporation Law.

ARTICLE IX: SELF-DEALING TRANSACTIONS

The corporation shall not engage in any self-dealing transactions, except as approved by the Board. "Self-dealing transaction" means a transaction to which the corporation is a party in which one or more of the Trustees has a material financial interest ("interested Trustee(s)"). Notwithstanding this definition, the following transactions are not self-dealing transactions, and are subject to the Board's general standard of care:

1. The Board's action of fixing a Trustee's compensation as WHIN ED, a Trustee or corporate officer; or
2. A transaction which is part of a public or charitable program of the corporation, if

the transaction (a) is approved or authorized by the Board in good faith and without unjustified favoritism, and (b) results in a benefit to one or more Trustees or their families because they are in a class of persons intended to be benefited by the program;

ARTICLE X: OTHER PROVISIONS

Section 10.1 Fiscal Year. The fiscal year of the Corporation begins on July 1 of each year and ends on June 30.

Section 10.2 Execution of Instruments. Except as otherwise provided in these Bylaws, the Board may adopt a resolution authorizing any officer or agent of the corporation to enter into any contract or execute and deliver any instrument in the name of or on behalf of the corporation. Such authority may be general or confined to specific instances. Unless so authorized, no officer, agent or employee shall have any power to bind the corporation by any contract or engagement, to pledge the corporation's credit, or to render it liable monetarily for any purpose or any amount.

Section 10.3 Checks and Notes. Except as otherwise provided in these Bylaws, the Board may adopt a resolution authorizing any Officer or agent of the Corporation to enter into any contract or execute and deliver any instrument in the name of or on behalf of the Corporation. Such authority may be general or confined to specific instances. Unless so authorized, no Officer, agent or employee shall have any power to bind the Corporation by any contract or engagement, to pledge the Corporation's credit, or to render it liable monetarily for any purpose or any amount.

Section 10.4 Construction and Definitions. Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the Not-for-Profit Corporation Law and the Education Law shall govern the construction of these Bylaws. Without limiting the generality of the foregoing, words in these Bylaws shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires, and the word "person" includes both a corporation and a natural person. The captions and headings in these Bylaws are for convenience of reference only and are not intended to limit or define the scope or effect of any provisions.

Section 10.5 Conflict of Interest. Any Trustee, officer, key employee, or Board Committee member having an interest in a contract, other transaction or program presented to or discussed by the Board of Trustees or Board Committee for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board of Trustees or Board Committee prior to its acting on such contract of transaction. Such disclosure shall include all relevant and material facts known to such person about the contract of transaction which might reasonably be construed to be adverse to the corporation's interest. The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows that a conflict of interest exists or can reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, nor use his or her personal influence on, nor be present during in the discussion or deliberations with respect to, such contract of transaction (other than to present factual information or to respond to questions prior to the discussion). The minutes of the meeting shall reflect the disclosure made, the vote thereon and, where applicable, the abstention from voting and participation. The Board may adopt conflict of interest policies requiring:

1. Regular annual statements from Trustees, officers, key employees to disclose existing and potential conflict in interest; and,
 2. Corrective and disciplinary actions with respect to transgressions of such policies.
- For the purpose of this section, a person shall be deemed to have an “interest” in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the corporation, or is a director, trustee or officer of, or has a significant financial or influential interest in the entire contracting or dealing with the corporation.

Section 10.7 Interpretation of Certificate of Incorporation and Law. Whenever any provision of these Bylaws is in conflict with the provisions of the Certificate of Incorporation, the Certificate of Incorporation shall control. Whenever any provision of the Bylaws is in conflict with the provisions of applicable law, the provisions of applicable law shall control, including the New York Open Meeting Law.

ARTICLE XI: AMENDMENT

A majority of the Trustees may adopt, amend or repeal these Bylaws subject to approval by the Charter Entity.

CERTIFICATE OF SECRETARY

The undersigned does hereby certify that the undersigned is the Secretary of the WHIN Music Community Charter School, a nonprofit public benefit corporation duly organized and existing under the laws of the State of New York, that the foregoing Bylaws of said corporation were duly adopted as such by the Board of Trustees of said corporations, which Trustees are the only members of said corporation; and that the above and foregoing Bylaws are now in full force and effect.

[END OF BYLAWS]

Attachment 5c: Code of Ethics

WHIN MUSIC COMMUNITY CHARTER SCHOOL

CODE OF ETHICS FOR TRUSTEES, OFFICERS AND EMPLOYEES

The undersigned Trustee, Officer or employee of WHIN Music Community Charter School (hereinafter, the “Corporation”) shall comply with the Code of Ethics of the Corporation, as set forth below in this document, during the entirety of his/her tenure on the Board or employment with the Corporation:

Provision 1. Trustees, Officers and employees of the Corporation will conduct or direct the affairs of the Corporation and exercise their powers and responsibilities subject to the limitations of the New York Education Law, the New York General Municipal Law and Not-For-Profit Corporation, and the Corporation’s Certificate of Incorporation and the Bylaws of the Corporation, as applicable.

Provision 2. A Trustee, officer or employee shall not disclose confidential information acquired in the course of his or her official duties. A Trustee, officer or employee shall not use any confidential information acquired in the course of his or her official duties to further his or her own personal interest. In addition, he/she shall not disclose information regarding any matters discussed in an executive session of the Board, whether such information is deemed confidential or not.

Provision 3. A Trustee, officer or employee shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the Board.

Provision 4. A Trustee, officer or employee shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the Board, whereby the compensation is to be dependent or contingent upon any action by the Corporation 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 of the Corporation, whether paid or unpaid, who participates in the discussion or gives official opinion to the Board on any matter before the Board shall publicly disclose on the official record, orally or in writing, the nature and extent of any direct or indirect financial or other private interest he or she has in such matter. A Trustee, officer or employee has an interest if he or she or, to his or her knowledge, his or hers family member (including parent, grandparent, spouse, sibling, child, grandchild, niece, or nephew), or close business associate (i) is employed by, or (ii) holds a fiduciary, significant owner, or senior position with, or (iii) derives material benefit from any entity or person with which the Corporation is considering a transaction.

Provision 6. A Trustee, officer or employee shall not invest or hold any investment directly in any financial, business, commercial or other private transaction that creates a conflict with his or her official duties.

Provision 7. A Trustee, officer or employee shall not engage in, solicit, negotiate for or promise to accept private employment when that employment or service creates a conflict with or impairs the proper discharge of his or her official duties.

Provision 8. A Trustee, officer or employee shall not, after the termination of service or employment with the Corporation, appear before the Board or any panel or committee of the Board, in relation to any case, proceeding, or application in which he or she personally participated during the period of his or her service or employment or that was under his or her active consideration. This shall not bar or prevent the timely filing by a present or former officer or employee of any claim, account, demand or suit against the Corporation on his or her own behalf or on behalf of any member of his or her family arising out of any personal injury or property damage or for any lawful benefit authorized or permitted by law.

Provision 9. Other than solicitation of donations to the Corporation or another not-for-profit entity for the benefit of the Corporation, a Trustee, officer or employee shall not directly or indirectly solicit any gifts from any person associated with the School in any capacity including, without limitation, any student or prospective student, any employee or prospective employee or any supplier, contractor or other contractual counterparty or prospective supplier, contractor or other contractual counterparty.

Provision 10. A Trustee, officer or employee shall not accept or receive any single gift having a value of \$75 or more, or gifts from the same source having a cumulative value of \$75 or more over a 12-month period, whether in the form of money, services, loan, travel, entertainment, hospitality, thing or promise, or any other form, if it could reasonably be inferred that the gift was intended to influence him or her in the performance of his or her official duties or was intended as a reward for any official action on his or her part. Gifts from children that are principally sentimental in nature and of insignificant financial value may be accepted in the spirit in which they are given.

Provision 11. Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except with respect to matters relating to: (a) any transaction or other conflict of interest between such Trustee (or any affiliate or immediate family member of such Trustee or any entity or association in which such Trustee, affiliate or immediate family member serves as a director or officer or has a significant financial interest), on the one hand, and the Corporation, on the other hand; (b) indemnification of that Trustee uniquely; (c) any determination by the Board of Trustees to appoint such Trustee as an officer of the Corporation; (d) in the case of a Trustee who is also an officer or employee of the Corporation, the compensation or benefit programs in which such person participates in his or her capacity as an officer or employee of the Corporation; or (e) any other matter with respect to which applicable law or the Corporation's code of ethics or conflict policy would make it impermissible for such person to participate in discussion or approval of such matter.

Provision 13. Any actual or potential conflict of interest occurs when a Trustee, officer, or employee is in a position to influence a decision that may result in a personal gain for said Trustee, officer, or employee or in a gain for a relative of person with the Corporation whom said Trustee, officer, or employee has a close personal relationship as a result of a business dealing with the Corporation. In the case of an employee, any such conflict of interest must be immediately reported to the Executive Director. If the party with the potential conflict of interest is the Executive Director, he or she shall report it to the Chairperson of the Board. In the case of an officer or Trustee, the potential conflict of interest must be reported immediately to the Chairperson of the Board. If the party with the potential conflict of interest is the Chairman, he or she shall report it to the Treasurer.

Provision 14. Trustees, officers, and employees may never ask a subordinate, a student, or a parent of a student to work on or give to any political campaign.

Provision 15. Trustees, officers, and employees will observe rules of behavior and conduct. Unacceptable conduct includes, but is not limited to:

- Theft or inappropriate removal or possession of property belonging to the Corporation or otherwise used by the Corporation.
- Falsification of documents
- Possession, distribution, sale, transfer, or use of alcohol or illegal drugs in the workplace or while on duty
- Use of tobacco or tobacco products on School grounds
- Insubordination or other disrespectful conduct
- Violation of safety or health rules
- Sexual or other unlawful or unwelcome harassment
- Excessive absenteeism or any absence without notice

All Trustees, officers, and employees of the Corporation will be given a copy of the code of ethics upon commencement of their association with the Corporation.

Attachment 8a Hiring and Personnel Policies and Procedures:

An organization’s quality is dependent in large part on the personnel it can recruit and hire. WHIN strives to recruit and hire the highest quality staff possible. In accordance with Federal Law, WHIN will seek and employ the best-qualified personnel without regard to gender, race, religion, color, creed, national origin, citizenship, sexual orientation, veteran status age, marital status, or disability. It is an integral part of our school’s philosophy and mission to be fair and just throughout the hiring, developing, promoting, and terminating stages of the human resources cycle.

WHIN will comply with the Americans with Disabilities Act (ADA) of 1990, and welcomes applications from people with disabilities. The school does not discriminate against qualified disabled individuals solely for reasons of their disability. Consistent with this policy, WHIN is committed to:

- Recruit, hire and promote on the basis of an individual’s qualifications and competence for the job;
- Make the necessary, reasonable accommodations to enable a qualified person with a disability to perform the essential functions of a job;
- Protect the disabled individual’s right to privacy and confidentiality to the extent possible
- Full compliance with all requirements of applicable law, including those relating to employee benefits.

All hired staff will be considered “at will,” except for a few positions for which the Board may decide to enter into contract. This means that the employer or employee may terminate employment with or without cause.

In accordance with State Education Law, we will encourage all teachers to meet the certification requirements stipulated for the specific academic content area being taught. We aim to recruit certified teachers and will maintain a teaching staff with no more than 30% uncertified teachers at a given time.

WHIN will utilize the following hiring process steps:

1. Recruitment for Positions
2. Forming a Selection Committee
3. Online Application
4. Screening
5. Phone Interview
6. Interview
7. Demo Lesson
8. Offer

Research has shown that early hiring results generally in higher quality hires. For this reason, WHIN Charter is dedicated to conducting an early hiring process timeline with the following approximate timeline:

<i>Date</i>	<i>Activity</i>
-------------	-----------------

November-December	Recruitment for positions and advertisement; Form a selection committee
January	Online Application
February	Screening and Phone Interviews
March	Interview and Demo Lesson
April	Offer

Recruitment for Positions: In order to secure a highly qualified, diverse teaching staff, we will utilize a range of recruitment strategies such as online job posts, word of mouth, networking, teacher job fairs, advertisement in a range of media, membership with professional educators organizations (such as the National Association for the Education of Young Children,) partnerships with teacher preparation programs (such as Bank Street, Columbia University Teacher’s College, Hunter College, Teach for America, New England Conservatory of Music).

Forming a Selection Committee: The Executive Director and DCI will lead the Hiring Committee. Other staff members will be involved in the process since it is essential that new teachers can interact as a team and cooperate with existing personnel. Staff members will be present at interviews and observe demo lessons in order to give feedback about candidates. This feedback will inform the final decisions made by the ED and DCI.

Online Application: The application will begin through the WHIN website, which will provide concrete directions for required steps to apply. In order to ensure that teachers meet the requirement of the No Child Left Behind Act, candidates will be required to upload a resume, teaching certifications, and proof of meeting other requirements of the specific position.

Screening (First Round): The ED and DCI will screen applications by using a checklist to ensure that next round candidates meet the initial requirements.

Phone Interview (Second Round): Second Round candidates will be contacted via email to set up a 30 minute phone interview. This phone interview will be used to confirm qualifications and ensure a good fit with the school’s philosophy and vision.

Interview and Demonstration Video (Third Round): Third Round candidates will be invited to the school for an hour-long interview. WHIN staff will introduce the candidates to the school and give a tour. After this initial tour, candidates will be interviewed by the selection committee (a team of at least three staff members). Questions will be aimed to gain evidence of qualification, experience, ability to discuss professional literature, match with WHIN philosophy/ vision/mission, ability to collaborate with team members, strong communication skills, and clear teaching style. Candidates will be required to submit a teaching demonstration video to illustrate their ability and style of interacting with students. The demonstration video will be used for teachers hired for Charter Year 1. Once students are in the school, demo lessons with real WHIN classrooms will become the norm for hiring. Selection Committee members will score the candidate interviews and demonstration video with a rubric and all rubrics will be averaged. In

the case that candidates are not able to attend an interview due to personal reasons, geographic location or job requirements, the committee reserves the right to hire them if substantial evidence of their qualifications exists.

Demo Lesson: Starting in Year 2 of the Charter, demo lessons, rather than demo videos, will become the norm. Once students are in the school, demo lessons with real WHIN classrooms will become the norm for hiring.

Offer: Once the Hiring Committee makes a decision to hire a qualified candidate, an offer will be made. The DCI will discuss the salary and benefits with the candidate and will discuss the process for accepting an offer and signing a contract.

Key Staff Responsibilities and Qualifications

Executive Director (ED)	
<p>Responsibilities:</p> <ul style="list-style-type: none"> ● Establish a strong school culture and provide a safe learning environment ● Primary responsible for everything that happens in the school building while delegating responsibilities as needed ● Ensures achievement of organizational goals while articulating WHIN's mission, vision and academic programs. ● Oversee all the programs, services, activities and staff to ensure benchmarks are met and goals are achieved. ● Collaborates with DoO to develop the annual business plan, and operating budget ● Make formal reports to the Board of Trustees, State Education Department, and others ● Implement school policies and procedures as directed by the Board of Trustees ● Develop and maintain connections with various stakeholders to include students, parents/guardians, local and citywide health, educational programs, community and arts organizations to childcare services, to ensure students/parents have the necessary support to meet their needs ● Evaluate school programs and recommend policy changes and resource allocation ● Manage responsibilities of Director of Curriculum and Instruction, Director of Operations and Director of Finance. 	<p>Qualifications:</p> <ul style="list-style-type: none"> ● Master's Degree ● Proven experience as a leader to galvanize people's talents and to inspire them ● Experience/expertise in El Sistema, Music Education and Non-Profit Management ● Philosophical alignment with the WHIN Mission and Vision based on experience and commitment to Expeditionary Learning ● Deep understanding and strong connections with of New York City's music education scene ● Lead by example to inspire students, parents, teachers and community stakeholders alike ● Management experience in hiring, overseeing and, especially in an urban setting and underserved communities ● Commitment to rigorous education, creative use of data analysis, and intensive music instruction ● Exemplary communication skills and sophisticated analytical skills ● Bilingual (English/Spanish), previous work with Hispanic communities ● Demonstrated understanding of financial statements and proven results in fundraising ● Entrepreneurial spirit, experience and skills to thrive in start-up environment ● Teaching experience for at least 10 years in different environments ● Superior listening, reflecting, problem-solving and analytical skills

Director of Curriculum and Instruction (DCI)

Responsibilities:

- Collaborate with Director of Operations
- Oversee the hiring and termination process for all instructional staff
- Ensure that WHIN is making appropriate progress on the charter academic achievement goals
- Lead teaching staff in the use of data to inform instruction
- Facilitate family and community involvement through Parent Organization and other parent groups and activities
- Lead the creation of WHIN EL expeditions
- Support teachers in development of professional goal planning and instructional improvement
- Supervise and evaluate instructional staff
- Establish and oversee the Student Discipline system and policies
- Lead long term strategic planning and goal setting
- Make formal reports to Board of Trustees, State Education Department
- Evaluate school programs and recommend changes to instructional program and allocation of resources
- Lead and facilitate meetings with Instructional Team of coaches
- Ensure confidentiality with staff records and conversations
- Manage and oversee the RtI system

Qualifications:

- Master's Degree, preferably in administration or specialized curricular field (literacy, math, special education)
- Previous success in raising academic achievement in an urban setting
- Philosophical alignment with the WHIN Mission and Vision
- Commitment to Expeditionary Learning
- Strong written and oral communication skills
- Experience in teacher supervision
- Experience implementing professional development
- Experience with Understanding by Design framework and/or collaboratively creating and implementing units of study
- Co-teaching experience preferred or coaching/leadership experience in a school with a co-teaching model
- Superior listening and reflecting skills
- Experience with the hiring process
- Superior problem-solving skills

Director of Operations(DoO)

Responsibilities:

- Oversee all day-to-day operational activities of the school in collaboration with DCI
- Manage a team of back office personnel, including Office Manager and Business Manager
- Manage major academic-related systems and activities, including student recruitment and enrollment lottery, student information systems.
- Coordinate HR functions including building maintenance, renovations and upgrades
- Coordinate food services and transportation
- Plan and oversee logistics for school-wide events
- Set-up and oversee a volunteer system and create system for welcoming visitors to school
- Oversee the running of a communication system with parents

Qualifications:

- Bachelor’s degree
- Teaching or education program experience (preferred)
- At least 3 years relevant professional work experience, ideally in a charter school or other K-12 education organization (preferred)
- Organized planner and project manager with proven track record of experience
- Strong interpersonal skills and track record of collaborating with diverse stakeholders
- Experience/education in social work
- Strong oral and written communication skills
- Superior Problem-solving skills

Dean Of Music (DoM)

Responsibilities:

- Write music curriculum
- Develop integrated music, core academic units
- Oversee the music program
- Coach music teachers
- Help with planning and ordering requisite music and instrumental equipment for El Sistema program

Qualifications:

- Bachelor’s Degree, Master’s Degree Preferred
- Music Education required
- Experience directing and leading a music program
- El Sistema background (preferred)
- Certification as a music teacher (preferred)
- Experience with writing and developing music curriculum
- Experience managing music teachers
- Passion for music education
- Strong written and oral communication

Dean of Special Education

Responsibilities:

- Oversee the teaching schedules of special education teachers for push-in, pull-out and co-teaching as determined by IEPs
- Ensure the fulfillment of IEPs and 504 plans
- Collaborates with the DCI on data teams and RtI intervention groups and schedules
- Evaluate special education teachers
- Oversee all aspects of CST, IEPs, and SWD identification processes
- Lead parent workshops on a range of special education topics
- Communicate with district CSE staff
- Leads professional development on special education for staff

Qualifications:

- Masters in Special Education (preferred)
- Experience directing a special education department at another public or charter school
- Administration experience preferred
- Knowledgeable of Special Education Law
- Strong communication skills
- Superior problem-solving skills
- Experience running all aspects of CST, IEPs, and SWD identification process.

Classroom Co Teacher

<p>Responsibilities:</p> <ul style="list-style-type: none"> ● Collaborate with co-teacher, coaches, and DCI to provide high-quality, relevant instruction to all children ● Actively participate in all professional development activities ● Uses a range of assessment types to track students' progress on mastering achievement standards ● Use assessment data to differentiate instruction for all students ● Collaboratively plan interdisciplinary units of study with grade level teams and specialists ● Regularly communicate with families, students, and community partners ● Integrate the real world and surrounding community into units of study and lessons 	<p>Qualifications:</p> <ul style="list-style-type: none"> ● Bachelor's Degree, Master's Degree preferred ● Strong alignment with WHIN school mission and vision ● New York State Teacher Certification (Early Childhood, Childhood, or Special Education) ● Open to continual professional growth ● Commitment to integrating core academic content area subjects with music ● Preferred experience with co-teaching ● Commitment and knowledge of project-based learning (EL experience preferred) ● Commitment to differentiation and working as a co-teacher ● Strong interpersonal skills ● Strong written and oral communication skills ● Preferred experience working with ELL learners
<p>Music Teacher</p>	
<p>Responsibilities:</p> <ul style="list-style-type: none"> ● Teach music classes ● Collaborate with academic co-teachers to create integrated units of study involving music and academic core content areas ● Can teach multiple instruments or voice ● Work with Dean of Music to create a scope and sequence and music curriculum both for stand-alone music lessons and for music integrated-academic core content areas. 	<p>Qualifications:</p> <ul style="list-style-type: none"> ● Bachelor's Degree, Master's Degree Preferred ● Music Education required ● Experience directing and leading a music program ● El Sistema background (preferred) ● Certification as a music teacher preferred ● Experience teaching music ● Ability to collaborate, co-plan, and co-teach
<p>ESL Specialist</p>	

<p>Responsibilities:</p> <ul style="list-style-type: none"> • Collaborate with academic co-teachers to meet the needs of ELL students • Develop plans for ELL students to make appropriate and sufficient gains in English proficiency • Ability to relate with students' cultural background and affirm students' native language at the same time of supporting English development • Use student data to guide interventions and teaching techniques with students • Can develop an ESL curriculum that meets New York State standards 	<p>Qualifications:</p> <ul style="list-style-type: none"> • Bachelor's Degree, Master's Degree Preferred • ESL Certification • Meet New York Qualifications for ESL teacher • Experience with Sheltering English Instruction • Knowledge of and experience with QTEL or SIOP (preferred)
<p>Special Education Specialist</p>	
<p>Responsibilities:</p> <p>In addition to those of Classroom Co-Teacher</p> <ul style="list-style-type: none"> • Coordinate with the Dean of Special Education • Actively participate in all meetings pertaining to intervention, referral, and special education needs of students • Collaboratively plan instruction with Classroom Co-Teacher to meet the needs of the diverse learners in the class • Support the academic achievement and social emotional growth of students with special needs, English Language Learners, and at-risk students • Use data from a variety of sources to determine when a student is in need of intervention or enrichment 	<p>Qualifications:</p> <p>In addition to those of Classroom Co-Teacher</p> <ul style="list-style-type: none"> • New York State Certification in Special Education • Previous success in raising academic achievement of students with special needs • Ability to collaborate with other teachers and related service providers to ensure that all mandated services are being provided in accordance to IEPs • Ability to work with the Dean of Special Education
<p>Office Manager</p>	

Responsibilities:

- Welcome all visitors to school and direct them to their destination
- Maintain basic office systems such as phone, mail, supply inventory, school correspondence, translations, calendar, attendance records, student information system, record system.
- Assist DoO with ordering, receiving materials, overseeing arrival/dismissal system, enrolling/application procedures.
- Administer minor first aid as needed
- Ensure office space confidentiality with files and information
- Transfer records to other schools as needed and request records from other schools.

Qualifications:

- Associates degree preferred
- First aid certification preferred
- Experience in office procedures
- Demonstrates initiative and hands-on attitude
- Proficient in a range of school system computer programs and Microsoft Office Suite.
- Strong written and verbal communication
- Strong organizational skills
- Strong interpersonal skills
- Ability to establish relationships with children and adults of diverse backgrounds

DAVID GRACIA BELTRÁN

EXECUTIVE POSITIONS

August 2012 - Present

Founder/Director of WHIN

Washington Heights & Inwood Music Project, NYC
Grassroots and entrepreneurial “El Sistema” initiative.
Fundraising, strategic planning, capacity building,
program and board development and leverage school and
community partnerships

May 2013 - Present

Associate Music Director

Playground Sessions, NYC
Oversee the creation of musical and curricular content in
content for music curriculum, arrangements and
accompaniments.

July 2013 - Present

Music Director

New York Society for Ethical Culture
Oversee and plan the musical activities, guest musicians and
special presentations and programs to strengthen the mission
of this 100-year old prestigious institution

EDUCATION

2010-2011

New England Conservatory of Music

Abreu Fellows Post-Graduate Program
Summa cum laude

2007-2009

The Aaron Copland School of Music, Queens College

Master of Arts in musicology
Summa cum laude

2004-2007

The Aaron Copland School of Music, Queens College

Bachelor of Music in piano performance
Summa cum laude

LEADERSHIP ROLES

June 2013 - Present

Founder/President

Orchestrating Dreams, Inc., NYC
An "El Sistema-inspired" non-profit organization
providing affordable music instruction to over 500 students
per week in 3 boroughs. Fundraising, strategic planning,
capacity building, program and board development and
leverage school/community partnerships.

“EL SISTEMA” TRAINING

August 2011

Guest Artist

“XII Fundación y Academia del Nuevo Mundo,”
Maracaibo (Venezuela)

August 2011

Music Assistant

Corona Youth Music Project (NY)
Accompanist and teaching artist

April – March 2011 **Venezuelan Residency**
“El Sistema,” Venezuela
 6-week “El Sistema” residency with hands-on experience that included observing, teaching, conducting, researching, and managerial and executive coaching

February-March 2011 **Full-time “El Sistema” Internships**
Tune Up Philly, Philadelphia Youth Orchestra (PA)
Conservatory Lab Charter School, Boston (MA)

November 2010 **5-day Intensive “El Sistema” Internship**
OrchKids, Baltimore Symphony Orchestra

August 2010 **Music Assistant**
Corona Youth Music Project (NY)

ADMINISTRATIVE POSITIONS

October 2011 - June 2012 **Education Assistant**
The Brooklyn Philharmonic, NYC
 Provide executive support to Interim Director of Education including payroll, school partnerships and music competition

October 2011 - June 2013 **Executive Assistant**
Tribeca New Music, NYC
 Provide executive support to Executive Director including grant research, and social media management

September 2011 - June 2012 **Associate Music Director**
Artistic Dreams International, NYC/Mexico
 Provide assistance for weekly choir rehearsals and for the strategic planning, and program development

TEACHING POSITIONS

Jan 2012 - Present **Piano/Music Teacher**
United Palace Cathedral, NYC
 Group piano lessons for children in after-school program

Sept 2009 - Jun 2010 **Piano Teacher**
The Piano School of NYC
 Individual and group classes in after-school programs

Spring 2009 **Adjunct Teacher in Keyboard**
Aaron Copland School of Music, Queens College
 Keyboard Technique (MUS 74)

Fall 2008 **Adjunct Teacher in Music Theory**
Aaron Copland School of Music, Queens College
 Rudiments of Music (MUS 60)

Fall 2008 **Teaching Assistant for Music History II**
Aaron Copland School of Music, Queens College
 Grade papers, assist students, give lectures

Spring 2008 **Teaching Assistant for Music History III**
Aaron Copland School of Music, Queens College
 Grade papers, assist students, give lectures

Sep 2007- Dec 2009 **Music Tutor in Peer Tutoring Program**

Aaron Copland School of Music, Queens College
Piano, solfège, music theory to undergraduate students

ADDITIONAL EDUCATION

June 2014 **Master Class in Orchestral Conducting**
Baltimore Chamber Orchestra
10-day master class with Markand Thakar

December 2012 **Master Class in Orchestral Conducting**
Baltimore Chamber Orchestra
5-day master class with Markand Thakar

July 2012 **Master Class in Orchestral Conducting**
Baltimore Chamber Orchestra
10-day master class with Markand Thakar

July 2009 **Master Class in Orchestral Conducting**
Muntenia Philharmonic Targoviste, Romania
12-day master class with Konrad von Abel

2005-2007 **Apprentice Conducting Program**
New York Youth Symphony Orchestra
Paul Haas

MUSICAL EXPERIENCE: PERFORMANCES

June 2012- Present **Artistic Director and Conductor**
WHIN Music Project, NY
Performances at Our Saviour's Atonement Lutheran Church as part of the 2012 Latin American Cultural Week (November 2012). Performances at The DiMenna Center for Classical Music as part of the 2012 NY Seminario with the Simón Bolívar Orchestra of Venezuela

September 2011-Present **Assistant Music Director**
Artistic Director International, NY and Mexico
Performances at El Museo del Barrio and Salmangundi Arts Club, Finland Center Foundation, among other venues

2007 **Assistant Conductor**
Performances as assistant conductor with the New York Youth Symphony Orchestra at Carnegie Hall and at the Kupferberg Center Performances at Queens College

SCHOLARSHIPS/AWARDS

2010-2011 **Full Scholarship**
Abreu Fellows Program, New England Conservatory

2008-2009 **The Associated Music Teachers League**
Queens College

2007-2008 **Scholarship for Master of Arts in musicology**
Queens College

OTHER SKILLS

- Fluent in English, Native Spanish speaker
- Excellent computer, internet and social media skills (FB, Twitter)

WHIN Music Community Charter School PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD							Assumptions
*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.							DESCRIPTION OF ASSUMPTIONS - Please reference section/page number in application if applicable. For example, student enrollment would reference the page in the application that states enrollment targets.
Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 148. This will populate the data in row 10.							
Total Revenue		2,111,474	2,671,762	3,529,390	4,478,604	5,367,671	
Total Expenses		2,087,438	2,542,664	3,318,851	4,027,323	4,574,204	
Net Income (Before Cash Flow Adjustments)		24,036	129,098	210,539	451,281	793,467	
Actual Student Enrollment		108	162	216	270	324	
Total Paid Student Enrollment		-	-	-	-	-	
		Year 1 2016	Year 2 2017	Year 3 2018	Year 4 2019	Year 5 2020	
*Year 1 should tie to Totals for Year 1 on Tabs 4 and 5							
REVENUE							
REVENUES FROM STATE SOURCES							
		0.0%	0.0%	0.0%	0.0%	0.0%	
Per Pupil Revenue	CY Per Pupil Rate						
CSD 6	14,027	1,514,916	2,272,374	3,029,832	3,787,290	4,544,748	over the couser of the charter.
School District 2 (Enter Name)	-	-	-	-	-	-	
School District 3 (Enter Name)	-	-	-	-	-	-	
School District 4 (Enter Name)	-	-	-	-	-	-	
School District 5 (Enter Name)	-	-	-	-	-	-	
Special Education Revenue		1,514,916	2,272,374	3,029,832	3,787,290	4,544,748	
Grants		128,746	235,512	294,390	439,854	528,171	12% Year 1, 15% Year 2 & 3, 17% Year 4 & 5
Stimulus		-	-	-	-	-	
Other		-	-	-	-	-	
Other		-	-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES		1,643,662	2,507,886	3,324,222	4,227,144	5,072,919	
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs		13,000	24,000	32,000	45,000	55,000	12% students with IEP at \$1,000, being conservative
Title I		48,000	72,000	96,000	120,000	144,000	\$500 per student eligible for Free/Reduced Lunch; expecting 89% of student body to
Title Funding - Other		5,000	5,000	5,000	5,000	5,000	Title IIA
School Food Service (Free Lunch)		-	-	-	-	-	
Grants		-	-	-	-	-	
Charter School Program (CSP) Planning & Implementation		250,000	-	-	-	-	
Other		-	-	-	-	-	
Other		-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES		316,000	101,000	133,000	170,000	204,000	
LOCAL and OTHER REVENUE							
Contributions and Donations, Fundraising		50,000	50,000	55,000	60,000	65,000	Conservative fundraising plan
Erate Reimbursement		-	-	-	-	-	
Interest Income, Earnings on Investments,		-	-	-	-	-	
NYC-DYCD (Department of Youth and Community Developmt.)		93,228	-	-	-	-	\$51,000 base, plus \$391 per K-5 student (Y1 only)
Food Service (Income from meals)		-	-	-	-	-	
Text Book		8,584	12,876	17,168	21,460	25,752	Per student: NYSTL - \$58.25; NYSSL - \$14.98; NYSLIB - \$6.25
OTHER		-	-	-	-	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		151,812	62,876	72,168	81,460	90,752	
TOTAL REVENUE		2,111,474	2,671,762	3,529,390	4,478,604	5,367,671	
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS							
	Positions						List exact titles included in the position category, if different from description, and staff FTE's (Full time equivalent) year 1.
Executive Management	2.00	230,000	236,900	244,007	251,327	258,867	Executive Director at \$120,000; Principal (Director of Operations) at \$110,000
Instructional Management	-	-	-	-	-	-	
Deans, Directors & Coordinators	2.00	155,000	229,650	306,540	315,736	325,208	FTE \$70,000; Year 2: Dean of Assessments, 1.0 FTE \$70,000; Year 3: Dean of
CFO / Director of Finance	-	-	-	-	90,000	167,700	\$75,000
Operation / Business Manager	1.00	55,000	56,650	58,350	60,100	61,903	Business Manager: 1.0 FTE

	Administrative Staff	1.00	40,000	41,200	44,436	100,769	103,792	Year 1: Office Manager: 1.0 FTE; Year 4: Executive Assistant to ED, 1.0 FTE \$55,000
	TOTAL ADMINISTRATIVE STAFF	6.00	480,000	564,400	653,333	817,932	917,470	
	INSTRUCTIONAL PERSONNEL COSTS	Positions						
	Teachers - Regular	4.00	260,000	397,800	539,734	685,926	836,504	Year 1:4, Year 2:6, Year 3:8, Year 4:10, Year 5:12, 3% increase per year
	Teachers - SPED	2.00	130,000	198,900	269,867	342,963	418,252	100% of their time working IEPs students in the classroom. Year 1:2, Year 2:3, Year
	Substitute Teachers	-	-	-	-	-	-	
	Teaching Assistants	1.00	40,000	81,200	123,636	167,345	212,365	1.0 FTE, \$40,000, Year 2:2, Year 3:3, Year 4:4, Year 5:5
	Specialty Teachers	3.25	211,250	282,588	453,566	532,173	548,138	Teacher 0.25 FTE, Year 2: 1.0 FTE 1 Music Teachers, 2 ELL Teachers 2.0 FTE, 1
	Aides	-	-	-	-	-	-	
	Therapists & Counselors	-	-	-	-	-	-	
	Other	1.00	40,000	41,200	84,436	86,969	89,578	1 Social Worker, 1.0 FTE starting salary \$40,000, Year 3:2
	TOTAL INSTRUCTIONAL	11.25	681,250	1,001,688	1,471,239	1,815,376	2,104,837	
	NON-INSTRUCTIONAL PERSONNEL COSTS	Positions						
	Nurse	-	-	-	-	-	-	
	Librarian	-	-	-	-	-	-	
	Custodian	-	-	-	-	-	-	
	Security	-	-	-	-	-	-	
	Other	-	-	-	-	-	-	
	TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	
	SUBTOTAL PERSONNEL SERVICE COSTS	17.25	1,161,250	1,566,088	2,124,571	2,633,308	3,022,307	
	PAYROLL TAXES AND BENEFITS							
	Payroll Taxes		127,738	172,270	233,703	289,664	332,454	11% of salary
	Fringe / Employee Benefits		174,188	250,574	361,177	473,995	544,019	15% of salary Year 1, increasing 1% per year to reach 18% by Year 4
	Retirement / Pension		-	-	-	-	-	
	TOTAL PAYROLL TAXES AND BENEFITS		301,925	422,844	594,880	763,659	876,473	
	TOTAL PERSONNEL SERVICE COSTS	17.25	1,463,176	1,988,931	2,719,451	3,396,967	3,898,780	
	CONTRACTED SERVICES							
	Accounting / Audit		20,000	20,000	20,000	20,000	20,000	Audit services by professional
	Legal		-	-	-	-	-	Pro bono services by Lawyers' Alliance
	Management Company Fee		-	-	-	-	-	
	Nurse Services		-	-	-	-	-	
	Food Service / School Lunch		-	-	-	-	-	
	Payroll Services		3,000	-	-	-	-	
	Special Ed Services		19,500	36,500	48,600	69,000	82,620	Physical Therapy
	Titlement Services (i.e. Title I)		-	-	-	-	-	
	Other Purchased / Professional / Consulting		115,000	125,000	130,000	135,000	140,000	maintenance and troubleshooting, quality review
	TOTAL CONTRACTED SERVICES		157,500	181,500	198,600	224,000	242,620	
	SCHOOL OPERATIONS							
	Board Expenses		2,500	2,500	2,500	2,500	2,500	Printing costs for Board materials
	Classroom / Teaching Supplies & Materials		56,700	29,200	32,076	34,978	35,907	classroom materials; adding \$2,000, \$3,000, \$4,000, \$5,000 additional each year for
	Special Ed Supplies & Materials		3,250	6,075	8,100	11,475	13,700	\$250 per student with IEP
	Textbooks / Workbooks		86,400	43,200	43,200	43,200	43,200	Study, Classroom Reading Books
	Supplies & Materials other		15,000	30,000	40,000	50,000	60,000	Year 2-5: string instruments (violin, viola, cello, bass), recorders.
	Equipment / Furniture		58,320	29,160	29,160	29,160	29,160	pieces
	Telephone		4,320	4,320	4,320	4,320	4,320	\$110 for three phone plans for admin
	Technology		43,000	21,500	21,500	21,500	21,500	case (10) totaling \$17,500: \$2600 for 2 desktops; 4 eno boards (\$1,800); \$400 for
	Student Testing & Assessment		9,372	4,494	4,494	4,494	4,494	for classroom F&P Benchmark Assessment kit, 1 additional upper level kit; Brigrance
	Field Trips		3,240	4,860	6,480	8,100	9,720	\$30 per student
	Transportation (student)		-	-	-	-	-	
	Student Services - other		-	-	-	-	-	
	Office Expense		15,380	15,811	16,285	16,774	17,277	Book binder: Paper; 2 color copier/printer leases; Ppostage/shipping; Laminator;
	Staff Development		65,000	65,000	65,000	65,000	65,000	Professional development workshops on Expeditionary Learning
	Staff Recruitment		2,000	2,300	2,600	2,900	3,200	Flyers and other marketing materials;
	Student Recruitment / Marketing		5,000	5,500	6,000	6,500	7,000	Flyers and other marketing materials
	School Meals / Lunch		3,780	5,613	7,484	9,356	11,227	Considering that 11% of our student body won't be eligible for free or reduced lunch.
	Travel (Staff)		-	-	-	-	-	
	Fundraising		10,000	10,300	10,600	10,900	11,400	Postage, Stationary, and Invitations
	Other		-	-	-	-	-	
	TOTAL SCHOOL OPERATIONS		383,262	279,833	299,800	321,156	339,605	
	FACILITY OPERATION & MAINTENANCE							
	Insurance		34,000	36,000	38,000	40,000	42,000	Quotes obtained from insurance broker for coverage of general
	Janitorial		10,000	11,000	12,000	13,000	14,000	Garbage; pest control; snow removal; supplies; landscaping
	Building and Land Rent / Lease		-	-	-	-	-	
	Repairs & Maintenance		10,000	15,000	20,000	25,000	30,000	Discretionary funds allocated for general repairs, maintenance. As our program

TABLE 1: Applicant Group Information

Applicant Group Member Name/ Email Address	Current employment	Relevant experience/ skills and role on applicant group (Key Words)	Proposed role(s) if any (Trustee, Employee, or None)	Proposed Position on the board (e.g., officer, trustee, or constituent representative)	Length of initial term	Voting Member Y/N
Andrea Profili/ [REDACTED]	EI Sistema instructor/ conductor in NYC	Thorough knowledge of EI Sistema and music education	Trustee	Trustee	1 year	Y
Anne Cohen/ [REDACTED]	Music Specialist/Co- Curricular Team Leader at Blue School	Curriculum development, music education	Trustee	Trustee	1 year	Y
Daniel J. Schulte/ [REDACTED]	Schulte Educational Services	School Leadership, Curriculum development, Data/ assessment	Trustee	Trustee	1 year	Y
Gregory David/ [REDACTED]	Bank Street School of Children	Educational/ financial advice/ general management	Trustee	Board Chair	1 year	Y
Ivonne Norman/ [REDACTED]	Sinel & Associates, PLLC	Legal advice, non-profit experience	Trustee	Trustee	1 year	Y
David Gracia/ [REDACTED]	Director of WHIN Music Project, Music Director of NYSEC, Associate Music Director at Playground Sessions	leadership, fundraising, non-profit experience, EI Sistema education	Employee	Executive Director	N/A	N